

AGENDA
2:30 p.m. Thursday, February 28, 2013
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 January 24, 2013
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Student societies
 - 7.1 Report from the USSU (oral report)
 - 7.2 Report from the GSA
8. Academic Programs Committee
 - 8.1 Reports for Information:
 - Implementation of revised approval processes and portal submission process
 - Increase in credit units for Veterinary Medicine program
 - Admissions report for 2013-14
9. Planning and Priorities Committee
 - 9.1 Request for decision: Centre for Applied Epidemiology as a Type A Centre in the Western College of Veterinary Medicine (WCVL)

That Council approve the establishment of the Centre for Applied Epidemiology as a Type A Centre in the Western College of Veterinary Medicine, effective February 28, 2013.
10. Joint Board/Council Committee on Chairs and Professorships
 - 10.1 Request for Decision: Cisco Systems Research Chair in Mining Solutions

That Council authorizes the Board to establish a Cisco Systems Research Chair in Mining Solutions.
11. Other business

12. Question period

13. Adjournment

There will be a reception immediately following the Council meeting in the foyer of the Neatby-Timlin Theatre in honour of Dr. Lea Pennock's retirement.

Next meeting – 2:30 pm, March 21, 2013

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

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

The chair called the meeting to order at 2:33 p.m., observing that quorum had been attained.

1. Adoption of the agenda

FOWLER-KERRY/DOBSON : To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and visitors to the January meeting of Council, reminding them of the usual procedures for debate and the seating arrangements for Council's business. He then reviewed the matters on the agenda for this meeting, and invited Council to turn to the business on the agenda.

3. Minutes of the meeting of December 20, 2012

DOBSON/DETERS : That the Council minutes of December 20, 2012 be approved as circulated.

CARRIED

4. Business from the minutes

No business was identified as arising from the minutes.

5. Report of the President

The chair invited President Busch-Vishniac to present her report. Dr. Busch-Vishniac indicated she would limit her comments to the matter of budget adjustments facing the university, a matter which has drawn a number of visitors to Council today. The president stressed the severity of the \$44.5M budget challenge that faces the university, and informed Council that despite some reports to the contrary, the university's budget has not been cut by the provincial government, but rather that the university's request has been trimmed down in response to the changing financial environment. The university, she said, has been generously treated by the government, and the province and the university enjoy a strong relationship. She remarked on the similarity of the university's situation to those in other jurisdictions, and particularly Ontario, whose universities have undergone much smaller increases in recent years. She assured Council that the university will live within its budget and is grateful for the relationship with government; we are the envy of our peers. The university's administration will do what it can to make compelling arguments for increased budgets, but when the budget comes down the university will live within it.

The president also indicated that given the structure of the institution's budget it is impossible to trim without affecting the staff complement, which makes up roughly 75% of the university's operating expenditures. Trims will need to be undertaken, and will be done so strategically and in

accordance with the university's missions of educating students, discovering knowledge and serving the province. In order to accomplish this, the university has launched two projects: workforce planning and a process of prioritization called *TransformUS*.

With respect to workforce planning, the president commented on the immediate goal to trim roughly 40 positions; additional reductions will be required in subsequent phases to address what has become a structural budget deficit. The second project is meant to be a year-long study that will review all of the university's programs and activities against collectively established criteria and priorities. On the basis of those priorities there will be investment in some activities and disinvestment in others. Key to the success of the initiative will be that it is inclusive, fair, equitable and transparent.

The president then addressed a number of issues that she knows have been raised about the process. She began by clarifying that in her letter to the community, the statement that the task force membership would be 'selected' by the president should have read 'appointed' by the president. She stressed that she will not personally be selecting the membership; in fact the process for selection has not yet been determined, except that there will be an open nomination process. The president expressed her belief that there will be strong consensus candidates that will do a great job in their ability to look across the campus and run a fair, open process. A second rumour the president addressed was that 'decisions have already been made.' While she acknowledged that some units are bound to feel vulnerable, she stressed that criteria have not yet been established and there is no preconceived notion of the outcomes.

Dr. Busch-Vishniac also acknowledged the concerns that have been expressed to her by students who feel excluded from the process because student representation is not envisioned on the task forces. She explained the logic behind this thinking, which arises from the Dickeson model, in terms of the time commitment that is required. She also stressed that the task forces will not include the senior administration of the university either, and that the process is designed to solicit input from a broad base including students, faculty, staff, alumni, friends, employers and government. The criteria will come to Council and the Board for endorsement, and any actions arising from the process will go through our standard governance bodies, on which students are represented. With all of that said, the president acknowledged the importance of ensuring that the entire community sees this as a fair and open and equitable and inclusive process—so if it is the advice of Council today that students be added, that is what will be done. She ended by noting that this topic appears later on the agenda, and she would be happy to answer questions following her report or to defer them.

A member expressed concern that in this time of heightened anxiety, the Employee Assistance Program has a long waiting list and is booking appointments well into March.

A student visitor who identified herself as a previous Council member and a past president of the College of Education graduate students' association spoke in favour of inclusion of students on the task forces, defending students' right to decide for themselves whether they have time to be involved, and reminding Council that elected students have been involved in the Integrated Planning processes. She indicated that the university has a strong history of involving students and urged Council to support their inclusion on the task forces.

A member rose to object that the president's assurances that there are no preconceived notions of the outcome seems to be contradicted by the statement in the last paragraph on p. 90 of the agenda, which singles out the college of education and the humanities and fine arts. The president responded that the examples in the letter are a direct result of experience and represent examples that have been raised to her by the community. The provost explained how those examples came to be in the document; they arose from input in the form of suggestions and ideas that have been

solicited at town halls and on the web site. He committed to reviewing, examining and categorizing every idea that comes in as part of this process.

A member asked the president to comment on progress being made on restructuring in the College of Medicine. The president indicated that she has come to understand that the difficulties for the College relate in large measure to a structure that is not appropriate for the province, one in which the health regions are responsible for health care without corresponding authority and funding, and the university has both funding and authority to hire clinicians but no responsibility for health care. She stressed the need to identify a sustainable solution in partnership with the government and health regions, and that these discussions have already begun. She invited vice-provost Martin Phillipson to comment; he confirmed that efforts are underway to identify common points of interest with these partners, and that a position paper is being developed with the health region. He noted that much of the current activity relates to matters of compensation and distributed education, and told Council that a bi-monthly newsletter is being planned, as well as a full report to the April meeting of Council.

A member expressed skepticism about the commitment to a 'fair, transparent, inclusive' process, referencing last fall's special GAA meeting at which members were lined up at the microphone to dispute the claim that the process concerning the restructuring of the College of Medicine had been transparent. He suggested that those who promise the world always receive funding at the expense of more disciplined units.

Another member asked about the workforce planning initiative, and particularly whether this is a one-time immediate reduction that will take place just this year and will end in 2013. The president indicated that the immediate reductions will be mostly achieved in 2013, but that at the end of this year there will be a report that will allow the university to prioritize programs, and that there will be further reductions as a result of that exercise.

A visitor asked why a program prioritization process is required when for several decades the university has had a process by which every program has been evaluated at a fixed interval by external evaluators who are experts in the field. Those reports, he said, are available to everybody and departments have already been evaluated. At the president's request, the provost responded. He indicated that the reference is to systematic program review, and then addressed the difference between a budget prioritization process and an academic review process. These, he said, have some similarities but are fundamentally different. The questions they ask are different: not, 'is this good?' or 'how could it be better?' but rather 'what priority will the institution be giving this program in budget allocation?' Systematic program review (SPR) was undertaken over five years and did a good job of what it was set up to do for academic programs. Its evaluations were summative. Almost all programs on the campus cleared the bar; a few got Ds but almost every program got a B, with a few A's and a few C's. The bell curve was narrow and tight. A second thing SPR did was to provide formative feedback about ways in which a program could be better, and this has affected some decisions and timing since then. There was some hope this would guide financial decision making, but it did not produce feedback that was useful in this respect. One similarity to program prioritization is that SPR focused on programs, not units. A premise of program prioritization is that units exist to support programs and not the other way around; thus, the review will focus on programs, rather than the units that house them. The provost also reminded Council that the results of SPR are now almost 10 years old.

Another visitor asked how the Dickeson model was chosen, indicating that he had contacted his colleagues at the University of Colorado and heard reports that that university had been censured by the American Association of University Professors for using this process, and that Dr. Dickeson himself had been relieved of his presidency because he couldn't handle the financial dimensions of his position. The president noted that the Dickeson model has been successfully applied in Canada,

in Europe, and in the US, and is the only model that has been shown to produce results. The provost dismissed *ad hominem* attacks on Dr. Dickeson, indicating that the university is choosing a methodology rather than an individual, and that the choice is about the idea and the track record. He also indicated that this method, which has both advantages and disadvantages to others that might be used, will be adapted and tailored to the needs of the University of Saskatchewan.

6. Report of the Provost

Dr. Fairbairn commended members to his written report and drew Council's attention in particular to the two-part Aboriginal symposium taking place on March 15 and June 12, and the opening of the university's offices at Station 20 West in one of Saskatoon's core neighbourhoods.

The provost then made some general comments about budget adjustments, contextualizing the issues at this university as similar to those being faced by colleagues across the country. He noted that an important difference in our case is that the required adjustments are of a similar magnitude but over four years. The university has the forecasting tools to look ahead four years, and to plan for the reductions we know will be necessary by 2016 in order to become a more sustainable institution.

Dr. Fairbairn also announced that town halls will be scheduled at regular intervals for updates on the progress of operating budget adjustments. The next one is scheduled for Tuesday, February 26 at 12:30 pm in Convocation Hall. He anticipates the presentation will include an overview of the structure of the budget adjustment process and discussion of where all the projects fit into this. He reminded Council that there is a steering committee to oversee the project itself; one of its important tasks is to receive and review the ideas and suggestions that are sent in from across the campus community.

The chair invited comments and questions for the provost.

Professor Michael MacGregor identified himself as co-chair, along with Barb Daigle, of the university Employee Assistance Plan management board. He indicated that the board is well aware of the problems identified by a member earlier in the meeting and has developed a triage process to address the needs of those who are in crisis situations. The board is in the process of hiring another counselor to address the 4-week wait times. He encouraged members to let him know if they hear of problems with the program.

Another member referenced a story in the January 21st edition of *On Campus News* regarding the possible construction of a hotel on the college quarter. He expressed concern that the location under discussion is the current site of the seed barn and the beach volleyball court, and wondered whether there were plans to tear down the seed barn, given its historic nature. The provost invited Vice-president Finance and Resources Greg Fowler to respond; Mr. Fowler indicated that the university is actively investigating the possibility of relocation and alternative uses for the seed barn.

7. Student societies

7.1 Report from the University of Saskatchewan Students' Union

USSU President Jared Brown invited Academic Vice-presidents Ruvimbo Kanyemba, Vice-president Operations Steven Heidel, and Vice-president External Alex Verenka to join him as he presented a verbal report on recent activities of the USSU.

Mr. Brown began by addressing a question that was asked at the last meeting concerning the policies the USSU has in place about free speech. He reminded Council that the Justice Centre for Constitutional Freedoms had written a report in which the USSU was given a

failing grade; he has subsequently spoken to representatives of the centre, who indicated they were unaware of some of the existing initiatives and policies of the USSU. The executive is ensuring that their policies are up to date and reflect their practices in this regard.

Mr. Brown also reported on various initiatives that the executive members have been working on, including a student symposium earlier today, a recent ‘speed friending’ event, a campus groups survey and a meeting of college presidents. He then turned to the issue of student representation on the *TransformUS* task forces, referring Council members to page 90 of the agenda materials. Leading Council members through each of the four reasons given for students not being included, he argued that students should be able to choose to participate based on their own time management; that just as he ensures successful transition for the next USSU president as a board member, a student representative could ensure successful transition for a student replacing him on a committee; that students have no more conflict of interest (and possibly less) than do the faculty members who have a stake in developing academic programs and who rely on them for their own research; and that many students who have been involved in student government have a broader view of the macro level of the institution than many faculty do. Mr. Brown received applause for his report, and the chair opened the floor for comments and questions.

A faculty member expressed interest in the students’ position on conflict of interest, indicating that since the institution has a responsibility to ensure all students currently in enrolled in a program can complete it, students may be the only ones who are not in a conflict of interest. He agreed with the students that it is difficult not to hear the objections to their involvement as paternalistic, but defended the need for continuity through the task forces’ work.

The Chair invited members of Council to join him in thanking members of the USSU executive for a very thorough report.

7.2 Report from the Graduate Students’ Association

GSA Academic Vice-president Dylan Beach and GSA Vice-president External Elizabeth O’Meara extended regrets from GSA President Ehimai Ohiozebou, and presented an oral report on the activities of the Graduate Students’ Association.

Mr. Beach reported that he has been in conversation with the Minister of Advanced Education to advocate for the inclusion of graduate students in the province’s graduate retention program. He also reported that there would be a vote at the GSA Council meeting later this evening to approve a referendum for a U-PASS for graduate students.

Ms. O’Meara informed Council that a graduate student gala is planned for Friday, March 8 to honour graduate students and the faculty and staff who have supported them; she encouraged departments to consider purchasing a table to recognize their graduate students by contacting the association’s office manager at gsa.admin@usask.ca or at the GSA Commons. All proceeds will be put towards graduate student bursaries. A number of excellence awards will be presented, including one for an exceptional advisor and a GSA champion.

The Chair invited members of Council to join him in thanking Mr. Beach and Ms. O’Meara for their report.

8. Nominations Committee

The vice-chair of the nominations committee, Ed Krol, presented the committee's report to Council.

8.1 Request for Decision: Committee nominations

For each of the motions, the chair called three times for additional nominations from the floor. There being no further nominations, the motions were put to Council.

KROL/PAIN: That Council approve the nomination of Carolyn Tait, Psychiatry, to the research, scholarly and artistic work committee for a term ending June 30, 2016.

CARRIED

8.2 Request for Decision: Member of the Renewals and Tenure Appeal Panel

KROL/PAIN: That Council approve that Phyllis Shand, Food and Bioproduct Sciences, be nominated to the renewals and tenure appeal panel for a term ending June 30, 2014.

CARRIED

8.3 Request for Decision: Members of the Search Committee of the Vice-President (Finance and Resources)

KROL/PAIN: That Council approve the following nominations to the Search Committee for the Vice-president Finance and Resources: Dean McNeill, Department of Music, and Andrew Van Kessel, Department of Animal and Poultry Sciences.

CARRIED

9. Academic Programs Committee

Roy Dobson, chair of the academic programs committee, presented the committee's report to Council.

9.1 Request for Decision: Curricular Approval Process Revisions

In presenting the motion, Professor Dobson verbally corrected the date of the Academic Programs Committee meeting referenced in the Request for Decision.

Professor John Rigby spoke to the importance of this motion as having come out of the second integrated plan and particularly the commitment to streamline curricular approval processes. Dr. Rigby commended the work of Russell Isinger and his team in the office of the Registrar in moving these improvements forward.

DOBSON/ZELLO: That Council approve the revised Framework for Approval of Academic and Curricular Changes at the University of Saskatchewan.

CARRIED

9.2 Request for Decision: Arts and Science: Termination of Bachelor of Arts programs in Studies in Religious Traditions

Professor Dobson introduced the motion by explaining the reasons for the termination of these programs.

DOBSON/ZELLO: That Council approve the termination of Bachelor of Arts programs in Studies in Religious Traditions.

CARRIED

9.3 Items for Information

The following items were received for information:

- new concentration in Language and Speech Sciences and name change for existing concentration to General and Applied Linguistics in the BA Four-year in Linguistics;
- new concentration in Conducting/Music Education in the Master of Music;
- program name change to Religion and Culture in BA programs of the Department of Religion and Culture.

10. Planning and Priorities Committee

This report was presented by planning and priorities committee chair, Dr. Bob Tyler.

10.1 Request for Decision: Name for the school of professional development

Dr. Tyler provided context and background for the decision, summarizing the approval and consultation process that has been followed to date.

TYLER/ MEDA: That Council approve that the school of professional development be named *School of Professional Development, College of Engineering*, and that Council's Bylaws be amended to reflect the name of the school.

CARRIED

10.2 Request for Decision: Program Prioritization

Dr. Tyler began by clarifying what a motion to approve in principle means, reading from the guidelines adopted by Council for motions and decisions. He noted that the motion intentionally avoids specifics, since any more specific outcomes of the process for program prioritization that are under Council's authority will be brought to Council at a later date for approval. He also clarified that the motion encompasses a process for both administrative and academic program prioritization. He explained that his remarks would focus on why the planning and priorities committee is recommending approval by Council, and that he would also speak to some specific aspects of the establishment of task forces and Council's possible role. He emphasized that his comments are made on behalf of the entire committee, which is strongly supportive of the university undertaking a process of program prioritization; he also indicated that he sensed a high level of support at yesterday's joint meeting with the academic programs committee.

Dr. Tyler then addressed the matter of why Council approval should be sought for this initiative, referencing Council's legislative authority and influence over academic matters. It is in the interest of the university and of Council that decisions are based on a clearly

articulated and systematic process. He advised that even if Council decides not to support this motion, some form of prioritization will take place, and reiterated the view of the committee that Council should be involved as a participant in the process.

With respect to the establishment of task forces, Professor Tyler noted that his committee has spent a lot of time talking about various options for composition of the task forces and has sought input from other committees. Consideration has been given to how the task force members should be selected, the appropriate selection criteria, how to make the process transparent, what Council's role should be in approving criteria, and whether there will be students on the task force. Options included either seeking broadly-based nominations from the community, or keeping the process within the existing committees and processes of Council, as well as some hybrids of the two. There are advantages and disadvantages to all models: the Council-only model is attractive, but the committee was concerned that Council would lose its arm's-length status and ability to critique, and that most Council members did not sign on with this intensive process in mind, as well as the fact that there will be significant turnover of Council committee membership at the end of June.

The chair then opened the floor to debate on the motion, which reads as follows:

TYLER/FAIRBAIRN: That Council approve in principle the undertaking of a process for program prioritization.

Referencing a statement on p. 85 of the agenda, a member sought clarification about how deeply the task forces intend to review the institutional mission; Dr. Tyler responded that 'reviewing' should be read as 'understanding' or 'incorporating' rather than 'revising.'

The same member described the students' arguments for inclusion on the task force as persuasive. Asking for a show of hands from Council members about how many of them are U of S graduates, he encouraged the president and provost to consider that students are our future faculty and should be participants in the institution's future.

Another member also began by urging the president to appoint graduate and undergraduate representation. He then asked whether it is their intent that the committee will have a sunset clause, or whether this would be an ongoing process and if so what the implications of that would be. The provost clarified that the reason these are referred to as 'task forces' is that they have a single task, the creation of a set of priorities, to accomplish. When this task is done, the task forces will be dissolved. Dr. Tyler suggested that universities should always have processes for program prioritization and in this respect it is unfortunate that the project is being driven by budgetary considerations. Once a process is in place, he argued, it should be continued as the institution is faced with similar issues in the future.

A visitor who identified herself as a graduate student at the university addressed the matter of conflict of interest on the part of students and faculty, and suggested that the administration also has a conflict of interest. Noting that the GSA report did not even mention TransformUS, she also spoke in support of student involvement provided that the USSU and GSA consult extensively with students.

The president of the student medical society, also a visitor to Council, spoke in favour of the motion to include students; having sat on the dean's advisory committee for renewal in the College of Medicine she said that she and many elected officials are often willing to commit much more than 4-6 hours per week to such projects.

A visitor who identified himself as a law student expressed skepticism about the proposed methodology and warned of the possibility for systemic bias. He advocated for an opportunity to evaluate the methodology before it is applied, and urged Council to reject the process until it includes formal representation from students. Referring to a recent poll in *The Sheaf*, he rejected the arguments put forward to exclude students. He also argued that if student representation is sought it should not be solely from the USSU or GSA but should come from a broad solicitation students who are interested and willing to participate.

The chair then invited the provost to speak as the seconder of the motion. Dr. Fairbairn addressed three questions: whether the university should undertake a process of prioritization, what would happen if Council does not approve this process in principle, and how such a process should be undertaken. He noted that the third of these questions has been the topic of most of the discussion today. Observing that one speaker had used the word 'crisis' he submitted that nothing that takes four years to address is a crisis, by definition. If this were truly a crisis, program prioritization would not be the appropriate solution. The university is not in a financial crisis, but it can look four years ahead and see that there is a serious financial issue on the horizon: this is an important distinction.

Addressing the law student's comment, he drew attention to the importance of criteria. These have not yet been determined; that will be the job of the task forces. Like others, he indicated that he sees the development, definition and weighting of criteria as the strategically important part of this process. Once developed, these will be brought back for discussion and if timing allow in other forums to get exactly the input that was suggested. The provost also told Council that he is committed not to being a task force member, and so Council is also his opportunity to provide feedback about the criteria.

Addressing the question of what happens if Council does not undertake this process, the provost noted that the fallback solution would be approaches that are administratively more expedient, such as arbitrary across-the-board cuts or hiring freezes and tuition increases. He recalled that in one of the previous rounds of budget pressures, he was a new faculty member in the college of Arts and Science, and was disheartened to see his department lose its German historian because the position happened to be vacant at the time the budget cuts were happening. No-one had made any conscious decision about priorities at that time. The provost urged Council to support the investment of time in systematic processes that identify priorities and follow through on them.

The provost also followed up on the matter of timing and continuity, noting that the task forces will need to start and finish their work in 2013, but that the notion of prioritization should be kept alive and incorporated into our institution beyond this calendar year as a means of becoming financially sustainable. If Council does not approve the process, the administration will still have a responsibility to the Board of Governors, which oversees the financial health of the university, to come up with some way to prioritize programs. While he acknowledged that he has not heard many people say we should not be doing any kind of program prioritization, it is nevertheless possible that issues about how we do it may be getting in the way of peoples' support. He therefore proposed a friendly amendment that might take account of these 'how' issues, and particularly the way the task forces are selected and the importance of student representation.

The motion was restated with the approval of the mover and seconder as follows:

TYLER/FAIRBAIRN: That Council approve in principle the undertaking of a process for program prioritization;

And that following an open nomination process the task force for academic prioritization be constituted to include 20-25 faculty members and 2 students;

And that the selection of the task force be made in consultation with the leadership of University Council.

A visitor asked whether the language of the motion makes it sufficiently clear that the membership of the task force is exclusively faculty and students. She also suggested that since the provost has indicated the university is not in a financial crisis, perhaps the administrative task force could complete its work prior to the work of the academic task force. Otherwise, she said, as soon as Council approves this, it has approved academic program cuts.

A student visitor asked how the two students would be chosen and recommended that this be done by the USSU and the GSA. The provost indicated that the appointment would be made by the president and that while it is difficult to establish a process in a meeting like this, consultation would certainly occur with the USSU and GSA.

A member asked how a 'faculty member' would be defined, expressing concern that after the nomination process is closed it is entirely conceivable that the committee could comprise only senior administrators who are faculty members. The president offered assurances that there will be no-one appointed to the task force above the rank of department chair. She also explained why simply having an election process to determine the membership of the task forces does not work; there must be some selection to ensure balanced and broadly-based representation and to ensure the task forces are not heavily weighted against individuals who feel they have 'turf to protect'.

Another visitor to Council spoke against the Dickeson model, alleging that the author believes universities should be run like corporations and that department heads should be eliminated and replaced by managers. He argued for a 'made-in-Saskatchewan' solution, and he invited the president to account the contradictions between her statement that 'there are no sacred cows' and statements made elsewhere that the College of Medicine will be our flagship, and about the importance of food security to the university.

A member of Council who said she would not be supporting the motion referenced a graph shown at the October meeting that showed how much the administrative personnel has increased at the university in the last decade. She expressed a lack of faith that the process of program prioritization will be any more transparent than workforce adjustments have been.

The mover of the motion reminded Council that the motion references 'a process' and that any methodology adopted by the university will need to be adapted to reflect our own institutional values.

A member of Council commented that the discussion has really been about 'how' rather than 'whether' to do program prioritization, and that the main point to resolve is how Council is to be involved. He suggested that the first part of the motion be dealt with today, and that the planning and priorities committee be asked to come back with the 'how' part and more clarification at another meeting with respect to the long-term involvement of Council. The provost responded that it is indeed the case that people want to talk about 'how' before they deal with 'whether', and conceded that it would be logical to separate these discussions. He asked to hear more from members about what they would support.

A member expressed the view that this is an important decision and should have come to Council this month for information and next month for decision. The provost indicated he would leave it to Council's leaders to comment on the appropriate procedure but reminded Council that he has stood up in every Council meeting since October to encourage people to read the Dickeson book, and to think about the models for program prioritization. He urged against taking more months to study the issue, suggesting that the flaws in our decision-making processes are usually not that we take too short a time to make decisions but that we take too long.

A member of Council spoke in favour of the motion because of the things that have been said about our alternatives. The prospect of budget cuts is very real and not something that can be ignored.

The chair then invited the mover to make concluding remarks. Dr. Tyler described the motion as being akin to a statement of intent. He echoed the provost's contention that the university has been well educated on this process already, and reminded Council that it is not being called on to approve specific actions. He also suggested that the modifications made to the wording of the motion be further amended to reduce the specificity of "20-25 members" and "2 students."

The motion was restated once more with the approval of the mover and seconder as follows:

TYLER/FAIRBAIRN: That Council approve in principle the undertaking of a process for program prioritization;

And that following an open nomination process the task force for academic prioritization be constituted to include faculty members and undergraduate and graduate students;

And that the selection of the task force be made in consultation with the leadership of University Council.

CARRIED

11. Governance Committee

Dr. Gordon Zello presented this report as chair of the governance committee, reminding Council that the motion before them was brought as a Notice of Motion in December.

11.1 Request for Decision: Proposed faculty council membership for the Johnson-Shoyama Graduate School of Public Policy

ZELLO/DOBSON: That Council approve the proposed membership of the faculty council for the Johnson-Shoyama Graduate School of Public Policy.

CARRIED

12. Other business

12.1 Item for Information: Records Management Policy

John Rigby, one of Council's representatives to the Policy Oversight Committee, presented this item for information.

13. Question period

A member rose to observe that Council had today heard a member of the faculty who is not a Council member make denigrating statements about one of our colleges, and a member make denigrating statements about a leader of a political party in another country, and remarked that at a previous meeting there had been an invitation made for Council members to participate in a political event. He urged the chair and leadership of Council to make a more forceful statement about the conduct expected of members and visitors, and to ensure that Council meetings are focused on Council's business.

14. Adjournment

The chair reminded members that next month's Council meeting will be the last one for the current University Secretary, and that there will be a reception for her following the next meeting. He also asked members to encourage their colleagues to run for one of the 17 vacancies on Council for next year.

DOBSON/HARRISON: That the meeting be adjourned at 5:00 p.m.

CARRIED

Next meeting – 2:30 pm, February 28, 2013.

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

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	P	P					
N. Adams	NYA	NYA	P	P	P					
W. Albritton	P	P	P	P	P					
S. Anand	R	P	P	P	P					
A. Anderson	NYA	A	A	A	A					
E. Barber	P	A	P	P	P					
A. Baxter-Jones	NYA	NYA	NYA	NYA	P					
P. Bonham-Smith	P	P	P	P	P					
A. Bowen	P	P	P	R	R					
D. Brenna	P	R	P	A	R					
J. Bruneau	P	P	R	P	P					
M. Buhr	P	P	P	P	R					
I. Busch-Vischniac	P	P	P	P	P					
L. Butler	P	P	R	P	R					
L. Calvert	R	R	R	P	R					
C. Card	P	A	P	P	P					
G. S. Chang	P	P	P	P	P					
R. Chibbar	P	P	P	P	P					
B. Coulman	P	R	P	P	P					
T. Crowe	P	R	P	P	P					
A. Dalai	A	A	A	P	A					
S. Daum Shanks	P	A	P	P	R					
M. D'Eon	P	A	P	P	R					
G. DesBrisay	P	P	R	P	R					
R. Deters	P	P	R	P	P					
T. Deutscher	R	R	R	P	P					
R. Dobson	P	P	P	P	P					
D. Drinkwater	P	P	P	P	P					
C. Eberhart	A	P	P	A	A					
M. Etman	P	P	A	A	A					
B. Fairbairn	P	R	P	P	P					
K. Flynn	P	P	R	A	P					
S. Fowler-Kerry	R	P	R	P	P					
D. Freeman	P	R	A	P	R					
A. Gabriel	P	P	R	A	A					
K. Gabriel	NYA	NYA	P	R	P					
M.Ghezelbash	P	P	P	R	P					
B. Gobbett	P	A	A	R	R					
J. Greer	P	P	P	P	P					
M. Hamilton	P	P	P	A	P					
L. Harrison	A	P	P	R	P					
D. Hill	P	P	P	R	P					
C. Huberdeau	NYA	P	P	R	A					
L. Jaeck	P	P	P	R	P					
K. James-Cavan	P	P	P	P	P					
R. Johanson	R	R	R	R	P					
P. Jones	P	P	R	P	R					
J. Kalra	P	P	P	P	P					
R. Khandelwal	P	P	P	P	P					
A. Kitchen	NYA	NYA	R	R	A					
E. Krol	R	R	P	P	P					
S. Kruger			P	A	A					
S. Kulshreshtha	P	P	P	P	P					
B. Langhorst	P	R	A	P	R					

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

**President's Report
University Council
February, 2013**

Searches and Reviews

The search committee for the Vice President Finance and Resources has been struck but not yet met. Also, there is nothing to report at this moment regarding the Dean of Medicine search.

The committee to recommend a Chancellor to Senate has met and reviewed nominations. We anticipate that a candidate to recommend to Senate will be made within the next few weeks. The committee has been very pleased with the quality of the nominees.

As you were informed earlier, Beth Williamson has been hired as the new University Secretary. Beth will officially join us in April, although she attended the board orientation and has been taking time to meet people in the secretariat office. Between the unfortunate retirement of Lea Pennock and Beth's start date, Sandra Calver will serve as the Acting Secretary.

The search committee for the Dean, College of Engineering has met three times. A short-list has been determined and was announced in late February. Candidates will be on campus in March.

The search committee for the Executive Director, Johnson-Shoyama Graduate School of Public Policy is being conducted by the University of Regina. The committee is comprised of members from both the University of Regina and the University of Saskatchewan. The committee met in mid-February to determine a short-list, with candidate visits being planned for mid-March. Candidates will visit both campuses.

The administrative assistant position formerly held by Karen Taylor will be filled shortly, bringing the transformation of the President's Office to completion.

Government Relations

I continue to pursue opportunities to meet with federal, provincial and municipal leaders, including the heads of funding agencies.

At the end of January, I was pleased to have numerous meetings in Ottawa with senior federal officials including Minister of State (Science and Technology)

Gary Goodyear, the Clerk of the Privy Council, Deputy and Associate Deputy Ministers from several key ministries (Natural Resources Canada, Environment, Health, Foreign Affairs, Industry, Agriculture and Agri-food, etc.), the Saskatchewan Federal Conservative Caucus, the Conservative Post-Secondary Caucus, the President of the Canada Foundation for Innovation (CFI), the President of the Association of Universities and Colleges of Canada, the Executive Director of the U15, senior officials from SSHRC, and the Chief Human Resources Officer of the Treasury Board. These meetings provided an excellent opportunity to increase awareness and understanding about U of S progress in our signature research areas, particularly with respect to our collaboration with industry, as well as our other pursuits including improving our opportunities and impacts for First Nations, Métis and Inuit students. I also used these occasions to speak frankly with government officials regarding the need for a renewed policy for science and innovation in Canada that would include long-term stable funding for major science facilities like the CLS and VIDO-InterVac.

Earlier in the month, I also had an opportunity to meet with the Deputy Minister of Western Economic Diversification Canada to discuss our gratitude and intentions with respect to their on-going support for the U of S. I also had an opportunity to meet with Deputy Commissioner Brenda LePage of the Correctional Service of Canada, our research and training partner through the Regional Psychiatric Center.

The Provincial Budget has been scheduled for March 20 and discussions will continue between our senior leadership team and provincial decision-makers in the lead-up to that date. We continue to reinforce with provincial officials the critical importance of allocating adequate operating funding for the university along with targeted funding in key areas such as the College of Medicine and capital infrastructure. We have also discussed proposed changes to the University Act with the province, and a formal letter of request has been sent to them.

In order to better pursue and coordinate our senior engagement with the public sector, we have developed a new PEC Strategic Framework for Government Relations to be discussed with the board at its March meeting. This framework presents a SWOT analysis of our government relations environment, a more efficient process for managing our engagement with government and an outline of seven PEC government relations priorities for the coming year.

College of Medicine Update

The CoM work continues to progress along many lines. Our self study for the accreditors has been delivered. The task forces looking at the many aspects of restructuring continue to make progress. The leadership of the Saskatoon Health Region and the U of S have met jointly and agreed that the interests of all parties are best served through careful partnership in the development of long-term and transitional solutions. We intend to present government with a solution rather than

a problem – including aligning authority with responsibility in the health regions and the university and determining the clinical needs of the province as it grows.

Research

We continue to see significant successes in growing our research portfolio and in being recognized for our areas of excellence. In the AUTM 2012 report based on their 2010/11 survey, U of S was ranked number 1 in Canada for licensing revenue earned per full time technology transfer employee. Commercialization of our research products and partnerships on applications of our work are areas in which we continue to perform well above the mean of our peers.

We continue to do well in some national funding competitions. For instance, 3 CFI leading Edge Fund projects were awarded for a U of S success rate of 50% compared to the national rate of 31%. By contrast, our success rate in the CIHR Open Operating Grant competition was 8%.

We are making rapid progress in getting the Global Institute for Food Security up and running. Roger Beachy, a world-renowned authority on food security, has agreed to serve as the founding Executive Director and we have named three people to the board. We have also named Ernie Barber as the Interim Deputy Executive Director and COO.

The Social Sciences Research Laboratories (SSRL) held a grand opening which was attended by CFI, SSHRC, the Minister of State for Science and Technology and the Government of Saskatchewan. The SSRL's five state-of-the-art labs are making the university a national leader in interdisciplinary social science research.

A key challenge for us is support for the operations of two large national laboratories: CLS and VIDO-InterVac. We continue to work with the original seven partners in funding of CLS, but with a deadline for obtaining operating funds looming, we are still significantly behind in commitments to continue funding operations. This is a challenge throughout Canada. We are the only industrialized nation which funds capital costs for science labs but not their operating costs. Our fortune in having two such labs on our campus is also our misfortune, as it requires us to mount massive amounts of effort in raising operating funds.

***Promise and Potential* – IP3 plan implementation**

In the first year of the planning cycle, the focus has been on discrete, well-defined projects. Nineteen projects have been identified and several are beginning or underway. Terms of reference for the projects that are underway have been posted to www.usask.ca/plan.

In addition, the university will be hosting Taking Stock – a celebration of our Aboriginal programs and accomplishments to date. This one day symposium scheduled for March 15 will include a speech by me, poster session, launch of the community engagement map, and a feast and round dance. All events are open to the campus community and I encourage you to attend. For more information, please visit www.usask.ca/aboriginal.

Gordon-Oakes Red Bear Center

As reported to the Board in the last meeting, the tender closings on the GORB capital project were over budget. The university's facilities group continues to work closely with contractors and the first phase of the negotiations with general contractors has yielded encouraging results with two firms. Both recognize the value of being the general on this prestigious project. The university has requested first phase submissions from all generals by Feb 19, based on ideas intended to reduce costs of the current design. Depending on these results, we will either proceed or begin in earnest to explore more substantive changes. We are continuing to plan the project timeline for opening in Fall 2014. We have publicly committed to breaking ground this year.

PROVOST'S REPORT TO COUNCIL

February 2013

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

The Provost's Committee on Integrated Planning (PCIP) met three times in January as considerations on the "batch" review of several funding requests mentioned in last month's council report continued. Decisions on these submissions are anticipated in late February or early March.

PCIP also discussed several key elements of the Operating Budget Adjustments process as well as approved the following: a spring and summer session UPASS request, the Transform US project charter, one-time funding to the Office of the Vice-President Research to create a position of senior financial officer, as well as several decisions regarding savings resulting from a change in the university's benefits provider.

Plan implementation

In the first year of the planning cycle, the focus has been on discrete, well-defined projects. Nineteen projects have been identified and several are beginning or underway. Terms of reference for the projects that are underway have been posted to www.usask.ca/plan.

As part of the commitment to Indigenous engagement, as outlined below, the university will be hosting Taking Stock – a celebration of our Aboriginal programs and accomplishments to date. This one day symposium scheduled for March 15 will include an address by the president, poster session, launch of the community engagement map, and a feast and round dance. All events are open to the campus community and I encourage you to attend. For more information, please visit www.usask.ca/aboriginal.

Below you will find a list of titles and descriptions of current projects.

Knowledge Creation:

- **College/school strategic research plans and metrics** - Develop individual college/school research strategies to guide growth and development of unit research activities and success. These strategies will provide a multi-year vision of college/school research goals, establish a framework for decision-making to ensure a focus on research priorities, and facilitate shared or cooperative approaches to initiatives, programs/services and areas of focus.
- **UnivRS: Implementation of the university research system** - Implementation of a new electronic research administration and management system (UnivRS) to address external regulatory requirements, enable harmonization of ethics protocol approvals, and provide accurate data to address internal and external demands. This transformative initiative was identified as one of the top three priorities of SPEP and will provide critical management capacity for a research-intensive environment.

- **Strategic development of programs and services for researchers** - To provide excellent, client-oriented services and programs commensurate with a U15 research-intensive university that will facilitate researcher success. Over the next 1-2 years, the Office of the Vice-President Research will be reviewing and refining our suite of programs to ensure a robust system of researcher support. Initiatives will include implementation of:
 - 1) a comprehensive, high quality internal review program for Tri-Agency grant proposals;
 - 2) a matching grants program to leverage external funds for large collaborative grants;
 - 3) a sustainable, long-term strategy for research facilitation; and
 - 4) programs/services based on an on-going assessment of researcher needs.
- **Faculty mentorship program** - This program will provide a mentorship team for all new faculty members for their first five years of appointment, as well as professional research development workshops for both mentors and mentees.
- **Signature area strategic development** – “Agriculture: Food and Bioproducts for a Sustainable Future”: The Global Institute for Food Security - “Agriculture: Food and Bioproducts for a Sustainable Future” is one of the six signature areas of research and scholarship at the U of S. Through establishment of a Type B centre in partnership with the Saskatchewan government and PotashCorp, the U of S will accelerate and expand research in this area. The Global Institute for Food Security (GIFS) will be developed as a world-renowned centre of excellence in agriculture and food-system related research and will position the U of S, and the associated bio-cluster in Saskatoon, as a world leader in research, technologies and policies related to safe, nutritious and sustainable food production.
- **Signature area strategic development** – “One Health: Solutions at the Animal-Human-Environment Interface” - “One Health: Solutions at the Animal-Human-Environmental Interface” is one of six signature areas of research and scholarship at the U of S. Over IP3 the Office of the Vice President Research will work to develop this distinct area of research impact. In the short term, efforts will focus on:
 - 1) securing internationally-recognized research leadership (CERC in Integrated Infectious Disease Mitigation (IIDM)); and
 - 2) developing a strategic plan to accelerate One Health research across colleges.

Aboriginal Engagement: Relationships, Scholarship, Programs

- **The way forward - The next steps for the university in Aboriginal engagement** - This project will have two phases:
 - 1) Taking Stock - a celebration of our programs and accomplishments to date, and
 - 2) Moving Forward - an opportunity to hear from Aboriginal community leaders, international Indigenous scholars and on-campus leaders about where the University of Saskatchewan should be going in the next fifteen to twenty years. This work will inform the refresh of the *Aboriginal Foundational Document*.
- **Visibility of Aboriginal culture and symbols on campus** - This project will result in increased signage and naming in Aboriginal languages of buildings, pathways, rooms or increased reflection of Aboriginal culture in physical symbols by 2015/16.

- **Presence of Aboriginal culture in ceremonies and events** - This project will result in an increased presence of Aboriginal culture in formal university ceremonies and university-sponsored events by 2015/16.

Culture and Community

- **Development of a new financial management framework** - This project will ensure that financial management responsibilities are carried out effectively and efficiently across the organization within the right unit, with work done at the right staff level, and carried out with appropriate support. By reviewing the current status, interviewing academic and administrative staff, by learning from other institutions, by conducting best practices research and most importantly by consulting with university leadership, the team will develop a new organizational framework for financial management.

Innovation in Academic Programs and Services

- **Strategic enrolment management** - Strategic enrolment management (SEM) is a framework for aligning strategies and approaches to ensure the institution, as well as colleges and schools, reach their goals in terms of type, quality and mix of students.
- **Distributed learning coordination and strategy document** - This project will develop a recommendation for the provost for a strategy that will guide the governance, implementation and growth of distributed learning (that is learning done by students at a distance from the Saskatoon campus) programming for the University of Saskatchewan through the planning cycle (2012-2016).

Further terms of reference will be posted as they are finalized.

I am pleased to announce that Lynn Lemisko, associate dean (undergraduate programs and research), College of Education, will be replacing Cecilia Reynolds as the co-leader for *a co-ordinated approach to engagement with the provincial K-12 system*.

ASSESSMENT

Institutional surveys (2012/13 term two)

The Canadian University Survey Consortium (CUSC) has been completed and preliminary results indicate a response rate approximately 31% with a total of over 460 students completing the survey. Survey data will be made available to the Office of Institutional Planning and Assessment in June for analysis.

The Canadian Graduate and Professional Student Survey (CGPSS), which collects information on graduate student satisfaction, including quality of education and how it contributed to growth and development, is currently being conducted. To date, 604 students have completed the survey.

OPERATING BUDGET ADJUSTMENTS

As you are already aware, the Board of Governors approved the Operating Budget Adjustments (OBA) process in May 2012, with a target for permanent operating budget reductions of \$44.5 million by 2015/16. The overarching objective of the OBA process is to ensure the University of Saskatchewan remains a financially sustainable institution beyond 2015/16. Management is currently projecting a balanced operating budget in 2012/13, and is on track to achieve significant permanent savings through the strategy developed by the OBA Steering Committee (OBASC). The strategy currently includes the following areas of activity: workforce planning, total compensation and rewards, TransformUS, maximizing the value of university spend, reducing institutional footprint, process enhancement/continuous improvement, as well as revenue generation and diversification.

Some updates regarding the above initiatives are indicated below:

- In January 2012, the University of Saskatchewan was under a high degree of media scrutiny. A number of local and national media outlets published stories on the university's \$44.5 million financial challenge. From January 5 to 30, there were at least 142 stories related to the university's finances. Generally, media stories acknowledged the financial challenge and showed an understanding that budget cuts must be made. An important point not fully reflected in the coverage is that our university is working toward 2016 and beyond, while other universities are focused on budget measures one year at a time.
- Nominations to the TransformUS task forces were opened from January 28 – February 13. The selections of appointees will be made by representatives of council leadership, along with the president, provost, and vice-president finance and resources. Announcements will be made in the first week of March regarding the appointments and next steps.
- Plans for the February 26 town hall forum are underway. The focus of this meeting will be to provide an overall update of the operating budget adjustments and provide an opportunity for the campus community to ask questions.

A governance structure for the operating budget adjustments project was developed (depicted below) to provide a framework for understanding the project at a glance. The ideas submitted by the campus community have been organized into project categories, where they will be reviewed and prioritized for implementation by the project teams.

Securing our future financial sustainability



as of February 14, 2013

COLLEGE OF MEDICINE RESTRUCTURING

Work has begun on developing the implementation plan for the CoM restructuring that was approved in principle at the December 20 meeting. These are some of the most recent important developments:

1. Dean’s Advisory Committee

The dean’s advisory continues its work to act as the advisory body to the dean on the college restructuring. It is working to provide advice and feedback on the implementation plan. The

DAC most recently met on January 16 and February 4, 2013. One of the key aspects of the DAC is to engage with the many working groups established during the college restructuring. Recent developments in this area include:

The establishment of three new working groups to assist with and support implementation. The three groups are:

1. Unified Heads Working Group
2. Distributed Medical Education (DME) Governance
3. Community Faculty Engagement

The unified heads working group has been assembled and had its first meeting on February 7. Its membership includes representatives from the SHR, RQHR, PAPHR, UofS, CoM, SAHSN, MoH and former unified heads. Its mandate is to examine the existing profile and structure of the unified head model, which was established in 2004.

The DME governance group and the community faculty engagement groups have not yet met and their membership is currently being assembled. Their work cannot fully begin until the work of the existing governance and career pathways and complement planning groups have been considered by the DAC.

The existing working groups are at various stages:

- a. Career Pathways and Complement Planning Groups presented final reports to the DAC February 4
 - b. Governance WG aiming for completion by end of February as other groups will base their work on the recommendations from the governance group
 - c. Accreditation - briefing book submitted to CACMS/LCME. Site visit to take place March 12-13. Provincial government has been briefed.
 - d. Change and Transition Group – work is on-going
 - e. Financial Structures – work is on-going
 - f. Internal ACFP – work is on-going
 - g. Partnerships – work is on-going
 - h. Recruitment – initial work has begun
2. A joint meeting of UofS and SHR leadership teams took place on January 15.
 3. The briefing book for the visit of accreditation teams has been sent to CACMS/LCME. These bodies will visit both Saskatoon and Regina on March 12 and 13 and meet with senior college and university officials.

COLLEGE AND UNIT UPDATES

Edwards School of Business

Edwards BComm students were awarded the prestigious School of the Year trophy at JDC West. The award is based on a combination of academics, charity events, and participation. All

major business schools west of Ontario compete in almost a dozen different events. JDC West was held in Vancouver this year and hosted by the Sauder School of Business at UBC.

The Edwards School of Business completed its full AACSB International accreditation documents, including a self-evaluation report of over 400 pages, and submitted them for review by an Initial Accreditation Committee (IAC). AACSB is the premier accreditation body for business schools, and only 5% of business schools around the world are AACSB accredited. The mentor with whom we have been working is making a positive recommendation to the IAC March deliberations that the School is ready for a formal peer-review team visit in 2013-14. The normal period for a business school from the time of its initial eligibility application to its self-evaluation report is five years. Many schools fail to submit reports after many years of attempting to achieve accreditation. The Edwards School made its eligibility application in November 2010. This academic year the School met all 20 standards, including the currency of its faculty (measured in the previous five years of peer-reviewed research publications and professional engagement), the participation of full-time and highly engaged faculty members in supporting the mission of the School, and a concrete program of Assurance of Learning.

University Library

Saskatchewan: A Sense of Place

The University Library is pleased to present an exhibition titled *Saskatchewan: A Sense of Place*.

On display are a wide variety of materials that help to inform our understanding of Saskatchewan's early history, including immigration brochures, early newspapers, local history books, and event posters. The exhibition also features some of the most famous Saskatchewan-themed literature, historical maps, tourism brochures and archival items such as the original handwritten manuscript *Minutes of the Temperance Colony Pioneer Society* (Saskatoon, 1984).

This exhibition will be on display until April 26, 2013 in the 'Link' exhibition space on the first floor of the Murray Library.

SEARCHES AND REVIEWS

Search, Dean, College of Engineering

The search committee for the Dean, College of Engineering has met three times. A short-list has been determined and announced last week. Candidates will be on campus in March.

Search, Executive Director, Johnson-Shoyama Graduate School of Public Policy

The search committee for the Executive Director, Johnson-Shoyama Graduate School of Public Policy is being conducted by the University of Regina. The committee is comprised of members from both the University of Regina and the University of Saskatchewan. The committee met in mid-February to determine a short-list, with candidate visits being planned for mid-March. Candidates will visit both campuses.

Search, Dean, College of Medicine

There is currently no update available at this time.

Search, Associate Dean, University Library

Ken Ladd is in the penultimate year of his third, five year term as Associate Dean (University Library). At the end of his current term, Ken will return to assigned duties within the librarians ranks. A search committee has been struck and an initial meeting held in early February. Further updates will follow as the search progresses.

Search, Associate Dean, Edwards School of Business

Alison Renny is in her last semester after many years as Associate Dean Undergraduate. The Edwards School has examined the leadership structure and is now seeking an Associate Dean Students and Degree Programs. A search committee is examining applicants and engaged in deliberations. The position will commence July 1.

GSA Report to Council February 2013

TransformUS

As followup to last Council meeting, I like to thank members of Council for your vote to include graduate students in the TransformUS task forces. The decision reinforces the culture of students engagement that the UofS is known for. We have submitted nominations to the task forces.

Career Talks

Last year, the GSA partnered with Student Employment and Career Centre to hold monthly career and industry talks. This month's industry talk was held Friday, February 15 and focused on health careers. The interactive session gave graduate students the opportunity to find out about career options and how to find jobs in health industry. The session also provided students the opportunity to get insider view on the realities of working in the industry. The event was well attended.

UPASS for Graduate Students

The GSA has a referendum on Wednesday, February 27, 2013. Graduate students will have the opportunity to decide if they want to collectively buy into the Saskatoon Transit reduced transport scheme or maintain the status-quo. If the referendum passes, graduate students will be charged \$110.85 per term for a 1 year trial period starting in September 2013. Students in one or more of the following categories will be eligible for exemption. Those:

- (1) Living outside the city limits;
- (2) Living in on-campus housing (Ogle Hall, Voyageur Place Residence, Lutheran Theological Seminary and St. Andrew's);
- (3) Enrolled exclusively in distance education courses; and
- (4) Unable to ride bus due to a disability

Campaign to Review Graduate Students' Funding

One of the campaigns we have for the 2012/2013 academic session is the review of graduate students' funding. It is over a decade graduate students' funding has been reviewed.

The average earning of graduate students at the University of Saskatchewan is below the mean of GU15 universities and far below the cost of living in Saskatoon. This could make the UofS less competitive amongst its peers and possibly affect its strategic goals. The GSA supports the Third Integrated Plan. Knowledge creation (which is driven by graduate students' research) is a core component of the plan. To meet the 3IP target, the UofS needs to attract the best and brightest students and motivate current graduate students with competitive funding opportunities.

It is essential to report that the President and Provost agree with graduate students on the need to review their funding. A team headed by the Dean of College of Graduate Studies and Research has been constituted to come up with recommendations. The recommendations are expected to be made by this February.

We expect immediate implementation at the non-devolved level. The GSA recognizes that there are several types and sources of funds at the UofS. We also respect the autonomy of units. We, however encourage units to at least implement the minimum recommendations.

Meeting with Minister of Advance Education

The GSA had a town-hall meeting with Hon. Don Morgan on Friday, February 8, 2013 to discuss Graduate Retention Program (GRP). The province gives up to \$20,000 tax credit for a 7 year period to graduates that choose to remain in the province. Currently, graduates from the College of Graduate Studies and Research are not included in the GRP.

The university management initiated discussion with the provincial government in fall of 2012 after the GSA brought the issue to their attention. To step up the campaign and to ensure that our request is reflected in the next budget year, graduate students requested audience with the Minister. The meeting was productive. Hon. Morgan promised to communicate our request to the executive council and report back at the forthcoming GSA Awards Gala. The benefits and modalities of implementation when graduates with advance degrees are included in GRP were also discussed.

GSA Awards Gala

The Graduate Students' Association (GSA) is happy to announce and invite Council members to its 1st Annual Graduate Awards Gala to be held at the Radisson Hotel (Saskatoon) on **March 8, 2013** from 5:30PM to 11:00PM.

The purpose of the Graduate Awards Gala is to celebrate graduate studies and research by honouring graduate students as well as those faculty, and staff that have generously supported graduate research, scholarly, and artistic pursuits.

Speakers at the event are: Saskatchewan Minister of Advance Education, Hon. Don Morgan; President of University of Saskatchewan, Ilene Busch-Vishniac; and Dean of Graduate Studies and Research, Adam Baxter-Jones.

Nomination is closed for the awards to be given March 8. Numerous nominations were received for the different categories. Awards Selection Committee constituted by Course Council will decide the recipients later this month.

The GSA thank faculty and units that submitted nominations and also those that have bought tickets and tables. We request those who have not to consider buying a table.

Below are the sponsorship level guidelines for the 1st Annual Graduate Awards Gala

GOLD level: \$500

- Booth at the site of the Gala for its entire length
- Full publicity on the agenda and full screen shot of our logo or advertisement of your choice on screens set up for the event
- Mention of your sponsorship by the MC during the event
- Table that seats 10

SILVER level: \$350

- Shared logo space on the agenda and screen during the event
- Mention of your sponsorship by the MC during the event
- Table that seats 10

BRONZE level: \$250

- Table that seats 10

You can contact gsa.pres@usask.ca or gsa.admn@usask.ca for further information.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: February 28, 2013

SUBJECT: Items for Information:
- Implementation of revised approval processes and portal submission process
- Increase in credit units for Veterinary Medicine program
- Admissions report for 2013-14

COUNCIL ACTION: For information only

SUMMARY:

1. The revised Curricular Approval Processes chart as approved by University Council last month has now been implemented to streamline approval processes. A new web portal for submission of program revisions has been established to enable better tracking of proposals and to implement a database of program changes.

www.usask.ca/university_secretary/council/committees/academic_programs/APC-procedures/changes_chart.php

2. The following items were approved by the Academic Programs Committee at its meeting of January 30, 2013 and are reported to Council for information:

- Veterinary Medicine program revision: A one-credit-unit communications course has been added to the Veterinary Medicine program. This will not affect tuition paid or overall program length.
- Annual Report of Admissions Qualifications and Selection Criteria 2013-14: In May, 2013, University Council approved the University's Admission Policy. This policy defines admission qualifications and selection criteria.

Admission qualifications: These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories.

Selection criteria: These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories.

Admission category: A way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission).

Admission requirements: These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Changes to admissions qualifications require approval by Council and confirmation by Senate while changes to selection criteria are given final approval by the college concerned, with an annual report to Council and Senate.

To facilitate the creation of a central repository of admission qualifications and selection criteria, the Admissions & Transfer Credit Office (under the Director of Enrolment Services) has committed to documenting this information for APC. A common template was created and approved by APC. Each college has now reviewed and approved their college template, and it has been signed by the Dean. These templates reflect admission requirements for the 2013-14 academic year. These approved templates will be attached to the Admission Policy as an Appendix. This process will occur now on an annual basis.

ATTACHMENTS:

- Approval of Academic and Curricular Processes at the University of Saskatchewan chart
- Veterinary Medicine credit unit increase
- Annual Report of Admissions Qualifications and Selection Criteria 2013-14



Approval of Academic and Curricular Changes at the University of Saskatchewan

Under *The University of Saskatchewan Act, 1995*, University Council is responsible for overseeing and directing the university's academic affairs. This includes prescribing curricular, programs of instruction and courses of study in colleges, schools or departments.

The following describes the principles and rationale of delegations of curricular approval authority made by University Council. Questions or issues about the appropriate level of approval required for a curricular change will be reviewed by the Academic Programs Committee of Council.

Approved by Council January 24, 2013; effective February 1, 2013.

Level of Curricular Change	Type of change	Procedure
<p>University Approval Level <i>General Principles:</i> University-level approval ensures that existing programs, curricular innovations and changes will maintain reasonable consistency in their academic standards, program requirements and expectations, and student experience.</p>		
<p>University Council approval <i>Rationale:</i> Council approves academic matters which establish university precedents, set policies, or affect allocation of university resources.</p>	<p>Additions or deletions</p> <ul style="list-style-type: none"> • Addition of a new Degree or new degree-level program (ie: Diploma, Certificate of Proficiency). • Addition of a template for a new certificate, a major or honours program, or graduate program. • Deletion of a degree or degree-level program or template. • Establishment or disestablishment of a college or department. • Deletion of a <u>Field of Study</u> at the major, honours or graduate level which has significant academic or financial implications. <p>Program changes</p> <ul style="list-style-type: none"> • Change in the <u>qualifications</u> for admission to a program.** • A change in the quota for admission to a college.** • A change in the name of a college, department or degree. • Replacement program. • Program revisions which are significant enough that university budgetary support is requested or likely to be required. • Changes to university <u>policies</u> on curriculum, admission, courses and examinations. <p>*A new program also requires <u>Notice of Intent</u> ** These changes also require confirmation of University Senate</p>	<p>Final approval: University Council</p> <p>Procedures: Council requires recommendation from the Academic Programs Committee on the proposal's academic merit, budget implications, and academic priority.</p> <p>Instructions: Following college approval, submit the <u>Curricular Change Form and required Consultation Forms</u> by email to cathie.fornssler@usask.ca or mail to: Cathie Fornssler, Office of the University Secretary, room 218 College Building. Or you may submit your proposal through the <u>Portal</u>.</p> <p>Time: Generally, the review of a new program requires 6 weeks to two months, depending on complexity.</p>

		Proposals must be approved by the January meeting of University Council if they are to appear in the Course and Program Catalogue for the next year.
<p>Academic Programs Committee (APC) approval <i>Rationale:</i> APC ensures that the application and interpretation of University Council policies, procedures and nomenclature relating to academic standards, program requirements and student experience is reasonably consistent across programs.</p>	<p>Additions or deletions</p> <ul style="list-style-type: none"> • Addition of a new certificate, a major or honours program, or graduate program for which an approved template exists. • Addition of a new <u>Field of Study</u> in an approved program. • Addition of a greater Depth of Study (honours, PhD) in an existing approved program. • Deletion of a field of study at the major, honours or graduate level, unless this has significant academic or financial implications. <p>Program changes</p> <ul style="list-style-type: none"> • Addition or deletion of a project, thesis or course-based option. • A change in the name_of a Field of Study. • Change in the total number of credit units required for an approved degree program when this change affects tuition or overall program length for students. • Double-listing of courses. • Approval of the annual Academic Calendar including changes to the calendar. • Resolution of Challenges. • Changes to University procedures for administration of <u>policies</u> on curriculum, admission, courses and examinations. 	<p>Final approval: Academic Programs Committee of Council</p> <p>Procedures: APC can consult with other committees if required.</p> <p>Instructions: Following college approval, submit the <u>Curricular Change Form and required Consultation Forms</u> by email to cathie.fornssler@usask.ca or mail to: Cathie Fornssler, Office of the University Secretary, room 218 College Building. Or submit the proposal document through the <u>Portal</u>.</p> <p>Time: Four to six weeks. Proposals must be approved by the end of January to be listed in the next Course and Program Catalogue.</p>
<p>University Course Challenge (UCC) approval <i>Rationale:</i> University Course Challenge is appropriate for approval of straightforward curricular changes to existing programs, including those which may affect students and programs in other colleges. However, if the Academic Programs Committee determines that curricular changes submitted to University Course Challenge have significant financial impact they will be referred to university budgetary authority for review prior to approval.</p>	<p>Additions or deletions</p> <ul style="list-style-type: none"> • Addition of a new course or deletion of a course (unless deleted by the Moribund Course Archive policy). • Addition or deletion of a lesser depth of study (such as a Minor, Cross College Minor or Concentration) in a field of study still taught as a major. • Addition or deletion of a Work Experience or Internship option. <p>Program changes</p> <ul style="list-style-type: none"> • Changes to the list of elective courses in a program if these changes affect the program or courses offered by another college • Change in name for a Minor or Concentration • Straightforward program changes. These would include: <ul style="list-style-type: none"> - Substitution of a different course for an existing course in a program - Changes to a majority of courses in a program (structure, content, scheduling) - addition or deletion of a requirement in a program - Changes to the Concentrations in a program - Minor changes to the total number of credit units require in a program if this changes does not affect overall tuition or program length. 	<p>Final approval: <u>University Course Challenge</u></p> <p>Procedures: University Course Challenge is circulated by the Office of the University Secretary to all departments and college offices, which have two weeks to object to a proposed curricular change. If no Challenge is received, the curricular change is considered to be approved at month-end.</p> <p>Instructions: Following College approval, email a memo describing the change, rationale and college approval date to cathie.fornssler@usask.ca Or submit the UCC document through the <u>Portal</u>.</p>

	<p>Course changes</p> <ul style="list-style-type: none"> • Prerequisite or corequisite changes including adding or removing permission or restrictions on a prerequisite if the changes affect another college. • Determining equivalent courses and mutually exclusive courses in cases where courses are from different colleges. • Reduction or increase of the number of credit units for a course. <i>Note that changing the credit unit value of a course also requires that a new course number be assigned.</i> • <u>Interdisciplinary use</u> of a <u>subject code</u> in a course label • Any other changes to an approved course if the changes affect the program or courses offered by another college. 	<p>Deadlines: The January UCC is the deadline for any change for the next Course and Program Catalogue. The April UCC is the deadline for any new classes for the next year. The May UCC is the deadline for any prerequisite or other course change for the next year. After students have started registration, changes for the next year will not be implemented unless approved by the Registrar.</p> <p>Time: The University Course Challenge is posted mid-month, August to June, for approval at the end of the month. Any postings outside of this schedule are approved in four weeks.</p>
<p>College Approval Level <i>General Principles:</i> Colleges are responsible for organizing and administering delivery of approved programs and for ensuring that progression and graduation standards reflect the specific academic and professional standards and requirements of the degree programs offered by that college.</p>		
<p>College approval <i>Rationale:</i> Colleges approve most straightforward changes in courses which do not affect students or programs in other colleges. Colleges also approve changes to academic rules which affect student selection, progression and graduation.</p>	<p>Additions</p> <ul style="list-style-type: none"> • Creation of a "Double Honours or "Double Major" in two existing <u>Fields of Study</u> • Award of a double-hours degree in fields where honours programs already exist. <p>Program changes</p> <ul style="list-style-type: none"> • A change in the standards required for promotion, graduation or residency. • A change in the <u>selection criteria</u> for admission to a program • A change in internal partitions of the admission quota • Changes to the list of elective courses in a program if the changes do not affect another college. <p>Course changes</p> <ul style="list-style-type: none"> • Determining equivalent courses and mutually exclusive courses within the college • Straightforward course changes provided they do not affect another college. These would include: <ul style="list-style-type: none"> - Prerequisite or corequisite changes including adding or removing permission or restrictions unless this affects another college. - Change to administrative authority over a course - Changes to label, number, level, title, Course and Program Catalogue description, course content, lecture hours, evaluation. 	<p>Final approval: College</p> <p>Procedures and Instructions: Follow college approval procedures for curricular changes. Please note that course changes which will be of interest to students and faculty advisors in other colleges can be posted as an information item in the University Course challenge.</p>

	<ul style="list-style-type: none"> - Changes to the practicum/laboratory, tutorial, seminar/discussion requirements of lecture hours of a course - Changes to methods of evaluation. - Splitting a course into two 3 cu courses or combining two 3 cu courses into one 6 cu course. This will not be considered as a "new course" as defined for Challenge, but a new course number will be assigned. <ul style="list-style-type: none"> • Any such course changes that affect another college must be posted for approval through the University Course Challenge 	
<p>College of Graduate Studies and Research <i>Rationale:</i> University Council has delegated special authority to the College of Graduate Studies and Research to make program changes in graduate thesis programs which streamline those programs and enhance research productivity</p>	<p>Additions or deletions</p> <ul style="list-style-type: none"> • Creation of a new concentration for an Interdisciplinary Studies graduate program. • Creation or deletion of a PGD program in a field where a Master's program exists. • Creation or deletion of a Special Case graduate program at the PGD, Master's or PhD level. <p>Program changes</p> <ul style="list-style-type: none"> • Changes, <u>within prescribed limits</u>, to the minimum course requirements for a Master's (thesis) program or a PhD program. 	<p>Final approval: College</p> <p>Procedures and Instructions: The curricular changes made by CGSR under this delegated authority should be submitted annually to APC and forwarded to Council for information.</p>
<p><i>Other Approval Levels</i> <i>General Principles:</i> Curricular approvals for non-degree-level programs has been delegated to academic officers, on the principle that while such programs make use of university administrative capacity and expertise, they are cost-recovery, service or adjunct programs only and do not require ongoing oversight by University Council.</p>		
<p>Non-Degree-level programs: Certificate of Successful Completion and Certificate of Attendance University Council has delegated to the Provost and to Dean the authority to approve Certificates of Successful Completion and Certificates of Attendance.</p>	<p>Provost approval</p> <ul style="list-style-type: none"> • Certificate of Successful Completion A standard of proficiency, achievement or promotion appropriate for post-secondary training. <p>Dean Approval</p> <ul style="list-style-type: none"> • Certificate of Attendance Satisfactory attendance at a course or program of courses sponsored by the Centre for Continuing and Distance Education or a college at the University of Saskatchewan <p>For definitions of Certificates and Diplomas, click here For a list of Certificates of Successful Completion, click here.</p>	<p>Procedures and Instructions: Contact the Office of the Dean or the Office of the Provost and Vice-President Academic.</p>
<p>Change of Name</p>	<p>Change of course label, college, department, program, field of specialization, buildings, street, etc.</p>	<p>Final approval: varies</p> <p>Procedures and instructions: See Name Change form, consult Office of the University Secretary.</p>

Increase in total credit units is shown in red.

VETERINARY MEDICINE

Program changes

The college intends **to add a one-credit unit communications course requirement**. This will not affect overall program length or tuition costs.

Program requirements:

For the Year Three requirements: **Add VINT 415.1**

New course

VINT 415.1 Communications

Prerequisite: Successful completion of Year 2 of the Doctor of Veterinary Medicine (DVM) Program.

Calendar description: This 1 credit course is designed to build the basic communication skills of the DVM Program and allow opportunity for students to practice and refine their skills using simulated clients in a controlled environment. Particular emphasis will be placed on obtaining a full history, dealing with euthanasia, disclosing medical errors, and other common scenarios in which communication skills are essential.

Rationale for introducing this course.

Good communication is a learned skill and can be applied in all aspects of life. Making students aware of verbal and non-verbal communication skills will improve their success in dealing with common situations such as taking a history from a client or resolving a conflict with a colleague. This course will be required in the Year Three requirements list.



Academic Programs Committee of Council

Report of Admission Qualifications and Selection Criteria 2013-14

Under the [University of Saskatchewan Admissions policy](#) dated May, 2012, admission to the University of Saskatchewan is based on documented qualifications as established by University Council and confirmed by Senate. These qualifications may be defined in areas of objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests.

The Council and Senate have delegated to each college faculty council the authority to establish such other reasonable selection criteria as each faculty council may consider appropriate to its program of study. Selection criteria are a means by which a college can assess or rank its qualified applicants. Admission decisions for entry into the College of Graduate Studies and Research may also take into consideration the availability of suitable faculty supervisors, funding and other factors.

It is the responsibility of each college faculty council that has been delegated authority over admission decisions to ensure that the admission qualifications and selection criteria for admission, relative weighting, application procedures, deadline for applications, and the process for evaluation of applicants are published and readily available to the general public and reported annually to Council and to Senate.

Attached are the 2013-14 admission requirements for the following university programs, including required qualifications, selection criteria, and categories of admission.

Program	Page
1. AgBio – Bachelor of Science in Agribusiness, Diploma in Agribusiness	3
2. AgBio – Bachelor of Science in Agriculture, Bachelor of Science in Renewable Resource Management, Bachelor of Science in Animal Bioscience, Diploma in Agronomy	5
3. Arts & Science – Bachelor of Arts, Bachelor of Science, Bachelor of Arts & Science, Bachelors Undeclared	7
4. Arts & Science – Bachelor of Music, Bachelor of Music (Music Education)	9
5. Arts & Science – Post-Degree Specialization Certificate	11
6. Arts & Science – University Transition Program	12
7. Dentistry – Doctor of Dental Medicine	13
8. Education – Bachelor of Education Secondary Sequential	16
9. Education – Bachelor of Education Elementary and Middle Years Sequential	18
10. Education – Practical and Applied Arts (including Certificate in Secondary Technical Vocational Education)	20
11. Education – Teacher Education Programs (ITEP, SUNTEP, NORTEP)	22

12.	Edwards School of Business – Bachelor of Commerce	25
13.	Edwards School of Business – Aboriginal Business Administration Certificate	27
14.	Engineering – Bachelor of Science in Engineering	29
15.	Graduate Studies and Research – PhD Degree	31
16.	Graduate Studies and Research – Direct Entry PhD Degree (pending approval)	33
17.	Graduate Studies and Research –Master’s degree	35
18.	Graduate Studies and Research –Postgraduate Diploma	37
19.	Graduate Studies and Research –Postgraduate Degree Specialization Certificate	39
20.	Kinesiology – Bachelor of Science in Kinesiology	41
21.	Law – Juris Doctor	43
22.	Medicine – MD	45
23.	Nursing – BSN 4 year	49
24.	Nursing – Post-Degree BSN	51
25.	Open Studies – Open Studies	53
26.	Pharmacy & Nutrition – Bachelor of Science in Nutrition	55
27.	Pharmacy & Nutrition – Bachelor of Science in Pharmacy	57
28.	Veterinary Medicine – DVM	59

To come:

29. Aboriginal Teacher Associate Certificate
30. Post-Degree Certificate in Education: Special Education
31. Certificate in Global Health
32. Indigenous Peoples Resource Management Certificate
33. International Business Administration Certificate

2013-2014 Admission Requirements

College: Agriculture and Bioresources

Program(s): Bachelor of Science in Agriculture (B.S.A.), Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)], Bachelor of Science in Animal Bioscience (B.Sc. (An.Biosc)) and Diploma in Agronomy (Dipl.Agrn.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Biology 30; Chemistry 30; and Foundations of Mathematics 30 (or Pre-Calculus 30)*
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.

**Applicants may be admitted with one subject deficiency that must be cleared before the second year of study.*

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Agriculture and Bioresources.
 - Biology 30; Chemistry 30; and Foundations of Mathematics 30 (or Pre-Calculus 30)*
 - Proficiency in English.

** Applicants may be admitted with one subject deficiency that must be cleared before the second year of study. Students who have graduated from a recognized two-year diploma program may be admitted with more than one high school deficiency but are required to consult the college upon admission to plan how to clear deficiencies.*

- **Provisional Admission:**
 - Signed declaration of preparedness to study at the university level including confirmation that the applicant meets the college's English proficiency requirements.
- **Special Mature Admission:**
 - Proof of Age (21 or older)
 - Biology 30; Chemistry 30; and Foundations of Mathematics 30 (or Pre-Calculus 30)
 - A written submission demonstrating capacity to undertake university-level studies
 - Transcripts of any secondary or postsecondary coursework
 - Resumé
 - Proficiency in English

Selection Criteria:


- **Regular Admission: Academic average – 100% weighting**
- **Provisional Admission: Declaration form – 100% weighting**
- **Special Mature Admissions – Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

1. **Regular Admission**
Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.
2. **Provisional Admission**
Provisional Admissions is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university level course. Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.
3. **Special Mature Admission**
Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:

Date:



 Oct 2, 2012

2013-2014 Admission Requirements

College: Agriculture and Bioresources

Program(s): Bachelor of Science in Agribusiness (B.Sc. [Agbus] or Diploma in Agribusiness (Dipl. Agbus)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Biology 30 or Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.

** Applicants may be admitted with one subject deficiency that must be cleared before the second year of study.*
- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Agriculture and Bioresources.
 - Biology 30 or Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30*
 - Proficiency in English.

** Applicants may be admitted with one subject deficiency that must be cleared before the second year of study. Students who have graduated from a recognized two-year diploma program may be admitted with more than one high school deficiency but are required to consult the college upon admission to plan how to clear deficiencies.*
- **Provisional Admission:**
 - Signed declaration of preparedness to study at the university level including confirmation that the applicant meets the college's English proficiency requirements.
- **Special Mature Admission:**
 - Proof of Age (21 or older)
 - Biology 30 or Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30
 - A written submission demonstrating capacity to undertake university level studies
 - Transcripts of any secondary or postsecondary coursework
 - Resumé
 - Proficiency in English



Selection Criteria:


- **Regular Admission: Academic average – 100% weighting**
 - Competitive average is set each year in consultation with the College to manage enrolment.
- **Provisional Admission: Declaration form – 100% weighting**
- **Special Mature Admissions – Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

1. **Regular Admission**
Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.
2. **Provisional Admission**
Provisional Admissions is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university level course. Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.
3. **Special Mature Admission**
Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:

Date:



 October 2, 2012

2013-2014 Admission Requirements

College: Arts & Science

Program(s): Bachelor of Arts, Bachelor of Science, Bachelor of Arts & Science, Bachelors Undeclared

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average \(April, 2004\)](#)).
 - Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts and Science
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

- **Provisional Admission:**
 - Signed declaration of preparedness to study at the university level including confirmation that the applicant meets the college's English proficiency requirements.
- **Special Mature Admission:**
 - Proof of Age (21 or older)
 - A written submission demonstrating capacity to undertake university-level studies
 - Transcripts of any secondary or postsecondary coursework
 - Resumé
 - Proficiency in English

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
- **Provisional Admission: Declaration form – 100% weighting**
- **Special Mature Admissions – Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

1. Regular Admission
 Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Provisional Admission
 Provisional Admissions is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university level course. Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.

3. Special Mature Admission
 Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

4. Home-based Learners
 Submission of an academic portfolio and a statement of intent. This is for students who have been home-schooled and demonstrates a reasonable probability of academic success.

Dean's Signature:

M. S. Mitchell

Date:

Sept. 27, 2012

2013-2014 Admission Requirements

College: Arts & Science

Program(s): Bachelor of Music, Bachelor of Music (Music Education)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Music audition.
 - Theory placement test.
 - Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts and Science
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Music audition.
 - Theory Placement test.
 - Proficiency in English.

**Applicants may be admitted with a mathematics deficiency.*

- **Special Mature Admission:**
 - Proof of Age (21 or older)
 - A written submission demonstrating capacity to undertake university-level studies
 - Transcripts of any secondary or postsecondary coursework
 - Resumé
 - Music audition.
 - Theory placement test.
 - Proficiency in English

Selection Criteria:

- **Regular Admission: Academic average, Audition and Theory placement test**
 - Applicants are selected based on academic average and performance in the music audition, placement test and interview. The final admission decision is made by the Music department, based on the average and the test and interview results.

- **Special Mature Admissions: Special admission package, Audition and Theory placement test**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential, as well as results of the audition and placement test.

Categories of Applicants

1. Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:

MS Mitchell

Date:

Sept. 27, 2012

2013-2014 Admission Requirements

College: Arts & Science

Program(s): Post Degree Specialization Certificate

Admission Qualifications:

- **Regular Admission**
 - A Three-Year or Four-Year completed degree from an accredited post-secondary institution.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission:**
 - Admission is based on evidence of a completed degree program. No admission average is calculated.

Categories of Applicants1. **Regular Admission**

- Admission is based on successful completion of a three-year or four-year degree program from an accredited post-secondary institution.

Dean's Signature:

MS Michell

Date:

Sept 27, 2012

2013-2014 Admission Requirements

College: Arts & Science

Program(s): University Transition Program

Admission Qualifications:

- o Three (3) high school 30-level subjects (or equivalent) with minimum pass grades of 50%, one of which must be English. Subjects must be from the approved list of acceptable high school courses (see Admission calculation and average policy (April, 2004)).
- o Proficiency in English.

Selection Criteria:

- o Applicants presenting 3 acceptable subjects with minimum pass grades and proof of English proficiency will be admitted. Admission is not based on academic average.

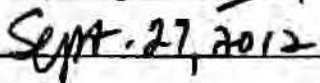
Categories of Applicants

- o University Transition is an admission category designed for students who do not meet the regular or special admission requirements to the College of Arts & Science. Students in the Transition Program can take up to 18 credit units at the Royal West Campus in Saskatoon and at other approved off-campus locations. After successfully completing 18 credit units, and meeting the Promotion Standards, students are eligible to continue in the College of Arts and Science either on or off campus.

Dean's Signature:



Date:



Admission Requirements

College: Dentistry
Program(s): D.M.D.

Admission Qualifications:

- Minimum average of 70% in required pre-dentistry courses:
 - BIOL 120.3 and BIOL 121.3 or BIOL 224.3 or BMSC 224.3 - General Biology
 - CHEM 112.3 – General Chemistry I
 - CHEM 250.3 – Introduction to Organic Chemistry
 - PHYS 115.3 and 117.3 or 125.3 – General Physics (formerly 111.6 or PHYS 121.6)
 - BMSC 200.3 – Biomolecules (formerly BIOC 200.3)
 - BMSC 230.3 – Metabolism (formerly BIOC 211.3)
 - Six credit units (full course equivalent) in Social Sciences/Humanities

Note that these are University of Saskatchewan courses: equivalents from other post-secondary institutions will be considered.
- At least 60 credit units of university level work within two standard academic terms (30 credit units taken between September - April) with a minimum average of 75% in two best 30-credit years.
- Dental Aptitude Test
- Proficiency in English

Selection Criteria:

1. **Academic Record – 65%**
 - Average in the best two 30-credit years
2. **Dental Aptitude Test – 15% weighting**
 - Reading Comprehension (25%)
 - Academic Average (25%)
 - Perceptual Ability (25%)
 - Carving (25%) minimum score of 3.
3. **Interview – 20% weighting**

Categories of Applicants

The College of Dentistry welcomes applications from all students. Of the 28 first-year spots, 22 are reserved for Saskatchewan residents, including 3 spaces for persons of Aboriginal descent. The other 6 spaces are open to all other applicants, regardless of residency.

1. Saskatchewan Residents

- Applicants must be Canadian citizens or landed immigrants at the time of application.
- Applicants normally must have resided in Saskatchewan for at least four years immediately prior to September 1st of the year in which admission is being sought. Applicants who left the province, but who previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency), will be treated as residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four-year condition will receive credit of one year toward the four-year requirement for every four years of residency in the province. There are no exceptions to the four-year Saskatchewan residency rule.

2. Canadian and International Applicants

- There are up to 6 spaces set aside for non-SK residents, either out of province Canadian, or international.

3. Aboriginal Equity Access Program

- There is a separate category in which three first year spaces are reserved for persons of Canadian Aboriginal ancestry.
- Applicants must meet the minimum Admission Qualifications, above.
- Applicants must achieve an acceptable rating on the Interview and complete the Dental Aptitude Test (DAT).
- Applicants must provide proof of Aboriginal ancestry.

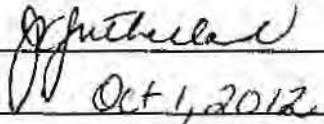
4. Foreign Trained Dentists

- There is a separate category in which ONE first year space is reserved for a foreign trained dentist. Applicants in this stream will compete in a separate pool for this position.
- Applicants must have earned a dental degree from a recognized dental college other than Canada or the United States of America.
- Applicants must meet the Saskatchewan residency rules
- If applicable, applicants must present satisfactory evidence of proficiency in English.
- Applicants must take the Dental Aptitude Test (DAT) administered by the Canadian Dental Association.
- Applicants must be interviewed at the University of Saskatchewan for the year in which admission is being sought.
- Applicants must provide a one-page biography (curriculum vita) on relevant dental experiences and other information that would be helpful to the Admissions Committee

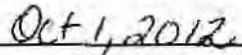
5. Special Case Category

- The College of Dentistry may consider students with special circumstances with regard to one or both of the 30 credit unit years, such that one or both years may have been completed over twelve consecutive months as part of a program requirement.
- All "special case" applicants will be considered by the Admissions Committee and will compete with all other applicants in the general pool of candidates. Applicants must have met all other requirements. Applicants are to submit a letter with their application form that explains their special circumstances.

Dean's Signature:



Date:



Admission Requirements

College: Education

Program(s): Bachelor of Education (B. ED.), Secondary Sequential Program

Admission Qualifications:

- Minimum of 60 credit units of post-secondary courses transferable to the B.Ed. program, including Compulsory Courses, Teaching Area Course Requirements, and Elective Courses, with a minimum overall average of 60%.
- The following courses are compulsory as part of the 60 credit units required:
 - English 110.6 or equivalent.
 - Native Studies 107.3 or equivalent.
- Two Teaching Area requirements are part of the 60 credit units required, with at least 30 credit units of the 60 at the senior level:
 - Teaching Area 1: minimum of 24 credit units (18 senior credit units) with a minimum average of 60%
 - Teaching Area 2: minimum of 15 credit units (9 senior credit units) with a minimum average of 60%

Possible teaching areas are:

 - Arts Education – Art, Drama, Music
 - English Language Arts
 - Physical Education (Kinesiology – teaching Area 1 only)
 - Mathematics – Math & Statistics
 - Modern Languages – Cree or French
 - Science: Biology
 - Science: Chemistry
 - Science: Physics
 - Social Sciences/Social Studies – Native Studies, History, Human Geography, Religious Studies, Economics, Sociology, Political Science, Anthropology, Classics (history stream), Women's & Gender Studies
- In addition to the Compulsory Courses and Teaching Areas, students must also have completed 12 credit units of elective courses. Elective courses may be used to strengthen one of the two teaching areas, or to build a third teaching area.

Selection Criteria:

Academic Record – 50% weighting

- Average is calculated on the 60 credit units of pre-requisite courses

Interview – 25% weighting



- Applicants must participate in an online interview.

35-40 hours of Experience Working with Children– 25% weighting

- Candidates must have 35-40 hours of experience working with children, youth or young adults, paid or unpaid work
- Candidate must provide contact information for two referees who have supervised or observed interaction with children/youth.
- Referee Work Experience Evaluation is required.

Categories of Applicants

There are no distinct categories of applicants to this program.

Dean's Signature:

Cecilia Reynolds

Date:

May 15, 2012



Admission Requirements

College: Education

Program(s): Bachelor of Education (B. ED.), Elementary and Middle Years Sequential Program

Admission Qualifications:

- Minimum of 60 credit units of post-secondary courses transferable to the B.Ed. program, including Compulsory Courses, Teaching Area Course Requirements, and Elective Courses, with a minimum overall average of 60%
- The following courses are compulsory as part of the 60 credit units required:
 - English 110.6 or equivalent.
 - A minimum of three credit units in each of the other Required Areas of Study of the Saskatchewan school curriculum:
 - Mathematics (any Mathematics or Statistics class)
 - Natural Science
 - Social Studies (Economics, History, Native Studies, Political Studies, Religious Studies, Anthropology, Sociology, Human Geography, Womens and Gender Studies, or an approved course in Classics)
 - Fine Arts (any Art, Art History, Drama, Drama History, Music, or Music History class)
 - Kinesiology (Physical Education) 121.3 or Kin 122.3 (pre-2003 Kin 145.3)
 - Native Studies 107.3 or equivalent.
- Two Teaching Area course requirements are part of the 60 credit units required:
 - Teaching Area 1: minimum of 18 credit units (12 senior credit units)
 - Teaching Area 2: minimum of 12 credit units (6 senior credit units)

Possible teaching areas are:

 - Arts Education – Art, Drama, Music
 - English Language Arts
 - Physical Education (Kinesiology)
 - Mathematics – Math & Statistics
 - Modern Languages – Cree, French, Spanish, Russian, Ukrainian
 - Science: General – Elementary Teaching Areas only
 - Science: Biology
 - Science: Chemistry
 - Science: Physics
 - Social Sciences/Social Studies – Native Studies, History, Human Geography, Religious Studies, Economics, Sociology, Political Science, Anthropology, Classics (history stream), Women's & Gender Studies
- In addition to the Compulsory Courses and Teaching Areas, students must also have completed 3-18 credit units of course work to make up the 60 credit units appropriate for the B.Ed. degree. These will usually be Arts & Science or Kinesiology electives.



Selection Criteria:**Academic Record – 50% weighting**

- Average is calculated on the 60 credit units of pre-requisite courses.

Interview –25% weighting

- Applicants must participate in an online interview.

35-40 hours of Experience Working with Children – 25% weighting

- Candidates must have 35-40 hours of experience working with children, youth or young adults, paid or unpaid work.
- Candidate must provide contact information for two referees who have supervised or observed interaction with children/youth.
- Referee Work Experience Evaluation is required.

Categories of Applicants

There are no distinct categories of applicants to this program.

Dean's Signature:

Cecilia Reynolds

Date:

May 15, 2012



Admission Requirements

College: Education

Program(s) Practical and Applied Arts (Home Economics, Industrial Arts, Vocational Technical Certificate, Vocational Technical Degree)

Admission Qualifications:

- Home Economics and Industrial Arts
 - Grade 12 standing or equivalent
 - Biology 30* or Chemistry 30* or Physics 30* or Geology 30*
 - History 30 or Social Studies 30 or Native Studies 30
 - 30-level language* (other than English) or fine art
 - Mathematics A30* or Mathematics B30* or Mathematics C30*; or Foundations of Mathematics 30* or Pre-Calculus 30*.
 - Minimum average of 70% on 5 subject high school average (see Admission calculation and average (April, 2004).
 - Proficiency in English.
 - 35-40 hours experience working with youth.

* Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- Vocational Technical Certificate and Vocational Technical Degree
 - Journeyperson's Certificate or appropriate technical training.
 - Proficiency in English.
 - 35-40 hours experience working with youth.

Selection Criteria:

Academic Record – 50% weighting

- Average is calculated 5 high school subjects for Home Economics, and Industrial Arts.
- Applicants to the Vocational Technical Certificate and Degree programs are admitted based on their Journeyperson's Certificate and an academic average is not calculated.

Interview –25% weighting

- Applicants must participate in an online interview.

35-40 hours of Experience Working with Children – 25% weighting

- Candidates must have 35-40 hours of experience working with children, youth or young adults, paid or volunteer work.
- Candidate must provide contact information for two referees who have supervised or observed interaction with children/youth.
- Referee Work Experience Evaluation is required.

Categories of Applicants

There are no distinct categories of applicants to these programs.

Dean's Signature:

Cecilia Reynolds

Date:

Dec 6, 2012

Admission Requirements

College: Education

Program(s): Indian Teacher Education Program (ITEP), Saskatchewan Urban Native Teacher Education Program (SUNTEP), Northern Teacher Education Program (NORTEP)

Admission Qualifications:

NORTEP and SUNTEP

- **Regular Admission – High school (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - 30-level English
 - 30-level mathematics*
 - Biology 30* or Chemistry 30* or Geology 30* or Physics 30*
 - History 30 or Social Studies 30 or Native Studies 30
 - 30-level language (other than English) or fine art*
 - Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized post-secondary institution.
 - 30-level English
 - 30-level mathematics*
 - Biology 30* or Chemistry 30* or Geology 30* or Physics 30*
 - History 30 or Social Studies 30 or Native Studies 30
 - 30-level language (other than English) or fine art*
 - Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Special Mature Admission:**
 - Proof of Age (21 or older)
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Resumé.
 - Proficiency in English.

ITEP

- **Regular Admission – High school (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - 30-level English
 - 30-level mathematics*
 - Biology 30* or Chemistry 30* or Geology 30* or Physics 30*
 - History 30 or Social Studies 30 or Native Studies 30
 - 30-level language (other than English) or fine art*
 - Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - 18 or more transferable credit units from a recognized post-secondary institution, no minimum average required.
 - 30-level English
 - 30-level mathematics*
 - Biology 30* or Chemistry 30* or Geology 30* or Physics 30*
 - History 30 or Social Studies 30 or Native Studies 30
 - 30-level language (other than English) or fine art*
 - Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- **Special Mature Admission:**
 - Proof of Age (21 or older)
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Resumé.
 - Proficiency in English.

Selection Criteria:

Academic Record

- Average is calculated 5 high school subjects or on 18 transferable credit units.
- Transfer applicants to the ITEP program are not required to meet a transfer average.
- Final admission decisions for the ITEP, NORTEP and SUNTEP programs are made by the program offices.

Categories of Applicants1. Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60% (NORTEP and SUNTEP programs only).

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:

Cecilia Reynolds

Date:

Dec 12, 2012

2013-2014 Admission Requirements

College: Edwards School of Business

Program(s): Bachelor of Commerce (B.Comm.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (*recommended*)
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.

**recommended*

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to Edwards School of Business.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (*recommended*)
 - Proficiency in English.

**recommended*

- **Special Mature Admission:**
 - Proof of Age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies
 - Transcripts of any secondary or postsecondary coursework.
 - Resumé.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive average is set each year in consultation with the College to manage enrolment.
- **Special Mature Admissions – Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

1. Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

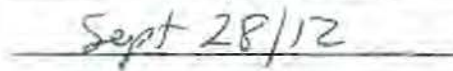
2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:



2013-2014 Admission Requirements

College: Edwards School of Business

Program(s): Aboriginal Business Administration Certificate (ABAC)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable postsecondary study):**
 - First Nations, Metis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Math 20 or Pre-Calculus 20; successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation mini-average](#) (April, 2004).
 - Proficiency in English.

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary study):**
 - First Nations, Metis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Math 20 or Pre-Calculus 20; successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Arts and Science
 - Proficiency in English.

- **Special Mature Admission:**
 - First Nations, Metis or Inuit ancestry.
 - Proof of Age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Less than 18 credit units of transferable post-secondary study.
 - Transcripts of any secondary or postsecondary coursework.
 - Copies of supporting documents covering any non-credit programs completed.
 - Resumé.
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
- **Special Mature Admissions – Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

1. Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

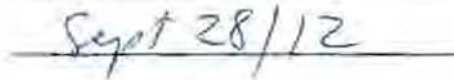
2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:



Admission Requirements

College: Engineering

Program: Bachelor of Science In Engineering (B.E.)

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30, with a minimum average of 70% in these courses.
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses transferrable to the College of Engineering.
 - Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30, with a minimum average of 70% in these courses.
 - Proficiency in English.

- **Special Mature Admission:**
 - Proof of Age (21 or older)
 - Chemistry 30, Physics 30, Pre-Calculus 30, and Calculus 30, with a minimum average of 70% in these courses.
 - A written submission demonstrating capacity to undertake university-level studies
 - Transcripts of any secondary or postsecondary coursework
 - Resumé
 - Proficiency in English

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive average is set each year in consultation with the College to manage enrolment.

- **Special Mature Admissions – Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

1. Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:



Date:

Sept 26, 2012



2013-2014 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Ph.D. Degree

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

1. A Master's degree, or equivalent, from a recognized university in an academic discipline relevant to the proposed field of study
2. A cumulative weighted average of at least 70% (U of S grade system equivalent) in all graduate course work completed for the Master's degree.
3. When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each area	Overall score	Remedial minimum **
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	20	80	18
International English Language Testing System (IELTS)	6.5	6.5	6.0
CanTEST*	4.5	4.5	4.0
Pearson Test of English (PTE)	59	59	54

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the student meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit

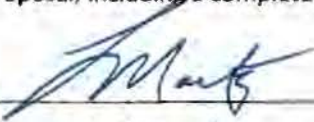
Categories of Applicants• **Regular Admission**

Applicant applies for and is admitted into a regularized program.

• **Special Admission**

Applicant applies for a program that is not regularized. The qualifications and selection criteria are the same and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:



Date:

12/12/12

2013-2014 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Direct Entry Ph.D. Degree

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

1. A four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR,
2. A three-year first-cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
3. A cumulative weighted average of at least 80% (U of S grade system equivalent) in the last two years of study (last 60 credit units).
4. When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each area	Overall score	Remedial minimum **
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	20	80	18
International English Language Testing System (IELTS)	6.5	6.5	6.0
CanTEST*	4.5	4.5	4.0
Pearson Test of English (PTE)	59	59	54

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

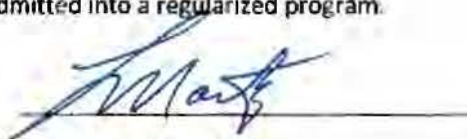
- Discipline/field preparedness
 - Demonstrated by the student meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - ◇ Or, with the approval of CGSR, other criteria which may include one or more of the following
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit

Categories of Applicants

- **Regular Admission**

Applicant applies for and is admitted into a regularized program.

Dean's Signature:



Date:

12/12/12

2013-2014 Admission Requirements

College: College of Graduate Studies and Research
 Program(s): Master's Degree

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

1. A four-year honors degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR,
2. A three-year first-cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
3. A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (last 60 credit units).
4. When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each area	Overall score	Remedial minimum **
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	20	80	18
International English Language Testing System (IELTS)	6.5	6.5	6.0
CanTEST*	4.5	4.5	4.0
Pearson Test of English (PTE)	59	59	54

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050), Plus completion of Academic Writing Elective A	60%

Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the applicant meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit

Categories of Applicants

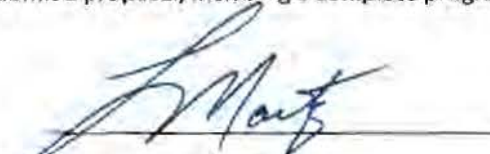
- **Regular Admission**

Applicant applies for and is admitted into a regularized program.

- **Special Admission**

Applicant applies for a program that is not regularized. The qualifications and selection criteria are the same and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:



Date:

12/12/12.

2013-2014 Admission Requirements

College: College of Graduate Studies and Research

Program(s): Postgraduate Diploma

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

1. A four-year honors degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR,
2. A three-year first-cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be acceptable as the equivalent of an undergraduate honours degree.
3. A cumulative weighted average of at least 65% (U of S grade system equivalent) in the last two years of study (last 60 credit units).
4. English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each area	Overall score	Remedial minimum **
Test of English as a Foreign Language Internet Based Test (TOEFL IBT)	20	80	18
International English Language Testing System (IELTS)	6.5	6.5	6.0
CanTEST*	4.5	4.5	4.0
Pearson Test of English (PTE)	59	59	54

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%

Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the student meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit

Categories of Applicants

- **Regular Admission**

Applicant applies for and is admitted into a regularized program.

Dean's Signature:



Date:

12/12/12

2013-2014 Admission Requirements

College: College of Graduate Studies and Research
 Program(s): Post-Graduate Degree Specialization Certificate

Admission Qualifications:

All students must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.

1. A Master's degree, or equivalent, from a recognized university in an academic discipline relevant to the proposed field of study
2. A cumulative weighted average of at least 70% (U of S grade system equivalent) in all graduate course work completed for the Master's degree.
3. When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

Test	Minimum in each area	Overall score	Remedial minimum **
Test of English as a Foreign Language Internet Based Test (TOEFL iBT)	20	80	18
International English Language Testing System (IELTS)	6.5	6.5	6.0
CanTEST*	4.5	4.5	4.0
Pearson Test of English (PTE)	59	59	54

* Would require evaluation of speaking skills as well

** A student with a remedial minimum in one area of the language test can have a probationary admission but must take no more than 6 credit units of course work and must register in an ESL course in that area.

Table 2: Minimum levels for other approved, but less common language exams or courses

Test	Minimum Required Score
University Preparation 2 (U-PREP 2) from the U of S Language Center	75%
Canadian Academic English Language (CAEL)	60%
University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A	60%



Selection Criteria:

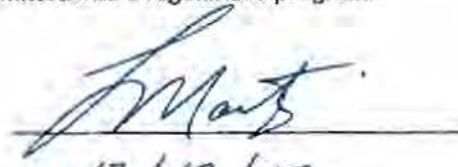
- Discipline/field preparedness
 - Demonstrated by the student meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using
 - i. Three confidential letters of recommendation from persons under whom the prospective student has studied or worked recently
 - Or, with the approval of CGSR, other criteria which may include one or more of the following
 - i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan
- Supervisory and research capacity of the academic unit

Categories of Applicants

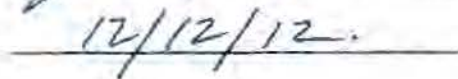
- **Regular Admission**

Applicant applies for and is admitted into a regularized program.

Dean's Signature:



Date:



SEP 18 2012

2013-2014 Admission Requirements

College: Kinesiology

Program(s): Bachelor of Science In Kinesiology [B.Sc.(Kin.)]

Admission Qualifications:

- **Regular Admission – High School (less than 18 credit units of transferable postsecondary):**
 - Grade 12 standing or equivalent.
 - Biology 30; Chemistry or Physics 30; Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on 5 subject high school average (see [Admission calculation and average](#) (April, 2004).
 - Proficiency in English.

**recommended*

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):**
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Kinesiology.
 - Biology 30; Chemistry or Physics 30; Foundations of Mathematics 30 or Pre-Calculus 30*
 - Proficiency in English.

**recommended*

- **Special Mature Admission:**
 - Proof of Age (21 or older).
 - A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or postsecondary coursework.
 - Resumé
 - Proficiency in English.

Selection Criteria:

- **Regular Admission: Academic average – 100% weighting**
 - Competitive average is set each year in consultation with the College to manage enrolment.
 - Physical Education (PE) 30 may be used in the calculation of the 5 subject high school average if including it advantages the applicant.
 - PE 20 can be used in the calculation of the admission average if the student has not taken PE 30. However, PE 30 must be taken in semester 2.
- **Special Mature Admissions – Special admission package – 100% weighting**
 - Applicants are admitted at the discretion of the College. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

1. Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized postsecondary institution, with an average of at least 60%.

2. Special Mature Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first year of study, and have successfully complete less than 18 credit units of transferable university-level course work. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates a reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or postsecondary courses have been completed.

Dean's Signature:

J. D. Reid

Date:

Sept. 14/12



Admission Requirements

College: Law

Program(s): Juris Doctor (JD)

Admission Qualifications:

- Two full years of undergraduate study (60 credit units)
- Law School Admission Test (LSAT)
- Personal Statement
- Proficiency in English

Selection Criteria:

1. Admission is at the discretion of the Admissions Committee, and in exercising this discretion, the Committee considers the following criteria:
 - a. **Academic Record- 50% weighting**
 The admissions average is calculated on the two best full years of undergraduate student, comprised of at least 24 credit units completed in the Fall/Winter session. Courses taken in spring or summer are not counted in the admission average.
 - b. **LSAT score- 50% weighting**
 - c. **Personal Statement**

Categories of Applicants

1. **Regular Applicants**

There is no resident requirement, but the Admissions Committee gives a slight preference to applicants with a Saskatchewan connection, or residents of the Yukon, Northwest and Nunavut Territories, Prince Edward Island and Newfoundland and Labrador (i.e., provinces and territories with no law college). A Saskatchewan connection may include: parents or grandparents from Saskatchewan, siblings or parents' siblings attended University of Saskatchewan, or another connection through marriage or family.

2. **Aboriginal Applicants**

Applicants of Aboriginal ancestry should apply under this category. There is no quota for Aboriginal applicants. Applicants may receive offers of a place in the JD program upon completion of the Program of Legal Studies for Native Peoples administered by the Native Law Centre at the College of Law (this program is not required for admission, but program completion is considered by the Admissions Committee as a special supplementary predictor of success in law school).

3. Special Applicants

The Admissions Committee will consider special applicants based on the Committee's assessment of the applicant's ability to cope successfully with the requirements of the JD program. LSAT score is usually given significant weight. There is no formal quota under this category, but the number of admissions is limited. Applicants under this category must complete all steps in the regular application process and provide additional documentation that includes

- a. A statement explaining the nature of their educational disadvantage (which may include first language other than English, barriers resulting from ethnic or racial background, employment or domestic obligations preventing earlier application, learning disability or physical impairment, significant interruption of post-secondary education)
- b. Relevant supporting documentation such as medical reports
- c. Details of any relevant occupational experience or community involvement
- d. Two to three supporting letters of reference

Signature:

S. M.

Date:

May 17, 2012.



Admission Requirements

College: Medicine
Program(s): M.D.

Admission Qualifications:

SASKATCHEWAN RESIDENTS

Academic performance for Saskatchewan residents is based on the applicant's two best full undergraduate years of study given that performance has been reasonably consistent or has improved and that the Prerequisite/MCAT requirement has been met.

- Prerequisite requirement or MCAT requirement. One of two options must be met.
 - EITHER Minimum average of 78% in required pre-requisite courses with no individual grade in a prerequisite below 60%.
 - Biology 120 and either Biology 121 or BIOL/BMSC 224
 - Chemistry 112 and 250
 - Physics 115 and 117
 - English 110 or any two of 111, 112, 113, 114
 - 6 credit units of Social Science/Humanities
 - Biomedical Science 200 and 230
 - OR an MCAT accumulated score of 26 in the Biological Science, Physical Science, and Verbal Reasoning Sections (with no section below 8) and N in the Writing Sample Section. **Note:** An MCAT is required from any student who completed their pre-requisite courses outside of University of Saskatchewan or University of Regina
- Two full years of undergraduate study (60 credit units) within two standard academic years (September - April) with a minimum average of 78% in the two year average for Saskatchewan residents,

OUT-OF-PROVINCE RESIDENTS

****NOTE****

The College of Medicine admission requirements for out-of-province residents are tentative pending approval of the University Senate on October 20th, 2012. Please check the website after October 20th, 2012 for information regarding the final approval of the admission requirements for out-of-province applicants.

Academic performance for Out-of-Province residents will be based on the MCAT Verbal Reasoning + Physical Sciences + Biological Sciences total score along with a required minimum GPA of 83% over all course work

(leading towards a four year degree) that is completed prior to application. Remaining courses completed for the degree after the date of application must minimally average 83%, as well.

- **MCAT Requirement.** All Out-of-Province applicants must complete the Medical College Admission Test (MCAT) prior to application. Scores on the Verbal Reasoning, Physical Sciences and Biological Sciences sections must total a minimum of 30 (no score less than 8 on any section), and a minimum writing score of N. Selection of applicants invited to interview will be based on the MCAT Verbal Reasoning + Physical Sciences + Biological Sciences total score (MCAT Sum), with the Verbal Reasoning score being used to break ties. Scores must be obtained in one sitting prior to the application deadline and current within the last 5 years (earliest accepted scores for 2013 entry are 2008). The maximum number of times an applicant may take the MCAT is 5 times (additional sittings will not be accepted unless preapproved in writing by the Admissions Office, College of Medicine). While prerequisites are not mandatory for students applying under the "MCAT" requirement, applicants are strongly encouraged to complete equivalent/similar courses (particularly the biochemistry courses) to ensure readiness for the basic sciences covered in the first two years of the undergraduate medical curriculum. Registration for the MCAT is online at www.aamc.org/mcat.

Note: The MCAT requirement will be waived for out-of-province applicants that will have completed all of the prerequisite requirements at the U of S/U of R by April 30th, 2013. This exception to the MCAT requirement is for the current application cycle (deadline October 31, 2012) for entry into Medicine the Fall of 2013 **ONLY**. Future applications will require the MCAT by **ALL** out-of-province applicants.

- **Degree Requirement.** Application by out-of-province applicants can be made only during or after the final year of a four year degree. If a four year degree is completed prior to application, course-work for the degree must have been completed within a 48 month period. If applicants are in the final year of a four year degree, a minimum of 90 credit units must have been completed in the 36 months prior to the end of August immediately before application. All courses completed towards the four year degree at the date of application will be used for calculation of the grade-point-average (GPA). The minimum GPA required for application will be 83.0%. The four year degree must be completed by the time study of medicine starts. All remaining courses completed for the degree after the date of application must minimally average 83.0%

Selection Criteria:

1. Weighting

- The weighting of academic performance to personal qualities (College of Medicine Multiple Mini Interview - MMI) for Saskatchewan residents is 35:65. Out-of-province applicants invited for an interview will be ranked for admission based 100% on the applicant's performance in the MMI.

2. References

- Three references are required. Reference forms will be released at the time of interview offers. References are not scored; they are used on a rule in/rule out basis.

3. Criminal Record Check

- All applicants offered admission will be required to submit a criminal record check, including vulnerable sector screening to the College of Medicine by August 15 of the year of entry.

4. Standard First Aid Certificate

- Students accepted into the College of Medicine must provide a copy of a valid Standard First Aid Certificate and proof of certification in CPR for Health Care Providers Level C prior to starting medicine classes in August.

Categories of Applicants:

90% of first year positions are reserved for Saskatchewan residents. To increase the number of Aboriginal physicians, 10% of first year positions are available for qualified, self-identified First Nations, Métis, and Inuit students through the Aboriginal Equity Program (Note: these seats are included in the 90% allocated Saskatchewan positions).

1. Saskatchewan Residents

- Applicants must be Canadian citizens or landed immigrants and have lived in Canada for at least three years prior to September 1 of the year in which admission is being sought. Applicants normally must have resided in Saskatchewan for three years directly preceding September 1 of the year in which admission is being sought. However, applicants who have left the province, but have previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency) will be treated as residents.
- Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years, and do not qualify under the three year condition, will receive credit of one year toward the three-year requirement for every five years residency in the province.
- Applicants who meet the same criteria based on residency in Yukon, Northwest, or Nunavut territory can apply as a Saskatchewan resident. An exception to the three-year ruling may be made for members of the Armed Forces of Canada or RCMP, or for an applicant whose spouse, parent, or guardian is a member of the Armed Forces of Canada or RCMP, who has moved to Saskatchewan due to being reassigned. In these cases, the applicant **must have resided in Saskatchewan** for at least 12 consecutive months directly preceding September 1 of the year of application and obtained written approval to waive the 3-year requirement.
- Individuals who have been in three years of full time study at the University of Saskatchewan or University of Regina directly preceding the date of entry being sought are considered to be Saskatchewan residents.

2. Canadian Out of Province Residents

- Up to 10% of positions may be offered to out of province applicants. Applicants must be Canadian citizens or permanent residents and have lived in Canada for at least three years prior to September 1 of the year in which admission is being sought.

3. Aboriginal Equity Access Program

- Ten percent (10%) of first-year spaces are reserved for persons of Canadian Aboriginal descent (with a preference for applicants meeting the Saskatchewan residency requirement and a maximum of five equity seats open to out-of-province applicants of Aboriginal descent accepted through the equity seats each year).
- Note: Applicants of Aboriginal ancestry are first considered within the Saskatchewan pool, and if not competitive, then within the equity pool. Applicants applying through the Aboriginal Equity Access Program will have the option of either completing the prerequisite requirement or presenting the MCAT.

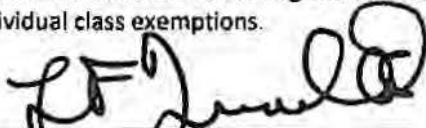
4. Special Case Category

- The Admissions Committee will consider special case entrants submitting requests in writing.
- Note: Advice on the suitability of special case requests should be obtained from the Admission's Office prior to submission. An example would be a single parent whose family responsibilities prevent them from attending university full time or a student involved on a university sports team with a significant time commitment (training, games/competitions, and travel) making it difficult to take a full course load.
- Special case requests should be made prior to each academic year, and previous requests will be taken into consideration when reviewing subsequent requests.

5. Admission with Advanced Standing

- All applicants must follow the complete admissions process. After being accepted into the first year class, formal application may then be made to the Undergraduate Medical Education Committee for any advanced standing, or individual class exemptions.

Dean's Signature:



 Oct 2 2012

Date:

Admission Requirements

College: Nursing
Program(s): BSN (4 year)

Admission Qualifications:

- Minimum weighted average of 60% on 30-credit unit pre-professional year with the following required courses:
 - English 3 credit units
 - Indigenous/ Native Studies 3 credit units*
 - Chemistry 3 credit units
 - Biology 3 credit units
 - Statistics 3 credit units*
 - Nutrition 3 credit units*
 - Psychology 3 credit units
 - Social Science Elective 3 credit units
 - Elective 3 credit units
 - Elective 3 credit units
- * A deficiency is allowed in one of these three areas. 50% is used in place of the deficiency in the average calculation. Applicants must provide proof of completion of the deficient pre-requisite by January 15 of the application year.
- Proficiency in English

Selection Criteria:

1. Academic Record –100% weighting

- Admission is competitive; applicants are ranked according to average and the top candidates are selected.
- Average is calculated on the 30 credit unit pre-professional year. However, if a student takes a higher level course for which the pre-professional course is its pre-requisite, then the course with the higher average will be used in the admission average calculation.

2. Other credentials to be submitted after admission

- Heart Saver CPR Level C with AED must be submitted by October 15 following admission.
- A Standard First Aid Certificate must be obtained no later than October 15.
- Criminal Record Check must be submitted October 15, and must not be dated more than 6 months prior to submission.
- Immunizations are due by October 15.
- Respiratory Protection Fit Testing is due by October 15.

Categories of Applicants

1. Regular Applicants

- Applicants are admitted on the basis of the required post-secondary course work.
- Applications are accepted from residents of all Canadian provinces and international countries. Canadian or international residency status is not considered in the application process.
- Applicants select the site in which they prefer to study at the time of application. Students who select to study in Northern Saskatchewan must be residents of that area according to provincial geographical definition.

2. Aboriginal Equity Access Program

- There is a separate category in which 16% of the total number of first year seats are reserved for persons of Aboriginal ancestry.
- Applicants must provide proof of Aboriginal Ancestry.

3. Transfer Students

- Like regular applicants, transfer applicants are admitted on the basis of post-secondary work and must meet the same admission average.
- Any transfer credit given for prior Nursing courses will be determined by the College of Nursing.

Signature:

David Bull

Date:

Oct 4/12

Admission Requirements

College: Nursing

Program(s): Post-Degree BSN

Admission Qualifications:

- A completed baccalaureate degree OR 90-credit units with at least 36 credit units at the senior level, with a minimum weighted average of at least 70% on the last 60 credit units of coursework. 90 credit units of recognized post-secondary study must be completed by April 30th of the year of expected entrance to the program.
- Pre-requisite courses:
 - Statistics 3 credit units
 - Nutrition 3 credit units
 - Anatomy & Physiology 6 credit units
 - Humanities 3 credit units
 - Social Sciences 9 credit units
 - Deficiencies are permitted in the following areas (proof of completion is required by January 15 of the application year):
 - Social Science 3 credit units
 - Statistics 3 credit units
 - Nutrition 3 credit units
- Proficiency in English

Selection Criteria:

1. Academic Record –100% weighting

- Average is calculated on the most recent 60 credit units of course work.
- All courses within each academic year must be included.

2. Other credentials to be submitted after admission

- Heart Saver CPR Level C with AED must be submitted May 31 following admission.
- A Standard First Aid Certificate must be obtained no later than May 31 following admission.
- Criminal Record Check must be submitted by April 25.
- Immunizations are due by June 28.
- Respiratory Protection Fit Testing (due date to be determined).

Categories of Applicants

1. Regular Applicants

- Applicants are admitted on the basis of post-secondary course work.
- Applications are accepted from residents of all Canadian provinces and international countries. Canadian or international residency status is not considered in the application process.

2. Aboriginal Equity Access Program

- There is a separate category in which 16% of the total number of first year seats are reserved for persons of Aboriginal ancestry.
- Applicants must provide proof of Aboriginal Ancestry.

Signature:

Shane Barber

Date:

Oct 4/12

2013-2014 Admission Requirements

College: Open Studies

Program(s): Open Studies

Admission Qualifications:

- **Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary)***
 - Cumulative weighted average of between 56% and 60%, depending on number of credit units attempted.
 - Proficiency in English.

*Note that students with less than 18 transferable credit units are not admissible to Open Studies in the Regular Admission category.

- **Provisional Admission:**
 - Signed declaration of preparedness to study at the university level including confirmation that the applicant meets the college's English proficiency requirements.
- **Reactivation of Former Student:**
 - Former University of Saskatchewan students are eligible for reactivation into Open Studies if they are in good academic standing.
- **Special Case Admission:**
 - Admission following an Open Studies Required to Discontinue faculty action, multiple college Required to Discontinue faculty actions or an overall average below the required average.
 - Must be out of post-secondary for at least 2 years after last faculty action.
 - Written explanation of past performance and potential to succeed if re-admitted.
 - Letter of intent.
 - Documentation verifying any extenuating circumstances.
 - Resume

Selection Criteria:

Regular Admission: Academic average – 100% weighting

18-30 credit units attempted:

- Admissible with a cumulative weighted average of 56%.
- If student is not admissible on cumulative weighted average, they may be admissible based on an average of 56% on the last year of at least 18 credit units.

31-60 credit units attempted:

- Admissible with a cumulative weighted average of 58%.
- If student is not admissible on cumulative weighted average, they may be admissible based on an average of 58% on the last year of at least 18 credit units.

61 or more credit units attempted:

- Admissible with a cumulative weighted average of 60%.
- If student is not admissible on cumulative weighted average, they may be admissible based on an average of 60% on the last year of at least 18 credit units.

Provisional Admission: Declaration form – 100% weighting**Reactivation: Application form – 100% weighting**

- Reactivation is administered by Open Studies, based on information provided by applicants on the Reactivation Application.

Special Case Admission:

- Admission decision is made by Open Studies and is based on the written explanation of past performance, resumé and letter of intent.

Categories of Applicants1. Regular Admission

Admission is based on successful completion of 18 credit units of transferable post-secondary study with a minimum overall average of between 56% and 60% depending on credit units attempted. Students coming directly from high school without post-secondary are not eligible for regular admission into Open Studies.

2. Provisional Admission

Provisional Admissions is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university level course. Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.

3. Reactivation

Former University of Saskatchewan students who are in good academic standing are eligible for reactivation into Open Studies.

4. Special Case Admission

Students who have received an Open Studies Required to Discontinue faculty action, or who have received more than one college Required to Discontinue faculty action, may be readmitted to Open Studies after a two year period away from the University, based on written explanation of past performance and other documentation.

Dean's Signature:



Date:

December 7, 2012

Admission Requirements

College: Pharmacy and Nutrition

Program(s): Bachelor of Science in Pharmacy (B.S.P.)

Admission Qualifications:

- At least 30 credit units of course work, including specific pre-requisite courses, with a minimum average of 70%.
 - 6 credit units of General Biology (with lab) (BIOL 120.3 and 121.3 at U of S)
 - 3 credit units of General Chemistry (with lab)
 - 3 credit units of Organic Chemistry (with lab)
 - 6 credit units English Literature and Composition
 - 6 credit units must include Psychology, Sociology, Philosophy or Native Studies
 - 6 credit units of electives in Humanities, Social Sciences, or Fine Arts
- Test of Critical Skills
- Personal Profile
- Proficiency in English

Selection Criteria:

1. Ranking for admission is based on academic performance and personal qualities.

a. **Academic Record – 60% weighting**

The admission average is based on the 30 credit units of required subjects (weighted as 40% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 60% of the admission average).

b. **Test of Critical Skills – 30% weighting**

Applicants are required to attain a minimum level of achievement on the Test of Critical Skills to be considered for admission.

c. **Personal Profile – 10% weighting**

Categories of Applicants

There are 90 first year seats.

1. **Saskatchewan Residents**

Applicants must have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to admission without being a full-time student. To qualify, you must pay income taxes in Saskatchewan and have a Saskatchewan health card. You cannot qualify for residency by attending school if your home is

elsewhere. Applicants from border communities (e.g., Lloydminster, AB and Flin Flon, MB), residents of the Yukon, Northwest Territories and Nunavut, members of the R.C.M.P. or the Canadian armed forces, graduates of the University of Saskatchewan, and children or spouses of graduates of the University of Saskatchewan are considered Saskatchewan residents for the purpose of their admission application to Pharmacy or Nutrition.

2. Non-Saskatchewan Canadian Residents and International Applicants

Up to 14 of 90 positions may be offered to out of province and international applicants.

3. Education Equity Program- Saskatchewan Residents

A maximum of 4 spaces are reserved for qualified Aboriginal applicants. Applicants under this category must have completed the pre-Pharmacy year with a minimum average of 70%. Applicants must supply proof of Aboriginal ancestry.

4. Special Case Category

One Saskatchewan student may be admitted under special circumstances or for compassionate reasons. Applicants applying under this category must provide supporting documentation for review and are considered on a case-by-case basis. This position may not be filled every year.

5. Repeating or Returning Student

Applicants who have previously attended the College of Pharmacy and Nutrition may be considered for readmission under this category.

Signature:

Y. Shukla Associate Dean, Academic

Date:

May 31/2012

Admission Requirements

College: Pharmacy and Nutrition

Program(s): Bachelor of Science in Nutrition (B.Sc.[Nutrition])

Admission Qualifications:

- At least 30 credit units of course work, including specific pre-requisite courses, with a minimum average of 70%.
 - 6 credit units General Biology (with lab) (BIOL 120.3 and 121.3 at U of S)
 - 3 credit units General Chemistry (with lab)
 - 3 credit units Organic Chemistry (with lab)
 - 6 credit units English Literature and Composition
 - 6 credit units must include Psychology or Sociology
 - 6 credit units of unrestricted electives
- Test of Critical Skills
- Personal Profile
- Proficiency in English

Selection Criteria:

1. Ranking for admission is based on academic performance and personal qualities.

a. Academic Record – 60% weighting

The admission average is based on the 30 credit units of required subjects (weighted as 40% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 60% of the admission average).

b. Test of Critical Skills – 30% weighting

Applicants are required to attain a minimum level of achievement on the Test of Critical Skills to be considered for admission.

c. Personal Profile – 10% weighting

Categories of Applicants

There are 26 first year seats.

1. Saskatchewan Residents

Applicants must have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to admission without being a full-time student. To qualify, you must pay income taxes in Saskatchewan and have a Saskatchewan health card. You cannot qualify for residency by attending school if your home is elsewhere. Applicants from border communities (e.g., Lloydminster, AB and Flin Flon, MB), residents of the

Yukon, Northwest Territories and Nunavut, members of the R.C.M.P. or the Canadian armed forces, graduates of the University of Saskatchewan, and children or spouses of graduates of the University of Saskatchewan are considered Saskatchewan residents for the purpose of their admission application to Pharmacy or Nutrition.

2. Non-Saskatchewan Canadian Residents and International Applicants

Up to 4 of 26 positions may be offered to out of province and international applicants.

3. Education Equity Program- Saskatchewan Residents

A maximum of 2 spaces are reserved for qualified Aboriginal applicants. Applicants under this category must have completed the pre-Nutrition year with a minimum average of 70%. Applicants must supply proof of Aboriginal ancestry.

4. Special Case Category

One Saskatchewan student may be admitted under special circumstances or for compassionate reasons. Applicants applying under this category must provide appropriate documentation for review and are considered on a case-by-case basis. This position may not be filled every year.

5. Repeating or Returning Student

Applicants who have previously attended the College of Pharmacy and Nutrition may be considered for readmission under this category.

Signature:

Y. M. K. K. K. Associate Dean, Academic

Date:

May 31 / 2012

Admission Requirements

College: Veterinary Medicine

Program(s): DVM

Admission Qualifications:

- 60 credit units of pre-veterinary courses (at least two years)
 - 6 credit units of Biology
 - 6 credit units of Chemistry
 - 6 credit units of English
 - 6 credit units of Mathematics or Statistics
 - 3 credit units of Physics
 - 3 credit units of Organic Chemistry
 - 3 credit units of Biochemistry
 - 3 credit units of Genetics
 - 3 credit units of Introductory Microbiology
 - 21 credit units of elective courses

▪ ~~Minimum cumulative average of 75% in all university courses~~

Selection Criteria:

Up to 78 students are admitted to the first year class. Selection is based on a number of factors including: mental aptitude, academic performance, motivation, maturity, experience with animals, leadership qualities, social awareness, deportment, verbal facility, and ability to communicate, and an understanding and knowledge of the veterinary profession. The weighting of academic performance to non-academic qualities is 60:40. These factors are assessed through the following criteria:

1. Academic Record

At least two full years of university courses are required to complete the pre-requisite course requirements. Applicants must have a minimum cumulative average of 75% to be considered.

2. Interview

Applicants are selected for interview based ~~primarily~~ on their academic performance.

3. References

Two references are required: one must be a veterinarian, while the other must have an individual with an animal-related or agricultural background.

Categories of Applicants

As a regional veterinary college, there is an Interprovincial Agreement between the four western provinces and the WCVM which outlines the number of seats per province and rules for residency. Quotas under the 2007-2012 Agreement are: the program accepts applicants who are residents of the four western provinces and the northern territories. The allotment system is:

- British Columbia: 20
- Alberta: 20
- Saskatchewan: 20
- Manitoba: 15
- Northern territories (Yukon, Nunavut and Northwest Territories): 1
- Education Equity Program: 2

1. Saskatchewan, Alberta, British Columbia and Manitoba Residents

- For an applicant residing with his or her parents, the residence of the parents shall determine the residence of the applicant.
- For an applicant not residing with his or her parents, residence is established by the applicant's residing in the province in question for at least one year (12 consecutive months) without attending post-secondary education.

2. Yukon, Nunavut, and Northwest Territories Residents

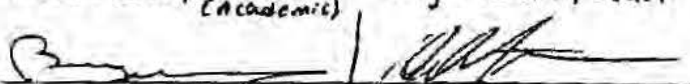
- Because Yukon, Nunavut, and Northwest Territories are not formal signatories of the interprovincial funding contract, they apply their own rules for applicants claiming to be residents of these areas.

3. Aboriginal Equity Access Program

Two seats are available for Aboriginal students under this category. Proof of Aboriginal ancestry is required.

Signature:

Bruce Grann, Assoc Dean (Academic) Doug Freeman, Dean



Date:

May 16 / 5/16/12
2012

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: February 28, 2013

SUBJECT: **Establishment of the Centre for Applied Epidemiology as a Type A Centre in the Western College of Veterinary Medicine**

DECISION REQUESTED:

It is recommended:

That Council approve the establishment of the Centre for Applied Epidemiology as a Type A Centre in the Western College of Veterinary Medicine, effective February 28, 2013.

PURPOSE:

The Centre for Applied Epidemiology will enable members to establish a national presence in the field of applied epidemiology, attract new graduate students, and strengthen ties with public health agencies and other researchers.

CONSULTATION:

The Centres Subcommittee considered the proposal to establish the Centre on February 6, 2013, and the Planning and Priorities Committee considered a revised proposal on February 13, 2013. Suggested revisions included clarifying the definition of applied epidemiology, broadening the list of collaborators, and consulting with the Department of Community Health and Epidemiology and the School of Public Health.

SUMMARY:

The Planning and Priorities Committee supports the establishment of the Centre for Applied Epidemiology as a Type A Centre at the University of Saskatchewan. The Centre is well positioned to achieve its objectives, utilizes existing resources, and presents a logical and strategic plan for growth.

ATTACHMENTS:

1. Proposal to establish the Centre for Applied Epidemiology.

The Centres Policy and Guidelines may be found at:

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

Application for the Establishment of a Centre for Applied Epidemiology at the University of Saskatchewan within the Western College of Veterinary Medicine

1. Name of Centre:

Centre for Applied Epidemiology

The name was chosen to be broad but focused on the aspect of Epidemiology that the Western College of Veterinary Medicine (WCVM) should be known for, while allowing for the Centre to be recognizable nationally. In epidemiology training and application of those principles to real world problems, there is no distinction between veterinary epidemiology and human health epidemiology. Therefore, although started within the WCVM, using the name “applied epidemiology” will hopefully not limit the future scope of those that might affiliate with the Centre.

Applied Epidemiology has been defined as *the application or practice of epidemiology to address issues of public or animal health*. Examples of the activities that are included in applied epidemiology include: (1) monitor and describe the distribution of health-related outcomes in populations (current and historical patterns), (2) studying particular risk factors for the development of a health-related outcome, (3) evaluating the effectiveness or impact of an intervention, health program, or policy (4) synthesizing results of etiologic studies across disciplines to assess disease causation, and (5) communicating epidemiologic findings effectively to policy makers and the public.

2. Type of Centre:

Type A centre; located within the Western College of Veterinary Medicine.

Future expansion of the Centre might entail a change to a Type B or C Centre, but the present vision is to begin small in order to build the Centre properly and efficiently.

3. Academic Plan:

Goals and Objectives:

Epidemiology was identified in the Third Integrated Plan of the Western College of Veterinary Medicine (WCVM) as one of its strengths to be promoted and supported. Over the last 15 years, the faculty and non-faculty contingent dedicated to epidemiology (research and teaching) within the WCVM has changed and grown, but the focus of applied epidemiology has remained consistent. Despite this internal growth, the College’s collection of epidemiologists, while renowned nationally for their individual achievements, has not capitalized strategically as a collective group. A move among the other Canadian Universities with veterinary colleges (University of PEI, University of Guelph, University of Calgary, Université de Montréal) has been to establish a name for themselves through formal recognition of a centre, collaborative groups or specialized departments dedicated to epidemiology or population health.

The formation of the Centre would also provide a central and visible entity to attract highly-qualified graduate students to fulfill current research projects in epidemiology that are developed by Centre members. The formation of the Centre would formalize collaborative networks that exist within the Province of Saskatchewan

(and beyond its borders), networks that have been established by collaborations with public health epidemiologists, with previously graduated qualified epidemiology Master's and PhD students, and the cadre of faculty and non-faculty that participate in epidemiology activities within the WCVM.

The collective group would also benefit from the formation of a centre as it would provide a home for various future initiatives and collaborations that are potentially underdeveloped. The Centre would provide a recognizable entity through which to develop and provide continuing education opportunities for epidemiologists across Canada, whether in the veterinary field or within public health.

The Centre for Applied Epidemiology would be the logical affiliation for the Disease Investigation Unit (DIU) that presently exists within the Large Animal Clinical Sciences (LACS) department. The DIU is currently designed for investigating food animal outbreaks, but could be grown to include companion animal, exotic pet and other public health related outbreaks. The creation of the Centre would provide the visibility necessary for the DIU to successfully attract funding to enhance and expand its investigative capacity.

The Centre would establish a "virtual place" for all Centre members who practice applied epidemiology within the College to come together; at present we are spread across the College and other University entities. Our activities, interests and projects are varied but our mandate and purpose is common. The Centre would provide an avenue to promote our skills collectively on a national level and make us more visible and recognizable as leaders in applied epidemiology. Each Centre member already is asked to provide consultation to other departments in the College on faculty and graduate student projects, both in designing research proposals and in statistical consultation. Sometimes we are recognized for these efforts, but many times we are not.

Part 1 of the 2012-2016 WCVM Third Integrated Plan document

(<http://www.usask.ca/ipa/documents/protected/plans/Western%20College%20of%20Veterinary%20Medicine.pdf?ticket=ST-160909-aPgdn7sSnUGWhFaRFzZt-%24HOST>) speaks directly to the importance of epidemiology within the WCVM.

7. EPIDEMIOLOGY AND PUBLIC HEALTH – ONE HEALTH -- *Our objectives included maintaining a leadership role; developing our areas of expertise, capacity, and excellence within Epidemiology; collaborate on campus and beyond; expand the "One Health" theme; and increase activities in comparative medicine. We have addressed many of the objectives, and this area will also be part of our next planning cycle.*

In addition, in Part 2 of that document the College recognized the need to further support the area of One Health. As the Centre for Applied Epidemiology develops, the integration of non-veterinary epidemiologists as collaborators will further support the development of the One Health theme.

One Health

The college will become a leader in Canada and internationally in the area of One Health. The college will enhance research around the One Health initiative and develop solutions at the animal-human-environment interface. These are critical to addressing today's complex human and animal health problems (emerging and re-emerging diseases, food safety and security, public health). The focus on this area will also foster development of integrative and larger research programs among the health science colleges, the graduate school, VIDO, the Toxicology Centre and the Canadian Centre for Health and Safety in Agriculture.

The WCVM is committed to partnerships with the School of Public Health and the School of Environment and

Sustainability through joint appointments and research collaborations. The Centre will provide a mechanism to promote the collaborative epidemiologic research that is on-going at the University of Saskatchewan between these schools as well as other health science colleges and departments across campus. The Centre may in the future incorporate collaborators from a wealth of backgrounds, with specific emphasis on those who have an applied epidemiology focus to their work, irrespective of their employment location.

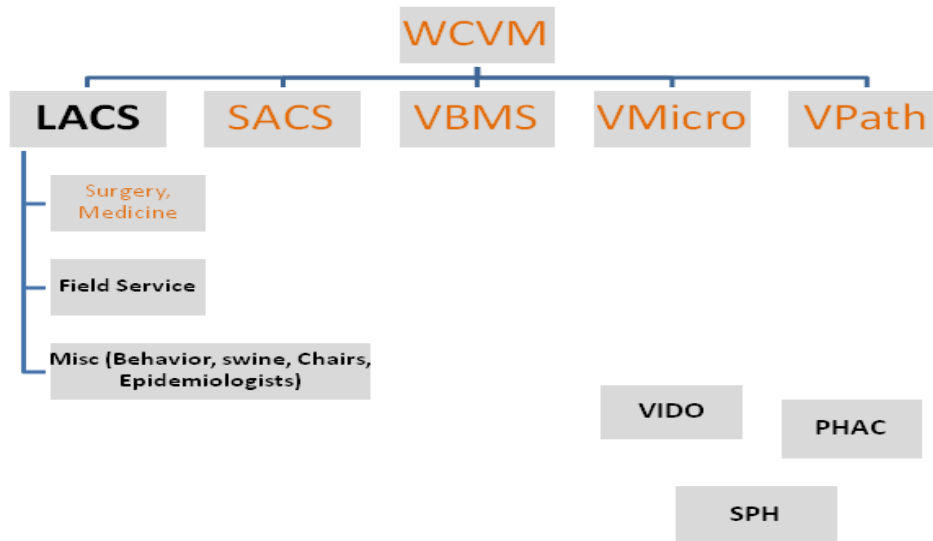
Specifically regarding research, the WCVM has committed to increasing its presence and funding sources, specifically Tri-council funding. Centre members have a history of successful funding from a wide variety of sources, including Tri-council. In the last five years, success with the Canadian Institutes of Health Research (CIHR) reached \$152, 900 (see previous figures), a four-fold increase over the previous five-year period.

In addition, WCVM has identified training of highly qualified graduate students as a key area for future development. This will increase the research capacity, research funding obtained and publications that ensue. The formation of the Centre will strengthen the ability to recruit and train graduate students with a focus in epidemiology through raising awareness of our program internally, nationally and internationally.

Impact and relationships:

Epidemiology at the other veterinary institutions across Canada is a prominent feature of the departments in which it is housed; e.g. Ontario Veterinary College has the Department of Population Medicine (<http://www.ovc.uoguelph.ca/popm/>) and the established Centre for Public Health and Zoonoses (<http://www.ovc.uoguelph.ca/cphaz/>); the new veterinary faculty in Calgary has the both the Department of Ecosystem and Public Health and the Department of Production Animal Health which list epidemiology as components (<http://vet.ucalgary.ca/departments>); the faculty of veterinary medicine at the Université de Montréal is the only all-French veterinary college in Canada with a strong group of epidemiologists and an emphasis on ecosystem health (<http://www.medvet.umontreal.ca/departements/PathologieMicrobiologie.html>); and the Atlantic Veterinary College has the Department of Health Management (<http://healthmgt.upei.ca/>) but has recently promoted their expertise in epidemiology through the Centre for Veterinary Epidemiological Research (CVER; <http://cver.upei.ca/>). Both OVC and AVC have significant numbers of graduate students in the area of epidemiology and have great reputations for their epidemiology programs.

Epidemiology at the WCVM consists of a growing collection of faculty and non-faculty members. In the figure below, the black lettering is the current location of the departments that have at least one faculty with an epidemiology background. Within the LACS department, these individuals are either primarily epidemiologists or those that primarily work within field service, industry chair positions or clinical service while doing epidemiology as a component of their daily jobs. Outside of the College, Centre members are also located in VIDO and the Public Health Agency of Canada (PHAC). Two of our Centre members from the LACS have joint appointments within the School of Public Health (SPH) and contribute to the bulk of the epidemiology teaching that occurs in the school.



In contrast to other schools, potential graduate students looking for training in epidemiology do not identify the Department of Large Animal Clinical Sciences as a place to apply. In a recent email from a potential graduate student who was directed to inquire through a faculty member of a different department within the WCVM, the student requested information on how to obtain a PhD in epidemiology as he/she understood that we didn't have a formal training program in place for this. This statement is far from the truth; numerous graduate students have graduated from the LACS with a degree focus in epidemiology and have gone on to employment opportunities in federal and provincial government positions (Public Health Agency of Canada, Canadian Food Inspection Agency, agriculture ministries in various provinces, etc.), consulting businesses (in Canada and the United Kingdom) and academia across North America (Colorado State University, University of Saskatchewan, University of Calgary, etc.).

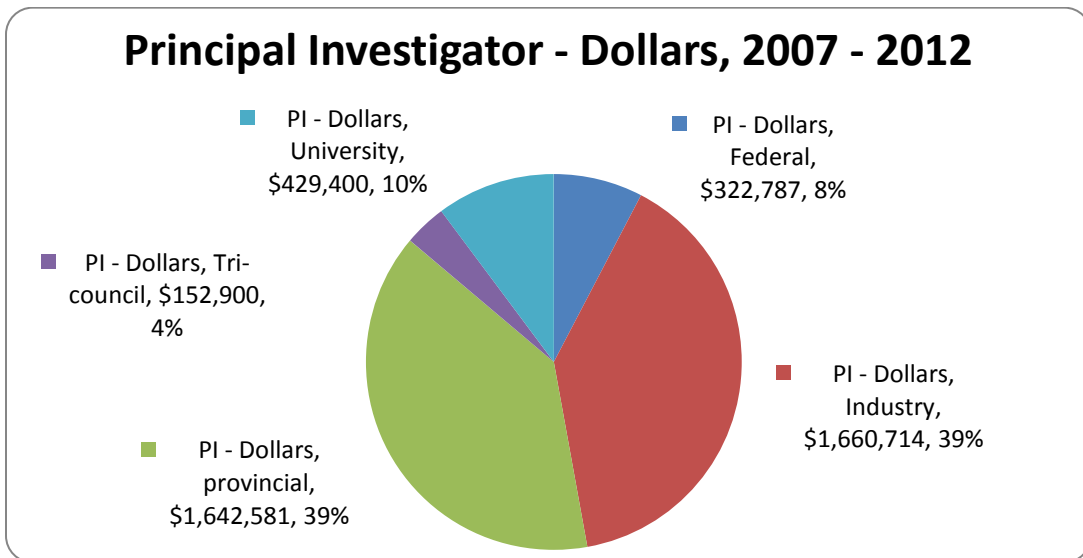
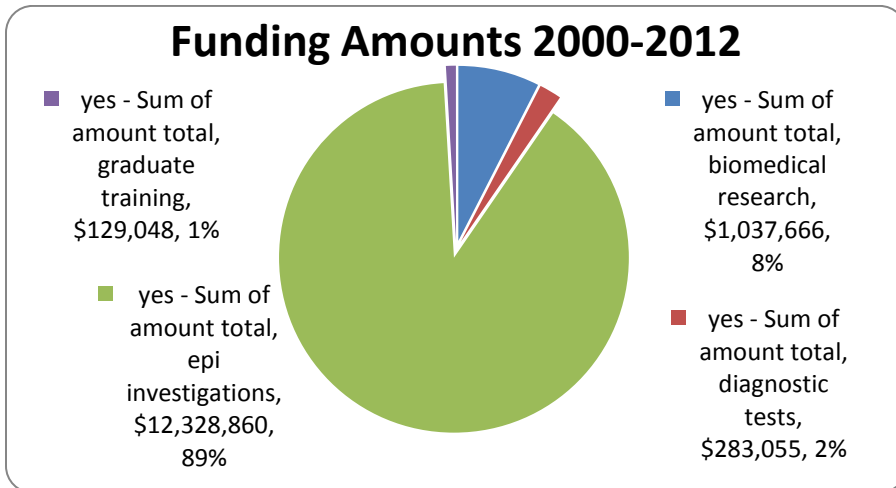
The LACS department website promoting graduate opportunities (http://www.usask.ca/wcvm/departments/large_animal/graduate_programs.php) does not provide a visible and transparent method to promote training in epidemiology within our College. One reason for this is that all of the epidemiology courses are located within the School of Public Health, but are primarily taught by faculty within the WCVM – LACS. Another is that a student has to scroll down through a long list of faculty names to find individuals with research interests in “epidemiology”. The inclusion of a link to the website for the “Centre for Applied Epidemiology” would increase the awareness of potential graduate students to the research interests of Centre members and the possible epidemiology-related opportunities that are available at the WCVM, University of Saskatchewan.

Scholarly Work:

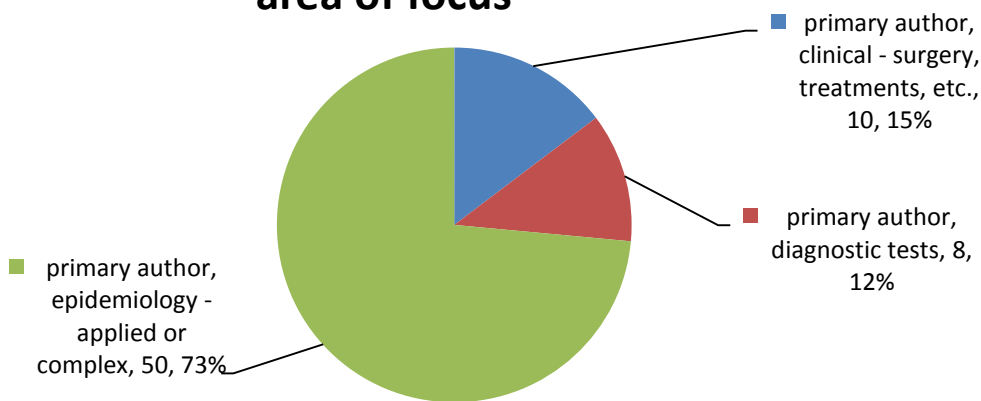
The Centre would be focused on those researchers with epidemiology as an active component of their employment. A list of direct Centre members and indirect members that have expressed interest or would likely be collaborators in the future with the Centre are listed in section 4: Proponents.

At present, the projects where direct Centre members have been the Principal Investigator reflect the applied aspects of epidemiology at the University of Saskatchewan. In 2012, an extensive inventory of the contributions to epidemiology by direct proponents of the proposed Centre (see section 4: Proponents) was created. Just focusing on the last 12 years, the contributions to applied epidemiology are evident; funded research grants

included epidemiology-related projects (such as specific outbreak or disease investigations, assessment of contributing risk factors, etc.) (89%); diagnostic test evaluation (2%); biomedical research (such as vaccine, treatment or immunology projects) (8%); and graduate training grants or programs (1%). Research dollars that were contributed to the WCVI over the last 12 years indicate a significant contribution from a relatively small group of researchers (over \$12 million for epidemiology investigations where a Centre member was the principal investigator). Of the papers where direct Centre members were the primary author (from 2000-2012, n=68), 73% (n=50) relate to applied epidemiology, 15% (n=10) relate to biomedical research (such as vaccines or treatments) and 12% (n=8) relate to diagnostic test evaluations. The following figures highlight these results:



Papers (2000-2012) from primary author by area of focus



The Centre would be a logical place to showcase the contributions of its members to the field of applied epidemiology. It would provide an arena to develop and promote educational opportunities for continued learning in epidemiology and attract qualified graduate students to further the work of Centre members. It would provide a visible location to attract highly qualified graduate students to further the work of applied epidemiology at the University of Saskatchewan, with a specific focus on veterinary medicine (diagnostic tests and production medicine) and One-Health (food safety and zoonotic diseases) research themes. The direct and indirect Centre members would not have to alter their daily activities in any way; the Centre is merely to make their contributions more visible locally, nationally and internationally to collaborators, graduate students and other organizations.

4. Proponents:

Direct proponents:

- Dr. John Campbell; Professor - LACS, WCVM U of S;
- Dr. Cheryl Waldner; Professor - LACS, WCVM, U of S;
- Dr. Hugh Townsend; Professor - LACS, WCVM, U of S; Program Manager – Bacterial Vaccine Development – VIDO, U of S;
- Dr. Tasha Epp; Associate Professor - LACS, WCVM, U of S;
- Dr. Steven Hendrick; Associate Professor - LACS, WCVM, U of S;
- Dr. Sarah Parker; Research Associate - LACS, WCVM, U of S;
- Dr. Murray Jelinski; Professor - Alberta Chair in Beef Cattle Health and Production Medicine, (LACS), WCVM, U of S;
- Dr. Sheryl Gow; Epidemiologist - PHAC – CIPARS group;
- Dr. Joanne Tataryn; Epidemiologist - PHAC – Outbreak Management Division, Centre for Food-borne, Environmental and Zoonotic Infectious Diseases.

All direct proponents work within, are directly affiliated with or are located within the Western College of Veterinary Medicine. The Centre was intended to bring us together in order to strengthen our profile locally,

nationally and internationally. The Centre will likely attract further individuals located locally, nationally and internationally; which will be a mechanism for future research or training collaborations as well as attract future members to the Centre as it grows.

Here is a list of other collaborative proponents that have expressed interest in or may be interested in the Centre:

- Dr. Dale Douma – Manitoba Ministry of Agriculture
- Dr. Leanne van de Weyer – private epidemiology consultant
- Dr. Leigh Rosengren – private epidemiology consultant
- Dr. Wendy Wilkins – Saskatchewan Ministry of Agriculture
- Dr. Sherry Hannon – Feedlot Health, Alberta
- Dr. Bobbie Lundquist – Canadian Food Inspection Agency
- Alvin Gadjadhar - Canadian Food Inspection Agency
- Cindy Feng – Biostatistician (SPH and WCVM)
- Proposed Chair in Food Safety
- University of Saskatchewan CERC Chair in Infectious Disease Mitigation
- Dr. Bruce Reeder – Community Health and Epidemiology; One Health Initiative

Consultation Process:

The group of direct proponents has intermittently met over the past 5 years to discuss training and recruitment of qualified graduate students towards a degree with a focus in epidemiology. This group met most recently in June, 2012, to discuss further development of epidemiology expertise and contribution areas at the University of Saskatchewan. Not all members were able to attend, but all have contributed their comments to what was discussed at this meeting through emails and other hallway conversations.

The stimulus for our conversations was a recognized need to be able to clearly articulate and promote the specific area of epidemiology that our group excels at. It is clear that promotion of such focused expertise is an important component. All other veterinary colleges across Canada are actively promoting what they are known for, often using the creation of Centres of Excellence or collaborative groups to provide the platform for that promotion. For example, the Atlantic Veterinary College has the Centre for Veterinary Epidemiologic Research; the Ontario Veterinary College has promoted its collaborative partnership with Public Health Agency of Canada and the established Center for Public Health and Zoonoses; and the newly created University of Calgary Faculty of Veterinary Medicine is promoting itself as a unique veterinary school that has extensive linkages with the Faculty of Medicine and was designed to meet both animal and public health needs. In the past few years, there have been a number of approaches made to this College to elicit what expertise it contained that could conduct research in applied epidemiology. Having participated in these meetings, members of this group recognized the advantage that would have been attached to having already existing recognition for capacity to conduct applied epidemiology research. Some examples include meetings with the Food Safety Division of the Canadian Food Inspection Agency to provide proposals for *Listeria* control within processing facilities, ELANCO Animal Health, the Northwest Territories government regarding anthrax outbreak in bison, and more.

Collectively, our group focused its conversations on what we excel at here at the University of Saskatchewan. While much work across campus has gone into developing and highlighting our unique contributions and abilities in the field of One Health, our group felt that we had another area in which we have excelled for a more substantial period of time: Applied Epidemiology. Although many members wear multiple hats, each member

has made significant contributions to the field of epidemiology.

Our group is relatively small in comparison to those in other veterinary schools across Canada, but it has been growing over the last five years. At this time, we have developed a critical mass that would allow us to function collectively as a named group or unit on campus. We are not significant enough to warrant a department unto our own, but the naming of a centre would be a great way to increase our visibility nationally.

The next step was to create an inventory of our successes over the last 12 years. A database was set up to collectively display our achievements as individuals in our various positions. A cut-off point of 2000 was used; however, some of our direct proponent members have contributions that date back to the early 1990's. The inventory highlights are included in this application; the highlights are focused on funding directly garnered by members of this group as the PI of the fund, peer-reviewed publications of direct members of this group or their graduate students, and the breadth of graduate students that have been trained by this group and where they have ended up.

As part of the consultation process, a number of non-faculty epidemiologists were approached to discuss the need for expertise in applied epidemiology, the need for a focused research network, and their interest in being connected with the network. A short list of individuals is included within section 4: Proponents. As the Centre grows, the inclusion of epidemiologists of non-veterinary background is expected.

The final step was to set up a meeting with the Dean and the Associate Dean of Research from the Western College of Veterinary Medicine (Doug Freeman and Baljit Singh, respectively); see the accompanying letter of support from the Dean for specific comments. At this meeting, the Dean and Associate Dean of Research pledged support of \$1500.00 from the college budget as start-up funds for the Centre. In addition, they were extremely supportive of the development of the Centre with the hopes of linking other initiatives with the Centre in the future; e.g. a proposed Food Safety Chair, proposed CERC chairs, the Global Institute for Food Security and potentially an international collaboration (African projects under a USAID grant).

5. Centre Management:

The following is the proposed 1 year, 5 year and 10+ year plan:

Year 1:

As a Type A Centre, the Dean of the Veterinary College (Doug Freeman) would be the individual to whom the Centre is administratively accountable. Annual reports on the work of the Centre, the contributing members and all financial aspects would be sent to the Dean by June 30th of each year.

The Centre would rely on a primary leader or manager for the first year, with no other paid or unpaid full-time positions. The Centre member that would take on the leadership task is Dr. Tasha Epp. The leader will be the official contact for all administrative matters (i.e. to ensure that an annual report is created and meetings are called on an annual basis).

Inclusive meetings of the direct Centre members will be conducted as the Centre is developed during this year, and then minimally on an annual basis thereafter. Promotional materials (website, promo cards, etc.) will be created for both University and national coverage; Sarah Parker has agreed to be the liaison of information for such endeavours. A promotional event within the College will be held to announce the creation of the Centre in

early 2013; further promotion of the Centre will coincide with the Canadian Association of Veterinary Epidemiology and Preventive Medicine conference, which is to be held in Saskatoon in May 2013.

Year 2-5:

Upon establishment of the Centre, annual meetings of the Centre members would be conducted. The Disease Investigation Unit in its present capacity will be affiliated with the Centre with its current management structure intact (John Campbell as the lead and Sarah Parker as the paid part-time manager).

The Centre will look to develop a group profile within the Canadian Network for Public Health Intelligence (CNPHI - https://www.cnphi-rcrsp.ca/cnphi/cnphi_root/login.jsp?lang=en&src=CNPHI). This online web-portal has capacity for group collaborations, outbreak response and surveillance; key components of applied epidemiology. This network has the capacity to provide a portal for One Health initiatives as it is widely being adopted by the Canadian Food Inspection Agency, Public Health Agency of Canada, local and provincial health departments and agriculture commodity groups.

As the Centre becomes more established, the breadth of activities within the Centre will increase. These include but are not restricted to:

- Annual advertisement of vacant and upcoming graduate training opportunities in epidemiology within the WCVI; this would not be a new program in the College but merely a route to more explicitly advertise for epidemiology faculty linked to the LACS website for graduate opportunities.
- Seeking external funding sources and collaboration to potentially increase the breadth of the Disease Investigation Unit. The growth of the unit will provide outbreak investigation opportunities for all epidemiology graduate students in the College; there is also the potential to create specific animal applied epidemiology graduate and undergraduate courses. The addition of epidemiologic assistance in the investigations will increase the potential for publishable papers and spin-off research projects.
- Collectively writing a book on Applied Epidemiology for Veterinary Field Investigation has been discussed. At present, the feasibility of such an endeavour is being researched by Cheryl Waldner, a Centre member.
- The creation of professional continuing education opportunities with a focus on applied epidemiology will be pursued. This has been identified by collaborators within federal and provincial government organizations as an area for development.
- Collaborations for projects between non-faculty, faculty and indirect Centre members will be explored as they become apparent. The Centre would provide an avenue to promote the skill basis that exists at the University of Saskatchewan.
- Consultation services could be established whereby Centre members could be compensated for their time. Analytical support is a key request from faculty in the Veterinary College; at present, these skills are sometimes not formally recognized or compensated.
- Aid in the development of international connections for Centre members. A Centre Member, Joanne Tataryn, has already offered to pursue inquiries into the development of an Epidemiology Placement option; a method to provide epidemiologic assistance to developing countries in the form of short-term placements.

Year 6-20:

As the Centre's obligations and projects/programs increase, there is the potential to explore augmenting the Centre from a Type A centre to a Type B or C centre. This would involve moving towards a more elaborate management structure including a Director, a board, full-time staff and perhaps a physical location on the University campus. The potential of this future expansion highly depends on the success of the Centre as a Type

A, and the development of the research paths of the Centre members to date as well as future potential Centre members. As this would require a separate application to the University, it will not be discussed in more detail at this time.

6. Resources and Budget:

Year 1:

In the establishment of the Centre, the only costs will be in creating promotional materials. We requested a small amount (\$1500) of start-up funds or in-kind resources from the College for the creation of a website and promotional materials. This amount will be provided to the Centre from the budget of the Dean of the WCVM.

Year 2-5:

Once the Centre is established, it will operate on minimal funds each year, consisting primarily of administrative costs related to reporting of the Centre's activities.

Initially, the Disease Investigation Unit will continue in its present state with funding obtained from the Saskatchewan Ministry of Agriculture and administered through the Large Animal Clinical Sciences department. Any augmentation of the DIU will involve sourcing funding from outside agencies or industry partners (e.g. provinces, federal, specific commodity partners, pharmaceutical companies, etc.); therefore, branching out of the services provided will occur only as funding is secured and personnel are identified. If branching out of services does occur, there will be consideration of incorporating the DIU as a component of the Centre which may result in modifying the Centre into a Type B or C entity.

Year 6-20:

Whether or not the Centre is expanded beyond a Type A centre will depend on its functioning during the first five years. It is possible that the Centre will remain a viable entity without any need for expansion to a Type B or C entity.

7. Support: See attached letter from the Dean of the WCVM.

8. Governance:

As a Type A centre, the Dean of the WCVM (Doug Freeman) would be the individual to whom the Centre is administratively accountable. Annual reports on the work of the Centre, the contributing members and all financial aspects would be sent to the Dean by June 30th of each year.

As a Type A centre, the primary leader or manager for the first year would be Dr. Tasha Epp (an un-paid position in title only), with no other paid or unpaid full-time positions. The leader will be the official contact for all administrative matters (i.e. ensure that the report is created and meetings are called on an annual basis). The Disease Investigation Unit will continue in its present administrative state (John Campbell as the lead and Sarah Parker as the paid part-time manager). As the breadth of the DIU increases, the potential for a full-time managing position will be considered and could in the future be housed primarily within the Centre (not part of this application at this time).

9. Systematic Assessment:

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

Attachment:

Letter of support from Doug Freeman, Dean, Western College of Veterinary Medicine

12 December 2012

Dr. Tasha Epp
Western College of Veterinary Medicine

RE: Center For Applied Epidemiology

Dear Dr. Epp:

This letter is in strong support for the establishment of the Center For Applied Epidemiology. The initiative is timely, important, and fills specific needs. Epidemiology has been a component of our integrated planning process, and is certainly an area of strength within the college. As your proposal notes, the Center For Applied Epidemiology will strengthen, formalize and likely expand existing collaborative networks and related opportunities. It will also provide a place to "locate" these related initiatives and collaborations, as well as enhance affiliations with entities such as the Disease Investigation Unit. A formal Center will support our ability to attract top graduate students, faculty and other partners. The Center will provide a much needed virtual home for members scattered across our college and across campus.

It seems clear that the establishment of the Center For Applied Epidemiology will build upon our existing strengths and enhance our ability to grow the scope of activities related to epidemiology. The college will provide start up funds and otherwise support this important proposal.

Thanks to you and your colleagues for your efforts in developing the Center For Applied Epidemiology.

Sincerely,



Douglas A. Freeman DVM, PhD
Dean

UNIVERSITY COUNCIL
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS
REQUEST FOR DECISION

PRESENTED BY:



Jim Germida, Vice-Provost, Faculty Relations and
Chair, Joint Board/Council Committee on Chairs and
Professorships

DATE OF MEETING: February 28, 2013

SUBJECT: **Cisco Systems Research Chair in Mining Solutions**

DECISION REQUESTED:

It is recommended:
To authorize the Board to establish a Cisco Systems Research
Chair in Mining Solutions

PURPOSE:

The **Cisco Systems Research Chair in Mining Solutions** will pursue innovative research outcomes related to remote sensing and control in mines and on mine sites for the mining industry. The work of the Chair will be directed toward research and development that considers the application of advanced sensing technologies that lead to innovative and potentially transformational solutions for the mining industry.

The scope of research considered by the Chair is potentially very broad. Focus areas related to mining and processing technologies, environmental sustainability and safety could include:

- remote control of robotic mining equipment, and remote monitoring/sensing of critical equipment parameters, tunnel closure rates, ventilation air flow rates and air quality,
- use of sensors on workers to monitor biometrics related to health and also to track the location of every worker,
- applications in mining informatics, i.e. the collection and processing of data on various aspects of mine site investigations, as well as mine design and mine operation,
- the application of distance communication technologies to enable and support educational interactions between the mine site and the university, and
- interaction of engineers at remote mine sites with engineering consultants and business partners, sometimes in other parts of the world.

Given that northern mine sites often operate in close proximity to aboriginal communities and that many aboriginal people are employed on mine sites, the Chair will be open to the potential application of technology solutions for industry to support local aboriginal communities, e.g. facilitating enhanced educational outreach and support for remote health care.

CONTEXT AND BACKGROUND:

Cisco Canada has committed \$200K/year for ten years to support the Chair. Once appointed, the Chair will apply to the NSERC Industrial Research Chair program to match this level of funding. The Chair will be appointed for a renewable five year term. Upon the conclusion of the Chair's term, the College will place the incumbent in a base budget faculty position.

IMPLICATIONS:

The concept of this chair closely aligns with the University and College integrated plans. The College of Engineering is committed to enhancing its level of knowledge creation during the third integrated plan. Externally funded research chairs will be a crucial component of the College's strategies for increasing total research funding and supporting a larger number of graduate students to be successful.

CONSULTATION:

The College is proposing the creation of the Chair with the support of the College of Engineering Dean, Associate Dean – Faculty Relations and the Department Head of Electrical & Computer Engineering.

SUMMARY:

The College of Engineering strives to be known for its relevance to industry. Through collaboration with corporations such as Cisco, the College will ensure it remains relevant to and meets the needs of our stakeholders in the mining sector.

It is anticipated that the Chair will considerably strengthen the College's research impact in the area of mining communications technology, and make a significant contribution to the College's enhanced research outcomes. The Cisco Chair will seek federal funding through the NSERC Industrial Research Chair (IRC) program and, if the application is successful, will leverage the Chair's resources and have even greater impact.

FURTHER ACTION REQUIRED:

Approval of the Board.

ATTACHMENTS:

1. *Terms of Reference*



Cisco Systems Research Chair in Mining Solutions Terms of Reference

Purpose:	<p>The Cisco Systems Research Chair in Mining Solutions will pursue innovative research outcomes related to remote sensing and control in mines and on mine sites for the mining industry. The work of the Chair will be directed toward research and development that considers the application of advanced sensing technologies that lead to innovative and potentially transformational solutions for the mining industry.</p> <p>The scope of research considered by the Chair is potentially very broad. Focus areas related to mining and processing technologies, environmental sustainability and safety could include:</p> <ul style="list-style-type: none">• remote control of robotic mining equipment, and remote monitoring/sensing of critical equipment parameters, tunnel closure rates, ventilation air flow rates and air quality,• use of sensors on workers to monitor biometrics related to health and also to track the location of every worker,• applications in mining informatics, i.e. the collection and processing of data on various aspects of mine site investigations, as well as mine design and mine operation,• the application of distance communication technologies to enable and support educational interactions between the mine site and the university, and• interaction of engineers at remote mine sites with engineering consultants and business partners, sometimes in other parts of the world. <p>Given that northern mine sites often operate in close proximity to aboriginal communities and that many aboriginal people are employed on mine sites, the Chair will be open to the potential application of technology solutions for industry to support local aboriginal communities, e.g. facilitating enhanced educational outreach and support for remote health care.</p>
Source and Amount of Funding:	<p>Cisco has provided the University with \$2.0M to establish the Chair. The funding will be provided in \$200,000 increments annually for ten years, providing the chair remains filled.</p>
Tenability:	<p>The Cisco gift provides the financial foundation for the Chair. Once appointed, the chair holder will apply to the NSERC Industrial Research Chair program to leverage additional funding. The additional funding will be used primarily to support the Chair's research program.</p>

Upon the conclusion of the Chair's term, the College will place the incumbent in a base budget faculty position. Therefore, the recruitment will be for a tenure-track appointment likely in the Department of Electrical and Computer Engineering.

Search Committee:

The selection and search committee will operate in accordance with the collective agreement, the relevant sections of the "Guidelines for the Establishment of Chairs and Professorships" as approved by University Council and the Board of Governors, and in accordance with the gift agreement (*Research Chair Agreement for Higher Education dated July 24, 2012*).

The search will focus on securing a candidate who:

- has experience with university-industry collaborative research and development projects;
- has an international reputation in research and innovation;
- is an acknowledged expert in the technologies of greatest relevance to the specific scope of the Chair;
- has successfully lead research teams; and
- possesses high academic qualifications and demonstrated success in graduate teaching.

**Chairholder
Responsibilities:**

The Chair is expected to:

- 1) promote, support, and lead research, development and innovation at the University through industry-linked projects within the scope of the chair;
- 2) successfully complete research projects with business or industry within the scope, goals and objectives of the gift agreement;
- 3) connect to the University's strategic goals and long-range vision to position the University as a one of the world's premier institutes of higher learning;
- 4) foster a close relationship with industry and other stakeholders, and assist in raising funds from a variety of sources, including industry, for innovation projects; and
- 5) create an atmosphere of innovation, operational excellence, collaboration and intelligent risk taking within the designated area of activity of the Chair.

Duties will be assigned by the Department Head annually, as per the Collective Bargaining Agreement, with input from the Management Committee and in accordance with the Terms of Reference and the gift agreement. The Chair will not be assigned major administrative responsibilities that are unrelated to Chair's research program. Teaching responsibilities, not including graduate student supervision, will be no more than 20% of total assigned duties.

Term of Chair: The successful incumbent will be appointed to a five year term, renewable for one subsequent five year term.

Management Committee: The Management Committee shall consist of at a minimum:

- the Dean, College of Engineering, as Chair;
- Department Head, Electrical and Computer Engineering;
- the Vice-Provost, Faculty Relations; and
- a representative of Finance and Trust, University Advancement.

Guests may be included in committee meetings at the invitation of the Dean.

The Committee may seek input from Cisco from time to time at its discretion, recognizing that the donor's role will be advisory.

The Management Committee will oversee the success of the chair. Activities are expected to include the following:

- 1) assess the chair's progress and outcomes in relation to the college and donor expectations;
- 2) recommend to the Dean whether the incumbent should be renewed for a second term;
- 3) assess the financial viability of the Chair, and identify other potential sources of financial support as needed;
- 4) oversee the development of one or more program plans for the research activities of the chair as outlined in the Gift Agreement and review the activities of the Chair to ensure they are in keeping with the Chair's purpose and the College's priorities;
- 5) approve annual budgets for the Chair's activities;
- 6) oversee management of the funds, ensuring the financial viability of the Chair including advising Financial Services of the investment needs and short term funding requirements as necessary; and
- 7) ensure an annual financial report and a report on the activities of the chair holder are provided to Cisco by December 31st as required in the Gift Agreement and to the Joint Committee on Chairs and Professorships.

In the event that circumstances make the Cisco Systems Research Chair in Mining Solutions no longer practical or desirable, the Management Committee, in consultation with the donor where appropriate, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the spirit and general intent as identified in the Statement of Purpose.

The College of Engineering recommends the establishment of a Chair based on the above terms.

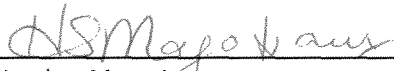


February 4, 2013

Ernie Barber
Dean, College of Engineering

Date

University Advancement recommends the establishment of a Chair based on the above terms.



Heather Magotiaux,
Vice-President, University Advancement

Feb 13 2013

Date