AGENDA
2:30 p.m. Thursday, January 24, 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 December 20, 2012 – pp. 1-14

4. Business from the minutes

5. Report of the President – pp. 15-16

6. Report of the Provost – pp. 17-20

7. Student societies

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

8. Nominations Committee

    8.1   Request for Decision: New member for Research, Scholarly and Artistic Work Committee – pp. 21-24

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

    8.2   Request for Decision: New member for Renewals and Tenure Appeal Panel (to be distributed)

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

9. Academic Programs Committee

    9.1   Request for Decision: Curricular Approval Process Revisions – pp. 25-32

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

    9.2   Request for Decision: Termination of Bachelor of Arts in Studies in Religious Traditions – pp. 33-38

          That Council approve the termination of Bachelor of Arts in Studies in Religious Traditions.

9.3 Items for Information – pp. 39-70
- 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
- Name change to Religion and Culture in BA programs of the Department of Religion and Culture

10. Planning and Priorities Committee

10.1 Request for decision: Name for the school of professional development – pp. 71-78

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.

10.2 Request for Decision: Program Prioritization – pp. 79-92

That Council approve in principle the undertaking of a process for program prioritization.

11. Governance Committee

11.1 Request for Decision: Proposed faculty council membership for the Johnson-Shoyama Graduate School of Public Policy – pp. 93-95

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

12. Other business

12.1 Item for information: Records Management Policy – pp. 96-100

13. Question period

14. Adjournment

Next meeting – 2:30 pm, February 28, 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

       URQUHART/BUTLER : To adopt the agenda as circulated.

                                                                                                        CARRIED

2.   Opening remarks

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

3.   Minutes of the meeting of November 15, 2012

       KULSHRESHTHA /URQUHART: That the Council minutes of November 15, 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

       President Busch-Vishniac raised two items in addition to those in her written report. In the first
       place, she noted for Council that in accordance with her promise at the last meeting she had
       provided information to the Teaching and Learning committee about studies that have examined the
       nexus between teaching and research. She noted that studies do not support the suggestion that
       research excellence leads to teaching excellence in an individual, nor do they show that research
       excellence precludes teaching excellence in a person. However, the work in this area suggests that
       students who engage with research perceive an increase in their learning outcomes.

       In the second place, the president offered some comments on the item before Council concerning the
       College of Medicine. Affirming that the mission of the College is to train physicians for
       Saskatchewan, she enumerated the characteristics of a highly functioning medical school as weaving
       together excellence in teaching, research and clinical services.   To the extent that these qualities are
       not in evidence in our current College, there is a need for a new vision. The president described the
       significant work that has been done in the College since September, and the opportunities that have
       been provided for involvement by all faculty, staff and students. She drew members' attention to

the letter from the students that was provided in the agenda materials and that makes it clear in stark terms that the institution is not meeting the educational needs of its students. She also described her growing appreciation of the critically important relationship between the College of Medicine and the university's partners in the province, particularly the health regions. She expressed optimism that the university is well on the way to identifying solutions with those key partners. While the vision paper before Council today does not fully address the requirements she set forth earlier in the year for rebalancing, addressing accreditation and defining appropriate metrics without the addition of internal funding, it nevertheless represents a very good start. The proof of whether or not all those issues will be addressed will come as we get deeper into implementation. Finally Dr. Busch-Vishniac acknowledged the work of the planning and priorities committee of Council, which has risen to the challenge of identifying criteria and assisting the College to situate its new vision within the larger work of the university, and wished members of Council a wonderful holiday season.

There were no questions from Council members.

6.   Report of the Provost

Dr. Fairbairn commended members to his written report. He made a few additional comments by way of updates to items mentioned in the report:
- The Provost's Committee on Integrated Planning has begun consideration of a batch of proposals for funding from the Academic Priorities Fund, and will be concluding that consideration in January. About a dozen initiatives that were launched during the second planning cycle are seeking additional funding.
- The new year will see the institution embark on a major project of program prioritization that will aim to address an issue common to many universities, which tend to be overprogrammed for the resources available to them. Many universities have found ways to address this issue in an organized and transparent and participatory way by following an approach introduced by Robert Dickeson; his approach evaluates all activities supported by the operating budget against a set of defined criteria.
- The committee to review graduate education has had its first organizational meeting; the committee will be looking at the kind of research and information that should be collected and devising a communications plan for soliciting involvement and ideas.

Finally, the provost congratulated Dean Cecilia Reynolds on her recently announced appointment as deputy provost and associate vice-president of students at Memorial University of Newfoundland, and announced that Bob Regnier will assume the role of acting dean in the College of Education on January 1, 2013.

The chair invited comments and questions.

A member asked for an update on the status of the academic health sciences building construction, and received assurances from the provost that the Board of Governors and the university's funding partners are fully aware of the importance of the project and the schedule. The board is, however, extremely reluctant to incur additional debt for capital projects. It has given permission to proceed with the project, including A and B wing, conditional on satisfactory funding arrangements. The project planning team has done an extraordinary amount of work and has identified there are phases we must proceed with regardless of funding, but that subsequent phases may need to wait until the financial circumstances are clearer.

A member rose to thank the provost for the update on employee headcount and in particular the section of the report that addresses the extent to which regulation and accountability requirements drive the increase in administrative staff. He indicated that the reason he posed the question originally is that the requirement of regulation can be used as a justification for increases in resource

allocation, but that it is important to be willing to press the question and look more deeply into what our real obligations are. The provost acknowledged the point and responded that while greater regulation does add to overall workload, he cannot recall many examples, other than copyright, where specific expenditure was based on specific regulatory changes.

A member asked how much of the growth in staff and faculty indicated in the table was funded by the operating budget; the provost clarified that the chart refers exclusively to the operating budget, but includes both academic and non-academic staff. There was a related suggestion that it would be helpful if there were a more detailed breakdown by staff category indicating, for example, staff who support academic units, librarians, etc. The provost pointed out that sources of funding can obscure the picture—for example, the line item labeled 'salaries and benefits' is not the only place that salaries are reflected, since targeted funding (for example to the College of Medicine) often covers faculty and staff positions. He referred members to the piece published in the Star Phoenix this morning that shows that 75% of the university's operating budget goes to compensation of employees in all forms--35% is to faculty, 33% to non-academic staff, 4% to senior administrators, and 3% to other categories such as sessional instructors, TAs, and research professionals. Vice-presidents Fowler and Fairbairn committed to providing further information based on these suggestions.

A visitor referenced the provost's appeal, in his piece in the StarPhoenix, for understanding and support during times of fiscal restraint at the university. He expressed skepticism at the juxtaposition of an announcement of a $44.5M budgetary shortfall followed closely by the announcement of $50M in funding for a new global food security institute. While acknowledging that the latter initiative is hugely important, he suggested it would be better if this funding had been internally generated and had gone through collegial oversight. The provost reminded the visitor and members of Council that full information about the university's budget and the budget adjustment process can be found on the web site at www.usask.ca/finances. He pointed out that the $44.5M represents an *annual* deficit in the operating budget, which goes to support core activities and derives from an annual government grant, annual tuition fees, and annual grants from other sources. The operating budget represents the money directly under the university's control; the deficit is structural and must be addressed. On the other hand, the $50M announced in support of the global food security institute is one-time funding tied to a particular purpose, though as it happens the university will be able to use some of that one-time funding to hire more faculty and to teach more classes. The provost addressed the question of collegial oversight by affirming the university's commitment to collegial input into the university's budgetary processes through the Planning and Priority Committee's involvement and through Council's role in development of the multi-year budget framework.

7. Student societies

   7.1 Report from the University of Saskatchewan Students' Union

   USSU President Jared Brown and Academic Vice-president Ruvimbo Kanyemba presented a verbal report on recent activities of the USSU. Highlights of the last month include
   - New tenants confirmed for lower Place Riel, including a campus dentist, a hair salon and a phone outlet;
   - A new manager, James Haywood, for Louis' (Jason Kovitch will be joining the administrative team);
   - The referendum for a summer U-Pass took place in mid November and passed with an overwhelming majority.

Mr. Brown indicated to Council that he did not realize when he began his term that the College of Medicine would be one of the main concerns of his term as USSU president. He reported that he has reached out to the president of the college's student society and can confirm that the students are in full support of the proposal being brought forward today and supportive of the prioritization that is being given to teaching. The students are concerned, though, about the transition period and about the quality of their education as they complete their degrees.

The chair then invited questions from members of Council.

A member asked Mr. Brown to comment on a recent study done by the Justice Centre for Constitutional Freedoms, and asked whether he and his executive would provide Council with a description of the policies and practices of the USSU with respect to encouraging freedom of expression. Mr. Brown pointed out two recent events that took place in the tunnel in which both sides of controversial issues were represented.

The acting dean of the College of Medicine rose to address the concerns of medical students, and indicated that on receipt of the students' letter he had called a meeting of all department heads and associate deans and asked for a renewed commitment to the undergraduate program, including a plan to address the seven points raised by the students to be in place in January to respond quickly and get the issues resolved, as well as a communication strategy. He has asked the department heads to ensure that any learning time lost is made up within the term, and he will be monitoring the plan and will hold to the college's commitment not to allow the restructuring to affect the education of medical students.

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

7.2 Report from the Graduate Students' Association

GSA President Ehimai Ohiozebau presented an oral report on the activities of the Graduate Students' Association. The report included the following updates:
- Two surveys have been carried out in the past month, one concerning UPASS and the other on health and dental reform. On the former, negotiations with Saskatoon Transit that began in October resulted in an agreement to gauge interest by conducting a survey; this has been completed and the response was impressive. The next phase will be a referendum in January or February 2013.
- The second survey, on the expansion of health and dental benefits for graduate students, showed graduate students are in favour of prescription drug coverage at no extra cost, with the additional benefits to be financed from the plan's surplus.
- The GSA is supportive of the process the university is undertaking to look at providing additional child care facilities, but is also engaged in a complementary process and will be looking into options; they hope to have recommendations next term.

Mr. Ohiozebau closed by wishing Council members a happy holiday season; Council members joined the chair in thanking him for his report.

8. Academic Programs Committee

Professor Roy Dobson, chair of the academic programs committee, presented the reports to Council.

8.1   Request for Decision: College of Graduate Studies and Research admission qualifications

Dr. Dobson stressed that this motion is permissive and would not require departments to permit direct entry to their doctoral programs.

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

> CARRIED

8.2   Request for Decision: College of Dentistry admission qualifications

A member asked for more information about the correlation between the results of this test and performance as well whether other dental schools in the country are still using the test as a basis for admission decisions. Dr. Ken Sutherland of the College of Dentistry responded by indicating that the correlation is below 0.2, and that of the dental schools in Canada there are still 4 or 5 that still require the manual dexterity test, and that this number will likely be reduced further by next May.

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

> CARRIED

8.3   Item for Information: Academic Calendar for 2013/14; double-listing of DENT/MED courses

Dr. Dobson corrected the date of the October Council meeting on the circulated schedule; it should read October 24 rather than October 17. A member commented that setting a Friday break before the Thanksgiving holiday, thereby creating two four-day weeks in a row, has a detrimental effect on first and second year laboratory courses. He asked that this be reviewed before next year's calendar is set. The registrar responded that the draft schedule is sent out to all college associate deans for consultation as well as being discussed at the associate deans' group. He committed to further discussion with that group about how departments could provide input.

9.   Planning and Priorities Committee

These reports were presented by planning and priorities committee chair, Dr. Bob Tyler, who began by expressing thanks to the president for her encouraging remarks and to the committee for their hard work this year.

9.1   Request for Decision: Approval of C-EBLIP: *Evidence-based Library and Information Practice* as a Type A Centre

> Dr. Tyler characterized the development of this centre as a step in the evolution of the Library as an academic and research unit.

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

<div align="right">

CARRIED
</div>

9.2   Request for Decision: Approval of SERI: *Sustainability Education Research Institute* as a Type A Centre

Dr. Tyler described the mission, governance, scope, budget and funding arrangements for the centre as outlined in the agenda materials, and the consultation process that was undertaken before bringing the proposal forward. He also explained the reason that this has been conceived as a Type A centre, since the funding and primary researcher are provided within one College.

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

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CARRIED
</div>

The chair then called on Vice-chair John Rigby to chair the meeting for consideration of the next item, declaring a potential conflict of interest because this matter concerns his own college. Dr. Rigby explained how the presentation of this item would unfold, indicating that the mover and seconder and the acting dean would present the item, and that he would then invite debate. He indicated that non-members of Council would be allowed to speak and that all speakers would be limited to three minutes.

9.3   Request for Decision: Approval in Principle of the College of Medicine Vision document

Dr. Tyler explained the reasons for this being brought as approval in principle: there is no structural change being brought to Council and nothing yet that Council needs to formally approve, though there may be specific items that Council will need to approve arising from the subsequent implementation document. He explained the motion reflects the expectation of the planning and priorities committee with respect to timing of the development of a plan. He spoke briefly to each of the criteria used by the committee to assess the vision.

The chair then invited Dr. Lou Qualtiere, acting Dean of the College of Medicine, to present. Dr. Qualtiere described the mandate of the college with reference to a graphic projected on the screen of the theatre. He stressed that the college does not have direct responsibility for delivering clinical service as part of its mandate, though the vast majority of training for post-graduate residents and much of the undergraduate program is done in the presence of clinical work. In the past, everyone –faculty, students, administration, the public—has seen clinical work as part of the mandate; correcting that perception will require a cultural change, particularly given that many faculty were hired specifically to deliver clinical service. Dr. Qualtiere emphasized that the document does not seek to assign blame. He expressed confidence that an implementation plan will be developed by June and presented to the provost at that time. The decision of the accreditors, who will visit in March, will largely be judged on information that has already been submitted to them.

The dean expressed his agreement with the report of the planning and priorities committee. He encouraged Council not only to endorse the vision but to remain engaged and continue to demand accountability from the College.

The chair then invited Provost Brett Fairbairn to formally second the motion. Dr. Fairbairn began by thanking all of those directly affected in the college, and singled out the dean and members of the dean's advisory committee and its working groups for their enormous investments of time and energy. The college faculty council has embraced a call for fundamental change without opposition, and faculty, staff and students have contributed a huge number of ideas, suggestions and comments. The provost observed how far the college has come since in the past few months: despite the fact that the vision paper presented today doesn't look significantly different from the concept paper presented to Council last May, what has been gained in seven months is a paper authored within the college that indicates the college as a whole is irrevocably committed to fundamental change.

To illustrate his point the provost reminded Council that the notion that accreditation is simply a 'smokescreen' has been put to rest; all are now agreed that accreditation is a tangible and serious issue in and of itself as well as being a symptom of concerns that need to be addressed. He echoed the USSU in observing that students have played a laudable goal in appropriately pointing out problems and insisting they be addressed. He pointed out that the vision paper starkly lays out some of the deficiencies in teaching and research and some fundamental ideas about how to address them. These ideas include the expectation that virtually every physician in the province will be needed to deliver on the college's mission, and the expectation that the university's resources must be realigned behind the teaching and research mission while clinical resources will need to be provided by those who have responsibility for clinical outcomes.

Finally, the provost commented on the critical role of Council in bringing this discussion to its current stage and the need for Council's continued attention in monitoring the timely development and implementation of the teaching and research activities arising from this document, and in ensuring that accreditation is achieved and the structural problems resolved. He stressed that the motion before Council commits the college and the provost to reporting back to Council on the progress of key items within specified time lines.

The chair then opened the floor to debate.

A member expressed concerns that Council is being asked to endorse a vision that will help the college become accredited when the accreditors are visiting in March and when the vision document itself does not specify what the new governance structures will be or how the goals will be achieved within existing resources, and does not meet all of the criteria laid out by the president earlier this year. The chair of the planning and priorities committee responded by agreeing that this document and the resulting plan—which will require the involvement and cooperation of the government and the health region—come too late to affect the accrediting visit in March, though it may provide some confidence to the accreditation team and will provide a trajectory for resolving the complex issues faced by the college. He reminded Council that what is being requested is 'approval in principle' because no specific action is yet being proposed or committed to. The provost asked the member whether her concern would be satisfied if Council were to be briefed about what the accreditors observe in March; she agreed this would be helpful. Vice-provost Phillipson clarified that the accreditors' visit is about a notice of probation but the college is not currently on probation but is accredited. In the long term, the plan must make it possible for the college to break the pattern of moving from accreditation crisis to accreditation crisis.

A member spoke in favour of the motion and particularly in favour of the document's emphasis on research. While he would have liked to see more detail, he appreciates that this framework is

necessary for the long-term project of changing the research culture and developing appropriate research networks.

Another member indicated that he had voted against the concept paper in May because of a lack of evidence that the faculty of the college supported it. He asked what evidence there is that the faculty are supportive of the vision paper. Dr. Hoeppner, head of the Department of Medicine, spoke as a member of the working group and assured Council that the vision paper has broad support from faculty, department heads and students.

Dr. Danilkewich, Department head in Family Medicine, spoke in favour of the motion but cautioned that a balanced approach is needed to ensure that the emphasis on undergraduate students does not disadvantage the large number of postgraduate residents.

There being no further questions or comments, Dr. Rigby called for the motion.

TYLER/FAIRBAIRN: It is recommended that Council approve:

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

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

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

<u>CARRIED</u>

Dr. Rigby commented on the importance of the unanimous decision just taken, observing that a common starting point bodes well for a positive outcome.

Dr. Kalra then returned to the chair.

10. <u>Governance Committee</u>

Dr. Gordon Zello presented these reports as chair of the governance committee.

10.1 <u>Notice of Motion: Proposed faculty council membership for the Johnson-Shoyama Graduate School of Public Policy</u>

Dr. Zello provided notice that the following motion will be put forward at the January meeting of Council:

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

The chair invited any member of Council who has questions or comments on the proposed membership to be in touch with the governance committee or the secretary.

10.2 Item for Information: Guidelines for University Council Motions, Minutes, Committee Meetings and Minutes

Dr. Zello noted that this item, which is presented for information, arose from a request at a Council meeting earlier this year for more information about the procedures followed by Council and its committees.

11. Other business

A member of Council spoke on behalf of the host committee for the Executive of the American Indigenous Studies Association to give advance notice of the conference of the Association, which will take place on our campus June 13-15. To date the committee has received more than 750 abstracts for the conference and hopes to have 1000 delegates in attendance.

A member invited Council to express thanks to Dr. Dan Pennock for his excellent work as acting Vice-provost for teaching and learning over the past year.

A member asked for clarification of the purpose of a campus safety advisory that was recently sent to the entire campus community concerning an individual distributing material that, according to the advisory, some individuals might find offensive. He expressed concern about the ambiguity of the message and its release under the aegis of campus safety. Associate vice-president (communications) Ivan Muzychka conceded that this advisory should not have been identified as a safety issue but rather as a campus communications matter. The president then spoke to the matter, assuring members that the university will not permit the work environment to be poisoned by actions that people experience as harassing or offensive. She also stressed that the university is a place of civil debate on important issues. Members of the community should be permitted to express themselves even if their point of view is controversial or not politically correct, provided that they do not cross a line that results in an environment where individuals are fearful about coming on campus to work or study. She explained that the material referenced in the advisory crossed that line, and there were employees on the campus that drew it to the administration's attention.

12. Question period

A member referenced a recently-announced on-line master's degree in health administration being offered by the University of Regina through the Johnson-Shoyama Graduate School of Public Policy, and asked the provost whether there are any plans for the University of Saskatchewan to participate in offering the degree. The provost reminded Council that the School of Public Policy is unique in offering programs from two institutions, each of which grants its own degrees. Some of these programs result in a credential that is approved by both institutions, but each institution is also free to approve its own programs. The provost committed to investigating whether there is any intention for the U of S to begin offering this degree.

13. Adjournment

The chair brought the meeting to a close by commenting that there had been an end-of-term social for Council members at the University Club the previous afternoon, at which the university secretary presented the results of her research project on academic senates in Canada. He expressed heartfelt thanks to all those who have worked hard over the past few months in the academic oversight of the

institution, and announced that the December edition of Council's newsletter to the General Academic Assembly (GAA) would be going out by the end of the year. On behalf of Council and its committees and the secretariat Dr. Kalra wished all those in attendance an enjoyable holiday season.

　　DesBRISAY/DAUM SHANKS: That the meeting be adjourned at 4:42 p.m.

<u>CARRIED</u>

Next meeting – 2:30 pm, Thursday, January 24, 2013. If you are unable to attend this meeting please send regrets to: Lesley.Leonhardt@usask.ca

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

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						
M. Lees	R	R	R	P						
A. Lieverse	P	P	P	A						
Y. Lin	P	A	P	R						
Y. Luo	A	P	P	A						
D. Makaroff	P	P	P	P						
J. Martini	A	A	A	R						
L. Martz	R	R	R	R	x					
M. MacGregor	P	P	R	P						
V. Meda	P	P	A	P						
H. Michelmann	P	P	A	P						
J.Montgomery	R	R	P	A						
K. Ogilvie	A	R	A	A						
E. Ohiozebau	P	P	P	P						
N. Ovsenek	P	P	P	P						
B. Pain	P	P	P	R						
D. Parkinson	P	P	P	R						
A. Phoenix	P	P	R	P						
C. Pozniak	P	A	R	R						
R. Pywell	P	P	P	R						
M. Prytula	P	R	P	P						
L. Qualtiere	P	A	P	P						
L. Racine	P	R	P	P						
D. Radomske	NYA	NYA	P	P						
C. Rangacharyulu	P	P	P	A						
R. Regnier	NYA	NYA	NYA							
A. Renny	A	P	P	P						
C. Reynolds	P	R	P	P	x					
J. Rigby	P	P	P	P						
C. Rodgers	P	P	P	P						
R. Sarjeant-Jenkins	P	P	R	R						
R. Schwier	P	P	A	P						
J. Sherbino	NYA	NYA	P	P						
J. Singh	P	A	A	A						
C. Still	P	P	P	P						
P. Stoicheff	P	R	P	P						
D. Taras	R	P	P	R						
R. Taylor-Gjevre	P	P	P	P						
R. Tyler	P	P	P	P						
E. Tymchatyn	P	P	A	A						
S. Urquhart	P	P	P	P						
G. Uswak	R	P	P	P						
A. Van Kessel	P	A	A	P						
J. Vassileva	P	R	P	P						
L. Voitkovska	P	A	A	R						
K. Walker	P	A	P	P						
F. Walley	P	P	P	P						
H. Wang	P	P	P	P						
K. Wanis	NYA	NYA	P	A						
Y. Wei	A	P	P	P						
V. Williamson	P	P	R	P						
T. Wotherspoon	P	P	P	P						
G. Zello	P	P	P	P						

Non-voting participants

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

President's Report to University Council

January, 2013

TransformUS and Workforce Adjustments

As the entire campus community is aware, the U of S is faced with significant financial challenges in the next few years. Our operating budget is about 75% personnel costs, so it is not possible to trim our budgets without a workforce reduction. We have now launched two projects designed to trim our budget: Workforce Planning and TransformUS. The Workforce Planning project is a one-time, immediate workforce reduction program targeting areas where we have identified opportunities for efficiencies or reduction in service activities. It is important to act now because we are already in a structural deficit situation and waiting to act would increase significantly the permanent reductions we would need to find.

TransformUS is the second part of our budget reduction strategy – a careful assessment of all academic and administrative programs and activities over the next year with an aim of prioritizing them. Those with lowest priority will be eliminated or reduced in order to produce significant cost savings long term. The work on the review of our programs and activities will begin shortly, with a report due by November 30. Decision-making once recommendations have been received will use our normal governance processes – University Council, Senate, the Board, and senior administration as appropriate. TransformUS allows us to be strategic in our resource allocation and to respect important characteristics of the university such as transparency, equity, accountability, and being deliberate and strategic.

CoM Update

As mentioned at a few Council meetings and elsewhere, a key challenge with the College of Medicine is that our structures don't seem to logically support the distribution of responsibilities for health care and health education and research in the province. The senior leadership of the Saskatoon Health Region and of U of S have met to review issues of mutual interest, including possible changes to structures through which we interact. I am pleased to report progress in aligning our goals with that of the health region and the provincial government.

Board of Governors Appointments

We have been working with the Ministry of Advanced Education on the five Order-in-Council appointments to our Board of Governors for many months. Extensive delays have meant that all five of these appointments are now beyond their normal term expiration. We anticipate that these appointments will be made either in January or February. This will bring our Board of Governors back to a full membership level of 11 governors.

Government Relations

I continue to pursue opportunities to meet with federal, provincial and municipal leaders, including the heads of funding agencies. In the last weeks I had a chance to discuss funding of national science facilities such as InterVac and CLS with John McDougal, the President of the National Research Council. We are agreed that the current process of building facilities but not providing adequate operational funding puts Canada at a disadvantage.

I also have an upcoming trip to Ottawa, where I will meet with the Clerk of the Privy Council, have lunch with a number of Deputy Ministers, and speak with the Saskatchewan Federal Conservative Caucus. I also plan to visit CFI, SSHRC, AUCC and the new U15 offices.

Searches

By the time this report is presented to University Council we hope to have named the successor to University Secretary, Lea Pennock. Nominations for Chancellor will be closed on January 15, and the nominating committee will present a recommendation for our next Chancellor to Senate at its April meeting. The search committee for the VPFR will hopefully be approved at this meeting so that work may begin to find a permanent replacement for Richard Florizone. Mr. Greg Fowler will continue in an Acting VP capacity while the search is underway.

PROVOST'S REPORT TO COUNCIL

January 2013

INTEGRATED PLANNING

Plan Implementation
One aspect of plan implementation is the development and execution of a series of projects and processes identified in the *Third Integrated Plan*. In this first year of plan implementation, focus has been on discrete, well-defined projects. Leaders were appointed over the summer and fall and on January 9, the assistant provost and I met with many of the leaders in the first of a series of regular check-ins which will take place over the next four years. The purpose of these check-ins is to ensure the projects are proceeding as planned and for the leaders to share information amongst the group.

Key highlights from this group include:
- the recommendation of a strategy for distributed learning from Dan Pennock, former vice-provost, teaching and learning. In terms of three-credit-unit activity, distributed learning is equivalent to the second-largest college on campus. The strategy is designed to better coordinate the work that is occurring in this area.
- a two-part Aboriginal Symposium taking place on March 15 and June 12. The event on March 15 is a celebration of our activities on campus and will include a feast, a round dance and an expo of academic, research and student services programs. Graduate students entering a poster about research for, by and/or with Aboriginal people, will be eligible to compete for prizes. To enter a poster in this expo, please contact Kyla Shea at kyla.shea@usask.ca. The event taking place on June 12 will be an intensive workshop which will include community leaders from First Nations and Metis communities, international Indigenous scholars attending the Native American and Indigenous Studies Association (NAISA) conference and on-campus leaders.

ASSESSMENT

Institutional surveys (2012/13 term two)
In addition to the three surveys identified in December, the office of Institutional Planning and Assessment (IPA) will be assisting with the coordination (scheduling and sampling) of one additional survey in term two:
- **Transportation Demand Management Study** - to provide a baseline on the transportation modes used by students, faculty and staff for their commuting; to recommend actions the university could take to reduce the number of vehicles coming to campus; and help shift commuters toward more sustainable modes such as carpooling, public transit, walking and cycling (January-February 2013)

OPERATING BUDGET ADJUSTMENTS

Program Prioritization - TransformUS
This process is proceeding and it is encouraging to see that the Planning and Priorities Committee has endorsed the idea of program prioritization for the university (as is noted in other parts of this agenda). Also, by now, council members will be aware that the president has written to the university community to signal that this is going ahead for the University of Saskatchewan. At the time of writing, my office is working with council leadership on the process for nomination of members to the task force that will begin the program prioritization work in earnest. I anticipate that I will be able to report on this more formally, with the chair of Planning and Priorities, at the council meeting. In the meantime, I encourage council members to review the documentation circulated with my report in December 2012.

Workforce Planning
We are working together to eliminate a projected $44.5 million deficit over the next three years and we know that 75 per cent of our operating budget is dedicated to faculty and staff compensation. The breakdown is roughly as follows:
- 35 per cent of the operating budget to faculty compensation
- 33 per cent to non-academic staff
- 4 per cent to senior administrators
- 3 per cent to other instructional and research staff, such as sessional lecturers and teaching or research assistants

Many of our colleges and administrative unit leaders are working with Human Resources on the first phase of workforce planning and over time this model will be implemented across our campus. In order to do this kind of work well, we have known for some time that we will have to stop doing some things that are both important and valuable.

It is anticipated that when the current round of workforce planning is completed in early February, approximately 40 administrative and support positions from various units across campus, including severance of affected employees where the positions are occupied, will have occurred. This phase of changes is expected to reduce the projected operating budget deficit by approximately $2 million. All major units have been asked to participate in workforce planning and more job loss will occur in subsequent phases later this year.

Workforce planning by itself will not solve the whole of our budget challenge of $44.5 million in 2016. However, it is an important and early piece of the total work we need to do.

This is a difficult time and many people wonder why we must take these actions over such an extended period of time. It is important to understand some of the principles that have guided these hard decisions:
1. Accountability – we are a publicly funded institution and we must be accountable for the outcomes intended by the funds entrusted to us.
2. Sustainability – workforce planning is a systematic, long-term approach to building a workforce that is sustainable and aligned with our priorities.
3. Dignity and respect for our employees – we will make decisions and take actions that consider uppermost the dignity and respect of people.

4. Differentiation – we will continue to make decisions and take actions to maintain our competitive market strategy for hiring outstanding faculty and staff and to continue to be considered an employer of choice.
5. Alignment – our actions will be consistent and in alignment with the goals and priorities as set out in *Promise and Potential: the Third Integrated Plan.*

While the changes unfold, the university continues to move on its ambitious plans. At the top of this list is the U of S taking a prominent place among the U15. Transformative change is required to meet these ambitious goals and our workforce strategy is a key element that will allow us to refocus resources and ensure a faculty and staff complement that will lead our university to its desired place among Canada's top research institutions.

Additional details are online at www.usask.ca/finances.

OUTREACH AND ENGAGEMENT

The outreach and engagement activities at the U of S are key to achieving the goals outlined in our third integrated plan; particularly related to Aboriginal engagement, innovative programs and services and culture and community. Our office at Station 20 West is a great example of this; it acts as a door for Saskatoon community members to connect with the university, and a place for the university to connect with the broader community.

Since the Community Outreach and Engagement Office at Station 20 West opened at the end of October 2012, the office has hosted faculty, staff and students for tours, meetings, classes and workshops. Connecting with the co-locating organizations at Station 20 West and organizations in the surrounding community has been a priority involving meetings with a diverse range of community-based organizations. A few examples of the activities the Community Outreach and Engagement Office at Station 20 West have been involved with include:

- Hosted Dr. Barbara Holland for a workshop on community engaged scholarship
- Networked with co-locating organizations (CHEP Good Food Inc., Quint Development Corp., KidsFirst, Our Neighbourhood Health Centre, the Mothers' Centre and the Good Food Junction Coop)
- Met with organizations such as PAVED (photography, audio, video, electronic and digital) arts, Westside Clinic, SWITCH (Student Wellness Initiative Toward Community Health), CLASSIC (Community Legal Assistance Services for Saskatoon), and the United Way of Saskatoon and Area
- Hosted a film ("Positive Women: exposing injustice") in partnership with a community member, CHEP Good Food Inc. and Dr. Alex Wilson (Aboriginal Education Research Centre)
- Connected with university partners and stakeholders such as the CUISR (Community-University Institute for Social Research), the Science Ambassador Program, the Centre for the Study of Co-operatives, the Gwenna Moss Centre for Teaching Effectiveness and the University Learning Centre, and the Office of First Nation & Metis Engagement

- Located Dr. Engler-Stringer part-time in our office at Station 20 West; one of her graduate students will soon be working with her. Her research focuses on the impact of community food/nutrition interventions on health and two of her primary community partners, CHEP Good Food Inc. and the Good Food Junction Cooperative, are located at Station 20 West.
- Hosted a Clinical Law class for at tour and talk about Station 20 West. These students will spend the term working at CLASSIC for four days a week.

On January 18, the Station 20 West office hosted two open house sessions for the U of S community. Faculty, staff and graduate students attended these sessions and had the chance to tour our new space and think about community-based research and educational opportunities that might exist for them.

There is great potential to partner with communities and organizations to create change through community-university collaboration at Station 20 West.

COLLEGE AND UNIT UPDATES

College of Arts & Science

- A vigorous scholar and staunch defender of academic freedom, **Professor Len Findlay** (English) has been honoured with a U of S Distinguished Chair for 2012
- An interdisciplinary team from the University of Saskatchewan (U of S) and the University of Manitoba (U of M) can grow gold nanoparticles in living cells, for use in high sensitivity chemical analysis. **Susan Kaminskyj** (Biology) says their new experimental method will permit more precise monitoring of fungal responses to stress, including from antifungal drugs used to treat human systemic infections
- **Janice MacKinnon**, a professor in the School of Public Health, with a long association with the Department of History, has been named to the Order of Canada
- The **Social Sciences Research Laboratories** will have their Grand Opening and Open House from 3:00 - 6:00 p.mm (formal program at 4:00) in Arts 260
- The Administrative Commons in the Division of Humanities and Fine Arts is up and running as of the second of January. Through this commons, the division is integrating the provision of administrative services to its departments and programs

SEARCHES AND REVIEWS

Search, Dean, College of Engineering
The search committee for the Dean, College of Engineering held its second meeting of the current search phase in early January and will meet again at the end of January to determine a short list.

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

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Bev Pain, Chair,
                      Nominations Committee of Council

DATE OF MEETING: January 24, 2013

SUBJECT: **Nomination for Committee**

DECISION REQUESTED:
        That Council approve the following nomination:

That Carolyn Tait, Psychiatry, be nominated to the Committee on Research, Scholarly and Artistic Work for a term ending June 30, 2016.

ATTACHMENT
Membership of committee

Research, Scholarly and Artistic Work Committee

Membership	Members 2012-13
<u>**Membership**</u> - Nine members of the General Academic Assembly at least three of whom will be elected members of Council, normally one of whom will be chair. Two members will be Assistant or Associate Deans with responsibility for research. - One undergraduate student appointed by the U.S.S.U. - One graduate student appointed by the G.S.A. *Ex Officio* The Vice-President (Research) The Dean of the College of Graduate Studies and Research The President (non-voting member) The Chair of Council (non-voting member) *Administrative Support* Office of the Vice-President (Research) The Office of the University Secretary	**Members 2012-13** <u>Council Members</u> Daniel Beland Public Policy2014 Yu Luo Biochemistry 2015 Jaswant Singh Vet Biomedical 2015 **Stephen Urquhart (Chair) Chemistry 2013** <u>General Academic Assembly Members</u> Pam Downe Arch and Anth 2015 ~~Sheila Carr Stewart Ed Admin 2015~~ Tony Kusalik Computer Science 2015 Tim Nowlin Art and Art History 2015 Graham Scoles Plant Sciences 2015 <u>Other members</u> Ruvimbo Kanyemba, VP Academic, USSU Dylan Beach, VP Academic, GSA Adam Baxter-Jones Acting Dean of CGSR Karen Chad Vice-President Research Kathryn Warden Director, Research Communications Susan Blum Director, Research Services Laura Zink Office of the Vice-President Research Secretary: Sandra Calver, University Governance Coordinator, Office of the University Secretary

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Bev Pain, Chair,
                     Nominations Committee of Council

DATE OF MEETING: January 24, 2013

SUBJECT: **Nomination for panel**

DECISION REQUESTED:

That Council approve the following nomination:

That **Phyllis Shand, Food and Bioproduct Sciences** be nominated to the Renewals and Tenure Appeal Panel for a term ending June 30, 2014.

ATTACHMENT
Membership of panel

Renewals and Tenure Appeal Panel
From this roster, the members are chosen for committees on Sabbatical Appeal, Promotion Appeal, and Tenure Appeal, and for the President's Review Committee.
This panel is mandated by the Collective Agreement (15.9.5.2)

to June 30, 2015

Sabina Banniza	Plant Sciences	Lisa Kalynichuk	Psychology
James Brooke	Math and Stat	Suren Kulshreshtha	BPBE
Fionna Buchanan	Animal Poultry Sc	Yen-Han Lin	Chem & Bio Eng
Phil Chillibeck	Kinesiology	Karen Semchuk	Nursing
Gary Entwhistle	Accounting	**Phyllis Shand**	**FBS**
Rob Flanagan	Law	Ray Stephanson	English
Rob Hudson	Philosophy	Susan Whiting	Pharmacy & Nutrition
Ramji Khandelwal	Biochemistry		
Karen Lawson	Psychology		

to June 30, 2013

Brian Pratt	Geological Sciences	Al Barth	Large Animal Clin Sc
Donna Rennie	Nursing	John Campbell	Large Animal Clin Sc
Bill Roesler	Biochemistry	Dean Chapman	Anat& Cell Biology
Bing Si	oil Science	Ralph Deters	Computer Science
Jaswant Singh	Vet Biomedical	Don Gilchrist	Economics
Lisa Vargo	English	Glen Gillis	Music
Fran Walley	Soil Science	Deborah Haines	Vet Microbiology
Gordon Zello	Ph and Nutr	Jill Hobbs	BPBE
		Peter Howard	Micro & Immunology
		George Khachatourians	Food & Bio Sc

to June 30, 2014

Andy Allen	Veterinary Pathology	Hans Michelmann	Political Studies
Daniel Beland	Public Policy	Lyall Petrie	Large Animal Clin Sc
Vicki Duncan	Library	Roger Pierson	Obs, Gyn & Re Sc
Xulin Guo	Geo and Planning	Klaas Post	Small Animal Clin Sc
Pam Haig Bartley	Drama	Chary Rangacharyulu	Physics & E Ps
Judith Henderson	English	Rajini Sankaran	Physical Medicine
Mehran Hojati	ESB	Walerian Szyszkowski	Mech Engineering

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Bev Pain, Chair,
Nominations Committee of Council

DATE OF MEETING: January 24, 2013

SUBJECT: **Nominations for VPFR Search Committee**

DECISION REQUESTED:
That Council approve the following nominations to the Search
Committee for the Vice-President Finance and Resources:

Dean McNeill, Music
Andrew Van Kessel, Animal and Poultry Science

Background
University search procedures for senior administrators call for the nomination of two members of
the General Academic Assembly (GAA) to serve on the Search Committee for the Vice-
President Finance and Resources. As outlined in the search and review procedures for senior
administrators, the Nominations Committee of Council nominates GAA members for this search
committee and these nominations are voted on by Council. Nominations can also be made from
the floor.

To assist the Nominations Committee in identifying interested GAA members, the Committee
followed the procedure established for the presidential search and sent out a call for nominations.
The Committee thanks those members of faculty who nominated others or volunteered
themselves for service on this search committee.

ATTACHMENT:
VPFR search committee membership
List of recent Council appointments to search and review committees
University Organization chart showing responsibilities of VPFR

Search Committee membership:

VICE-PRESIDENT Finance and Resources	
Chair - the President	Ilene Busch-Vishniac
Two members of the Board selected by the Board	Linda Ferguson, Nursing Greg Smith, CA (Smith and Marsh, Swift Current)
One member of Senate selected by the Senate Nominations Committee	Gordon Stewart, CA (KPMG)
The Provost and Vice-President Academic	Brett Fairbairn
Two members of Administration and/or Support Staff appointed by the President	Daphne Taras, Dean, Edwards School of Business Laura Kennedy, Associate Vice-President Financial Services
Two members of the GAA selected by Council	**Dean McNeill, Music** **Andrew Van Kessel, Animal and Poultry Science**
One graduate student selected by the GSA	Ehimai Ohiozebau, President, GSA
One undergraduate student selected by the USSU	TBA

List of Recent Council Appointments For Presidential And Vice-Presidential Search And Review Committees

September 22, 2011 **Review Committee for Provost and Vice-President Academic**
GAA representatives: Richard Schwier, Curriculum Studies; Susan Whiting, Pharmacy & Nutrition; Alex Moewes, Physics & Engineering Physics; Gerald Langner, Music
Council representative: Trever Crowe, Associate Dean CGSR

May 19, 2011 **Search Committee for President**
GAA representatives: Keith Walker, Educational Administration; Winona Wheeler, Native Studies; Michel Desautels, Physiology & Pharmacology; Ingrid Pickering, Geological Sciences

February 26, 2009 **Search Committee for Vice-President Research**
Senior administrator who is member of Council: Janusz Kozinski, Dean of Engineering
4 GAA members: Marie Battiste, Educational Foundations, College of Education; Karen Lawson, Psychology, College of Arts & Science; Nazeem Muhajarine, Community Health and Epidemiology, College of Medicine; Stephen Urquhart, Chemistry, College of Arts & Science

Sept. 20, 2007 **Review Committee for the President**
Roger Pierson, Obstetrics, Gynecology & Reproductive Sciences; Sheila Schmutz, Animal & Poultry Science; Bob Lucas, Economics; Joan Borsa, Women's & Gender Studies

UNIVERSITY OF SASKATCHEWAN

October, 2012

Chancellor / Board of Governors

Senate

University Council

General Academic Assembly (GAA)

President and Vice-Chancellor
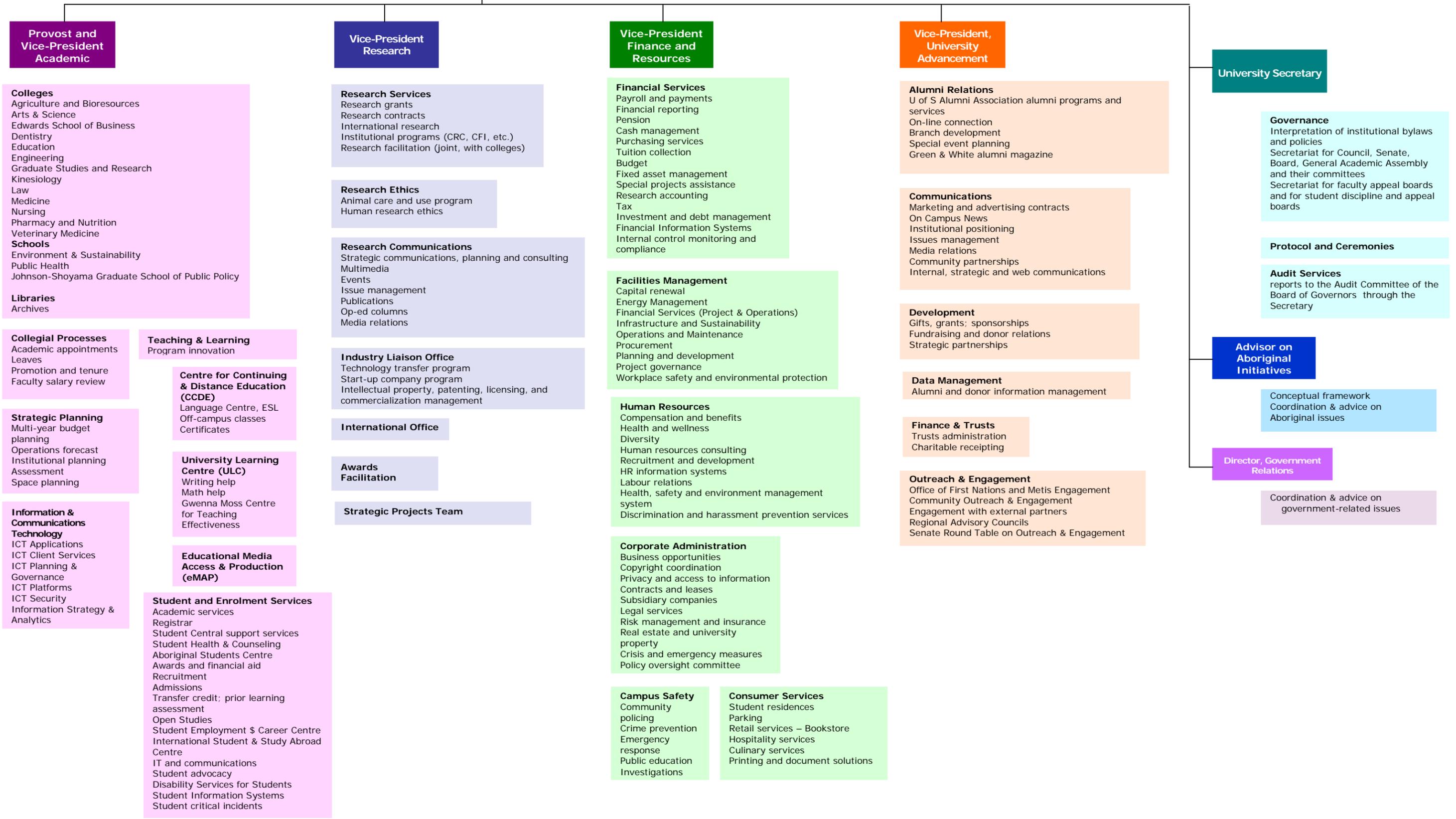
Provost and Vice-President Academic

Colleges
Agriculture and Bioresources
Arts & Science
Edwards School of Business
Dentistry
Education
Engineering
Graduate Studies and Research
Kinesiology
Law
Medicine
Nursing
Pharmacy and Nutrition
Veterinary Medicine
Schools
Environment & Sustainability
Public Health
Johnson-Shoyama Graduate School of Public Policy

Libraries
Archives

Collegial Processes
Academic appointments
Leaves
Promotion and tenure
Faculty salary review

Strategic Planning
Multi-year budget planning
Operations forecast
Institutional planning
Assessment
Space planning

Information & Communications Technology
ICT Applications
ICT Client Services
ICT Planning & Governance
ICT Platforms
ICT Security
Information Strategy & Analytics

Teaching & Learning
Program innovation

Centre for Continuing & Distance Education (CCDE)
Language Centre, ESL
Off-campus classes
Certificates

University Learning Centre (ULC)
Writing help
Math help
Gwenna Moss Centre for Teaching Effectiveness

Educational Media Access & Production (eMAP)

Student and Enrolment Services
Academic services
Registrar
Student Central support services
Student Health & Counseling
Aboriginal Students Centre
Awards and financial aid
Recruitment
Admissions
Transfer credit; prior learning assessment
Open Studies
Student Employment $ Career Centre
International Student & Study Abroad Centre
IT and communications
Student advocacy
Disability Services for Students
Student Information Systems
Student critical incidents

Vice-President Research

Research Services
Research grants
Research contracts
International research
Institutional programs (CRC, CFI, etc.)
Research facilitation (joint, with colleges)

Research Ethics
Animal care and use program
Human research ethics

Research Communications
Strategic communications, planning and consulting
Multimedia
Events
Issue management
Publications
Op-ed columns
Media relations

Industry Liaison Office
Technology transfer program
Start-up company program
Intellectual property, patenting, licensing, and commercialization management

International Office

Awards Facilitation

Strategic Projects Team

Vice-President Finance and Resources

Financial Services
Payroll and payments
Financial reporting
Pension
Cash management
Purchasing services
Tuition collection
Budget
Fixed asset management
Special projects assistance
Research accounting
Tax
Investment and debt management
Financial Information Systems
Internal control monitoring and compliance

Facilities Management
Capital renewal
Energy Management
Financial Services (Project & Operations)
Infrastructure and Sustainability
Operations and Maintenance
Procurement
Planning and development
Project governance
Workplace safety and environmental protection

Human Resources
Compensation and benefits
Health and wellness
Diversity
Human resources consulting
Recruitment and development
HR information systems
Labour relations
Health, safety and environment management system
Discrimination and harassment prevention services

Corporate Administration
Business opportunities
Copyright coordination
Privacy and access to information
Contracts and leases
Subsidiary companies
Legal services
Risk management and insurance
Real estate and university property
Crisis and emergency measures
Policy oversight committee

Campus Safety
Community policing
Crime prevention
Emergency response
Public education
Investigations

Consumer Services
Student residences
Parking
Retail services – Bookstore
Hospitality services
Culinary services
Printing and document solutions

Vice-President, University Advancement

Alumni Relations
U of S Alumni Association alumni programs and services
On-line connection
Branch development
Special event planning
Green & White alumni magazine

Communications
Marketing and advertising contracts
On Campus News
Institutional positioning
Issues management
Media relations
Community partnerships
Internal, strategic and web communications

Development
Gifts, grants; sponsorships
Fundraising and donor relations
Strategic partnerships

Data Management
Alumni and donor information management

Finance & Trusts
Trusts administration
Charitable receipting

Outreach & Engagement
Office of First Nations and Metis Engagement
Community Outreach & Engagement
Engagement with external partners
Regional Advisory Councils
Senate Round Table on Outreach & Engagement

University Secretary

Governance
Interpretation of institutional bylaws and policies
Secretariat for Council, Senate, Board, General Academic Assembly and their committees
Secretariat for faculty appeal boards and for student discipline and appeal boards

Protocol and Ceremonies

Audit Services
reports to the Audit Committee of the Board of Governors through the Secretary

Advisor on Aboriginal Initiatives
Conceptual framework
Coordination & advice on Aboriginal issues

Director, Government Relations
Coordination & advice on government-related issues

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: January 24, 2013

SUBJECT: **Curricular Approval Process Revisions**

DECISION REQUESTED:

> *It is recommended:*
> That Council approve the revised Framework for Approval of
> Academic and Curricular Changes at the University of Saskatchewan

PURPOSE:
University Council approves revisions to university policies relating to academic programs.

SUMMARY:
One of the goals of the second integrated plan was to streamline the process and timelines
required for the university's curricular approval and implementation processes.

The attached chart was originally developed in 2002, following development of the first
Nomenclature Report and the delegation of much curricular approval authority to colleges. At
that time, the chart listed types of curricular changes but did not include a rationale to describe
why various items were listed at various levels. Some of the requirements have proven to be
unnecessary, and updating was also required due to implementation of TABBS budgeting and
PCIP resources.

This revision provides a framework and rationale for decision-making at various levels which
will provide guidance to faculty and administrators as issues arise in the future. The chart also
integrates the TABBS model and devolves or delegates curricular decisions based on their
anticipated college and resource impact.

SESD has now completed a searchable, web-based submission system for colleges to use in
submitting their curricular changes for university-level approval, either through Council or
through the University Course Challenge. This will be introduced over the next few months. To
streamline these processes, the Academic Programs Committee has revised its framework for
how academic and curricular changes are approved.

The document attached shows the revised text of the Framework, plus notes about what is
changing in college and university approval processes.

REVIEW:
Over the last two years, an ad hoc subcommittee chaired by Professor John Rigby, commitment leader for engagement and decision-making in the second Integrated Plan, has met to discuss principles for streamlining of procedures and the development of the new SESD submission system. Following further discussions with the Academic Programs Committee and Professor Rigby, the revised approval chart was developed in consultation with staff in colleges, SESD, PCIP, and the Office of the University Secretary.

The Academic Programs Committee discussed this proposal with Professor Rigby and approved this chart at its December 12, 2012 meeting.

ATTACHMENTS:
Text and notes on the Framework for Approval of Academic and Curricular Changes at the University of Saskatchewan,

New text with changes shown in red	Notes on changes
### Framework for 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 curricula, 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.	This new section articulates the overall framework under which Council operates in establishing levels of approval for academic programs.
UNIVERSITY	
General Principle Existing programs, curricular innovations and changes will maintain reasonable consistency in academic standards, program requirements and expectations, and student experience.	The new General Principle sections articulate the principles of approval at the various levels. The new Rationale sections explain the range and basis for approvals at each level.

	Council approval	Additions or deletions	
	Rationale Council approves academic matters, which establish university precedents, set policies, or affect allocation of university resources.	• Addition of a new degree or degree-level program* • 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 field of study at the major, honours or graduate level which has significant academic or financial implications **Program changes** • Change in the qualifications for admission to a program[†] • Change in the quota for admission to a college. [†]	Delegates to APC approval of new fields and levels of concentration within an existing program template Delegates deletions to APC unless significant

		• Change of department or college name • Change in the name of a degree • Replacement program • Program revisions which are significant enough that university budgetary support is requested or likely to be required • Changes to University policies on curriculum, admission, courses and examinations *A new program also requires Notice of Intent to Planning and Priorities Committee † These changes also require endorsement of University Senate	Clarifies that Council should approve program changes which require budget support Clarifies that Council approves curricular policies
	Academic Programs Committee (APC) approval **Rationale** APC ensures that the application and interpretation of University Council policies, precedents and nomenclature, relating to academic standards, program requirements and student experience, is reasonably consistent across programs.	**Additions or deletions** • Addition of a new certificate, a major or honours program, or graduate program for which an approved template exists • Addition of new field of study 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. **Program changes** • Addition or deletion of a Project, Thesis, or Course-based Option • Change to 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 • Academic Calendar, including changes to the calendar • Resolution of Challenges • Changes to University procedures for administration of policies on curriculum, admission, courses and examinations	Delegated from Council unless it involves a new template Delegated from Council, unless APC determines the change has significant academic or financial implications and thus requires Council approval. Delegates to UCC approval of work experience and internships Delegates to UCC routine changes in credit unit totals except with tuition or length implications Delegated from Council

University Course Challenge (UCC) approval	Additions or deletions	
Rationale UCC is appropriate for straightforward curricular changes to existing programs, including those which may affect students and programs in other colleges*. *If, APC 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.	**Additions or deletions** • Addition of a new course or deletion of a course (unless deleted by 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	Delegated from APC

	Program changes
	• Change in name for a Minor or concentration
	• Straightforward program changes would include:
	  ○ Substitution of a different course or courses for an existing course or courses in an approved program
	  ○ Changes to a majority of courses in an approved program (structure, content, scheduling)
	  ○ Addition or deletion of a requirement within an approved program
	  ○ Changes to the concentrations in an approved program
	  ○ Minor changes to the total number of credit units required for an approved program if this change does not affect tuition or program length
	• Changes to the list of elective courses in a program if these changes affect the program or courses offered by another college
		Delegated from APC
		
		Delegates to colleges unless these changes affect another college's program or courses

	Course changes • 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	Delegates to colleges unless these changes affect another college's courses Delegates to colleges unless these courses are from different colleges

	• Reduction or increase of the number of credit units awarded for a course. *Note that this requires a new course number be assigned.* • Interdisciplinary use of subject codes • Changes to an approved course, as listed below, if these changes affect the program or courses offered by another college	Clarifies that other types of course changes should be submitted to UCC if these changes affect another college
COLLEGE		
General Principle 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.		New section which articulates the principles on which college-level approval authority is based. Colleges may delegate to departments the authority to approve any of these changes, provided that they ensure any curricular changes affecting another college are submitted to UCC.
College approval **Rationale** Colleges approve most straightforward changes in courses which do not affect students or programs in other colleges. Colleges also approve changes to the academic rules which affect student selection, progression and graduation.	**Additions** • Creation of a "Double Honours or "Double Major" program in two existing Fields of Study • Award of a double-honours degree in fields where honours programs already exist **Program changes** • Change in the standards required for promotion or graduation or residency • Change in the criteria for admission to a program • 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 **Course changes** • Determining equivalent courses and mutually exclusive courses within the college • Provided that the changes do not affect another college, straightforward course changes would include: o Change to administrative authority over a	Clarifies existing practice Implements language from the U of S Admissions Policy Delegated from UCC unless this change affects another college Delegated from UCC unless this affects other colleges

	course	Delegated from UCC unless this affects other colleges
	o Prerequisite or corequisite changes including adding or removing permission or restrictions on a prerequisite unless this affects another college	
	o Changes to label, number, level, title, Course and Program Catalogue description, course content, lecture hours, evaluation	
	o Changes to the lecture, practicum/laboratory, tutorial, seminar/discussion requirements of a course	
	o Changes to methods of evaluation	
	o Splitting or combining courses. *Note that this requires a new course number be assigned.*	
	Any such course changes that do affect another college must be posted for approval through the University Course Challenge.	
College of Graduate Studies and Research approval **Rationale** 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	**Additions** • 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 **Program changes** • Changes, within prescribed limits, to the minimum course requirements for a Master's program or a PhD program. The curricular changes made by CGSR under this authority should be submitted to APC for information and forwarded to Council for information.	New section to clarify the curricular authority which has been delegated to CGSR in the past.

OTHER	
General Principle 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.	
Rationale University Council has delegated to the Provost and to Deans the authority to approve Certificates of Successful Completion and Certificates of Attendance. **Provost approval** Certificates of Successful Completion **Dean approval** Certificates of Attendance	No changes

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: January 24, 2013

SUBJECT: **Arts and Science: termination of Bachelor of Arts in Studies in Religious Traditions**

DECISION REQUESTED:

> *It is recommended:*
> That Council approve the termination of the Bachelor of Arts in Studies in Religious Traditions.

PURPOSE:
University Council approves terminations of academic programs.

SUMMARY:
The College of Arts and Science is terminating its program in "Religious Traditions" and maintaining its program in "Religion and Culture". The content of the two programs was similar and this caused confusion with students. Following a review of both programs, the department determined that one program would be sufficient.

REVIEW:
At its December 12, 2012 meeting, the Academic Programs Committee discussed this proposal with Vice-Dean David Parkinson and Program Coordinator Alexis Dahl.

ATTACHMENTS:
Report Form for Program Termination

Report Form for Program Termination
University of Saskatchewan

Department: Religion & Culture   **College:** Arts & Science
Program(s) to be deleted: Studies in Religious Traditions
Effective date of termination: May 2013

1. List reasons for termination and describe the background leading to this decision.

The Department of Religion and Culture currently offers two programs in religious studies:

> Studies in Religion and Culture

> Studies in Religious Traditions

Over many years, the Department's resource uncertainties have been ongoing, and this has become even more accentuated in recent years. This situation has makes it unsustainable for the Department to maintain two programs. As a result of this, the Studies in Religious Traditions program, formerly known as the Religious Studies program, will be discontinued, and the Religion & Culture program will be sustained, with minor revisions which will bring the remaining program more into alignment with other religious studies programs in Canada.

Rationale

Students have indicated that they find choosing between the two religious studies programs difficult, which sometimes even deters them from considering a major in the discipline. The Department has struggled with the advising process, finding it difficult to provide appropriate guidance so that students considering the two programs can determine the relative merits and value of the two programs for their long term academic goals and aspirations. To consider these challenges the Department has undertaken a full curriculum review of the two programs. The review was undertaken with constant dialogue and input from colleagues at STM, which is a major partner in the delivery of the programs; the student body has been consulted at various stages in informal and formal ways; and information from comparable programs across Canada was gathered and analyzed. The outcome of these consultations and processes has resulted in the decision to offer only one program in religious studies. This program will give students at the University of Saskatchewan the depth of a traditions-based model comparable with programs across the country, while at the same time allowing students to have some exposure to the interdisciplinary approaches to religion and culture that the Humanities and Social Sciences disciplines have to offer.

Transition

Students enrolled in the Studies in Religious Traditions major will be allowed to complete their program, within the normal time constraints for all Arts & Science students.

2. Technical information.
2.1   Courses offered in the program and faculty resources required for these courses.

No courses are unique to this program.

2.2   Other resources (staff, technology, physical resources, etc) used for this program.

All resources used in this program will be redirected to the Religion & Culture Program.

2.3   Courses to be deleted, if any.

None.

2.4   Number of students presently enrolled.

13 students have declared this Major (includes students declared in the Religious Studies program).

2.5   Number of students enrolled and graduated over the last five years.

	2008-9	2009-10	2010-11	2011-12	2012-13
Students enrolled	16	16	11	12	13

	2007	2008	2009	2010	2011
Degrees granted	19	10	4	5	6

Data taken from Information Strategy and Analytics *uView*.

3. Impact of the termination.
Internal
3.1   What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Students currently in the program will be able to finish, within the normal time constraints for all Arts & Science students. Little, if any, difficulty is anticipated in registering in the necessary courses, but if necessary, substitutions will be made to allow students to graduate in a timely manner.

3.2   What impact will this termination have on faculty and teaching assignments?

None anticipated.

3.3   Will this termination affect other programs, departments or colleges?

Students interested in religious studies may choose the Religion & Culture program.

3.4   If courses are also to be deleted, will these deletions affect any other programs?

N/A.

3.5   Is it likely, or appropriate, that another department or college will develop a program to replace this one?

No. The Religion & Culture program will cover this area of study.

3.6   Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

N/A

3.7   Describe any impact on research projects.

No impact.

3.8   Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9   Describe the budgetary implications of this deletion.

None. All resources will be redirected to the Religion & Culture program.

External
3.10   Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Students may be unhappy to learn that this program will be unavailable in the future, but we anticipate that once they learn about the revisions to the Religion & Culture program they will be equally satisfied or better.

3.11   Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No. Similar programs exist at other institutions, and the Religion & Culture program will continue to exist here.

Other
3.12   Are there any other relevant impacts or considerations?

No impact.

3.13   Please provide any statements or opinions received about this termination.

No statements were received.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: January 24, 2013

SUBJECT: Items 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
- Name change to Religion and Culture in BA programs of the Department of Religion and Culture

COUNCIL ACTION: **For information only**

SUMMARY:
The following items were approved by the Academic Programs Committee at its meeting of December 12, 2012 and are reported to Council for information:

1. 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

2. New concentration in Conducting/Music Education in the Master of Music
This concentration includes the following new courses:
EMUS 838.3 Advanced Choral Music Teaching in the Secondary School
EMUS 841.3 Advanced Philosophical Basis of Music Education
EMUS 848.3 Advanced Instrumental Music Teaching in the Secondary School
EMUS 890.3 Advanced Seminar in Music Education
MUS 828.3 Advanced Choral Pedagogy
MUS 833.3 Advanced Seminar in Choral Literature and Materials
MUS 838.3 Advanced Seminar in Instrumental Conducting
MUS 863.3 Advanced Seminar in Instrumental Literature and Materials

3. Name change to Religion and Culture in BA programs of the Department of Religion and Culture

ATTACHMENTS:
Proposal for concentration in Language and Speech Sciences (pages 2-12)
Proposal for concentration in Conducting/Music Education (pages 13-28)
Name Change form (pages 29-30)

Proposal for Curriculum Change
University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Concentrations in Linguistics : ci f!mͰŲŕˉProgram

Degree: Bachelor of Arts   Field of Study: Linguistics

Level: Four-year   Concentrations:
                                                  New: Language and Speech Sciences
                                                  Þame changeÁ�}¢ãˇc̣* Á¦[*¦æ{ D General and Applied Linguistics

Degree College: Arts and Science   Department: Religion and Culture

Home College: Arts and Science

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

David Parkinson
Vice-Dean (Humanities and Fine Arts)
College of Arts & Science
966-5516

Date: December 5, 2012

Approved by the degree college and/or home college: November 28, 2012

Proposed date of implementation: September 2013

2. Type of change

Requiring approval by Academic Programs Committee
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   A change in program options

3. RATIONALE

Approximately half of all the students who major in Linguistics aspire to pursue careers in Speech and Language Pathology (SLP). Though there is a high demand across the country, and specifically in Saskatchewan, for speech and language pathologists, only one analogous undergraduate program in Speech and Hearing sciences exists in Canada at Brock University, in the Department of Applied Linguistics. The purpose of introducing this new program option (new concentration) is to allow Linguistics students who are interested in careers in speech and language pathology, audiology and/or speech therapy to focus their university studies on the courses required for entry into Masters' level SLP programs in Canada.

This proposal was developed following consultation with world-renowned speech scientist Dr. Martin J. Ball, University of Louisiana at Lafayette; Editor 'Clinical Linguistics and Phonetics'), with cognate units, and with representatives of the University of Saskatchewan's Linguistics Students Association. The proposal has been endorsed by the Associate Dean of Physical Therapy and Rehabilitation Sciences, Elizabeth L. Harrison. The new concentration builds on existing expertise within the Linguistics faculty in the areas of speech and language sciences (predominantly phonetics, phonology, syntax, morphology, child language acquisition), on the history of productive collaboration with the Department of Psychology, and on building new interdisciplinary bridges with Biology.

All Linguistics majors will clearly see a SLP career option they can pursue. The concentration highlights Linguistics courses that are the most relevant for entry to SLP master's programs, as well as provides guidelines to students regarding non-Linguistics courses they need to take in order to satisfy entry requirements. No new Linguistics courses are required; existing courses are "packaged" to emphasize their relevance for the SLP field. The concentration can be implemented within the current faculty complement and budget in the home unit of Linguistics Program (Department of Religion and Culture).

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

[Bachelor of Arts Four-year - Linguistics](#)

Vhe Linguistics 4-year program will be reorganized to have two streams as follows:

LANGUAGE AND SPEECH SCIENCES STREAM

B1-B5, B7 requirements are unchanged from the current program

B6 Major Requirement (36 credit units)
*No more than 6 cu of 100 level courses can be used to satisfy this requirement

Part A. Linguistics courses requirement:
- LING 241.3
- LING 242.3
- LING 243.3
- LING 248.3
- LING 340.3
- LING 347.3
- 3 credit units 200-Level, 300-Level or 400-Level LING courses

Part B. Cognate disciplines requirement: 15 cu as follows:
- 3 credit units research methods or statistical analysis selected from: LING 345, 403; PSY 233, 234, 235; STAT 242, 244, 245, 246;
- 3 credit units Child development -- PSY 213;
- 3 credit units Psychology selected from: PSY 252, 253, 256;
- 3 credit units Neuroanatomy or Neuropsychology selected from: PSY 242, 246;

- 3 credit units senior LING* or ACB 310.3; ACB 334.3; BIOL/BMSC 224; BIOL 317.3;

* Students are advised to monitor the entrance requirements for SLP/Audiology programs for which they intend to apply. If their chosen program requires biology/anatomy courses, these should be chosen in their undergraduate program. If the chosen graduate program contains no such requirements, students are recommended to take 3 additional credit units senior LING instead.

GENERAL AND APPLIED LINGUISTICS STREAM

New title applied to the currently existing B.A. 4-year Linguistics program requirements, with no changes. The new title will help differentiate the two options.

*list of LING and specific cognate courses used in B6, with titles, is attached

5. RESOURCES

The proposal relies exclusively on the Faculty and other resources already available in the Linguistics program and cognate Departments. No new resources are required.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

This program option draws from the existing courses within the College of Arts & Science. Correspondence with affected departments is attached.

7. BUDGET

The program can be accommodated within the existing departmental budget.

Consultation Forms

Attach the following forms, as required

Required for all submissions: Consultation with the Registrar form

College Statement

From David Parkinson, Vice-Dean, Division of Humanities and Fine Arts, College of Arts and Science

The College of Arts and Science supports the proposal of Language and Speech Sciences as a concentration in Linguistics. This program option will enable students to prepare for graduate-level education in speech and language pathology, audiology, and speech therapy. These are growing fields not just in Saskatchewan but in many parts of the country.

This proposal specifically embodies Innovation in Academic Programs as set out Division's plan for the Third Planning Cycle. The fifth divisional goal in that area of focus has to do with the role of Linguistics: "Specifically through its Linguistics program, the Division will support the College of Medicine in its development of programming and research in Speech Pathology" (http://www.usask.ca/plan/colleges-schools-units/arts-science.php).

The divisional Academic Programs Committee approved the proposal on 14 November 2012, as did the Division of Humanities and Fine Arts on 28 November 2012.

Course List:

LING 110.3 —Introduction to Grammar
LING 111.3 —Structure of Language
LING 112.3 —Dynamics of Language
LING 241.3 —Introduction to Syntax
LING 242.3 —Phonetics
LING 243.3 —Morphological Patterns in Language
LING 244.3 —Sociolinguistics
LING 245.3 —Lexicology – pending approval
LING 247.3 —The World's Major Languages – pending approval
LING 248.3 – Second Language Acquisition
LING 298.3 —Special Topics
LING 299.6 —Special Topics
LING 340.3 —Principles of Phonology
LING 341.3 —Semantics
LING 342.3 —American Indian Languages
LING 345.3 —Introduction to Linguistic Research
LING 346.3 —Language in Time and Space
LING 347.3 – Conversation and Discourse Analysis
LING 398.3 —Special Topics
LING 399.6 —Special Topics
LING 402.3 —Language and Culture
LING 403.3 —Research Methods in Linguistics
LING 478.3 —Honours Project
LING 498.3 —Special Topics
LING 499.6 —Special Topics

ACB 310.3 —Basic Human Anatomy
ACB 334.3 —Introductory Neuroanatomy

BIOL/BMSC 224.3 —Animal Body Systems
BIOL 317.3 —Fundamentals of Animal Physiology

PSY 213.3 —Child Development
PSY 233.3 —Statistical Methods in Behavioural Sciences
PSY 234.3 — Statistical Methods in Behavioural Sciences
PSY 235.3 — Research Methods and Design
PSY 242.3 — Physiological Psychology
PSY 246.3 —Introduction to Human Neuropsychology
PSY 252.3 —Perceptual Processes
PSY 253.3 —Introduction to Cognitive Psychology
PSY 256.3 —Psychology of Language
PSY 315.3 —Advanced Development I Social and Emotional
PSY 316.3 —Advanced Development II Social and Emotional Research
PSY 355.3 —Research in Advanced Cognitive Science

PSY 418.3 —Advanced Seminar in Developmental Psychology
PSY 456.3 —Advanced Seminar in Cognitive Science

STAT 242.3 —Statistical Theory and Methodology
STAT 244.3 —Elementary Statistical Concepts
STAT 245.3 —Introduction to Statistical Methods
STAT 246.3 —Introduction to Biostatistics

Consultation with Department of Psychology:

On 2012-10-14, at 3:12 PM, "Makarova, Veronika"
<v.makarova@usask.ca<mailto:v.makarova@usask.ca>> wrote:

Dear Professors Thompson, Borowsky, Teucher, I attach for the consultation in
your Department a proposal for a concentration in Speech and Language Sciences
in Linguistics Program.

Please consider the proposal which involves courses offered in your Department
and provide me with feedback by October 30th, since we hope to put it on
November Challenge.

Sincerely,
Veronika Makarova,
Linguistics Program Chair

<LANGUAGE AND SPEECH SCIENCES CONCENTRATION.docx>

From: Borowsky, Ron
Sent: Monday, October 15, 2012 8:09 AM
To: Makarova, Veronika
Cc: Thompson, Valerie; Teucher, Ulrich; Harrison, Liz
Subject: Re: Linguistics concentration (for consultation)

Hi Veronika,

I take it that this is related to the meeting we had with Dr. Ball from Louisiana and Assoc. Dean Liz
Harrison from Medicine regarding an undergrad program in SLP. I think it would be critical to know which
courses are required/recommended in graduate SLP programs in Canada and use it as a strong rationale
for the proposed program. I would guess that some of our courses (e.g PSY 256 psychology of
Language) are more important to this than others. Perhaps we could provide better feedback once you
have a draft of the full proposal with the rationale? For example, the 3rd year PSY courses have a pre-
req sequence, but I'm not clear as to how critical the 3rd year PSY courses are to this proposal, and
similarly, we usually require students to first take PSY 233 234 235 so they are ready to take these 3rd
year lab courses.

Best regards,
Ron

From: Makarova, Veronika
Sent: Monday, October 15, 2012 10:55 AM
To: Borowsky, Ron
Subject: RE: Linguistics concentration (for consultation)

Dear Ron,
The proposal is not related to Dr Ball's visit, quite the opposite – his visit is related to the proposal, which
was already approved by the Ling Committee in the current form prior to his visit, and his visit was
arranged to prepare the grounds for the proposal as well as for "pushing" SLP.

In order to produce this proposal, I did survey all the Canadian SLP programs requirements, and the
proposal is based on them.

Rationale is as follows: Most students in Linguistics program pursue the careers in Speech and Language Pathology. This proposal allows the students to focus their university studies on the courses required for the entries in SLP programs in Canada.

The PSY Stats courses are only an option – they need 3 cu of any stats, so it is the students' job to look for prerequisites. The PSY Lab courses – as well as all other PSY courses – this is where we need some feedback. I put into the proposal all the PSY courses required by SLP programs in Canada.
Most programs require only 3 cu selected from … and this is exactly how I arranged the proposal, including the PSY lab courses (some programs require them, some don't, but for those which require, stats can select 3 cu from…). We are well aware of prerequisites, but this is student' job to handle them. If you suggest that we should also include PSY (1XX?) I am not sure which of your new introductory PSY is more relevant, then please advise me.

We need the feedback on Psychology courses component from the Dept Psychology by October 30th, since the proposal goes on November course challenge, so if you have any specific suggestions, they would be greatly appreciated.

Best wishes,
Veronika

From: Borowsky, Ron
Sent: Tuesday, October 16, 2012 10:13 AM
To: Makarova, Veronika
Cc: Thomson, Stacey; Psychology - Dept Head; Elias, Lorin
Subject: RE: Linguistics concentration (for consultation)

Hi Veronika,

As I mentioned when we met in the hall yesterday, I brought your proposal to our UGC yesterday, and there are a few comments/questions that came up:

- for the 3cu Stats or research methods: we think you meant PLSC 314 instead of PSY 314?

- for the 3cu Psycholinguistics: given that PSY 256 (Psychology of Language) will have much more language-related content than PSY 253 (Cog PSY), it would benefit these students if PSY 256 was somehow recommended over PSY 253.

- under 3 cu Neuroanatomy or Neuropsychology: we agree with PSY 242 (Physiological Psychology) and PSY 246 (Human Neuropsychology), but for students to get into PSY 343 and 344 they would need permission of the department, and to have PSY 233 (Statistical Methods in the Behavioural Sciences) and PSY 235 (Research Methods and Design) for PSY 343, as well as PSY 234 (continuation of PSY 233) for PSY 344. That would also be true for the Neuropsychology versions of these 3rd year lab courses (PSY 347 and 348).

- in your email below, you asked about which PSY 1XX they should take: given that you are requiring them to take PSY 213 (Child development) they will need to have PSY 121 (Social & Developmental) as it is in the social science side of Psychology; given that your require either PSY 242 or PSY 246, they will also need to have PSY 120 (Biological), and most of the other PSY course you are recommending fall on this natural science side as well.

I hope this feedback is helpful for preparing your proposal, and I look forward to seeing it when it is ready. Our committee is particularly interested in seeing what the range of requirements are for SLP programs across the country, as we are currently in the middle of our curriculum renewal and would like to maintain courses that are important for other programs. On that topic, I recall recommending PSY 252 (Perceptual Processes) to Mary Marino in your dept several years ago, and she seemed to think that it was a good fit for students interested in SLP. Is that course no longer part of what SLP programs are asking for?

best regards,
Ron Borowsky (Psychology UG chair)

Consultation with Departments of Anatomy and Cell Biology, Biology and Physiology:

From: "Makarova, Veronika" <v.makarova@usask.ca>
Subject: Major program revision in Linguistics -- consultation
Date: 14 October, 2012 3:19:36 PM CST
To: "Rosser, Benjamin" <ben.rosser@usask.ca>
Cc: "Gray, Jack" <jack.gray@usask.ca>

Dear Professor Rosser, Professor Gray, Professor Desautels,
I attach for the consultation in your Department a proposal for a concentration in Speech and Language Sciences in Linguistics Program.

Please consider the proposal which involves courses offered in your Department and provide me with feedback by October 30th, since we hope to put it on November Course Challenge.

Sincerely,
Veronika Makarova,
Linguistics Program Chair

From: Gray, Jack
Sent: October 18, 2012 9:56 AM
To: Marchant, Tracy
Cc: Makarova, Veronika
Subject: Fwd: Major program revision in Linguistics – consultation

Hi Tracy,

Can you give me your thoughts on this given that it includes BIOL 317 and 318?

Veronika, can you give us an estimate of the number of students that you anticipate in this program?

Thanks
Jack

Jack Gray, Ph.D.
Head and Associate Professor

From: Marchant, Tracy
Sent: Thursday, October 18, 2012 1:36 PM
To: Makarova, Veronika
Cc: Gray, Jack
Subject: RE: Major program revision in Linguistics -- consultation

Hi Veronika:

I am the UAC chair over here and am happy to provide feedback.

The prereq for BIOL 317 is BIOL 224 (Animal Body Systems). BIOL 224 is also offered as BMSC 224 (same course different #)

BIOL 224 is roughly equivalent to PHI 208.6 in that it covers most of the same material but includes a lab/practicum component.

So, why don't you list BIOL/BMSC 224 as one of the courses instead of BIOL 317/318?

The BIOL 317 course is often filled with just BIOL majors. However, as long as there is an opening and prereqs are met (which include CHEM 112 & 115 with BIOL 224), we accept students from other programs.

Given that this is a BA program, though, I do wonder how many linquistic students would have the CHEM prereqs for BIOL 317? The prereq for BIOL 224 is BIOL 120 and many BA students already take BIOL 120 as a science distribution requirement.

So, the prereq for the various courses may also make BIOL 224 a better choice for this list. I am sure that we could accommodate 3 or 5 more students in BIOL 224.

With regard to the proposal overall, I do find the last requirement "3 cu of sr LING or 3 cu of the anatomy/phys" to be a bit of an odd mix. I can't see that the sr LING courses share a natural affinity with the anat/phys courses They seem to be a bit too different to be true substitutes for each other. Would it not be more logical to requre 3 cu sr LING and 3 cu from the anat/phys list?

Thanks for the opportunity to comment.

Cheers,

Tracy

Consultation with Dr. Elizabeth Harrison, Associate Dean, Physical Therapy and Rehabilitation Sciences

On Nov 1, 2012, at 3:33 PM, "Makarova, Veronika" <v.makarova@usask.ca> wrote:

Dear Liz,

Thank you so much for arranging Dr Ball's visit. Following our discussions of SLP issues, I am submitting to Course Challenge a concentration in Language and Speech Sciences within a 4-year Linguistics BA. If you have any comments /suggestions on the proposal, please let me know.

Sincerely,
Veronika Makarova,
Linguistics Program Chair

From: Harrison, Liz
Sent: Thursday, November 01, 2012 4:21 PM
To: Makarova, Veronika
Subject: Re: Language and Speech sciences concentration within Ling BA

Good luck with your proposal and ongoing collaborations with your Associate deans and faculty colleagues.

I am not a content expert so not able to comment on specifics. I hope Dr. Ball's expert advice

was helpful.

I appreciate the update.
Liz

Consultation with Department of Mathematics & Statistics

Dear Professor Soteros,

I am putting forward a new concentration proposal within Linguistics major (concentration is a "stream" within an already existing degree, not a new one).

Four Stats courses are offered as options(Stat 242, 244, 245, 246).

Please let me know asp, if you have any suggestions, objections, etc.

Sincerely,
Veronika Makarova,
Linguistics Program Chair

Dear Veronika,

I have heard back from the Undergraduate Committee and there are no objections to the STAT classes that you have listed there.

In practice, some of those classes have pre-requisites which may make it unlikely that students will take them. However, we agree that any of them should be suitable:

Comment 1: One of the pre-requisites for STAT 242 is STAT 241.
Comment 2: There are also some pre-requisites for STAT 245 and 246. (Pre-requisites for STAT 245: MATH 100, 104, 110 or STAT 103; Pre-requisites for STAT 246: MATH B30 and BIOL 120 and 121).
Comment 3: STAT 244 might be the most likely course (Pre-requisite: a course in a social science or MATH A30 or Foundations of MATH 30 or Pre-calculus 30) that students will use.

Thank you,
Chris Soteros
Acting Head, Math & Stats

Dear Professor Soteros,

Thank you very much for your most helpful comments. We will certainly alert the students to your prerequisites.

Sincerely,
Veronika Makarova

UNIVERSITY OF SASKATCHEWAN

College of Graduate Studies and Research

MEMORANDUM

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

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

Copies: L. McIntyre, G. Langner

Date: November 20, 2012

Re: Proposal for the new concentration in Conducting/ Music Education within the Master of Music (Performance)

Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposal for the new concentration in Conducting/ Music Education within the Master of Music (Performance).

This report includes three appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), and the CGSR approved proposal. The formal review started with the Graduate Programs Committee on June 13, 2012 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on November 15, 2012.

This proposal involves a new stream within an existing degree program. There are other undergraduate courses, already available within this discipline; the necessary faculty expertise exists within the Department of Music. We are convinced that this is a viable and sustainable area of focus for the Department of Music and the Division of Humanities and Fine arts. The College of Graduate Studies and Research supports the development of this new concentration. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.

Trever Crowe

TC/ab

Proposal for the new concentration in Conducting/ Music Education within the Master of Music (Performance)

Discussion and Motion passed at College of Graduate Studies and Research Executive Committee – November 15, 2012

Master of Music (Performance) – Conducting/ Music Education concentration –The proposal is to add a third concentration in conducting/music education to the existing project based Master of Music (Performance) degree. The new concentration would require 24 credits of course work and a 6 credit unit project. The mandatory courses will be offered on a two-year rotational basis in order to accommodate the small size of the faculty complement in music.

> **MOTION**: *"That the proposal for the new concentration in CONDUCTING / MUSIC EDUCATION within the MASTER of MUSIC (PERFORMANCE) be recommended to APC for approval."*
>
> McIntyre/ Fulton – Unanimous

Discussion and Motion passed at College of Graduate Studies and Research Graduate Programs Committee – November 6, 2012

Master of Music (Performance) – Conducting/ Music Education concentration – The committee noted that the Department of Music had done an excellent job of implementing the committee's suggestions, as outlined in the June 19th, 2012 memo to the Department of Music. Committee members had questions related to 1) the use of zero credits for MUAP 820.0 in the students' program of study; and 2) which 100 level language requirements would satisfy any necessary listed language requirement. However, the committee approved of the overall state of the proposal.

> **MOTION**: *"That the proposal for the new concentration in CONDUCTING / MUSIC EDUCATION within the MASTER of MUSIC (PERFORMANCE) be recommended to the Executive Committee of CGSR for approval."*
>
> T. Epp/D. Goodridge – Unanimous

Proposal for Curriculum Change
University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Regularization of the Conducting/Music Education Ô[} &^} d æa] }

Degree(s): M.Mus. (Peformance)   Concentration:Conducting/Music Education

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

Degree College: CGSR   Department: Music   Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail): Gerald Langner (Head),
   gerald.langner@usask.ca (8352); Gregory Marion (Graduate Chair),
   gregory.marion@usask.ca (8355)

Date: March 21, 2012

Approved by the degree college and/or home college: March 14, 2012

Proposed date of implementation:

2. Type of change

Requiring approval by Academic Programs Committee
▣ Addition of a higher Level of Concentration to an existing Field of Specialization.
❑ A change in program options

Notice of Intent
Master of Music degree in Conducting/Music Education (Choral or Instrumental)
submitted to
College of Graduate Studies and Research
October, 2012

Preamble:

The Department of Music is in the process of expanding its graduate programs in music. To date the Master of Music in Music Theory, Composition, and the Master of Arts in Musicology programs have been approved by the CGSR and at the various University levels and University Council. The purpose of this document is to regularize a special-case program, i.e., the Master of Music in Conducting/Music Education (Choral or Instrumental) that is a <u>stream within an existing degree program: M.Mus. (Performance).</u>

The Department of Music has been considering regularizing the Conducting/Music Education stream of the M.Mus.(Performance) degree program for some time now. However, we have held off doing so for a number of reasons, not the least of which being that the Conducting/Music Education area has undergone a vital rejuvenation process— one that has seen changes to the structuring of undergraduate courses, as well as the addition of a new faculty member (Dr. Darrin Oehlerking)—together with the repositioning of another faculty member's teaching and research orientation (Dr. Glen Gillis). These changes will enhance the delivery of all of the area courses and we feel that they will also position us for regularization of the M.Mus.(Conducting/Music Education) stream.

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

The motivation for proposing this program is two-fold:

- a. to establish a university program that will contribute in the preparation of specialists in conducting (choral or instrumental) as well as component research in music education, and
- b. to increase research in applied ensemble music programs.

The University of Saskatchewan, through the College of Graduate Studies and Research, has demonstrated its commitment and support for the development of the musical arts and applied ensemble music in conducting techniques, literature, and music education with the acceptance and funding of special case students at the master's level. Currently, two students are enrolled in the program and one has graduated this past spring with this particular degree. There are three fully qualified full-time faculty members—of which two are tenured (professor and associate professor) and one is tenure-track (assistant professor-probationary) with appropriate terminal degrees who will provide leadership in the program. The proposed program will be course-based and will also include a

research project (please see the "Program Requirements" appended). The Department of Music already offers courses at the graduate level and there are sufficient existing graduate music courses that will serve as a basis for this program. In addition, six other full-time faculty members in the Department are involved in research and teaching that directly supports the establishment and viability of this program.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?

The Department of Music currently receives many inquiries from interested and potential students both in and out of province as to the status of a graduate program in conducting (choral or instrumental) as well as in music education. Further, there is a growing interest from a number of our own matriculating undergraduate students who inquire about further study in our Department. The establishment of a master's degree in conducting as well as in music education would certainly aid in the recruitment and retention of students in the province of Saskatchewan and the University, which would help in providing cultural leadership in the province and beyond.

3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?

The 2003 SPR report stated: "The [Music] Department is overdue for a graduate program that goes beyond planning and 'special case' students. We feel that Masters programs in Music History, Theory/Composition, and Music Education are possible with only modest investment in new faculty."

Furthermore, "The University's Capital Campaign may result in support for University-wide opportunities such as a Fine and Performing Arts Complex [which has been] identified as a high priority for development by the College of Arts and Science." (*A Framework for Action: University of Saskatchewan Integrated Plan 2003-2007*). This complex is now identified as the "Clarion Project."

The current support of both the College of Graduate Studies and Research and the College of Arts and Science with respect to the Department's acceptance of special-case graduate students, as well as the identification by the College of Arts and Science of the Clarion Project as a "high priority" in the current Integrated Planning Sequence, demonstrates to all intents and purposes a vision of commitment to graduate programs in music.

The University's Third Integrated Plan Priority concentrates on the areas of:

1. *Knowledge Creation: Innovation and Impact.*
A graduate degree in conducting will enable students to:
- participate in scholarship and develop critical thinking skills and methodologies in applied ensemble music.
- practice scholarship in the application of knowledge to serve the community and the greater province, while providing a benefit to the performing arts in general at the University of Saskatchewan.
- apply their knowledge and skills in a professional setting, as well as to provide exemplary leadership for their graduate and undergraduate colleagues alike.

2. *Innovation in Academic Programs and Services.*
The establishment of this program will help to ensure that the University offers a vital professional music program that continues to be attractive to students. Approval of the program would also provide opportunities for faculty and student collaboration in research and high-quality educational practices.

This program will provide greater creative time for supervisory faculty through increased graduate student participation in various program capacities, while enhancing curricular discovery and development, critical thinking, research methodology and analysis, and the implementation of novel pedagogical practices.

3. *Culture and Community: Our Local and Global Sense of Place.*
The creation of this program will foster a spirit of collaborative research between the graduate student, the student's advisor, the larger community of the music program at the University of Saskatchewan and the College of Education resulting in dissemination of knowledge, which in its turn will provide practical musical ensemble performance experiences, artistic practices for students, and new methods and techniques in music education.

4. *Aboriginal Engagement: Relationships, Scholarship, Programs.*
Due to the highly specialized training and specific nature of Western European Art music and culture, the Department of Music has little to no experience with students from Aboriginal communities. However, it is an eventual goal of the Department to incorporate and to seek collaboration and common ground with Aboriginal communities, while exploring the artistic relationship between cultures with a view to musical leadership styles and common performance issues and practices. There is a great deal of research to be done in the traditions, issues, and practice of leading and conducting Aboriginal musical ensembles.

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

This program is most appropriate to a university as the application of conducting skills involves critical analysis in methodological and research-based scholarship as well as the component research into music education techniques and practices. As well, this program will also help to recruit, attract, and sustain enrolment in the Department of Music and the University of Saskatchewan.

The Master of Music in Conducting/Music Education does not compete with any other graduate degrees in music and will not require further resources or unduly overload any full-time faculty member. There is a common "core" of courses that all graduate students in music must take which requires minimal additional Departmental resources and instead draws on the expertise of our faculty, thus enhancing the student experience. These courses have already been developed and are currently listed in the calendar.

There is no other program at the University of Saskatchewan (or for that matter in North America) similar to that which is being proposed. Currently, only the University of Regina offers a Master's degree in conducting. The University of Regina had established this program in the late 1970s but for various reasons has had few graduates—just one in the past fifteen years. A term position in the choral music program at the University of Regina has just been filled and hence it may be some time before more students will graduate from that program. The University of Saskatchewan is thus well positioned to take on a leadership role in this field.

No program will be deleted as a result of offering this new program.

5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

No additional funding or resources will be required. The existing resources of the Department of Music are sufficient. The PCIP has not been involved.

Furthermore, one student has now successfully graduated last spring from this program as a "special case" candidate.

Master of Music in Performance (May 11, 2009—rev'd May 1, 2011)

The **Master of Music in Performance** degree (project based) requires a minimum of 30 post-baccalaureate credit units. The degree is offered in the following areas: Piano, Collaborative Piano, Voice, Trumpet, Saxophone, and Conducting/Music Education.

(A) Specific Admission Requirements
1. A Bachelor of Music (Honours), or equivalent, with a cumulative average of 80% in the final 60 credit units (supply an official transcript).
2. Three letters of recommendation.
3. A current résumé.
4. A statement of intent in which the applicant describes his/her prior academic background, readiness to undertake the Master of Music Degree in Performance, and the purpose/rationale for wanting to enroll in the program.
5. TOEFL Examination results for applicants from non English-speaking countries.
6. All entering graduate students in the MMus program are required to sit assessment examinations in Musicology and Music Theory. The examinations are given in the week prior to the start of classes. Deficiencies must be addressed before taking "Course Requirements" (Sections C & D, below).

(B) Application Process
1. Submission of a comprehensive list of works studied to date in the student's principal applied area (as an undergraduate student and post-degree, as appropriate). Indicate (with an asterisk) all works performed or conducted publicly.
2. a. In the case of Piano, Collaborative Piano, Voice, Trumpet, Saxophone, submission of an unedited DVD (at least 45 minutes in length) made within the last 12 months, or a live audition. Students preferring to give a live audition must contact the Chair of the Department of Music's Graduate Committee prior to December 1.
   b. In the case of Conducting/Music Education an unedited DVD (at least 30 minutes in length) made within the last 12 months. Applicants may be requested to conduct a live audition with one of the Department of Music's performance ensembles.
3. Audition requirements:
   Piano: Three works of different periods, including two movements of a Classical-era sonata, a major work of the Romantic period and a contrasting work of ones own choice.
   Collaborative piano: a selection of 4 art songs from different periods, one major instrumental chamber work and one solo work from the advanced standard repertoire.
   Voice: A minimum of 5 works that span 1600-present. A work from each of the Baroque, Classical, Romantic, 20th-century, and contemporary periods (since 1950) must be represented. Further, selections must cover the following genres: operatic aria from the Baroque or Classical eras; 19th-century art song in French or German. At least three standard European languages (e.g. Italian, French, German, Spanish) and English must be represented.
   Trumpet, Saxophone: Three contrasting works of different styles.
   Conducting/Music Education: The unedited DVD is to be at least a half-hour in length, and must include a minimum of two contrasting works.
4. Submission of an example of academic writing completed within the final two years of a BMus (or equivalent) program, e.g. a term paper.

5. Submission of all application forms as stipulated by the College of Graduate Studies and Research at the University of Saskatchewan. This includes the non-refundable application fee.
6. Submission of application for Financial Assistance form (available through the College of Graduate Studies) by February 15 of the year in which the candidate plans to commence graduate studies.

All application materials are to be submitted to the following addressee by February 15 of the year in which the applicant plans to commence graduate studies (early application is encouraged):

> Chair, Graduate Committee
> Department of Music
> University of Saskatchewan
> 28 Campus Drive
> Saskatoon, SK
> CANADA, S7N 0X1

(C) General Course Requirements (as listed in the Univ. of Saskatchewan Calendar)
1. MUS 841.3*Advanced Bibliography and Research Techniques   3 cu
2. MUS 845.3 Seminar in Music Analysis   3 cu
3. MUS 853.3 or 854.3 Seminar in Musicology I or II   3 cu
*Note: Graduate students who have previously taken a bibliography course may petition the Department of Music Graduate Committee to have the bibliography requirement waived and to have another 800-level elective substituted in its place.

(D) Area-Specific Course Requirements

I. Piano, Collaborative Piano, Voice, Trumpet, Saxophone

1. Applied Lessons
MUS 844.6   Applied Performance Seminar I   6 cu
MUS 846.6   Applied Performance Seminar II   6 cu

2. One course chosen from the following:
MUS 840.3   Seminar in Music Literature   3 cu
MUS 843.3   Seminar in 20th Century Music Materials   3 cu
MUS 851.3   Seminar in Music Theory   3 cu
MUS 852.3   Seminar in Performance Practices   3 cu
MUS 855.3   Seminar in 20th Century Music Theory   3 cu
MUS 898.3   Special Topics   3 cu

3. Project
MUS 992.6   Project   6 cu

Total graduate course requirements (i.e. General + Area-Specific): 30 cu

II. Conducting/Music Education

1. Applied Lessons (Conducting: choral or wind emphasis)   6 cu

    MUS 828.3 (Advanced Choral Pedagogy), <u>OR</u>
    MUS 838.3 (Advanced Seminar in Instrumental Conducting).

    <u>AND</u>

    EMUS 838.3 (Advanced Choral Music Teaching), <u>OR</u>
    EMUS 848.3 (Advanced Instrumental Music Teaching).

MUAP 820.0   Music Ensemble   0 cu
    (sec 01-Wind Orchestra; sec 02-Greystone Singers)

2. Three courses chosen from the following:

MUS 833.3 (Advanced Seminar in Choral Literature)
MUS 863.3 (Advanced Seminar in Instrumental Literature)
EMUS 841.3 (Advanced Philosophical Basis of Music Education)
EPSE 843.3 (Theory of Educational and Psychological Measurements)   9 cu
    This course is offered through the College of Education annually in T1.
EMUS 890.3 (Advanced Seminar in Music Education)
MUS 898.3   Special Topics

3. Project
MUS 992.6   Project   6 cu

Total graduate course requirements (i.e., General + Area-Specific): 30 cu

(E) Professional Activities
A meaningful graduate experience is enhanced by participating in a number of professional activities, and is expected of all students in the Master of Music degrees. Toward that end, the Office of the Vice President Research at the University of Saskatchewan offers the annual Fine Arts Research Lecture Series in Music, providing a forum for the exchange of scholarly ideas through the presentation of scholarly research in formal papers and lecture recitals prepared by both members of the Department of Music and guests from the national and international scholarly community. In a similar vein, the Department of Music offers an annual "In Performance" Convo Hall concert series with appearances by faculty, and guest performers from around the globe, so as to facilitate the important dialogue between artists and scholars.

(F) Language Requirement
The foreign language requirement is as follows:
Trumpet, Saxophone, Piano, Collaborative Piano: no requirement
Conducting/Music Education: no requirement
Voice: proficiency in two of French, German, Italian

The student can fulfill the language requirement in one of three ways: (1) prior successful completion of an Undergraduate course in French, German, or Italian; (2) take and pass a 100-level course in French or German at the U of S or (3) pass a proficiency test as outlined in the Graduate Studies section of the University Calendar [the clause in question reads "The language department may set a special examination. The decision of the department is final in such cases"]. The language requirement must be satisfied by the end of the student's third semester of coursework.

(G) Keyboard Requirement (non-keyboard majors)
The student must demonstrate adequate keyboard skills through transcripts or audition. Deficiencies must be satisfied by taking and passing MUS 317.1 or the equivalent.

(H) Master of Music in Performance Project (MUS 992.6)

1. (a) The Project for Master of Music in Performance (Piano, Collaborative Piano, Voice, Trumpet, Saxophone) will consist of two recitals of solo and/or chamber music, one in each year of the student's program. The recitals are to be approximately 60 minutes in length. The student's advisory committee must approve recital programming. The student's principal supervisor must approve the program notes that are to accompany each recital.
(b) The Project for Master of Music in Performance Conducting/Music Education will consist of a compilation of two professional-calibre DVD recordings, one per academic year, of at least 45 minutes to a maximum of 60 minutes, consisting of a variety of repertoire and styles appropriate to the university level. Accompanying each of the two DVDs, students must provide program notes approved by their principal supervisor. In each of the two years, students will conduct the Greystone Singers (for choral emphasis) or Wind Orchestra (for instrumental emphasis) in at least one concert piece per academic term. To supplement the conducting requirements for the DVDs, students must assemble, rehearse, and conduct a choir or instrumental ensemble with the student's principal supervisor's guidance and the student's advisory committee's approval.

2. All graduate students enrolled in the Master of Music Performance degree must submit a formal proposal of repertoire for each recital to members of their advisory committee at least two months in advance of the recital's date. The student will select the repertoire for each recital in consultation with their principal supervisor. In the case of the Piano, Collaborative Piano, Voice, Trumpet, and Saxophone streams, repertoire may consist of solo and/or chamber music (as appropriate). In the case of Conducting/Music Education repertoire will be geared toward the ability level of the respective ensembles.

3. The recitals are to be public events. Members of the student's Advisory Committee will adjudicate MUS 992.

4. All Master of Music in Performance students must register in MUS 992 in each semester. Students will be assigned a grade of "IP" (in progress) until such time as all requirements pertaining to the two recitals have been fulfilled.

(I) Residency requirement

The minimum requirement is one year (two years recommended).

(J) **Faculty for the MMus (Performance) Program**: (full-time, tenured faculty, members of the College of Graduate Studies).

Piano, Collaborative Piano: Prof. Kathleen Solose
Voice: Dr. Garry Gable
Saxophone: Dr. Glen Gillis
Trumpet: Prof. Dean McNeill
Conducting/Music Education: Dr. Glen Gillis and Dr. Gerald Langner

(K) Digital Recording of Project

A digital recording of the two recitals on CDs or DVDs, and an electronic version of the program notes will be the record of the Project. These materials must be submitted to the University archives.

M.Mus. (Performance in Conducting/Music Education) degree checklist
(May 11/09—rev'd May 1, 2011)

Student Name & Number: _____

Degree Starting Date: _____

Keyboard Requirement: _____

M.Mus. Project (date programs approved) Recital I—(DVD I)_____

Recital II—(DVD II) _____

General Course Requirements   Exempt Taken Date

MUS 841.3 Advanced Bibliography & Research Techniques (3 cu) _____ _____ _____

MUS 845.3 Seminar in Music Analysis (3 cu)   _____ _____ _____

MUS 853.3 Seminar in Musicology I (3 cu)   _____ _____ _____

      —or—

MUS 854.3 Seminar in Musicology II (3 cu)   _____ _____ _____

Area Specific Requirements

1. Applied Lessons:

MUS 828.3 (Adv Choral Ped) or 838.3(Adv Instr Ped)   (3 cu) _____ _____ _____

      —and—

EMUS 838.3 (Adv Sec Choral Meth) or 848.3 (Adv Instr Sec Meth) (3 cu) _____ _____ _____

MUAP 820.0 Music Ensemble   (0 cu) _____ _____ _____

2. Three courses chosen from the following:

MUS 833.3 (Seminar in Choral Lit for Cond/Mus Ed)   (3 cu) _____ _____ _____

MUS 863.3 (Seminar in Instr Lit for Cond/Mus Ed)   (3 cu) _____ _____ _____

EMUS 841.3 (Philosophy of Music Education)   (3 cu) _____ _____ _____

EPSE 843.3 (Theory of Educ and Psych Measurements) (3 cu) _____ _____ _____

EMUS 890.3 (Advanced Seminar in Music Education) (3 cu) _____ _____ _____

MUS 898.3 Special Topics   (3 cu)   _____ _____ _____

3. MUS 992.6 Project   (6 cu) _____

Total Number of Credits: _____   (30 cu)

UNIVERSITY OF SASKATCHEWAN

College of Arts and Science

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

Memorandum

To: The Committee Coordinator
        Office of the University Secretary

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

Re: M. Mus. (Performance), Conducting/Music Education stream

Date: 14 March 2012

This is to confirm that the Division of Humanities and Fine Arts is committed to offering a Masters in Music in Performance with a stream in Conducting and Music Education. This program is designed to draw on the distinctive strengths of the Department of Music and its faculty. It answers to a continuing demand from qualified students regionally. It is designed to attract applicants internationally and from elsewhere in Canada. With internationally esteemed, regularly touring choral and instrumental ensembles and with a rising commitment to interdisciplinary work in music theatre, the Department of Music is well situated to offer students in an M. Mus. (Performance) in Conducting/Music Education exceptionally strong opportunities to conduct research in various specialisations with outstanding faculty.

The Division is committed to supporting the M. Mus. (Performance) in Conducting and Music Education. This program fits in its strategy, as articulated in its contributions to the second and third Integrated Plans, to increase the numbers of graduate students where faculty expertise and resources ensure that such increases are academically and financially justified. I am convinced that this unique program, well based on departmental strengths and student interest, will thrive.

D. J. Parkinson
Vice-Dean, Division of Humanities and Fine Arts

New courses

Prerequisite: Admission to the program.

EMUS 838.3 (Advanced Choral Music Teaching in the Secondary School)
Dr. Gerald Langner
• **Course description:** An advanced methods course dealing with detailed studies and critical comparison of examples of choral curricula, selection and comprehensive analysis of choral repertoire, lesson planning, programming, research into teaching of musical literacy and techniques of evaluation. Included is a substantial and detailed examination of materials and resources, and critic

EMUS 841.3 (Advanced Philosophical Basis of Music Education)
Dr. Glen Gillis
Course description:
An advanced investigation of cutting-edge philosophical foundations of school-based music education. Through the intensive study of several schools of philosophical inquiry—both historical and current—as well as the many principal contributions made to music philosophy and aesthetics, graduate students will develop the ability to research and to articulate their thoughts in writing on the nature and value of school-based music education as demonstrated through course work and a substantial research paper.
Prerequisite: Admission to the program.

EMUS 848.3 (Advanced Instrumental Music Teaching in the Secondary School)
Dr. Darrin Oehlerking
• **Course description:** An advanced inquiry, exploration and research within the realm of instrumental music education. The successful graduate student will be able to acquire and share knowledge regarding methodology, pedagogy, assessment and current scholarly ideas within the scope of the subject. This seminar will allow the student to share their most recent experiences within the classroom (if applicable), and build their knowledge base to include the latest research and techniques prevalent and successful within the profession of music education.

EMUS 890.3 (Advanced Seminar in Music Education)
Dr. Glen Gillis
• **Course description:** An advanced seminar in music education designed for graduate students. The course involves research in directed readings, written assignments, oral presentations, leading classroom seminar discussions, and other experiences to assist graduate students in complementing and integrating knowledge and abilities acquired from educational experiences, courses in music

MUS 828.3 (Advanced Choral Pedagogy)
Dr. Gerald Langner
• **Course description:** A detailed and systematic study of the fundamentals of choral organization, leadership, and function. Topics include: research into the dynamics of vocal production; critical analysis and psychological process of the choral audition; research into methods and practice of the placement of singers; an analysis of language and text with respect

to the International Phonetic Alphabet; a substantial and detailed examination of warm-ups, choral balance, blend, and tone with respect to stylistic periods and trends; rehearsal management, leadership, and organizing performances.

MUS 833.3 (898.3) (Advanced Seminar in Choral Literature and Materials)
Dr. Gerald Langner
• **Course description:** A detailed examination of standard and atypical choral repertoire for mixed, male, and treble choruses. Graduate students will be expected to explore the compositions in a thorough scholarly manner asdemonstrated through course work and a substantial research paper.

MUS 838.3 (Advanced Seminar in Instrumental Conducting)
Dr. Darrin Oehlerking
• **Course Description:** An advanced study of the fundamentals of organizing and leading a wind ensemble, to further develop and expand psycho-motor and score-reading skills and conducting gestures for large and small ensembles. Furthermore, the course deals with advanced methods in studying examples of instrumental curricula, selecting repertoire, comprehensive analysis, lesson planning, programming, research into teaching of musical literacy, and evaluation. Included is a detailed examination of materials and resources as well as critical research into the characteristics of successful secondary school instrumental music programs as demonstrated through course work and a substantial research paper.

MUS 863.3 (Advanced Seminar in Instrumental Literature and Materials)
Dr. Darrin Oehlerking
• **Course description:** A detailed examination of the standard and atypical wind instrument repertoire for large and small ensembles. Graduate students will be expected to explore the compositions in a thorough scholarly manner as demonstrated through course work and two substantial research papers.

Office of the University Secretary

Request for Change of Name

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

Submitted by: _Alexis Dahl for Braj Sinha & David Parkinson_ Date:_December 5, 2012_____

College: ___Arts & Science_____

College approval date:__November 14, 2012_____

Proposed effective date of the change:__May 1, 2013_____

1. Proposed change of name

	From:	To:
College		
Department		
Program name		
Degree name		
Name of Field of Study (major, minor, concentration, etc)	**Studies in Religion & Culture**	**Religion & Culture**
Course label (alphabetic)		
Building		
Street		
Other		

Rationale

The "Studies in" title was used to distinguish the name of the program from the name of the Department, which was especially necessary given that the Department housed two programs: Studies in Religion & Culture, and Studies in Religious Traditions. As the Studies in Religious Traditions program is proposed for deletion, this distinction is no longer necessary.

This change will also make the use of this program name more consistent, as even though it appears as Studies in Religion & Culture in the *Course and Program Catalogue*, it is referred to only as Religion & Culture in other official places, such as the Information Strategy and Analytics website.

Impact of the change

The impact of this change on students is anticipated to be neutral or positive, as this is how the program is already referred to in common usage. This will help students to be certain that there is only one program with this name.

The name of the program will need to be changed in all university-wide and college systems (SiRIUS, PAWS, websites and promotional information prepared for current and prospective student) where it currently appears with the full "Studies in" title. Faculty and staff will need to adjust to using the shorter name in their communications, where they were not doing so already.

No other significant impact is anticipated on any other relevant group.

Consultation

This change was sent to the Committee on Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences for approval. It was approved on November 14, 2012.

Information regarding this change has been sent to Russell Isinger (Registrar), Jason Doell (Assistant Registrar), Seanine Warrington and Lynette Murza (Coordinators of Academic Programs and Catalogue) and Eileen Zaigel (Student Information Systems – Functional Analyst). A response was received indicating that the program is already represented in Banner as Religion & Culture (RLCL), and therefore no changes are needed in Banner or Degree Works.

The work to change the name of the major on both general student and degree records is the responsibility of the College, but as there are no changes required in Banner, no updates are needed for the general student records.

Staff in Arts & Science will update the name of the program on College websites as well as on the Explore (student recruitment) site.

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

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

DATE OF MEETING: January 24, 2013

SUBJECT: **Name for the school of professional development**

DECISION REQUESTED:

> *It is recommended:*
>
> *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.*

PURPOSE:

The name School of Professional Development, College of Engineering will ensure that the School's activities, which primarily are in support of the professional and educational needs of engineers and engineering students, are associated with the College and are not confused with other professional development activities and programming on campus.

CONTEXT AND BACKGROUND:

On April 19, 2012, Council was presented with a motion to establish the School of Professional Development. Concerns were raised that the school might be perceived as being responsible for professional development activities broadly throughout the University, due to the lack of any reference to the College of Engineering in its name. Council therefore amended the motion to approve the establishment of a school of professional development in the College of Engineering, with the intent that a future recommendation would be submitted to Council for a name that would more closely associate the school with the College.

CONSULTATION:

The College has undertaken consultation with those units most likely to be affected by the name for the school. Letters of support are attached.

SUMMARY:

The Planning and Priorities Committee supports the name School of Professional Development, College of Engineering as it clearly identifies the school as an academic unit within the College of Engineering.

ATTACHMENTS:

1. Proposal to establish the name for the school of professional development and supporting documents

Proposal

That University Council approve the name **School of Professional Development, College of Engineering** for the recently established academic unit in the College of Engineering.

Background

Previous University Council Discussion

On April 12, 2012 University Council passed the following motion:

> *That Council approve the establishment of a school of professional development in the College of Engineering and authorize the Board of Governors to provide for the establishment of such a school, and*

> *That Council's Bylaws be amended to reflect the establishment of the school.*

During the discussion, concern was expressed that the school might be perceived as being responsible for professional development activities broadly throughout the university.

The Chair of the Planning and Priorities Committee suggested that Council consider the establishment of the school as distinct from the name of the school, with the intent that a recommendation would be submitted to Council for a name that would more closely associate the school with the College of Engineering.

Consultations with Units on Campus

The College of Engineering is working to ensure long-term collaboration with units across campus that deliver credit and non-credit courses in professional development and related areas. The College will establish an advisory committee for the professional development programs offered by the School, and will be inviting partners on campus to play an active role in shaping the School's programs through this committee.

In regards to the name, the College has recently consulted with:
- the Centre for Continuing & Distance Education (letter of support attached)
- the College of Agriculture & Bioresources (letter of support attached)
- the Edwards School of Business
- the Division of Humanities and Fine Arts

Support from College of Engineering Faculty Council

On December 4, 2012, the College of Engineering Faculty Council endorsed the proposed name.

Honorific Naming of the School

The College of Engineering is working with University Advancement to consider an honourific name for the School. A request to add an honourific element to the name will be submitted to the Board of Governors following Council's approval of the academic name.

December 17, 2012

Dr. Ernie Barber, Acting Dean
College of Engineering
University of Saskatchewan

Dear Ernie:

Karen Hayward and I met with Richard Evitts on December 6 and had an excellent discussion regarding plans for a school of professional development in the College of Engineering.

I am pleased to confirm that the Centre for Continuing and Distance Education supports the College of Engineering's proposed new name for its school of professional development. I understand that the new name will be "School of Professional Development, College of Engineering" and that the addition of College of Engineering to the name will appear in all communications and marketing. We believe this should effectively remove any public confusion regarding our role in professional development and that of the College of Engineering.

We look forward to many collaborative opportunities with the new School in the future.

Yours sincerely,

Bob Cram, Executive Director,
Centre for Continuing and Distance Education

cc. K. Hayward, Director, Professional Development & Community Education, CCDE
     R. Evitts, Acting Director, School of Professional Development, College of Engineering

TO: Richard Evitts, Acting Director of the School of Professional Development
College of Engineering

FROM: Murray Drew, Associate Dean (Academic), College of Agriculture and Bioresources

DATE: December 11, 2012

Re: Support for the School of Professional Development, College of Engineering

The College of Agriculture and Bioresources strongly supports the establishment of the School of Professional Development by the College of Engineering. This new school will become the home of current faculty and staff in the Graham Centre for the Study of Communication and offer new opportunities for the development of innovative curriculum and scholarly work.

Communications is an essential competency for our students and courses offered by the Graham Centre have been key in allowing our students to meet this requirement. RCM 300 has become a part of our BSA common core and is fundamental to the academic development of students pursuing a variety of disciplines within our College. No matter what careers our students undertake, the development of communication is integral to success at work and indeed in all aspects of life. In addition to RCM 300, more senior RCM courses offer our students additional opportunities to broaden their communication and leadership skills.

The Graham Centre has been an important resource for our College, and the creation of the School of Professional Development promises to further expand academic offerings for our students. We look forward to working with the College of Engineering and their new School of Professional Development to provide outstanding academic experiences for our students.

Sincerely

Murray D. Drew
Associate Dean (Academic)
College of Agriculture and Bioresources

MEMORANDUM

TO: **Ernie Barber, Dean,**
               College of Engineering

FROM: **Alison Renny, Associate Dean Undergraduate Programs**
               Edwards School of Business

DATE: **January 7, 2013**

RE: **Support for the Naming: School of Professional Development, College of
Engineering**

This memorandum is to indicate that the Edwards School of Business supports the naming of
the School of Professional Development, College of Engineering. We feel that the addition of
the College of Engineering to the title of the school eliminates the possibility of confusion and
allows for other vehicles for the delivery of professional development activities in other
professional schools and colleges.

Best regards,

Alison Renny

cc   Dean Daphne Taras, Edwards School of Business
       Professor Richard Evitts, College of Engineering

UNIVERSITY OF SASKATCHEWAN

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

January 14, 2013

Richard Evitts
Director, School of Professional Development
College of Engineering

Dear Pofessor Evitts,

Thank you for giving me the opportunity before the holiday to learn about the progress you an d your colleagues are making toward the articulation of the new School of Professional Development in the College of Engineering. As you explained to me, the priorities and purview of this new School will integrate and highlight key dimensions of the professional preparation of engineering students. The name for this School announces the role it will play in your College, so that the centrality of this role is clear to all your students. Accordingly I support the naming of the School of Professional Development.

With my good wishes,

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

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

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

DATE OF MEETING: January 24, 2013

SUBJECT: **Program Prioritization**

DECISION REQUESTED:

> *It is recommended:*
>
> *That Council approve in principle the undertaking of a process for program prioritization.*

PURPOSE:

A priority ranking of all of its programs (academic and service/support) using defined criteria will enable the University to allocate its operating resources to its programs on the basis of priority and will facilitate the operating budget adjustments required over the next three years without invoking *across-the-board* reductions.

CONTEXT AND BACKGROUND:

In May 2012, the Board of Governors approved the Operating Budget Adjustments (OBA) Initiative as a means of achieving a $44.5 million permanent reduction in the University's annual operating budget by 2015-16. The use of selective measures has been deemed preferable to across-the-board reductions in meeting this budget adjustment target, as across-the-board reductions tend to mediocrity for all programs. Notwithstanding several antecedents for program prioritization at the University of Saskatchewan, including the President's Committee on Renewal (1991), the Program Audit Project (1995), A Framework for the Evaluation of Programs (1997), Systematic Program Review (1999-2005), the Priority Determination Process (1998-2002), Program Termination Procedures (2001) and the Viable Enrolments Policy (2007), the University has never ranked its programs on a priority basis. Without this knowledge, systematic allocation/reallocation of resources on the basis of priority is not possible.

The President announced on January 11, 2013 that the University will undertake a program prioritization process whereby *"every academic program and administrative service currently offered by our university will be examined simultaneously to assess its contributions to our overall success. This will be done in order to create a set of academic and administrative program and service priorities in which the university will invest greater resources, as well as academic and administrative program and service priorities from which resources will be withdrawn."* As described by the President, the TransformUS project will be based on the methodology described by Robert C. Dickeson in *Prioritizing Academic Programs and Services*: *Reallocating Resources to Achieve Strategic Balance* (Jossey Bass, 1999, revised and updated 2010). Dickeson's definition of a program *"is any activity or collection of activities of the institution that consumes resources."* Accordingly, both academic and service/support programs will be subject to analysis and prioritization by task forces created for this purpose.

SUMMARY:

Council is asked to approve in principle the undertaking of a university-wide process for prioritization of service/support and academic programs, as Council will ultimately be asked to approve any forthcoming recommendations that affect academic programs. Requesting that Council at the outset provide its endorsement of program prioritization recognizes Council's statutory authority for academic programs under the *University of Saskatchewan Act* and signals that Council's engagement is essential to the success of the TransformUS initiative.

ATTACHMENTS:

1. Communication from President Busch-Vishniac to Members of the University of Saskatchewan Community dated January 11, 2013
2. *TransformUs* fact sheet

UNIVERSITY OF SASKATCHEWAN

January 11, 2013

Fellow Members of the University of Saskatchewan Community:

You are aware that the University of Saskatchewan is facing a significant financial challenge between now and 2016. I am writing today to share with you some important steps we will take as a university community to ensure that the University of Saskatchewan will thrive and maintain its path as one of Canada's most distinguished universities. To do so, we need urgently to address our financial challenge so that we have the financial resources to achieve our goals sustainably in the future. While we have built a robust and effective planning and resource management process, the extent of our resources is not sufficient to maintain the breadth of our programming and activity. Everyone within our community—students, faculty, staff, board members, alumni, friends and community members—is affected by our current situation. I am signaling today that it is now time to undertake a comprehensive effort to examine the way in which our resources are being invested.

With the vision of continuing to be one of Canada's most distinguished universities, I have asked Brett Fairbairn, Provost and Vice-President Academic, and Greg Fowler, Acting Vice-President Finance and Resources, to serve as co-champions of a process through which every academic program and administrative service currently offered by our university will be examined simultaneously to assess its contributions to our overall success. This will be done in order to create a set of academic and administrative program and service priorities in which the university will invest greater resources, as well as academic and administrative program and service priorities from which resources will be withdrawn.

Our approach to this effort will be modeled on the process described in *Prioritizing Academic Programs and Services* (2010) by Robert C. Dickeson, and adapted to meet our university's specific needs. Copies of this book are available in the University Library or for purchase in the University Bookstore or online. Our university's prioritization process begins with this letter and with the establishment of two task forces described below, and will conclude with the submission of a report consisting of prioritization rankings from the two task forces by **November 30, 2013**.

Let me be clear from the outset: our primary motivation in introducing this new process is cost-cutting. This means that some valuable academic and support programs and administrative services will be lost through this initiative in order to ensure the university as a whole has the resources it needs to thrive and grow. In so doing, we will also need to sequester sufficient resources so that, over a multi-year period, we are able to shift resources toward academic programs, academic support programs and administrative services that are performing exceptionally well or that we must retain and that would perform significantly better with a modest infusion of resources. Our overall target for this exercise is $20 – 25 million. Of this, we expect that a minimum of $5 million will be available, following the ranking process, for new investments in the highest-ranking academic programs and administrative services. Flowing from the Dickeson model and adapted to our university, programs will be ranked in four or five categories, such as 'maintain with enhanced resources', 'maintain with existing resources', 'maintain with reduced resources',

'transform with either increased or reduced resources', or 'eliminate, merge or close'. The task forces will provide the categorization and, informed by their work, we will utilize our existing governing bodies to make resulting decisions, both budgetary and academic. All of this will be essential if we are to ensure our ongoing financial sustainability.

The prioritization process, titled *TransformUS,* will be carried out by a broadly representative and diverse group of participants from throughout the University of Saskatchewan. Two task forces will be created: one to examine academic programs (Academic Program Transformation - APT) and another to examine administrative services and academic support programs (Support Service Transformation – SST). We are currently considering options regarding the nomination process to the task forces, including a model which has worked well at other universities and which provides for a broadly-based nomination process with selection by the President. I can confirm currently that the Academic Program Transformation Task Force will be comprised of esteemed members of our faculty drawn from University Council, its committees and faculty-at-large. The Support Service Transformation Task Force will be comprised of faculty and administrative managers and staff. While students will not be included as members of the task forces because of the amount of work entailed and the significant impact this activity would have on their studies, both task forces will be charged with devising appropriate and effective mechanisms for student input and participation in the prioritization process.

Although we will seek to ensure that the task force participants bring perspectives from all sectors of the institution, they will not be representing any individual unit or constituency. Instead, they will be asked to adopt a "university-wide perspective" and to focus on what is in the best interests of the whole university, not its individual constituent parts.

Both task forces will receive administrative and logistical support from the office of Institutional Planning and Assessment (IPA) as well as a support group staffed with representatives from IPA, Financial Services Division (FSD), Communications, Human Resources, and Information Strategy and Analytics (ISA). Additionally, they may obtain advice from external experts, such as Larry Goldstein, president of Campus Strategies, LLC, who may serve consultants to assist with this process.

Although the specific assessment criteria and weighting will be developed by the respective task forces, I will request that they adhere to two principles in carrying out their responsibilities.

1. *The criteria must be holistic* and take into consideration the full gamut of institutional assessment factors including qualitative and quantitative, financial and non-financial, and any other relevant measures of performance.
2. *The criteria must result in a fair assessment of all academic programs and administrative service and academic support programs* and their selection and weighting must ensure that no individual programs or services are unfairly treated in the process.

Once the criteria have been tentatively developed by the task forces, they will be shared broadly within the university community for comment and with University Council for endorsement.

It is important to note that both task forces are recommending rather than decision-making entities. They will prepare and submit a final report containing their rankings, which will be made publicly available upon its completion, to my office by November 30, 2013 at the very latest. I anticipate that the report will group all of the programs and services into categories whereby the highest-ranked programs will be eligible for increased investments expected to enhance their overall contributions to the University of Saskatchewan's stakeholders. Conversely, the lowest-ranked programs will be candidates for elimination or merger. Depending on the number of categories established by the task forces, other programs will be assigned to categories covering program transformation, continuation without significant change in resources, and continuation with reduced resources.

Following receipt of the report from the task forces, there will be a formal process for the review of the final report. This process will involve University Council and the Board of Governors who will both receive the report. On behalf of the university's leadership, the Provost's Committee on Integrated Planning (PCIP) will develop an action plan and the development of an implementation timetable. All laws, contracts, collective agreements and University of Saskatchewan policies will be adhered to during the implementation phase following the completion of the assessment process.

I want to assure you that, although this is the first official communication on this subject, it will not be the last. I will rely on the co-champions to keep *TransformUS* in the forefront of the University of Saskatchewan community via regular updates and periodic Q&A sessions. It is my expectation that this process will be undertaken in an open and transparent manner. This means that, with the exception of the deliberations regarding individual programs and the other inner workings of the task forces, all facets of the process will be shared widely and updated regularly.

Finally, I appreciate that this is a major undertaking of our university at a time when it is critically important that we make choices. Because of the significant time invested by the university community in this process, it will be important to curtail some initiatives and activities which may distract from this purpose. I thank all of you for your time and your cooperation as we implement this important process at the University of Saskatchewan.

Sincerely,

Ilene Busch-Vishniac

Ilene Busch-Vishniac
President

TransformUS: Reallocating resources for future success

In 2013, the University of Saskatchewan, at the direction of the president, will be undertaking a program prioritization initiative entitled, TransformUS, as part of the operating budget adjustments initiative. Strategic decisions regarding our programs will better position the university to reach our vision to become one of the most distinguished universities in Canada and the world.

What is program prioritization?

Program prioritization, a method formulated by higher education consultant and president emeritus of the University of Northern Colorado, Robert C. Dickeson, is a proven process for reallocating resources in tough times. Program prioritization reviews all academic and administrative programs supported by the operating budget simultaneously and equally against stated criteria. Based on results, decisions may be made to invest resources, make no changes, or eliminate or reduce programs or activities which rank as having lower priority according to these criteria.

Dickeson bases his case for reform on seven assumptions:

1. Academic programs constitute the real drivers of cost for the entire enterprise, academic and non-academic.

2. Academic programs have been permitted to grow, and … calcify on the institutional body without critical regard to their relative worth.

3. Most institutions are unrealistically striving to be all things to all people in their quest for students, reputation and support, rather than focusing their resources on the mission and programs that they can accomplish with distinction.

4. There is a growing incongruence between the academic programs offered and the resources required to mount them with quality, and most institutions are over-programmed for their available resources.

5. Traditional approaches, like across-the-board cuts, tend toward mediocrity for all programs.

6. The most likely source for needed resources is reallocation of existing resources from weakest to strongest programs.

7. Reallocation cannot be accomplished without rigorous, effective and academically responsible prioritization.

Typical steps in the program prioritization process include:

- Selecting the task force members and leadership for the initiative

- Reviewing the institutional mission

- Defining what constitutes a program - According to the Dickeson model, a program is "any activity or collection of activities of the institution that consumes resources (dollars, people, space, equipment, time)." Programs are not departments and are narrower in terms of their focus. For example, a program

would be an area of focus within a specific academic or administrative department, such as a major, minor, program option or co-op option. (Dickeson, 2010)

- Selecting appropriate criteria. Criteria described in the book are:

    - History, development and expectations of the program

    - External demand for the program

    - Internal demand for the program

    - Quality of program inputs and processes

    - Quality of program outcomes

    - Size, scope and productivity of the program

    - Revenue and other resources generated by the program

    - Costs and other expenses associated with the program

    - Impact, justification and overall essentiality of the program

    - Opportunity analysis of the program

- Measuring, analyzing, prioritizing. Decisions regarding retention or elimination of programs are made by the highest authority within the university, and within the university's existing governance structure.

- Implementing program decisions

The process followed is open and transparent and is supported by a comprehensive communications strategy, addressing, among other things, process issues at the outset. The overall outcome of the process should provide for increased understanding of the various programs and services and their roles and functions within the university.

What is TransformUS?

TransformUS will be the University of Saskatchewan program prioritization process, modeled on the process developed by Robert C. Dickeson, and adapted to meet our university's specific needs.

Over the course of 2013, two task forces will be responsible for leading this initiative. The **Academic Program Transformation Task Force** will set criteria and review all academic programs offered through the university. The **Support Service Transformation Task Force** will set criteria and review the administrative support programs both within the academic units and administrative units.

The Academic Program Transformation Task Force will be comprised of members of our faculty. The Support Service Transformation Task Force will be comprised of faculty and administrative managers and staff. While students will not be included as members of the task forces because of the amount of work entailed and the significant impact this activity would have on their studies, both task forces will be charged with devising appropriate and effective mechanisms for student input and participation in the prioritization process.

The role of the two task forces is to:

1) **Develop criteria** for ranking programs. These criteria, to be endorsed by University Council, will be consistent across all programs, with one set of criteria for Academic Program Transformation and one set of criteria for Support Service Transformation.

2) **Develop the rankings system** for determining outcomes.

3) **Collect data** from all programs to complete the ranking recommendations. The review process will use information that is currently available and will not generally be looking for new information.

4) **Complete a report** with recommendations on the outcomes for consideration of the president and provost by November 30, 2013, grouping programs and activities in four or five categories, such as 'maintain with enhanced resources', 'maintain with existing resources', 'maintain with reduced resources', 'transform with either increased or reduced resources', 'eliminate, merge or close'.

Members of the campus community will be given opportunities for input at each milestone in the process.

The task forces will receive information and support from a support team consisting of the IPA, ISA, Financial Services, Human Resources and Communications. The first requirement of this support team will be the collection of data from central sources to support the work of the task forces.

At a high level, our process will consist of the following elements:

1) An announcement from the president indicating the University of Saskatchewan will embark on a program prioritization process and naming the provost and the vice-president finance and resources as the leads for TransformUs within the university.

2) Selection of the task force members and chairs through an open, institution-wide nomination process. Members will be selected by the president, provost and vice-president finance and resources, with a view to a broadly representative set of members and with representation from Council evident.

3) A set of criteria will be developed for this process and shared with University Council and the Board of Governors for input/advice.

4) All programs and services to which operating budget resources are allocated, will be reviewed.

5) The rankings from the two task forces will be the output of the task forces work. These will be received by the president and considered by the Board of Governors, University Council and the Provost's Committee on Integrated Planning (PCIP) to inform subsequent decisions, and PCIP in particular will develop an action plan based on the rankings.

6) The normal processes for program termination will be followed. University Council and its committees will be actively involved in changes to academic programs and in their final approval. The Board of Governors will be fully informed of administrative and service changes with budgetary implications.

University Council will be invited to endorse program prioritization, to review and endorse the criteria, and to participate on the task forces. University Council will also receive the reports of the task forces and

recommendations on implementation from the president and provost. In addition, attention will be paid to the existing/past processes to ensure congruence with institutional planning and policies.

There are a number of past processes undertaken at the University of Saskatchewan which have some linkages to this proposed methodology. These include:

- *The President's Committee on Renewal (PCR) 1991*

- *The Program Audit Project (1995)*

- *Systematic Program Review (1999)*

- *Priority Determination Process (1998-2002)*

- *Program Termination Procedures (2001)*

- *Viable Enrolments Policy (2007)*

- *Service Process Enhancement Project (SPEP)*

Information regarding these past initiatives will be available more broadly in the near future.

What principles will influence the criteria against which all programs are ranked?

The specific assessment criteria and weighting will be developed by the respective task forces, and will adhere to two principles:

1. **The criteria must be holistic** and take into consideration the full gamut of institutional assessment factors including qualitative and quantitative, financial and non-financial, and any other relevant measures of performance.

2. **The criteria must result in a fair assessment of all academic programs and administrative service and academic support programs** ensuring that no individual programs or services are unfairly treated in the process. Once the criteria have been tentatively developed by the task forces, they will be shared broadly within the university community for comment.

What are the timelines that will be followed?

January 2013

- On January 13, 2013, TransformUS is initiated with a letter from the president. This letter outlined the purposes of TransformUS and the general principles to govern the process. Please see attachment.

- The Planning and Priorities Committee (PPC) of council endorses program prioritization as a methodology for the University of Saskatchewan and presents a motion to University Council at its January 24, 2013 meeting for approval.

- Nominations to the task forces will begin following the University Council meeting on January 24, 2013

February 2013

- Nominations conclude for both task forces by February 15, 2013.

March 2013

- The task forces will be constituted by March 3, 2013.

- The first meeting of the task forces with the consultant is anticipated for the week of March 18-22. This first meeting will focus on team orientation to the issues and the development of a tentative set of criteria. Documentation on University of Saskatchewan criteria will be provided to this meeting along with the list of programs and services which has been developed by the IPA.

April 2013

- University Council and the Board of Governors will be invited to comment on the criteria to be utilized by the task forces. In the case of University Council, it is anticipated that Council will endorse the criteria at their April 18, 2013 meeting.

- The task forces will create a template for information collection from the campus community to be completed by department heads and unit leaders. This will be distributed by late April with an anticipated turn around date of early fall when the information will be utilized by the task forces to make their rankings.

Summer 2013

- Departments and units will complete their program review template.

Summer/Fall 2013

- The task forces will review all programs based on information received against the criteria.

November 2013

- A report on the rankings of each program will be provided to the president by November 30, 2013.

December 2013 and beyond

- Following receipt of the rankings report from the task forces, there will be a formal process for its review by University Council and the Board of Governors. Based on these rankings, the Provost's Committee on Integrated Planning (PCIP), on behalf of the university's leadership, will develop an action plan and implementation timetable.

What role will students play?

We understand the interest of students in getting involved in this project. Students will be given opportunities to get involved at key milestones in the process and can ensure their voices are heard by completing surveys where requested giving their opinions on our existing programs (for example, SEEQ course evaluations), participating in

college and program discussions when programs are their template, and by their participation on governing bodies where decisions are made.

We have made the decision to not involve students in the role of the task force for the following reasons:

1. Participation will require a significant time investment that could significantly affect their studies.
2. The project will span two academic years and presumably two different sets of leaders in USSU and GSA.
3. Students have a built-in conflict of interest in looking at programs in which they are enrolled.
4. Students are less likely to know the university as thoroughly as employees would.

This process will be led openly and transparently and students will be able to access information throughout the process. The task forces will be seeking regular input from the campus community, including input from students, at key milestones.

What happens when the rankings report is complete?

Following receipt of the rankings report from the task forces, there will be a formal process for its review by University Council and the Board of Governors. Based on these rankings, the Provost's Committee on Integrated Planning (PCIP), on behalf of the university's leadership, will develop an action plan and implementation timetable.

The university will ensure all students currently enrolled in programs are given the opportunity to complete these programs within a reasonable time frame. As well, when staff are affected, all laws, contracts, collective agreements and University of Saskatchewan policies will be adhered to during the implementation phase following the completion of the assessment process.

Why are we doing this?

We are doing this because the competition for budget resources is an internal process. This means that all existing programs and services need to be reviewed against each other to confirm their ongoing support/call on the university's operating budget. Through the operating budget process ideas generation process, the campus community has questioned whether some programs or units should continue to exist. For example, many questions have arisen about whether there should be two colleges of education in Saskatchewan or whether certain programs, such as the humanities and fine arts, should continue to exist). In addition, the university has determined that it will follow a deliberative approach to budget adjustments and that it will not do across-the-board cuts (which many other universities are and have been doing) or use tuition to balance our operating budget.

In making this decision, the university looked for other methodologies to assess its current programs. The Dickeson approach emphasizes openness, transparency and participation, all of which are important considerations based on recent experiences (College of Medicine). Finally, the Dickeson approach represents a resource reallocation process, which is one of the final elements of a robust integrated planning initiative.

How can I learn more?

Robert C. Dickeson's book, **Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance** (revised and updated, 2010), is available at the University Library or can be purchased in the University Bookstore. E-reader versions are also available online. You will also find resources and updates specific to TransformUS at www.usask.ca/finances.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Gordon Zello Chair, Governance Committee
DATE OF MEETING:	January 24, 2013
SUBJECT:	**Request for Decision: Change to Council Bylaws re: Faculty Council Bylaws, Membership of the Johnson-Shoyama Graduate School of Public Policy.**
DECISION REQUESTED:	*It is recommended:* That Council approve the membership of the Johnson-Shoyama Graduate School of Public Policy as outlined in the attachment.

PURPOSE:

To establish the faculty council membership of the Johnson-Shoyama Graduate School of Public Policy.

CONSULTATION:

The faculty council membership was approved by the Johnson-Shoyama Graduate School of Public Policy's faculty on November 22, 2012 and was sent for review by the governance committee. The governance committee approved the membership at its meeting of December 5, 2012.

ATTACHMENT:

Johnson-Shoyama Graduate School of Public Policy faculty council membership list (proposed)

Proposed Membership of the Faculty Council of the
Johnson-Shoyama Graduate School of Public Policy
Submitted to the Governance Committee of Council, U of S
November 2012

V.   CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1.   <u>Membership of the Faculty Councils</u>

   A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members):

   (a)   The President of the University*
   (b)   The Provost and Vice-president Academic*
   (c)   Vice-president Research*
   (d)   The Vice-president Finance and Resources*
   (e)   The Vice-president University Advancement*
   (f)   The Vice-provost Teaching and Learning*
   (g)   The Associate Vice-president Student Affairs*
   (h)   The Associate Vice-president Information and Communications Technology*
   (i)   The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school
   (j)   The Dean of Graduate Studies and Research
   (k)   The Dean, University Library or designate*
   (l)   The University Secretary *
   (m)   The Registrar*
   (n)   Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
   (o)   Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

   B.   The Faculty Councils shall be comprised as follows:

   <u>Faculty Council of the Johnson-Shoyama Graduate School of Public Policy</u>
   See 1.A, sections (a) to (o).

   (p)   Associate Director, Johnson-Shoyama Graduate School of Public Policy
   (q)   Faculty members (professors, associate professors, and assistant professors) who hold a standard appointment in the school
   (r)   Faculty members (professors, associate professors, and assistant professors) who hold a primary joint appointment or a secondary joint appointment of 0.25FTE or more in the school
   (s)   Faculty members from the University of Regina who are appointed as Adjunct members in the Johnson-Shoyama Graduate School of Public Policy
   (t)   Two JSGS students
   (u)   Director, Outreach and Training, Johnson-Shoyama Graduate School of Public Policy*
   (v)   Johnson-Shoyama Advisory Council chair or representative**
   (w)   The following members may be heard in faculty council but may not vote:
      i. Faculty members (professors, associate professors, and assistant professors) who hold a joint appointment in the school of less than 0.25FTE

This position would be filled once the Advisory Council is established and populated.

Management of University Records

Category: *Operations and General Administration*

Number:

Responsibility: *Vice-President (Finance and Resources)*

Approval: *Board of Governors*

Date: December 14, 2012

Purpose:

Effective records management contributes to preservation of relevant documentation relating to all aspects of university functions and activities, legal and public accountability, and efficient use of space. It is also a key component of risk management.

The purpose of this policy is:

- to provide a framework for, and make progress towards, a comprehensive university-wide records management program, which will require ongoing development of retention and disposition schedules for specific record groups, new guidelines and procedures, and revision of related policies;
- to help ensure that university records are created, used, destroyed, and/or preserved in a systematic and appropriate manner, in compliance with relevant legislation, national and international standards, and best practices;
- to define roles, responsibilities, and accountabilities for records management.

Definitions:

- **Record:** Recorded information in any media or format that is created or received, and retained in the operations of an organization or person as evidence of functions, policies, decisions and other activities of that organization or person. Records include, but are not limited to, documents (e.g. letters, memoranda, email, contracts, invoices, reports, minutes, publications); images (e.g. photographs, maps, drawings); audio and video recordings; and compiled, recorded or stored data (e.g. audit trails).
- **University record:** A record that is created or received, and retained in the operations of a university unit.
- **University unit:** A University of Saskatchewan college, department, administrative unit, school, governing body or committee.
- **Disposition:** A range of processes associated with implementing records retention, destruction or transfer.
- **Retention and disposition schedule:** A comprehensive document covering the disposition of records to ensure they are retained for as long as necessary based on their administrative, legal and historical value.

*Principles***:**

- Public accountability compels us to establish appropriate processes for managing the university's records.
- Records management is a collective responsibility.
- A records management policy must address legal requirements as well as best practices.
- Records may exist in a variety of formats.

Scope of this Policy:

The policy applies to any member of the university community responsible for creating, receiving and/or accumulating university records.

Records that are created, received or retained by employees as a part of their research, teaching or artistic work are not currently covered by this policy. Such material may be covered by other policies; in particular, management and retention of research records is governed by the Research Integrity Policy.

Should any other university activity give rise to a requirement relating to retention of university records, an appropriate schedule should be developed under the framework of the Management of University Records Policy, rather than including specific retention requirements in other policies or procedures.

This policy has been developed in the context of, and is designed to complement the following:

- existing university policies, including the *Freedom of Information and Protection of Privacy Policy*; the *Data Management, Data Access and Data Use Policy*; and the *Electronic Mail Policy*;

- collective agreements, particularly provisions relating to employee personnel files and related records and to copyright ownership of material created as part of research, teaching or artistic work;

- applicable legislation, including the *Local Authority Freedom of Information and Protection of Privacy Act*, the *Electronic Information and Electronic Documents Act*, the *Saskatchewan Evidence Act*, and the *Health Information Protection Act*;

- national standards, including *Microfilm and Electronic Images as Documentary Evidence* and *Electronic Records as Documentary Evidence*.

The *Data Management, Data Access and Data Use Policy* focuses on institutional data stored in electronic systems. Data stewards and others identified in that policy may also have responsibility for records management.

Policy:

All university records must be retained for as long as their preservation is required to meet legal, administrative, operational, and other requirements of the university. The University Archives, in consultation with a designated committee and appropriate units, will develop records retention and disposition schedules that prescribe the periods for which records must be retained, subject to the final approval of the Vice-President (Finance and Resources). Records disposition may include retention in the unit, destruction, or transfer to the University Archives for selective or permanent retention.

Activities relating to records management must be carried out in the manner established by the applicable record retention and disposition schedules and other procedures as approved by the Vice-President (Finance and Resources).

It is the responsibility of university units to establish and observe appropriate security measures in maintaining records containing personal or other confidential information in their custody or under their control. Authorized destruction must be done in a manner such that personal or confidential information is not retrievable.

University employees and others within the scope of this policy must consult the relevant retention and disposition schedules before contemplating the destruction of records; and more generally must ensure that appropriate authorization is in place.

When a university employee leaves a position, the employee's supervisor must reasonably ensure that the university records for which the employee is responsible are left in the custody or under the control of the university.

Responsibilities

The Vice-President (Finance and Resources) has general responsibility and authority for records management at a policy level, including the oversight of this policy and approval of records schedules and related procedures.

The University Archives is responsible for leading the development of records retention and disposition schedules and related procedures, and providing advice to university units about records management.

Each university unit will normally designate an employee or employees to be the primary contact(s) with the University Archives on records management issues, and to provide leadership and support to records creators and users within the unit.

The Chief Information Officer has responsibility and authority for institutional data (as documented in the Data Management, Data Access and Data Use Policy), and will endeavour to

ensure that institutional data policies and procedures are implemented in a way that allows this data, where appropriate, to be properly maintained as records.

Non-compliance:

Following due process, the university may take action against anyone whose activities are in violation of the law or this policy. The actions taken may include, but are not limited to the following:

- In the case of employees, disciplinary action up to and including termination.
- In the case of students, disciplinary action under the Student Discipline Policy.
- Legal action that could result in criminal or civil proceedings.

Procedures:

Retention and disposition schedules and other procedures approved under the framework of this policy will be available on the university records management website, hosted by the University Archives and accessible through other university websites, including that of the office of Corporate Administration.

Contact:

University Archives (University Library)
301 Murray Building
Email: university.archives@usask.ca
Tel: 966-6028
http://www.usask.ca/archives/rm/

Consequential amendments:

Freedom of Information and Protection of Privacy

- This policy refers specifically to retention schedules (notably the role of the Records Management Advisory Board); if the Management of University Records policy is approved, it is recommended that the Freedom of Information and Protection of Privacy Policy be revised as follows:

    Schedules for the retention and disposition of records are approved <u>and disseminated</u> <u>in accordance with the Management of University Records Policy</u>. ~~by the Records Management Advisory Board and are made available on the University Archives' web site. For guidance on applying record retention and disposal schedules, employees will contact the University Archives.~~