

AGENDA
2:30 p.m. Thursday, April 18, 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 March 21, 2013 –pp 1-8
4. Business from the minutes
5. Report of the Provost – pp 9-16
6. Student societies
 - 6.1 Report from the USSU (oral report)
 - 6.2 Report from the GSA – pp 17-20
7. Report of the President – pp 21-24
8. TransformUS: Update and request for feedback – pp 25-28
9. College of Medicine: Update for information – pp 29-32
10. Planning and Priorities Committee
 - 10.1 Request for Decision: Name Change for Department of Languages and Linguistics – pp 33-38

That Council approve that the Department of Languages and Linguistics be renamed the Department of Languages, Literatures, and Cultural Studies, effective July 1, 2013.
 - 10.2 Request for Decision: Establishment of PRISM (Proteomics Research in Interactions and Structure of Macromolecules) as a Type A Centre in the College of Medicine – pp 39-56

That Council approve the establishment of PRISM (Proteomics Research in Interactions and Structure of Macromolecules) as a Type A Centre in the College of Medicine, effective April 18, 2013.
11. Governance Committee
 - 11.1 Request for Decision: Additional term to terms of reference for all Council committees – pp 57-70

That Council approve the additional term ‘designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial’ to the terms of reference for all Council committees.

- 11.2 Request for Decision: Disestablishment of the Teaching and Learning Committee and the Academic Support Committee and establishment of the Teaching, Learning and Academic Resources Committee – pp 71-76

That Council disestablish the Teaching and Learning Committee and the Academic Support Committee, and in their place establish the Teaching, Learning and Academic Resources Committee, with the proposed membership and terms of reference as attached, effective July 1, 2013.

- 11.3 Notice of Motion: Statement on Recording of Council Meetings in Part One, Section III, 5 of the Council Bylaws – pp 77-80

That Council approve the addition of the following statement to Part One, Section III, 5 Council's Bylaws: "Attendees at Council meetings are expected to refrain from audio or video recording of the proceedings and to respect the rulings of the chair."

12. Nominations Committee

- 12.1 Nominations for Search and Review Committees – pp 81-84

13. Research, Scholarly and Artistic Work Committee

- 13.1 Report for Information: Principles and Strategies for Research Success – pp 85-98

14. Other business
15. Question period
16. Adjournment

Next meeting – 2:30 pm, May 16, 2013

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



*Minutes of University Council
2:30 p.m., Thursday, March 21, 2013
Neatby-Timlin Theatre*

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

The chair called the meeting to order at 2:32 p.m., observing that quorum had been attained.

1. Adoption of the agenda

SINGH/SARJEANT-JENKINS: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and visitors, and reminded those present of the usual seating arrangements. He then invited Ms. Sandra Calver, acting university secretary to provide a brief summary of the Council election for members at large.

Ms. Calver reported that there were 35 nominations for 16 vacant positions for members at large for three-year terms. In addition one member was elected to a one-year term due to the resignation of a Council member and one member was elected by acclamation to a one-year term due to an administrative leave. Dr. Kalra congratulated all members who were elected and encouraged members and non-members to become involved in the various committees of Council, emphasizing that their engagement and interest in Council matters was essential for the university's collegial self-governance. The deadline for nominations to Council committees is April 1.

3. Minutes of the meeting of February 28, 2013

KULSHRESHTHA/TYLER: That the Council minutes of February 28, 2013 be approved as circulated.

CARRIED

4. Business from the minutes

No business was identified as arising from the minutes.

5. Report of the Vice-president Research

With the permission of the Council, the chair re-ordered the agenda to place item 7 Report of the Vice-president Research prior to the President's report. Dr. Chad thanked the chair for this adjustment to enable her to join her AUCC colleagues on a federal budget update. She also thanked the Research, Scholarly and Artistic Work Committee and its chair for suggesting that she provide an update on the institution's research agenda at a Council meeting once in the spring and again in the fall. Monthly research updates are included in the President's and Provost's reports to Council.

Dr. Chad outlined the development of an institution-wide voluntary peer-review process, beginning in 2009 with CIHR, followed by SSHRC in 2010 and NSERC in 2012, and reported on the success rates of those who elected to participate in the review process versus those who elected not to participate. Other initiatives include UnivRS, a new research IT system being developed with the goal of providing faculty with a "one-stop shop" to manage all aspects of grants, contracts, ethics, CV and publications to streamline the approval process. Importantly UnivRS will be linked to the

university's financial systems. An added benefit is that UnivRS will permit faculty members to be informed of research activity campus wide. Concluding her formal presentation, she noted the Office of the Vice-president Research website is being reconfigured from a faculty member vantage point to create a fresh and innovative look and design.

The chair invited comments and questions of Dr. Chad. Several members asked questions regarding the compatibility of UnivRS with other university systems, such as the repository for faculty member publications in the College of Medicine. Dr. Chad indicated that UnivRS will take into account current and best practices internally and externally and streamline these within UnivRS. The system is being developed in collaboration and consultation with other members to the U15 to ensure the system is true to national systems and forms.

A member made reference to the licensing of the two technologies highlighted in the VPR February update and the statement that the U of S ranked #1 in Canada with over \$520,000 in licensing revenue earned per full time U of S technology transfer equivalent employee. He noted there are additional means to advance the commercialization of innovative ideas and technologies, such as the CIHR Proof of Principle competition, which looks at promising ideas for their patentability and potential commercialization. He noted that in his experience of reviewing over 300 applications in this competition, he had not seen a single application from the U of S.

6. Report of the President

The chair invited President Busch-Vishniac to present her report. Dr. Bush-Vishniac indicated she would comment on a few items as an update, beginning with a description of the recent College of Medicine accreditation site visit. Based upon the report delivered at the exit interview, she outlined her belief is the reviewers understood the complexities of the college and were presented with accurate information. A draft report on the findings of the accrediting committee will be submitted to the university to correct any errors of fact. The report will then be submitted to the various accrediting committees in June, and the university will receive further communication on the status of the college's accreditation thereafter. She extended thanks to those members who participated in the review and conveyed the gratitude of the reviewers for the hospitality of the university and the college and the forthrightness of the answers presented.

The president reported that last week was Aboriginal Achievement Week. For the first time ever, there were complaints that the various items were competing with one another, due to the large number of events. This is a very positive sign, and she commended USSU President Jared Brown for his efforts in obtaining funding support for a very successful week of events. Related events and activities include the new Treaty no. 6 flag gifted to the university, the new tab for Aboriginal initiatives added to the university website, and the mapping of those university programs specifically designed to appeal to First Nations and Métis communities across the province.

The third item the President updated Council on was the provincial budget. She reported that the core increase of 2% to the university's operating budget speaks to the continuing commitment of the province to the university at a time when the other post-secondary institutions have fared significantly less well. However, the 2% increase does not obviate the need for the planned budgetary reductions. Once additional analysis is complete, an email communication will be submitted to the university community with the details of the budget and how the university fared.

A member sought clarification on the targeted funding committed to the Academic Health Sciences Complex. The Provost answered on behalf of the president, indicating that the over \$13 million in targeted funding covered a set of activities; within this envelope the government committed \$4 million in operational funding to the complex and \$4 million in capital funding for the renovation of the A and B wings and continued construction of the complex.

7. Report of the Provost

Dr. Fairbairn commended members to his written report and indicated he wished to comment on four additional items: Aboriginal Achievement Week and the Aboriginal Symposium; tuition rates; the program prioritization task forces; and the provincial budget.

The provost reiterated the tremendous success of Aboriginal Achievement week and the success of the Aboriginal Symposium entitled “Taking Stock”. Events included a gathering, round dance, and celebrations of Aboriginal traditions. Posters from the symposium will be made available in electronic form.

The university has announced its 2013-14 tuition rates and continues to adhere to its principles for setting tuition. This year tuition fees were announced in advance of the announcement of the provincial budget, highlighting the autonomy of the university and the Board of Governors to fix tuition rates based upon principle rather than financial need. An average 4.5% tuition increase was set. The increase in tuition in the College of Law is projected to be 6% next year, following two years of substantial increases to close the gap between the college and other law schools across Canada. Other fees are and available at www.usask.ca/tuition. In the future, the university plans to provide students with a multi-year perspective on tuition rates.

The work of the TransformUS initiative continues. The two task forces have been appointed, and the membership is available at www.usask.ca/finance. Co-chairs for the Academic Program Transformation Task Force are Beth Bilson and Lisa Kalynchuk, and co-chairs for the Support Service Transformation Task Force are Bob Tyler and Kevin Schneider. The task forces convened in March to begin work on developing the program prioritization criteria and weighting, and these will be submitted to Council in April.

The provincial grant realized is close to that projected and reflects the continuing need to streamline and seek efficiencies within the core operations of the university. At a high-level, the province’s contribution to the university commits to continued expansion of student funding, increased capital and operating funding and funding for significant research and innovation activities. The next financial town hall will be held on June 13 from 12:30 – 1:30 pm in Convocation Hall and will provide a projection for the university’s multi-year budgeting process.

The chair invited comments and questions for the provost.

A member from the fine arts stated that although he appreciated the difficulty of constituting the task forces, he questioned the wisdom of not including an individual from the fine arts in their composition, noting the names of two nominees from the fine arts had been submitted. Further, he expressed that the Dickeson model is viewed as unkind to the humanities and fine art. The lack of a member from the fine arts lends credence to the groundswell of anxiety regarding the ability for the unique nature of fine arts programs to be understood. In response, the provost outlined there are other areas not represented and that the task forces are not intended as constituent assemblies. He then outlined extensive process undertaken to select members, which balanced considerations of gender, experience, leadership and the ability to adopt a university-wide perspective. He concurred that the fine arts are unique, as are other areas.

A member from the College of Medicine inquired regarding the search for a new dean of the college and expressed his disappointment that almost certainly the college will have an acting dean until January 2014. He asked if anything could be done to accelerate the process. The Provost committed to the best of his ability to not to have a succession of acting deans in the college. He then reported on the negotiations with prior candidates, which were promising as they came very close to confirming an appointment. At this time, the membership of the search committee must be reconfirmed and it is advised that the ground lie fallow for some period of time before the search is

actively recommenced. The goal is to have a new dean in place by January 2014; however, considerations of fit and ensuring the right candidate is put in place will take precedent over considerations of timing.

8. Student societies

8.1 Report from the University of Saskatchewan Students' Union

There was no report from the USSU.

8.2 Report from the Graduate Students' Association

GSA president Ehimai Ohiozebou presented a verbal report commenting on two major issues: the U-pass implementation and the GSA awards gala event. A majority of graduate students voted in favour of the transit system U-pass. The focus is now on a smooth implementation during the pilot period. The gala awards was a sold-out event with over 270 students, faculty, and staff in attendance to recognize the research achievements of graduate students and those who support them. Mr. Ohiozebou thanked the President for her support and encouragement and colleagues Elizabeth Omeara and Nicole Callihoo for their time and efforts in planning the event. Mr. Ohiozebou then recognized several Council members in attendance at the event and acknowledged the receipt of the Advising Excellence award by Council member Julita Vassileva and the GSA Champion award by Jay Kalra. A round of applause ensued for these members.

The chair invited members of Council to join him in thanking Mr. Ohiozebou for his report and commended the GSA on this inaugural event.

9. Academic Programs Committee

Professor Dobson, chair of the Academic Programs Committee presented the committee's reports to Council.

9.1 Request for decision: College of Medicine: changes to admissions qualifications

Professor Dobson outlined an amendment to the motion to add the words "according to the framework as described by the college" to ensure the motion presented to Council reflected the motion presented to the academic programs committee. The motion reads:

"That Council approve the College of Medicine admission requirement for a four-year baccalaureate degree by Saskatchewan residents at entrance to medicine according to the framework as described by the college effective for students applying to be admitted in September, 2015."

Professor Dobson invited Dr. Barry Ziola, chair of the admissions committee in the College of Medicine to make a brief presentation.

Dr. Ziola presented three slides with statistical data outlining the academic requirements at admission to English Canadian medical schools; the percentage of students that are admitted to the college with a two-year entrance average; the total number of applicants, the grade point average (GPA) required to obtain an interview and the GPA cut-off for admission. He emphasized that requiring students to have completed an undergraduate degree for admission bolsters the college's goal of admitting students who are more mature and better able to withstand the pressures of medical school. Completion of a degree also supports that these students will have had greater potential to engage in undergraduate research.

He indicated the changes submitted represent the first major redress of the college's academic degree requirements in 25 years and are strongly supported by the College of Medicine Faculty Council. From a practical viewpoint, the number of applicants applying with a two-year average that meet the GPA cut-off has swelled to the point that having the resources to conduct the interviews is increasingly difficult. Importantly, those students who enter after two years of undergraduate study are admitted based upon junior classes as opposed to those students who advance in a degree program and take progressively more difficult courses. The college has found that some students will switch colleges from first to second year in order to continue to take more first-year classes and regards this as "gaming" the system.

The chair invited comments and discussion on the motion.

A student visitor enrolled in the M.D. program spoke of the difficulty some students have in transitioning from high school to university and that the average student can expect a 20% drop in marks. She noted that many of her fellow classmates mentioned that they had a hard time transitioning to university and that their marks were substantially lower in their first year or two of university. She questioned whether students would be able to come back after having a poor academic year and achieve a competitive average. As a result, the new admission process may make admission to Medicine more exclusive rather than inclusive. She also pointed out it is not uncommon for individuals to experience illness or personal loss or trauma at some point and therefore be less competitive under the new system for reasons beyond their control. Although she supported the requirement for an undergraduate degree, she advocated for continued student input in considering the new steps for calculation of admissions averages. For example, eight out of 13 English-speaking medical schools use a weighted average or allow applicants the opportunity to drop their lowest academic year or a number of their lowest credit units.

Dr. Ziola replied that the admissions committee decided against weighted averages due to the amount of administrative work involved. He also spoke of the flexibility of providing a 40-month enrolment period in which to complete the admission requirements, thereby giving the students the opportunity to take time off if needed for personal reasons.

A member spoke in favour of admitting students having some prior involvement in research as supportive of the clinician-scientist model and the Ph.D/M.D. program, which requires a bachelors degree for admission. The point was made that very few faculty will take on a summer research student after only one year of undergraduate study.

There was a question regarding how the proposed changes would affect Aboriginal applicants. Dr. Ziola provided assurance that the proposed framework and flexible enrolment period suits many Aboriginal applicants, and that Aboriginal equity applicants compete amongst themselves for seats.

In response to the concern regarding the potential drop in applications, Dr. Ziola indicated this was not considered a serious concern due to the number of applicants. There is a year lead-time to implement the new admission process. The changes will first affect students who apply for admission in the fall 2014. David Hannah, Vice-president of Student Affairs asked that the college work with the SESD recruitment office to provide adequate notice of the impending changes.

DOBSON/RIGBY: That Council approve the College of Medicine admission requirement for a four-year baccalaureate degree by Saskatchewan residents at entrance to medicine according to the framework as described by the college effective for students applying to be admitted in September, 2015.

CARRIED

DOBSON/RIGBY: That Council approve the College of Medicine admission requirements for out-of-province (OP) applicants that all university courses taken prior to and after application will be considered in calculation of their average, effective for students applying to be admitted in September, 2014.

CARRIED

9.2 Request for decision: Academic Courses Policy changes

DOBSON/GREER: That Council approve the changes to the Academic Courses Policy to include a section on Class Recordings and to update sections on the course syllabus.

CARRIED

10. Governance Committee

10.1 Notice of Motion: Additional term to terms of reference for all Council committees

Professor Gord Zello presented these items as chair of the Governance Committee.

ZELLO/DOBSON: That Council approve the additional term ‘designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial’ to the terms of reference for all Council committees.

Professor Zello explained the impetus for the change in the Council committee terms of reference arises in response to requests for committee members to serve on administrative committees. The change will permit Council committees to determine if a committee member or another individual designated by the committee should serve should the committee support the request. All Council committees will be asked to report annually to Council on any service provided to other committees.

A Council committee chair spoke in favour of the proposed change, indicating that the number of requests to serve on other committees has become excessive. The option to name a designate provides a means to provide faculty member input without asking committee members to take on additional work and enables the committee to seek an individual with the proper skill set.

10.2 Notice of Motion: Disestablishment of the Teaching and Learning Committee and the Academic Support Committee and establishment of the Teaching, Learning and Academic Resources Committee

ZELLO/DOBSON: That Council disestablish the Teaching and Learning Committee and the Academic Support Committee, and in their place establish the Teaching, Learning and Academic Resources Committee, with the proposed membership and terms of reference as attached.

Professor Zello outlined the consultation regarding the proposed merger. The desire to merge the two committees arises from the committees themselves in response to the creation of the university’s Learning Charter.

A member inquired whether “promoting student, instructor and institutional commitments and responsibilities” as set out in the Learning Charter was appropriate for a committee of

Council, as opposed to providing oversight. Professor John Kleefeld, chair of the Teaching and Learning Committee responded that the committee tracks the three commitment pillars within the charter and sees itself not only charged with their development, but implementation and adoption.

A member requested clarification on the effective date of the proposed merger. The new committee is intended to be established effective July 1, 2013.

11. Other business

No other business was identified as arising from the minutes.

12. Question period

There were no questions.

13. Adjournment

DAUM SHANKS/DOBSON: That the meeting be adjourned at 4:34 p.m

CARRIED

Next meeting – 2:30 pm, April 18, 2013

COUNCIL ATTENDANCE 2012-13

Voting Participants

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

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

PROVOST'S REPORT TO COUNCIL

April 2013

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

The Provost's Committee on Integrated Planning met twice in March to begin planning for the Operations Forecast 2014-15. PCIP discussed the provincial budget grant to the university, received updates on the Operating Budget Adjustments project, as well as discussed a number of capital matters. Additionally, PCIP approved one-time funding for:

- international research and partnerships work within the Office of the Vice President Research; and
- the offering of 10 video-streamed televised courses offered by CCDE and eMap.

Plan implementation

Work has begun on the Student Financial Aid project under the leadership of Trever Crowe, associate dean, College of Graduate Studies and Research and Gordon DesBrisay, associate dean of students, College of Arts and Science. The purpose of this project will be to 1) gain a comprehensive understanding of the financial resources (scholarships, bursaries, loans and employment) provided to undergraduate and graduate students by the University of Saskatchewan, 2) to perform a comparative analysis, using similar data from other U15 members and 3) to make recommendations around identified gaps and opportunities. Where available, information about funding from other sources (research funding paid directly to students, band funding, off-campus employment income, etc.) will be incorporated. The terms of reference for this project have been posted at www.usask.ca/plan.

ASSESSMENT

Institutional surveys (2012/13 term two)

The Canadian Graduate and Professional Student Survey (CGPSS), which collects information on graduate student satisfaction, including quality of education and how it contributed to growth and development, is complete. A total of 684 graduate students participated in the survey, for a response rate of 35%.

National Baccalaureate Graduate Outcomes Survey (NBGOS), with participation from over 30 universities in Canada, is currently being conducted. This survey is designed to address issues with the common practice of surveying baccalaureate graduates two years after graduation, which tends to understate medium-term employment transitions and career development, advanced academic study and the contributions graduates make to society. The survey is scheduled to be complete by end of April.

Rankings

Data collection for the **Times Higher Education rankings** and the **QS rankings** are currently underway. The Maclean's university reputational survey, which is an important component of the Maclean's university rankings, has also been launched recently. Survey invitations have been sent to a number of administrative and academic leaders at the University of Saskatchewan. I would like to encourage those who received the invitations to fill out the questionnaire and do so in a manner that accurately represents our positive attributes.

OPERATING BUDGET ADJUSTMENTS

Workforce Planning Update

As reported in March, workforce adjustments are ongoing. Changes are not only focused on job loss, but also on strategic hiring and on implementing efficiencies. Human Resources continues to meet with academic and administrative units to support this process. Although the final numbers have not yet been confirmed, we can anticipate that up to 100 positions (including some vacant positions) will have been eliminated between late March and the end of April.

Every administrative and academic unit on campus will participate in workforce planning and most will have to reduce their workforce this year. Salaries and benefits constitute 75 percent of our operating budget. Through this phase of workforce planning, we have reduced the administrative complement (ASPA, CUPE and Exempt) by 4.4 per cent of the total administrative budget. The university requires immediate savings and long-term savings to meet the projected deficit of \$44.5 million by 2015-16. Currently, workforce planning is about reducing the workforce for the delivery of current programs. Although we are currently focused on reductions, in the longer term, workforce planning will lead to other aspects of people strategies like the recruitment and development of the workforce to meet our changing needs. In this respect, it will become an element of our integrated planning process.

Access to online information and services is available through the Employee tab in PAWS or contact the Employee Assistance Program (EAP) office at 966-4300.

PROVINCIAL BUDGET

As a follow up to the provincial budget announcement that was made on March 20, 2013, we now have a more detailed overview of the 2013-14 provincial budget and its implications for the University of Saskatchewan. The Province of Saskatchewan will provide our university with a total of \$359.3 million in operating grant, capital funding and targeted funding for 2013-14, an increase of \$35.8 million over 2012-13. Highlights regarding this 2013-14 increase in provincial funding are:

Operating grant

After considering the portion of new funding for targeted envelopes such as the International Centre for Northern Governance and Development and expansion of student seats in the College of Medicine, there will be about a two per cent increase in our operating grant for 2013-14 base operations, which will help pay for salaries and benefits, utilities and other basic expenses. This increase is in line with our current Multi-Year Operating Budget Framework and affirms the need to continue with our operating budget adjustments.

Targeted funding

Part of our new funding must be allocated for specific, or targeted, uses that include:

- approximately \$1.3 million for nursing education including expansion of the distributed learning initiative in the College of Nursing;
- \$150,000 for an additional five nurse practitioner seats;
- a total of about \$2.7 million for expansion of student undergraduate and graduate seats in the College of Medicine;
- \$4 million for operation of new space in the Health Sciences Building;
- a \$300,000 increase over 2012-13 for the Canada Excellence Research Chair in Water Security, which means the province has provided us about \$3.05 million towards the their \$10 million commitment to this chair.

Capital funding

Approximately \$10.6 million in cash funding will be available for the sustaining capital grant. While about \$4 million less than the previous year's funding, this will help us address things such as deferred maintenance and upkeep, as well as adapting spaces to better meet academic needs. We will also receive \$4 million in cash funding for continued construction of the Health Sciences project (including renovation of the A and B wings) and anticipate this amount will meet projected construction costs for 2013-14.

Other funding

Our university will receive supplementary funding of approximately \$13.4 million which we will use to help repay principal and interest on our debt.

Consistent with 2012-13 levels, targeted provincial funding targeted will continue for operations of the Canadian Light Source (\$4.1 million), VIDO (\$3.5 million) and InterVac (\$2.1 million). Provincial funding directed for Innovation and Opportunity scholarships of nearly \$2 million will also continue.

In May, following approval by the Board of Governors, full details of the university's 2013-14 operating budget will be available.

STRATEGIC ENROLMENT MANAGEMENT (SEM)

The Strategic Enrolment Management (SEM) project continues to make steady progress towards its final deliverable, a Strategic Enrolment Management Plan. Consultants from SEMWorks were on campus on March 21 and 22, meeting with the project's Steering & Advisory Committee, as well as members of the three strategy teams. Strategy teams are comprised of both faculty and administrative staff members and focus on undergraduate recruitment, undergraduate retention and the graduate lifecycle. These teams have been working over the last three months to identify specific strategies and opportunities which will assist us in meeting our enrolment goals for 2015/16 and beyond. Once their work is complete, their reports and recommendations will be forwarded to the SEMWorks consultants, who will formulate them, along with other information generated as part of the project, into a proposed SEM Plan for the U of S. Council members can expect to see a draft of this plan in fall 2013.

3M NATIONAL STUDENT FELLOWSHIP AWARD

The 3M National Student Fellowship Award each year honours 10 undergraduate students in Canada who have demonstrated qualities of outstanding leadership and who articulate a vision by which the quality of educational experiences can be enhanced in academia and beyond. This year one of our students, Victoria Cowan, 3rd year English Honours student, will receive a 3M Student Fellowship. Victoria is the first Saskatchewan student to receive an award in this highly competitive national program recognizing future leaders. Advanced Education Minister Don Morgan has invited Victoria to the Legislative Assembly on May 7 to introduce and congratulate her.

PROVOST TEACHING AWARD WINNERS

The Provost's Teaching Awards recognize individuals who contribute their energy and talents to enhancing the learning experience of our students. Recently PCIP allocated permanent ongoing funding for this award program. It is my great pleasure to announce the 2013 award winners:

Provost's Award for Excellence in Aboriginal Education

- Sheila Carr-Stewart (Educational Administration)

Provost's Award for Excellence in International Teaching

- Simonne Horwitz (History)

Provost's Award for Outstanding Innovation in Learning

- Christopher Todd (Biology)

Provost's Outstanding New Teacher Award

- Regan Schmidt (Accounting)

Provost's Outstanding Graduate Teaching Award

- Bonita Beatty (Native Studies)

Provost's Outstanding Graduate Student Teacher Award

- Leah Ferguson (Kinesiology)

Provost's College Teaching Awards

Agriculture and Bioresources: Tom Yates

Arts & Science

Division of Humanities & Fine Arts: Gregory Marion

Division of Social Sciences: Pamela Downe

Division of Science: Neil Chilton

Education: Debbie Pushor

Edwards School of Business: Keith Willoughby

Engineering: David Sumner

Kinesiology: Louise Humbert

Medicine: Sean Mulligan

Pharmacy & Nutrition: Shawna Berenbaum

Veterinary Medicine: Sue Taylor

These individuals will be formally recognized at the annual celebration of teaching and learning to be held in September.

ENGAGED SCHOLAR DAY

The Engaged Scholar Day – April 30 – will be hosted by the Office of Outreach and Engagement, University Advancement

Engaged scholarship seeks to advance knowledge collaboratively with communities and through partnerships.

The Engaged Scholar Day is designed to celebrate faculty and student contributions to the culture of engagement at the University of Saskatchewan. It is also a forum for faculty to learn about new funding initiatives that support research and teaching partnerships with communities. The day provides an opportunity for faculty to share with others their methods and approaches to community engagement as it relates to enhancing both signature and emerging areas of research excellence as well as enriched student experience.

The engaged scholar poster session (for graduate students and faculty alike) aims to celebrate the depth and breadth of community engaged scholarship and teaching on campus while promoting best practices.

The day's events will include:

- Keynote speakers
- Poster competition
- Announcements of new engagement initiatives and recipients
- Conversation café's with community engaged scholars

Watch for the complete schedule of day's events, list of speakers, and information on the poster session.

OFFICE OF THE VICE-PRESIDENT, RESEARCH UPDATE

The following research highlights are reported by the office of the Vice-President, Research:

Category	Highlights
<p>Partnerships</p>	<ul style="list-style-type: none"> <p>Turning Research into New Medicines: In January, the U of S became an affiliate member of the Centre for Drug Research and Development (CDRD). U of S researchers will now benefit from CDRD’s expertise and infrastructure to develop pre-clinical leads with project funding available from pharmaceutical company (Rx&D) partners. This increases the potential for U of S-based research to be used in developing commercially available medicines.</p> <p>Following a visit from a CDRD business development team, meetings with six health science researchers resulted in the ILO submitting three therapeutic technology summaries, with several more planned in the immediate future. A Saskatchewan Therapeutics Fund has been proposed to leverage industry funding with provincial funds, a proven formula used in other Canadian jurisdictions. CDRD brings the potential for greater industry funding, international collaboration and, success in achieving CIHR funding.</p>
<p>Funding Successes</p>	<p>U of S Awarded \$1.9 M in Federal CRC Funding On 15 March 2013, the U of S was awarded a new Canada Research Chair (CRC) and an existing U of S CRC was promoted to Tier 1:</p> <ul style="list-style-type: none"> <p>Catherine Trask, assistant professor with the Canadian Centre for Health and Safety in Agriculture (CCHSA), will become a CIHR Tier 2 CRC in Ergonomics and Musculoskeletal Health starting 1 Oct 2013. Catherine will identify, measure, and reduce workplace exposures that contribute to musculoskeletal disorders in high-risk agriculture occupations such as commodity farming and animal production. She has been awarded federal CRC funding of \$100,000 per year for five years, \$200,000 from the provincial Innovation and Science Fund (ISF), and an associated Canada Foundation for Innovation project to be announced soon.</p> <p>Daniel Béland, professor in the Johnson-Shoyama Graduate School of Public Policy, has been promoted from a CRC Tier 2 position to a SSHRC Tier 1 in Public Policy. Daniel will explore the links between taxation policy and social policy which will help citizens and policymakers understand the changing interaction between fiscal and social matters in today’s society. He will receive \$200,000 per year for seven years, along with \$250,000 from the provincial ISF program.</p> <p>With this announcement, there are now 30 CRCs at the U of S – 19 Tier 1 CRCs and 11 Tier 2 CRCs. Total CRC federal funding awarded to date is close to \$60 million.</p>

Category	Highlights
	<p>International:</p> <p>Dr. Ted Leighton and the University of Peradeniya in Sri Lanka together are awarded \$873,200 over four years for “Building Research Excellence in Wildlife and Human Health in Sri Lanka.” The project is funded by the International Development Research Centre, with the U of S receiving \$269,500 and the University of Peradeniya \$603,700.</p>

SEARCHES AND REVIEWS

Search, Dean, College of Engineering

Candidates for the Dean, College of Engineering were on campus during the month of March. The committee met in early April.

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

The search committee for the Executive Director, Johnson-Shoyama Graduate School of Public Policy is being conducted under the leadership of the University of Regina. The committee is comprised of members from both the University of Regina and the University of Saskatchewan. Short-listed candidates were announced in early March and candidate visits are occurring in mid-March. Candidates will visit both campuses.

Search, Dean, College of Medicine

The search committee for the Dean, College of Medicine met in early April.

Search, Associate Dean, University Library

Ken Ladd is in the penultimate year of his third, five year term as Associate Dean (University Library). At the end of his current term, Ken will return to assigned duties within the librarian ranks. A search committee has been struck, the advertisement has been posted and shortlisting is anticipated in May.

Search, Associate Dean, Edwards School of Business

Alison Renny is in her last semester after many years as Associate Dean Undergraduate. The Edwards School has examined the leadership structure and is now seeking an Associate Dean Students and Degree Programs. The search committee has met and a recommendation has been provided to the provost. The position will commence July 1.

2012/2013 GSA Report

A. Services

1. **GSA Bursary:** The GSA provides need based bursary to its members. The fund was increased from \$8,000 to \$20,000 this year. A matching fund from the College of Graduate Studies and Research increased the total to \$40,000. Forty (40) graduate students were awarded the bursary. Most beneficiaries were in their last year of studies.
2. **Health and Dental Plan.** We kept Health and Dental fees stable in the past year. A survey was conducted to determine what additional benefit to provide for graduate students. From the feedback, we are likely to increase prescription drug and eye care coverage to our members.
3. **GSA Commons:** More students use the GSA Commons than in previous years. The opening hours were extended to 8pm to enable students spend more time in the area. In addition to providing free coffee and tea, we also occasionally provide light snacks to students that use the area. The space is also increasingly being booked outside of regular building hours by university and student groups for private events.
4. **U-pass:** For the first time, UofS graduate students will have access to a reduced mass transit transport system. The GSA had a referendum on Wednesday, February 27, 2013. Following the result, majority of graduate students decided to collectively buy into the Saskatoon Transit reduced transport scheme. Members will be charged \$110.85 per term for 1 year trial period starting September 2013. Students in one or more of the following categories will be eligible for exemption. Those: Living outside the city limits; living in on-campus housing (Ogle Hall, Voyageur Place Residence, Lutheran Theological Seminary and St. Andrew's); Enrolled exclusively in distance education courses; and Unable to ride bus due to a disability.
5. **Travel Grant.** We introduced \$10,000 travel fund to our members. Graduate students presenting at conference can apply for a travel grant up to \$500
6. **Industry Talks:** Last year, the GSA partnered with Student Employment and Career Centre to hold monthly career and industry talks. The interactive session gave graduate students the opportunity to find out about career options and how to find jobs in several industries. The sessions also provided students the opportunity to get

insider view on the realities of working in the industry. The events were well attended.

B. Campaigns

We had the following campaigns in the past year:

1. Increase funding to graduate students
2. Improved university residence conditions
3. Inclusion of graduates with advance degrees in Graduate Retention Program (GRP):
The GSA had a town-hall meeting with Hon. Don Morgan on Friday, February 8, 2013 to discuss Graduate Retention Program (GRP). The province gives up to \$20,000 tax credit over a 7year period to graduates that choose to remain in the province. Currently, graduates from the College of Graduate Studies and Research are not included in the GRP. The university management initiated discussion with the provincial government in fall of 2012 after the GSA brought the issue to their attention. To step up the campaign and to ensure that our request is reflected in subsequent budgets, graduate students requested audience with the Minister. The meeting was productive. Hon. Morgan promised to communicate our request to the executive council. The benefits and modalities of implementation when graduates with advance degrees are included in GRP were also discussed.

C. Student Representation/Governance

1. Improved GSA Council: Most academic units across campus are represented in the GSA Council. Up to \$10,000 is available to finance course council activities
2. The VP External and I attended Canadian Association of Graduate Studies' (CAGS) conference at Ottawa. We had useful networking opportunities with GSA executives from other institutions. During the graduate students' sessions, we identified areas of common challenges, developed strategies to meet those challenges and shared ideas on ways we could better engage our members. We also had the opportunity to attend other working groups and training sessions. I also attended Western Canadian GSA Conference in Vancouver. Other external events for the year: Western Canadian GSAs meeting: and GU15 GSA meeting.

3. University Governance Committees. The GSA is represented at most of Council and College of Graduate Studies and Research (CGSR) committees. For the 2012/2013 academic year, the GSA was on the following university committees:
 - University Secretary Search Committee;
 - Vice President Finance Search Committee,
 - Operating Budget Adjustment Steering Committee (OBASC)
 - College of Graduate Studies and Research Executive Council;
 - College Quarter Steering Committee;
 - Graduate House Residence Committee;
 - On Campus News Editorial Board;
 - Planning and Priorities Committee of Council;
 - Voting Member – University Council;
 - Voting Member – University Senate;
 - Copyright Advisory Committee;
 - Teaching and Learning Committee of Council
 - CGSR Interdisciplinary Committee;
 - Research, Scholarly and Artistic Work;
 - Academic Programs Committee;
 - CGSR Awards Committee;
 - International Activities Committee;
 - Outstanding Researcher Awards Committee;
 - President’s Service Awards Committee;
 - Distinguished Supervisor Selection Committee;
 - Senate Executive Committee;
4. Advocacy: This year, we received 18 complaints relating to Academic and Research integrity.

(D) Events

1. Orientation: About 1,800 people attended our summer orientation
2. Halloween party: About 110 graduate students attended
3. GSA Awards Gala: We held our first awards gala March 8, recognizing and celebrating not only the research achievements of students but also the work of faculty and staff who support them. Over 270 students, faculty and staff attended the

event. Speakers included U of S President Ilene Busch-Vishniac, Don Morgan, minister of advanced education, and Acting Dean of Graduate Studies and Research Adam Baxter-Jones.

(D) Aboriginal Liaison

The Aboriginal and Indigenous Graduate Students Council (AIGSC) held a number of events throughout the year and built relationships with the Aboriginal Student Centre and the Indigenous Student Council. The AIGSC events were as follows:

- meet and greet at the Aboriginal Students Centre (ASC) on November 1, 2012
- Potluck at the GSA Commons on December 1, 2012
- Aboriginal Women in Leadership at the GSA Commons on March 11, 2013
- Aboriginal Graduate Studies Panel at the GSA Commons on March 12, 2013
- End of year steak night – April 9, 2013

The council has been active this year and will continue to offer a variety of events as well as ensure that Aboriginal Graduate students have a voice.

PRESIDENT'S REPORT TO COUNCIL

April, 2013

International Centre for Northern Governance and Development

The Advisory Board of the International Centre for Northern Governance and Development (ICNGD) met for the first time in early April. ICNGD focuses on the Circumpolar North and its relationship to Northern Saskatchewan. The aim of this center, as articulated on their website, is to further research, graduate training, and capacity building around the issues of governance and development – economy, environment, social and health – in partnership with Northern and Aboriginal communities, industry, and government. Members of the Board include, in addition to Director Greg Poelzer and the U of S President, First Nation Chiefs, the President of the Métis Nation, a representative of Cameco, a provincial MLA, a mayor, and the CEO of a Crown Corporation. There is great enthusiasm for this centre and its rapidly growing signature Master's degree, which requires a research project conducted with a Northern community.

Discrimination and Harassment Prevention, and Violence Prevention Revised Policies

The Discrimination and Harassment Prevention (DHP) policy and Violence Prevention policy promote a safe, healthy and positive working and learning environment for all students, staff and visitors to the university campus.

The policies have recently undergone revisions to provide clarity on the scope of each policy, improve the order and formatting and to meet legislative requirements for periodic reviews. The following substantive changes have been made:

- Updated definitions of the types of harassment are included in the DHP policy, along with an explanation of what is not considered harassment.
- Contact information for both policies has been updated to reflect changes in structure.
- Both policies were reformatted to increase consistency and clarity.
- The policies and procedures have been more clearly separated.
- The Director of Campus Safety has been added as a sponsor of the Violence Prevention policy.

Substantial changes to the procedures of both policies are also currently underway to more accurately reflect reporting structure, roles and responsibilities. These

changes are being made in consultation with appropriate stakeholders. Until those revisions are complete, the current procedures will continue to be used.

Vice-President Finance & Resources Search

The search committee for a Vice-President Finance and Resources (VPFR) has been struck and has met twice. I am pleased with the number of people who have applied for this important job. The committee has reviewed the candidate pool and several preliminary telephone interviews have taken place. We expect to bring a number of candidates to campus for an interview in the coming weeks.

We are grateful that Acting VP Greg Fowler has been able to serve for the last year. He has graciously agreed to extend his Acting VP appointment until August 31 or until a new VPFR is named and able to begin serving.

Aboriginal Achievement Week and Symposium

Each year in March the U of S hosts Aboriginal Achievement Week to celebrate Aboriginal achievements, reflect on traditions and ceremonies, and connect with the community. This year's set of events was combined with a symposium to showcase the wide variety of Aboriginal initiatives, both academic and administrative, supported on campus and to discuss ways to increase Aboriginal engagement and success.

Judging from participation numbers, this was our most successful Aboriginal Achievement Week ever. We are particularly pleased that our students led in writing a grant application that was supported by government and permitted a significant growth in the number and quality of events on campus.

Particularly poignant to me were two events – the raising of the Treaty 6 flag, and the celebration symposium. A Treaty 6 flag was gifted to us by Chief Wallace Fox. In a very well attended ceremony at the Agriculture atrium, the Treaty 6 flag was officially welcomed. It completes our family of flags: the Canadian flag, the Saskatchewan flag, the Treaty 6 flag, and the University of Saskatchewan flag. The entire family are on permanent display in Convocation Hall, except for Convocation ceremonies, when they travel together to TCU Place.

The symposium was a celebration of our past and current academic initiatives for and about Aboriginal peoples. Posters of academic programs, services and research by, for and about Aboriginal peoples were presented. An evening meal and dancing into late into the night capped this celebration.

At the symposium, the U of S Aboriginal Map (aMap) was officially launched (see <http://spatial.usask.ca/aMap/index.php>.) The aMap is an interactive map that displays university students and activities in various communities. It is the product of a partnership of University Advancement, the University Data Warehouse and the Spatial Initiative.

CIS National Hockey Championship

The University was very pleased to host the CIS University Cup, the championship in men's hockey, sponsored this year by PotashCorp. This championship brought the University of New Brunswick, St. Mary's University, the Université du Québec à Trois-Rivières, the University of Waterloo, and the University of Alberta to Saskatoon. The U of S performed admirably in the competition and all of our visitors were pleased with the events. We will also host the CIS University Cup next year.

Governing Body Meetings

The General Academic Assembly annual meeting was held on April 10. My presentation on the State of the University was recorded and put online later that day, along with the slides used in the presentation.

University Senate will meet on Saturday, April 20. The agenda for this meeting includes the appointment of a Chancellor to succeed Dr. Vera Pezer.

The Board of Governors will meet next on May 6 and 7.

To all faculty, staff and students,

On March 18, 19 and 20, our TransformUS task forces participated in a series of workshops to learn more about the program prioritization process, determine task force co-chairs, and develop draft criteria, weightings and a categorization system for comment by the campus community. We are pleased to provide an update to the campus community on the progress they have made.

The task forces' initial thinking regarding the criteria, weightings and categorization system and directions for providing your input on these are outlined below. This will also be presented to University Council for consideration at its April 18 meeting. The task force co-chairs will be present at this University Council meeting to provide further information on how the draft criteria, weightings and categorization system were arrived at and the processes that will follow as the task forces move forward with finalizing these key elements.

Beginning in late April, once the criteria, weightings and categorization system have been finalized based on all input received, the task forces will begin their work with colleges, schools and units to collect data from the campus community regarding all programs and services.

Your comments and feedback on the criteria, weightings and categorization system will be gathered through a password protected web form. Please click on the appropriate task force name below or visit www.usask.ca/finances.

For your feedback to be considered, it must be submitted prior to **April 22, 2013 at noon**.

[Academic Program Transformation Task Force](#)



Beth Bilson



Lisa Kalynchuk

Beth Bilson and Lisa Kalynchuk have been elected co-chairs of the Academic Program Transformation Task Force. Beth is a professor in the College of Law and Lisa is a professor and Canada Research Chair in the College of Medicine.

The following draft criteria and weightings have been developed by the Academic Program Transformation Task Force:

Academic Program Transformation Task Force draft criteria	Weighting (totaling 100%)
History, development and expectations of the program: This criterion will focus on both historical factors and expectations regarding future prospects for the program.	5%
External demand for the program: This criterion will focus on factors related to the level of external interest and opportunities available to the program.	11%
Internal demand for the program: This criterion will focus on the demonstrated internal interest in the offerings of the program.	10%
Quality of program inputs and processes: This criterion will focus on the various inputs (students, faculty, equipment) and processes (pedagogy) employed by the program in meeting its service objectives.	6%
Quality of program outcomes: This criterion will focus on the relative success of the program's accomplishments.	18%
Size, scope and productivity of the program: This criterion will address the relative size of the program in terms of credit-hour productions, students served, research and creative scholarships produced and the breadth of the curriculum.	12%
Revenue and other resources generated by the program: This criterion will focus on the revenues that are attributable to the program's efforts.	10%
Costs and other expenses associated with the program: This criterion will focus on the expenses (including assigned overhead*) incurred by the program in conducting its activities.	8%
Impact, justification and overall essentiality of the program: This criterion will allow the program to describe its importance to the institution and the value it creates through its efforts.	14%
Opportunity analysis of the program: This criterion allows the program to describe the additional contributions it could make with specified additional resourcing.	6%

*Overhead refers to costs attributed to central budgets that provide benefit to all programs and services across the university, such as utilities, insurance and licensing fees.

Support Service Transformation Task Force



Kevin Schneider



Bob Tyler

Kevin Schneider and Bob Tyler have been elected co-chairs of the Support Service Transformation Task Force. Kevin is the special advisor information and communications technology (ICT) for the vice-president research, director of the Software Engineering Research Lab and a professor of computer science in the College of Arts and Science. Bob is the current chair of the Planning and Priorities Committee of University Council and a professor of food and bioproduct sciences in the College of Agriculture and Bioresources.

The following draft criteria have been developed by the Support Service Transformation Task Force:

Support Service Transformation Task Force draft criteria	Weighting (totaling 100%)
Importance to the University of Saskatchewan: This criterion will focus on the overall importance of the program to the success of the institution.	26%
Internal demand: This criterion will focus on the utilization of the services and reliance on the program's efforts.	17%
External demand: This criterion will focus on factors related to level of external (outside of the institution) interest in the services provided by the program, as well as external mandates influencing the program's efforts.	10%
Quality: This criterion will focus on the quality of the services and efforts of the program.	16%
Cost effectiveness: This criterion will focus on the expenses (including assigned overhead*) incurred by the program in providing its services and conducting its activities.	21%
Opportunity analysis: This criterion allows the program to describe the additional contributions it could make with specified additional resourcing.	10%

*Overhead refers to costs attributed to central budgets that provide benefit to all programs and services across the university, such as utilities, insurance and licensing fees.

Both task forces have made the decision to place all programs and services into the following categories (quintiles):

1. Candidate for enhanced resourcing
2. Maintain with current resourcing
3. Retain with reduced resourcing
4. Reconfigure for efficiency/effectiveness
5. Candidate for phase out, subject to further review

Placement of programs/services in categories will inform budget adjustment decisions that ultimately will be made according to the usual governance processes, including the Provost's Committee on Integrated Planning (PCIP), University Council, Senate and the Board of Governors.

The work these task forces have already begun to undertake will transform our university. The result will be a stronger university—more focused, more accountable, and ultimately more successful in fulfilling our mission of teaching and research, and our priorities such as research intensity and Aboriginal engagement. We are confident that the University of Saskatchewan will emerge stronger as we will be addressing this challenge through a strategic and deliberate fashion, through multiple approaches (one of which being TransformUS), and we will not be looking at easy solutions or across-the-board cuts.

We aim to be one of Canada's most distinguished universities throughout the operating budget adjustments process and beyond, a university of which faculty, staff, students and alumni can be proud.

Your involvement and support of this initiative is essential to its success. We ask that you engage as requested by the task forces to ensure this initiative is effective in reducing our budget, and in ensuring the ongoing financial sustainability of the University of Saskatchewan.

Warm regards,



Brett Fairbairn, Provost and Vice-President Academic



Greg Fowler, Acting Vice-President Finance and Resources

College of Medicine (CoM) Restructuring
Report to University Council
April 2013

*Prepared by Martin Phillipson, Vice-Provost CoM Organizational Restructuring and Lou Qualtiere, Acting Dean
College of Medicine*

“...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...” (Council minutes, December 2012)

Preamble

The purpose of this document is to provide an update to University Council on progress that has been made toward the 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 program in the College of Medicine.

This report to Council will focus on three issues:

1. Accreditation
2. Research
3. Continuing work of the Deans’ Advisory Committee

Accreditation

In July 2011, the college of medicine received “warning of probation” notification from the Committee on Accreditation of Canadian Medical Schools (CACMS) and the Liaison Committee on Medical Education (LCME). The most far reaching and fundamental concern, identified in standard IS-9, relates to structural issues of how clinical teaching is organized and assigned, including the authority of the dean to ensure students have the appropriate instructional support. The accrediting bodies have signaled that the U of S’s existing model of clinical instruction, which differs from other medical schools, does not provide sufficient accountability to meet accreditation standards.

The CACMS/LCME Accreditation Limited Site Survey took place Marcy 12th and 13th. The six-member team was thoroughly prepared and interested in hearing about the college restructuring and its potential impact on undergraduate medical education. Three team members visited our Regina facility. The Deans’ Advisory Committee was invited to meet with the team during their time in Saskatoon. The team, in its exit interview, with the President and Provost described the December 20th new vision as ambitious and acknowledged that it was in its early stages. The earliest that we will learn the outcome of the site visit is June 2013.

At the outset of this restructuring, the Deans’ Advisory Committee committed itself to six core principles. Of particular note, was the commitment to protect the academic experience and that student interests remained a “major priority”. The site visit team noted that students continue to receive an adequate academic program. Furthermore, the Canadian Resident Matching Service (CARMS) results this year noted an improvement over last year and several students were matched in very competitive programs that Saskatchewan does not offer (ophthalmology and dermatology as two examples). While we wish to provide an educational experience that is far beyond “adequate”, we are nevertheless satisfied that we have adhered to this guiding principle.

Research

A New Vision noted:

A second convergent challenge is the growing misalignment between the research performance of the college and the expectations for research in medical-doctoral universities. Colleges of medicine in most medical-doctoral universities are powerful

research engines; however, this is not the case at the U of S. Metrics show that the U of S lags far behind its peers, consistently placing last or next-to-last in research with little sign or possibility of catching up. The college's current \$19M per year in research funding would likely have to increase by a multiple of six or more to be comparable with the performance of peer universities on a per-faculty-member basis. One theme is structural – the current faculty complement is focused on providing clinical service and instruction and there is a critical shortage of clinical faculty who are focused on research. The other theme is cultural – the culture in the clinical areas of the college does not support research. Both themes are troubling and must be addressed.

Since December 2012, the college has appointed an interim Vice-Dean of Research, Dr. Colum Smith, who began his work in late March. This fulfills one of the commitments made in the vision document. One of his first key tasks will be to release a draft college research strategy prepared by Acting Associate Dean John Gordon and an *ad hoc* committee of the College. This strategy will be released to the college community in April 2013 and will form the basis of a thorough discussion that will decide the future research directions of the college. The final implementation plan for the college restructuring will be significantly informed by this document and the subsequent discussion.

Continuing Work of the Deans' Advisory Committee (DAC)

The Deans' Advisory Committee has continued to meet on a regular basis; approximately every three weeks. Town hall meetings have continued with the most recent being held on February 26th in Saskatoon. The next town hall is scheduled for May 7th and will be held in Regina.

The DAC has continued its main task of supervising the remaining working groups. Four groups have submitted their final reports to the DAC: Governance, Accreditation, Career Pathways and Complement Planning. The DAC will consider these findings and use them to inform the final implementation plan. The other groups have continued to meet. Four new working groups have been established including one on distributed medical education governance that was mandated by *A New Vision*. The other new working groups include:

Unified Department Head Group

Membership:

Executive Sponsors: Martin Phillipson and Lou Qualtiere

Members:

Cecile Hunt, CEO Prince Albert Parkland Health Region

Sinead McGartland, SAHSN

Sheldon Wiebe, Former unified head Anesthesiology

Gill White, Associate Dean Regina

Carol Klassen, Regina Qu'Appelle Health Region

Alan Casson, Saskatoon Health Region and former unified head Surgery

Kim Statler, Ministry of Health

Mandate: to examine the current structures relating to the appointment, accountability, support and duties of unified heads.

Progress to date: The group has met frequently and examined previous reform proposals, current accountability documents, and engaged in a thorough discussion of the desired role and purpose of unified heads. The group has also interviewed several current unified heads in order to gain a deeper understanding of the challenges of the office.

DME Governance

Membership:

Executive Sponsors: Martin Phillipson and Lou Qualtiere

Members:

Gill White, Associate Dean Regina

Tom Smith-Windsor, Associate Dean Rural and Northern Medical Education

Tara Lee, Physician in Swift Current

Anurag Saxena, Associate Dean Post-graduate Medical Education

Sinead McGartland, SAHSN

Bruce Murray, Physician in North Battleford

George Carson, Physician in Regina

Kyle MacDonald, SMSS VP Regina

Ingrid Kirby, Ministry of Health

Tammy Bloor-Cavers, Ministry of Advanced Education

Tim Bolton, Med III, JURSI Rep

Postgrad student rep (TBA)

Mandate: to examine how to functionally integrate the distributed education sites into the new governance model for the college.

Progress to date: The work of this group could not begin until the DAC received the recommendations put forth by the Governance and Accreditation working groups. It will be an iterative process to determine the final governance model for the college that includes integrated sites as the DME Governance and Governance and Accreditation working groups inform one another. Its first meeting is scheduled for Thursday April 11th.

Faculty Engagement

Membership:

Executive Sponsors: Martin Phillipson and Femi Olatunbosun

Members:

Dhanapal Natarajan, Regina Mental Health Clinic

Vino Padayachee, CEO, Saskatchewan Medical Association

Brian Ulmer, President CoM Alumni Association

Gary Groot, Surgeon in Saskatoon

Roy Chernoff, Physician in Saskatoon

Mandate: to liaise with physicians across the province with a view to identifying the key initiatives that will professionalize the college's relationship with its new faculty.

The role of this working group will be to identify the non-compensatory initiatives which will professionalize the college's relationship with its new faculty including nature of appointments and standards for academic progress.

Progress to date: meeting schedule and final membership are being finalized in April 2013.

Biomedical Sciences Working Group

Membership:

Executive Sponsors: Lou Qualtiere and Bill Roesler

Members:

Roger Pierson, Obstetrics & Gynecology

Peta Bonham-Smith, Vice Dean, Division of Science, College of Arts & Science

Barry Ziola, Admissions CoM

Rob Billington, Family Medicine

David Cooper, Anatomy & Cell Biology

Adam Baxter-Jones, Acting Dean CGSR

Keith Johnstone, (Med I)

Ankona Banerjee, (Postgraduate Student, CH&E)

Arts & Science Student (TBA)

Mandate: to suggest a new mandate for the five Basic Science departments that is consistent with the new vision for the college.

Progress to date: this group is in its formative stages and first met on Tuesday April 8th

Provincial ACFP Working Group

The college is a key participant in discussions around a new provincial academic clinical funding plan (P-ACFP). The plan is sponsored by the provincial government and the project is being run by an external consultant hired by the province. The college and university are represented on the Provincial Oversight Committee which will make a final recommendation on the adoption of a P-ACFP in June 2013.

Project charter and other details online at <http://www.skacfp.ca>

Timeline

1. Phase 1 Project Initiation – by June 30, 2012
2. Phase 2 ACFP Proposal Design – by November 30, 2012
3. Phase 3 ACFP Proposal Consultation – by March 31, 2013
4. Phase 4 ACFP Proposal Review and submission to Government – by April 30, 2013
5. Phased Implementation of the ACFP over the course of the 2013/2014 fiscal year.

Concrete Deliverable for Provincial ACFP

To deliver an Academic Clinical Funding Plan (ACFP) that will provide incentives for faculty to pursue both academic and clinical work and includes key accountability mechanisms for both clinical and academic work.

Conclusion

Council may expect another update in June 2013. As per the motion of December 20, 2012, the implementation plan will be submitted to the Planning and Priorities Committee of Council on August 15th, 2013. This update emphasises both the highly consultative nature of the restructuring process, and the breadth of the range of issues that require attention. The creation of 4 new Working Groups should similarly serve as an indication that as the re-structuring process continues, and becomes more informed; the range of issues requiring scrutiny expands.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: April 18, 2013

SUBJECT: **Name Change for Department of Languages and Linguistics**

DECISION REQUESTED:

It is recommended:

That the Department of Languages and Linguistics be renamed the Department of Languages, Literatures, and Cultural Studies, effective July 1, 2013.

PURPOSE:

The new name of Department of Languages, Literatures, and Cultural Studies will more closely reflect the teaching and research activities of faculty within the Department of Languages and Linguistics.

CONTEXT AND BACKGROUND:

The transfer of Linguistics to the Department of Religion and Culture resulted in the Department re-examining the scope of its activities with the intent to reflect these in a new name for the department.

CONSULTATION:

The name change was undertaken in consultation with all departments in the Division of Humanities and Fine Arts. On March 20, 2013, the Planning and Priorities Committee approved a motion to recommend the name change to Council. Prior to this, the name change was approved by the Humanities and Fine Arts Faculty Council on October 24, 2012, and by the College of Arts and Science Faculty Council on February 7, 2013.

SUMMARY:

The Planning and Priorities Committee supports the change of name to Department of Languages, Literatures, and Cultural Studies as this will be more reflective of the identity of the department, as outlined in the name change request.

ATTACHMENTS:

1. Request for Change of Name for the Department of Languages and Linguistics

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: Helena da Silva, Head, Languages & Linguistics Date: February 12, 2013

College: Arts and Science

College approval date: February 7, 2013

Excerpt from the minutes of the College of Arts and Science Faculty Council meeting, February 7, 2013:

Moved/Seconded (Helena da Silva/ Marie-Diane Clarke): That the name of the current "Department of Languages and Linguistics" be changed to the "Department of Languages, Literatures, and Cultural Studies".

APPROVED

Proposed effective date of the change: July 1st, 2013

1. Proposed change of name

	From:	To:
College	No change	
Department	Department of Languages and Linguistics	Department of Languages, Literatures, and Cultural Studies
Program name	No change	
Degree name	No change	
Name of Field of Study (major, minor, concentration, etc)	No change	
Course label (alphabetic)	No change	
Building	No change	
Street	No change	
Other	No change	

2. Documentation

The current **Department of Languages and Linguistics** is seeking approval for a department name change to the **Department of Languages, Literatures, and Cultural Studies** and has brought motions to this effect before the faculty councils of both the Humanities and Fine Arts division as well as of the College of Arts and Science.

Background information:

On October 24th, 2012 the Humanities and Fine Arts Faculty Council approved the above motion after notice and discussion of the motion on September 26 and October 24th 2012. respectively.

On February 7th, 2013 the above motion was approved by Faculty Council of the College of Arts and Science.

Rationale for the motion was circulated to all departments of the HUMFA division prior to the motion of October 24th 2012 as well as to all faculty members of the College of Arts and Science prior to its approval by the latter body on February 7th, 2013. This rationale is as follows:

- 1) Linguistics has been transferred to the Department of Religion and Culture so the discipline needs to be removed from our department name.
- 2) The department wishes to adopt a name which will more accurately reflect the full scope of its teaching and research activities.
- 3) The department will continue to teach second languages.
- 4) In addition to teaching second languages, most of our faculty specialize in the literatures of those languages taught. They have always taught literature courses of both a national (French) and international scope in the second languages which we teach as well as English translations of such works on occasion.
- 5) Our faculty also teach courses on the cultures of those languages and have always done so. Departments at other universities (Brock, McGill, Queen's, Windsor) which offer courses in languages, literatures and foreign/national cultures include these diverse albeit complementary fields of knowledge in their name.
- 6) Approaches to our non-language courses are varied but encompass courses which approach all cultural / literary content within the theoretical, postmodern and post-colonialist framework associated with Cultural Studies as a contemporary discipline. We do so, however, through focus on national (French) and international cultures. In addition, the members of our department incorporate into these studies their focus on research on cultures as defined beyond purely national boundaries and of an interdisciplinary nature (Women and Gender Studies, Queer Studies, Popular Culture, Film and Image Studies, Translation Studies, Comparative Literature). We feel that the name allows us to highlight this fact and to build further on these past initiatives throughout our current Curriculum Renewal exercise via the study of both written and visual narratives and forms - the latter being an area we have begun to explore and wish to develop due to high student demand. The study of the deconstruction of narratives, discourses and images from an international corpus of creative works in both written and visual

mediums as well as the ideologies which underpin the latter and the theoretical methodologies which can best inform their study all come under the rubric of Cultural Studies.

Summary: Through the ongoing curriculum review process and given the teaching and research interests of the current faculty membership of the department, the name change being proposed best represents the three-pronged scope of our activities.

Impact of the change

- a) This change will have a positive impact on students at two levels:
 - 1) It will better clarify for students the full scope of the disciplines we teach.
 - 2) It will attract students who are increasingly interested in the area of cultural studies at a multinational level involving study of visual and written medium.
- b) This change will have no impact on faculty, staff or alumni other than the positive outcome of describing more accurately the scope of what we do.
- c) This change will have no impact on other programs, departments, colleges, centers, university-wide systems, library resources or physical facilities. We will have to work together with university-wide web systems to make all changes linked to the name change in an efficient and timely manner in order to ensure a smooth transition in all university-wide search engine systems.
- d) Since this name change will better showcase the full range of disciplines which we have long offered and will continue to offer, it should have a positive external impact in the area of recruitment, and visibility at various community levels.

Costs

Costs involved in this change will be minimal. No further funds will be required since changes will only impact minor items of written identification form on paper or web-based literature (brochures, web site, letterhead etc.)

Consultation

There has been both written and oral consultation with all departments of the Division of the Humanities and Fine Arts which, as previously stated, approved the name change in October 2012.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: April 18, 2013

SUBJECT: **Establishment of PRISM (Proteomics Research in Interactions and Structure of Macromolecules) as a Type A Centre in the College of Medicine.**

DECISION REQUESTED:

It is recommended:

That Council approve the establishment of PRISM (Proteomics Research in Interactions and Structure of Macromolecules) as a Type A Centre in the College of Medicine, effective April 18, 2013.

PURPOSE:

The Proteomics Research in Interactions and Structure of Macromolecules Centre will enhance the synergy amongst researchers engaged in protein science research, attract high-quality graduate students and provide summer studentship opportunities for undergraduate students.

CONSULTATION:

The Centres Subcommittee considered the proposal to establish PRISM on November 29, 2012, and the Planning and Priorities Committee considered revised versions of the proposal at its meetings on February 6 and March 20, 2013. Suggested revisions related to refinement of the budget, clarifying the purpose of the centre, and consulting with the Canadian Light Source, Inc. and the Saskatchewan Structural Sciences Centre, given the relationship and interaction of PRISM with these two entities.

SUMMARY:

The Planning and Priorities Committee supports the establishment of PRISM as a Type A centre. The Centre will intensify the efforts of protein science researchers within the College of Medicine and elsewhere through access to the specialized equipment in the Protein Characterization and Crystallization Facility (PCCF) housed within the Centre. The Centre is well resourced and will provide scholarship opportunities for

undergraduate and graduate students. The establishment of PRISM will aid the College of Medicine in its pursuit of greater research intensity.

ATTACHMENTS:

1. Proposal to establish PRISM

The Centres Policy and Guidelines may be found at:

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

1. Name of the Centre: Proteomics Research in Interactions and Structure of Macromolecules – PRISM

2. Type of Centre: Type A, reporting to the Dean of the College of Medicine

3. Academic Plan

Goals and Objectives/Impact and Relationships

The Proteomics Research in Interactions and Structure of Macromolecules (PRISM) Centre has two main goals/objectives. These are aligned with the mission of the College of Medicine (CoM) to conduct vigorous research in the area of health sciences. **The first objective is to increase research intensity within the College in the area of protein science and to increase external funding for research activities. The second is to create a unique training and research environment to attract and retain outstanding graduate students, along with critical mass in the broad research area that will enable recruiting outstanding new faculty to the CoM and the University of Saskatchewan (U of S).**

The goals of PRISM are of prime importance not only to the CoM but also to the U of S as a whole, and will be achieved through greater collaboration within the CoM and across campus. PRISM will bring together structural biologists, biochemists, and molecular and cell biologists with common interests in the molecular organization of the cell and a molecular view of cellular mechanisms. In this way, PRISM will embrace and at the same time go beyond the new cluster-based organization of research activities being established within the CoM. Already there is significant activity at the U of S in areas of protein science such as structural biology and enzymology that has greatly intensified as a result of the presence of the Canadian Light Source (CLS), leading to hiring of new faculty in these disciplines. There are now five groups engaged in research in protein structure by X-ray diffraction in various colleges/departments, including the Department of Biochemistry, the Department of Chemistry, the College of Pharmacy and Nutrition, and the Western College of Veterinary Medicine, and one group using high-field NMR spectroscopy in the Department of Biochemistry. There also are several groups pursuing research in enzymology in the Departments of Chemistry and Biochemistry. There are a number of PIs in the Departments of Microbiology and Immunology, Pharmacology and Psychiatry, the College of Pharmacy and Nutrition, the Cancer Research Unit (Saskatchewan Cancer Agency), and the Vaccine and Infectious Disease Organization (VIDO) who are engaged in research requiring a molecular level view of their targets. These activities have important common denominators in protein expression, purification and characterization. Presently, however, the PIs involved in studies of proteins and protein-protein interactions have limited contact with each other. This said, several collaborations exist already between members of PRISM, e.g. Anderson-Moore, Palmer-Sanders, Sanders-Kaminskyj, and Cygler-Koester. Also, larger collaborative efforts exist among members of the SHRF Molecular Design Research Group, most of whom are participants in the current application. Further collaborations will develop naturally with the increased interactions between PRISM members and through co-supervised students and shared external funding.

The Saskatchewan Health Research Foundation (SHRF) initiated some time ago the Research Group Program that supports a small group of researchers (8-10) in carrying out a well-defined research project. One such group is the Molecular Design Research Group (MDRG) that studies protein structure and function. PRISM has a different objective. It brings together a larger group of scientists with diverse research programs but with protein science as a common denominator. It is open to members whose research is already externally funded, and through new collaborations the intent is to increase the level of external funding. Major instruments residing in members' laboratories will be accessible to all PRISM members and specific activities and instrumentation that are common to several laboratories will be established as core facilities. The research themes of PRISM members are related to the understanding and utilization of molecular processes in the cell and in cell-cell interactions, and include: i) signal transduction and molecular mechanisms of cancer; ii) protein-protein interactions and molecular mechanism of pathogenicity; iii) molecular mechanisms of immunity and vaccine development; and iv) small molecular inhibitors of enzymes and molecular interactions as therapeutic agents.

PRISM will provide a forum for scientific discussion and presentation of current research activities in members' laboratories. It will organize joint seminars, develop an active invited speakers program, support and encourage participation by students in Science Day organized by the CoM and, in time, promote the introduction of new interdisciplinary graduate courses to the curriculum. A strong research environment within PRISM will attract higher calibre students. Ongoing scientific discussions will lead to new collaborations and successful applications for research funding. Securing financial support for graduate students is essential for PRISM and one of its first activities will be to identify funding opportunities for student support. The existence of a network of collaborations among PRISM members that will allow graduate students to obtain broad training in several areas is key to such funding. As discussed below, graduate stipends provided by the CoM initially will provide a nucleus for new collaborative projects and will be awarded to students who are co-supervised under such collaborations. PRISM will engage in discussions with other colleges in order to obtain additional funding dedicated to graduate students co-supervised by PRISM members.

PRISM will maintain the Protein Characterization and Crystallization Facility (PCCF) with a possible extension of activities to include high-throughput cloning and protein expression centred on the needs of CoM faculty (Appendix 1). The main purpose of PCCF is to increase the level of collaboration between PRISM members by providing access to specialized equipment guided by knowledgeable PhD-level staff. The CoM already provides support for PCCF through salary support for personnel. Two PhD-level scientists have been recruited to supervise the operation of the facility and specialized instruments have been purchased in support of the PCCF mandate. PRISM will continue efforts to obtain funding for additional equipment, as it is crucial that the equipment at PCCF be 'cutting-edge' not only at the present time but that it remains so in the future. PRISM will participate in an initiative to establish a mass spectrometry facility within the CoM with the capability to characterize small molecules, metabolites and peptides, and to extend this to the characterization of full-length proteins and their proteolytic fragments. Contacts have been established with the proteomics facility at the University of Regina (U of R) established last year under the direction of Dr. Mohan Babu, who joined the U of R from the internationally renowned group of Drs. A. Emili and J. Greenblatt at the Banting and Best Institute, University of Toronto.

In order to increase the research competitiveness of the U of S and the CoM, both nationally and internationally, the CoM is determined to increase the level and quality of research carried within the College and within the U of S, with a primary goal of substantially increasing the success rate for Tri-council funding. PRISM will pursue these goals through an increased level of internal and external collaboration, maintaining a joint facility to provide access to unique instrumentation and expertise relevant to PRISM members, and developing plans for new equipment acquisition and maintenance. A key element in PRISM's strategy is to provide a diverse training opportunity for undergraduate and graduate students that will result in an increase in the number of students at all levels, PhD students in particular. We believe that PRISM will become a magnet attracting excellent students from Canada and abroad.

Members of PRISM will be available to assist faculty engaged in undergraduate medical education who are planning to develop and deliver focused teaching modules within the M.D. program. This will aid in meeting accreditation standards pertaining to the application of the scientific method, observation of biomedical phenomena, and critical analysis of data (ED-12) and the principles and practice of translational research (ED-17A).

4. Proponents

Dr. Jane Alcorn, Associate Professor, College of Pharmacy and Nutrition and Toxicology Centre. She is interested in the developmental maturation of xenobiotic elimination mechanisms, in the role of pathophysiological or drug interactions on transporter function in polarized epithelial barriers such as the lactating mammary epithelium and in the discovery of therapies that modulate common risk factors of chronic disease. Her research utilizes a variety of pharmaceutical analysis, molecular biology and biochemical methods as well as cell culture systems and animal models in attempts to generate new understandings in these areas of investigation. *Her research is supported by grants from NSERC and SHRF.*

Dr. Deborah Anderson, Senior Research Scientist, Saskatchewan Cancer Agency, Professor, Division of Oncology, Associate Member, Department of Biochemistry College of Medicine. Her laboratory is interested in receptor tyrosine kinases and their role in cancer. *Her research is funded by the CIHR, the Canadian Breast Cancer Foundation and the Saskatchewan Cancer Agency. In addition, Dr. Anderson was recently awarded a CFI-LOF grant for a live cell confocal microscopy system.*

Dr. Linda Chelico, Assistant Professor, Microbiology and Immunology, College of Medicine. She focuses on a specific family of host restriction factors, the single-stranded (ss)DNA cytosine deaminases that can restrict HIV-1 replication by inducing mutagenesis and ultimately inactivating the proviral DNA. *Dr. Chelico's research is supported by NSERC and CIHR.*

Dr. Ravindra Chibbar, Professor and Canada Research Chair in Molecular Biology for Crop Quality, Department of Plant Sciences, College of Agriculture and Bioresources. He is analyzing the structure and function relationships of proteins associated with abiotic stress tolerance and grain quality (carbohydrates) improvement in cereal and pulse crops. In particular he is interested in c-repeat binding factors (CBF) associated with low temperature tolerance in winter cereals, starch and non-starch polysaccharides biosynthetic enzymes in wheat and barley grains and raffinose family oligosaccharides (RFO) biosynthesis in lentil and chickpea seeds. *His research is funded by CRC, Saskatchewan*

Pulse Growers, Western Grains Research Foundation in collaboration with NSERC (CRDPJ), Saskatchewan Agriculture Development, Agriculture and Agri-Food Canada.

Dr. Mirek Cygler, Professor, Department of Biochemistry College of Medicine, the Tier 1 Canada Research Chair in Molecular Medicine Using Synchrotron Light. He is pursuing research toward understanding molecular basis for the processes underlying mammalian host-pathogen interaction through the determination of three-dimensional structures of bacterial effectors and their complexes with host proteins. *His research is supported by CRC, CFI, CIHR, and NSERC.*

Dr. Oleg Dmitriev, Professor, Department of Biochemistry College of Medicine, He applies Nuclear Magnetic Resonance Spectroscopy (NMR) to study molecular mechanisms of membrane transport proteins, in particular the interaction of the anticancer drug cisplatin with the metal binding domain of Wilson disease protein, *His research is supported by CIHR and SHRF.*

Dr. Andrew Freywald, Associate Professor, Clinical Division, Division of Experimental Pathology, College of Medicine. His main research area is in cancer metastasis. Approximately 90% of cancer-related mortality is caused by the invasive and metastatic activities of malignant cells, and the work of his research group mostly focuses on the molecular mechanisms that determine cancer invasiveness and metastasis. *His research is supported by CIHR.*

Dr. Ron Geyer, Associate Professor, Department of Biochemistry College of Medicine, He is a member of the *Translational Cancer Research (TCR) Cluster, Cancer Stem Cell Research Group, Advanced Diagnostics Research Laboratory and Saskatchewan Therapeutic Antibody Resource (STAR)*. The aspect of Geyer's research that is most aligned with the Centre proposed here is the use of "synthetic" antibody technologies to rapidly generate antibodies against biological targets. *His research is funded by CIHR, Leukemia and Lymphoma Society, Canadian Breast Cancer Foundation.*

Dr. Pawel Grochulski, Staff Scientist, Canadian Light Source, Adjunct Professor at the College of Pharmacy and Nutrition. He is interested in the application of synchrotron radiation to structural biology and in particular to structure-function relationships of biological molecules, mechanisms of enzymatic activities (including stereoselective enzymatic reactions), rational drug design and drug delivery systems. *His work is supported by CIHR and SHRF.*

Dr. Susan Kaminskyj, Professor, Department of Biology, College of Arts and Sciences. She is interested in cell morphogenesis in experimental fungal model systems, particularly *Aspergillus nidulans*, cell composition/structure/function analysis at subcellular resolution, and plant-fungal interactions that contribute to survival and competitiveness, particularly in extreme environments. *Her research is currently supported by a grant from NSERC.*

Dr. Wolfgang Koester, Research Scientist, VIDO, Adjunct Professor, Veterinary Microbiology, at the Western College of Veterinary Medicine. He is interested in interactions at the molecular level of pathogenic Gram-negative bacteria (such as *Salmonella*, *Campylobacter* and pathogenic *Escherichia coli* strains) with their host organisms. *His research is supported by grants from CIHR and SCIDF.*

- Dr. Jeremy Lee**, Professor, Department of Biochemistry College of Medicine. He is using nanopore analysis of peptides and proteins as a method to understand their folding properties. He has recently shown that the recreational drug, methamphetamine or ‘crack’, can cause the misfolding of α -synuclein, which explains for the first time why crack users suffer from a high incidence of PD. *His work is supported by NSERC and Parkinson Society.*
- Dr. Adelaine Leung**, Assistant Professor (new hire), Veterinary Biomedical Sciences, Western College of Veterinary Medicine. Her laboratory applies multidisciplinary approaches including structural biology, cell biology and *Drosophila* genetics to study neuropsychiatric diseases. Currently, she is investigating the structure and function of a protein called Disrupted In Schizophrenia 1 (DISC1), which has been implicated in a number of major mental disorders. *She is applying for funding to SHRF, CIHR and CFI.*
- Dr. Michele Loewen**, Senior Research Officer, PBI, NRC, Adjunct Professor, Department of Biochemistry College of Medicine, She studies protein structure-function relationships using biochemical and biophysical methodologies. Targets of her work include hormone receptors involved in mediating stress and disease resistance, looking at both protein-protein and protein-ligand interactions. *Her work is funded by NRC, NSERC and Valent Biosciences Corp.*
- Dr. Yu Luo**, Associate Professor, Department of Biochemistry College of Medicine. He is studying proteins of DNA repair pathways with the long-term aim of developing inhibitors for combating cancer and infectious diseases. *His research is supported by NSERC and SHRF.*
- Dr. Stan Moore**, Associate Professor, Department of Biochemistry, College of Medicine. His research interests are focused on two areas: 1) the flagellar protein export system of *Helicobacter pylori*, and 2) chromatin modifying enzyme complexes. Both systems involve multiple protein-protein interactions and protein targeting. *His work is supported by NSERC and CIHR.*
- Dr. Darrell Mousseau**, Associate Professor, Department of Psychiatry, College of Medicine and Saskatchewan Research Chair in Alzheimer’s disease and related dementias. His research focuses on post-translational regulation of cell function and fate within the context of neurodegenerative disorders, with a particular emphasis on Alzheimer disease (AD). Mousseau’s major research objective at this juncture is to determine what biochemical events are common to depression and AD. *He currently funded jointly by the Alzheimer Society of Saskatchewan and SHRF, and holds a grant from the Canadian Breast Cancer Foundation.*
- Dr. Scott Napper**, Associate Professor, Department of Biochemistry, College of Medicine and Research Scientist, VIDO. He is pursuing several translational projects with high potential for applications, namely *Development of a Vaccine for Prion Diseases*, *Retro-Inversion to Improve the Therapeutic Potential of Host Defense Peptides* and *Peptide Arrays for Kinome Analysis of Non-Traditional Animal Species*. Napper’s research team has developed a vaccine that induces robust, conformation-specific immune responses to the misfolded conformation. He is currently pursuing kinome analysis of a number of livestock, plants, insects and human disease states (cancer, inflammation and infection)

through collaborations with Industrial Partners. *He is funded through Genome Canada and through several industrial collaborations.*

Dr. David Palmer, Associate Professor and Chair, Department of Chemistry, College of Arts and Sciences and Associate Member of the Department of Biochemistry, College of Medicine. He is an enzymologist and bioorganic chemist with interests in protein structure-function relationships and applications in catalysis and medicinal chemistry. Dr. Palmer's lab uses synthetic organic chemistry, molecular biology, and kinetic analyses to study the interactions of enzymes with natural and designed substrates and inhibitors. His research focuses on enzymes that are targets for antibiotics or that synthesize antibiotics. *Dr. Palmer's research is currently funded by NSERC, CIHR-RPP, SHRF, and the Canadian Breast Cancer Foundation, and he received a CFI New Investigator award in 2002.*

Dr. David Sanders, Associate Professor, Department of Chemistry, College of Arts and Sciences and Associate Member of the Department of Biochemistry, College of Medicine. He studies protein structure-function relationships using protein crystallography and enzymology. He has used these techniques to develop novel ligands for various proteins that have applications in human health. He is an established expert in the field of protein crystallography, particularly sugar nucleotide biosynthetic enzymes. *His work is funded by NSERC, CIHR-RPP and SHRF.*

Dr. Scot Stone, Associate Professor, Department of Biochemistry, College of Medicine. He applies basic biomedical research to increase our knowledge about the fundamental biological processes involved in the synthesis of triacylglycerols (TG). TGs are a class of neutral lipids that represent the major storage form of energy in eukaryotic organisms. *His research is supported by CIHR and Heart and Stroke Foundation.*

Dr. Wei Xiao, Professor, Department of Microbiology and Immunology, College of Medicine. He studies protein biochemistry and structures involved in K63-linked polyubiquitination. He has pioneered the structural analysis of the critical E2-E3 proteins involved in this process through collaboration with Mark Glover (crystallography) and Leo Spyropoulos (NMR) at U. of Alberta. *His research is funded by CIHR and NSERC.*

Consultations

The concept of the Centre as presented here was discussed with the Chair of the Department of Biochemistry, Dr. Bill Roesler, and the Acting Dean of the CoM, Dr. Lou Qualtiere, both of whom support this application. The proposal has the full support of the CoM Committee on Research and Graduate Studies, and has been recommended for approval by the CoM Budget Committee and by the CoM Faculty Council.

Dr. Cygler presented the PRISM concept to the Vice-President Research, Dr. Karen Chad, who provided very positive feedback, in particular tying this initiative with the longer-term plan of creating a school of synchrotron science. The research-intensive environment that PRISM will promote is well aligned with the priorities of the CoM and the U of S, i.e. to increase the level of research and significantly raise the level of funding from external sources. A significant portion of the research activities of the scientists belonging to PRISM embraces two of the six signature areas that were selected by the U of S as being of principal importance: (1) Synchrotron

Sciences: Innovation in Health, Environment and Advanced Technologies, and (2) One Health: Solutions at the Animal-Human-Environment Interface.

5. Centre Management

The PRISM Centre will be managed by a Management Committee composed of the Centre Director and two elected members. The Director will be appointed by the Dean of the CoM for a three-year term with possible extension for an additional three-year term. The two elected members of the Management Committee will be elected by PRISM participants and serve for a 3-year period, with the possibility for re-election for a maximum of one additional 3-year term. To assure continuity of the operation of Management Committee through staggering appointments, the first term for elected members will be 2-year (1st member) and 1-year (2nd member). The past Director will serve as a non-voting advisor to this Management Committee to improve continuity.

The Division of Biomedical Sciences will provide assistance in managing the financial resources of PRISM. To this effect, the Division's Financial Analyst will provide help in financial management of PRISM funds as well continue to assist in managing Research Funds of all participants who hold positions in the College, including any collaborative research funds with participating faculty from other units. The Division will also help in managing student stipends, seminar programs and conferences, as well as provide minor clerical support to the Management Committee as needed.

6. Resources and Budget

The CoM provides salaries for two Ph.D.-level researchers to operate the PCCF for a five-year term, and has guaranteed to convert one of these positions to a continuing position in the fall of 2016. These researchers will not only help users in performing their experiments but will be also involved in the planning stage and will help with data interpretation. We consider such involvement with users as critical for the usefulness of this facility. In addition, the CoM has agreed to provide scholarships for six graduate students at 50%, with priority for PhD students with collaborative projects, and three summer student fellowships. These fellowships will be awarded through an open competition *with selection criteria conforming to the CoM standard*. The remaining 50% of the scholarship will be provided by the two collaborating PIs (25% each) to assure their commitment to the joint project. The scholarships will be open to students of all PRISM PIs, independent of which college they belong to. The application process and evaluation criteria are being developed by the Fellowship Committee and will presented for approval by PRISM members (Appendix 2). The CoM will provide \$30,000 annually in support of the activities of PRISM, to be used as decided by the management committee after consultation with all members. Discussions regarding financial support from other Colleges are ongoing.

The anticipated PRISM budget applicable to each of the first three years is presented below.

Purpose	Amount/year
PCCF scientist (5 years)	\$ 70,000

PCCF scientist (3 years)	\$ 50,000
Graduate student scholarships	\$ 60,000
Summer fellowships	\$ 13,500
PCCF operations	\$ 10,000
Seminar program	\$ 8,000
PRSIM research conference	\$ 7,000
Administrative expenses	\$ 5,000
TOTAL	\$223,500

- Operating expenses of the Protein Characterization and Crystallization Facility to offset user fees (\$10,000). We view this as a critical issue in the first two to three years of operation of the facility. User fees are frequently a barrier to widespread use of instrumentation. This is especially the case in the initial stage of the operation. This issue will be reviewed after two years of operation, in the summer of 2014.
- Support seminar program with 10 invited speakers. The seminars will be on a monthly basis with the exception of summer months. At least four speakers would be from outside of the U of S (\$8,000).
- Support for a one-day conference dedicated to the research progress made by students working under the supervision of PRISM members. We will strive to engage in these meetings researchers from the Universities of Alberta, Calgary and Manitoba with research profiles similar to those of PRISM members. We anticipate that this meeting will attract over 100 participants. One or two keynote speakers will anchor the day (\$7,000).
- Secretarial support and other administrative expenses (\$5,000).

PRISM members will have active and well-funded research programs and represent a critical mass guaranteeing the success of the Centre. We foresee the expansion of the Centre through two mechanisms: (1) accepting additional members already working at U of S and (2) recruiting of new faculty in research areas where we foresee future growth. These include membrane protein crystallography, molecular dynamics by NMR spectroscopy, computational biochemistry and bioinformatics (will explore possibility for a joint appointment with the Department of Computer Science), and protein-protein interactions within cells and using advanced microscopy methodology (TIRF, PALM, STORM and super-resolution microscopy). The CoM has already approved one new faculty position, which will be advertised in the near future, and hiring will follow the process developed for Canada Research Chairs.

We will approach SHRF and discuss with them the possibility of financial support of PRISM's activities, in particular for infrastructure maintenance and student support.

Financial support for PRISM will be initially reviewed annually for the first three years, at which time a longer term financial plan will be developed based on PRISM's ability to secure external funding for its operations.

7. Support

This proposal has been discussed with the Acting Dean of CoM, Dr. Lou Qualtiere, who is very supportive of this concept and who views the PRISM Centre as a vehicle to increase research intensity within the College.

8. Governance

The day-to-day activities of the Centre will be supervised by the Management Committee led by the Centre Director. *Ad hoc* committees for specific tasks will be elected by all PRISM members, e.g. for awarding internal scholarships. A report on PRISM's activities will be provided to the Dean annually.

A Research Advisory Committee of three prominent external researchers has been established to help in defining the future directions of PRISM.

9. Systematic Assessment

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

Appendix 1

Protein Characterization and Crystallization Facility (PCCF)

Many faculty members within the College of Medicine are involved in research toward understanding of a variety of diseases at the molecular level. This research encompasses facets of human health and disease ranging from bacterial infections, chronic diseases to cancer and psychiatric illness. Many of these investigations require expression and characterization of proteins of interest to the researchers. The instrumentation for biophysical characterization of proteins is expensive and requires a specialized knowledge not only to operate the instruments but, most importantly, to interpret the acquired data.

In order to provide expanded support for researchers whose research requires or benefits from investigation of proteins *in vitro* the College of Medicine has established the Protein Characterization and Crystallization Facility (PCCF). The concept of this facility is not only to assemble the instrumentation required for protein cloning and expression, purification, characterization and crystallization but also to assure the expertise to aid the researchers in all these steps. The facility has been established through funding from CFI (M. Cygler) and the College of Medicine (salary support). The immediate and primary users of PCCF are the members of the PRISM Centre. However, the PCCF is open to all U of S faculty within the available instrument and personnel capacity.

The focus of the PCC Facility is on techniques specific for protein characterization and crystallization. The instruments already present include the shaker-incubators for bacterial cell cultures, the liquid handling robot (Biomek FX) for high throughput cloning and small-scale expression testing, dynamic light scattering instrument with a plate reader, crystallization robots (Gryphon and Oryx), crystallization plate hotel (CrystalFarm), isothermal titration calorimeter (nanoITC). Instruments that are on order include circular dichroism spectrometer (Chirascan Plus) and crystallization solution mixer.

PCCF is geared toward the needs of PRISM members, predominantly biologists and biochemists, and is localized in the D-wing of the Health Sciences Building in close proximity to the majority of its current and potential users. The main emphasis of PCCF is on expanding the use of biophysical methods to study proteins. While the Ph.D.-level personnel will help with setting up the experiment, their more important contribution will be to help with interpretation of the resulting data. This is a key feature of PCCF since most users are not experts in the available techniques and may have difficulty in extracting meaningful information from the obtained data.

The PRISM members will also continue accessing the instrumentation at the Saskatchewan Structural Sciences Centre (SSSC), such as the 600 MHz NMR spectrometer, mass spectrometry, and potentially the EPR instrumentation. PCCF and SSSC established already a fruitful collaboration to assure providing the best access to unique instrumentation for UofS researchers. Our joint efforts to obtain funds for instrument upgrades and replacement through CFI was very successful. The CFI grant awarded in the 2012 competition will fund among others the X-ray single-crystal diffraction instrument (located at PCCF) and Surface Plasmon Resonance instrument (located at SSSC), which will be shared by PCCF and SSSC users.

An important role of PCCF is to increase the level of collaboration between labs working on protein expression and characterization, and in particular to expand the application of structural biology methods in research carried at U of S. The presence of Canadian Light Source on the U of S campus gives a unique opportunity and advantage for structural biology research to the investigators at U of S. There are already strong ties between several PRISM members and the CLS and we will work on strengthening this relationship.

Appendix 2

PRISM SCHOLARSHIP ELIGIBILITY

Last Edited December 17, 2012

Criteria for Awarding a PRISM Scholarship:

A. Acceptance into the graduate program

For a student to be eligible, they must have been accepted by CGSR as a fully qualified graduate student into the graduate program of a University of Saskatchewan Department. The student must be accepted into a graduate program prior to the deadline for taking up the award (September 1, in the year of the application).

B. Supervisors and commitment of financial support

The student must be either:

Co-supervised by two supervisors, both of whom must be PRISM members.

OR

Supervised by one main supervisor, and also by a strong collaborator, both of whom must be PRISM members.

Both co-supervisors (or supervisor and strong collaborator) must agree to provide equal financial support necessary to complete the graduate program.

The total amount of the scholarship that the student will receive must meet or exceed \$20,000 per year.

The PRISM scholarship will provide:	\$10,000 per year (50%) for each of two years
Supervisor One	\$5,000 per year (25%)
Supervisor Two (or strong collaborator)	\$5,000 per year (25%)

The student may not also hold a major salary award from another source (e.g. CIHR, NSERC, College of Medicine), concurrently with a PRISM scholarship, but may receive devolved scholarship funds from home Department(s). These devolved funds may be used to reduce (in equal parts) the contributions provided by the two supervisors. The contribution of \$10,000 per year from the PRISM scholarship will remain the same.

C. Number of years of eligibility and time in program

1. M.Sc. Students – Must be less than two years in program at the time of application.
2. Ph.D. Students – Must be less than two years in Ph.D. program at the time of application.
3. M.Sc. transferred to Ph.D. Scholarships - maximum 4 years (2 years at M.Sc. and 2 years at Ph.D. levels) years of support, not beyond the 5th year in the program. Thus, students can be eligible to apply for a total of two 2-year PRISM scholarships, one as a M.Sc. student, and a second after transfer into a Ph.D. program.

D. Academic standing

1. Applicants holding degrees from Canadian or U.S. universities:

M.Sc. students - A GPA of 80% (or equivalent) over the final 60 cu of undergraduate study is required. A student not meeting this academic requirement, but who achieves an 80% average or better in at least 3 cu of 800-level coursework during the first year of M.Sc. study, will be considered to have met the academic requirement for a PRISM scholarship in their second year of study.

Ph.D. students - Marks of M.Sc. study. A GPA of 80% (or equivalent) is required.

M.Sc. students who transferred to a Ph.D. program - Eligibility during the M.Sc. and Ph.D. portions of the program are the same as described above.

2. Graduates of educational systems outside Canada and the U.S.:

The academic standing of these students can be difficult to evaluate and equate to North American standards. Therefore, new students will be considered for the PRISM scholarship only after they have taken at least one course at the University of Saskatchewan and attained mark(s) of at least 80% and their GPA from home Institution is 80% or higher.

E. Satisfactory progress in research

In order for students already enrolled in the graduate program at the U of S to receive a PRISM scholarship, satisfactory progress in their course work and research is required. Since the advisory committee is in the best position to evaluate this, all advisory committees must make a recommendation at the annual advisory committee meeting as to whether the student has met this requirement. The decision, by vote if necessary, will be documented in the minutes of the meeting and used in the decision to award a scholarship. Similar requirements will apply for the student to be eligible to receive the second installment of his/her PRISM scholarship.

Note - for obvious reasons, new students will not have to meet this requirement.



44 Innovation Boulevard, Saskatoon, SK S7N 2V3 Canada
P (306) 657-3500 F (306) 657-3535 www.lightsource.ca

February 22, 2013

Professor Miroslaw Cygler
Department of Biochemistry,
University of Saskatchewan
107 Wiggins Road, Saskatoon
SK S7N 5E5 Canada

Dear Professor Cygler,

I am writing in strong support of the new Centre for Proteomics Research in Interactions and Structure of Macromolecules (PRISM) at the University of Saskatchewan. There is a clear synergy between PRISM and the facilities available at the Canadian Light Source (CLS), particularly the CMCF beamlines, 08ID-1 and 08B1-1. These are world class facilities determining the crystal structure of proteins, and they are unique in Canada. The list of the founding members of the PRISM is very impressive and I am very happy that Dr. Pawel Grochulski of the CLS is one of them.

I'm confident that the presence of CLS will be a significant attractor in the recruitment of high quality graduate students to the Centre. They will be able to obtain intensive hands-on training at our annual Mx Data Collection School, and they will grow to become experts with powerful synchrotron techniques as they conduct research at our beamlines.

The research activities of PRISM will help to further intensify research at the Canadian Light Source. Several PRISM members are already actively engaged in research using the CLS, and the Centre will bring researchers together creating exciting new opportunities for innovation in this important area of research. I wish you and your colleagues success with this initiative.

Best regards,

Thomas Ellis
Director of Research
Canadian Light Source Inc.

From: "Abrams, Suzanne" <sue.abrams@usask.ca>

Date: April 3, 2013 1:23:31 PM CST

To: "Cygler, Miroslaw" <miroslaw.cygler@usask.ca>

Cc: "Basinger, James" <jim.basinger@usask.ca>

Subject: Letter of support for PRISM

Dear Mirek,

I am pleased to write in support of the proposed Centre on Proteomics Research in Interactions and Structure of Macromolecules (PRISM). The goals of PRISM and the Saskatchewan Structural Sciences Centre (SSSC) are similar in that both U of S Centres strive to increase research intensity, to increase research productivity, to provide a thriving research and training environment with state of the art facilities. Your Centre is specifically focused on protein structure and function, while the SSSC has a broader mandate and serves the research community engaged in the study of composition and properties of organic and inorganic materials, and molecular structures of small and macromolecules, including proteins.

There is an opportunity now, with the development of PRISM and reorganization of the management structure of the SSSC, to work together to reinforce the goals of both Centres. I particularly appreciate your agreement to join the new SSSC Management Committee (MC) as representative of the biomedical protein research community in the College of Medicine. This Committee is now being constituted and will include members from all the different user communities and instrument suites. The SSSC MC will be the forum for ensuring open access to all SSSC facilities and instruments, for planning future equipment upgrades, for building user capacity, for discussing and developing strategies to deal with operational and administrative issues and will provide a venue for promoting interdisciplinary research.

Many of the researchers listed as potential PRISM members are also using the SSSC. I anticipate the interactions will grow in the future and I look forward to working with you as PRISM develops.

Regards,

Sue

Sue Abrams, Ph.D.
University of Saskatchewan
Adjunct Professor
Department of Chemistry
Director (acting)
Saskatchewan Structural Sciences Centre

October 25, 2012

OCT 31 2012

Bob Tyler, Chair
Centres Subcommittee, Planning and Priorities Committee
212 Peter McKinnon Building
107 Administration Place
Saskatoon, SK S7N 5A2

RE: Letter of support for the Establishment of the PRISM Type A Centre

On behalf of the College of Medicine I am pleased to support the establishment of a new Type A Centre of Proteomics Research in Interactions and Structure of Macromolecules – PRISM – reporting to the Dean of the College of Medicine. The proposal was discussed at length at the College's Budget, Planning, and Priorities committee on July 31st and unanimously approved by the College's Faculty Council on September 26th, 2012.

I would like to add my strongest support to this new initiative. PRISM Centre has two main objectives:

- (1) To intensify research activity in the area of protein science at the University through increased level of internal collaborations within the College of Medicine and across the campus. PRISM brings together structural biologists, biochemists, molecular and cell biologists with common interests in molecular organization of the cell and the molecular view of cellular mechanisms.
- (2) To create a unique training setting and supportive research environment to attract and retain outstanding graduate students and to create a critical mass in the broad research area that will allow recruiting outstanding new faculty to the College of Medicine (CoM) and the University of Saskatchewan (U of S).

Research activities of the scientists belonging to PRISM fall into two of the six signature areas that were selected by the U of S as being of principal importance in the future. These two areas are: (1) Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies, and (2) One Health: Solutions at the Animal-Human-Environment Interface.

The researchers associated with PRISM are all externally funded and maintain vigorous research program. The Centre objectives are in line with the goal of the University of Saskatchewan to increase research intensity within the University and its environment provides new opportunities for collaborative research.

I want to confirm the financial commitments included in the Prism proposal including 3 graduate student and 3 summer student fellowship's, and an annual budget for the center of 30.000 dollars and an award of a new faculty position to support the group. Further faculty positions will be subject to review of the centers' activity over the next several years.

Sincerely,



Lou Qualtiere, PhD
Acting Dean, College of Medicine

LFQ/lmb

cc. Miroslaw Cygler

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Louise Racine
Member, Governance Committee

DATE OF MEETING: April 18, 2013

SUBJECT: **Request for Decision: Additional term to terms of reference for all Council committees**

DECISION REQUESTED: *It is recommended:*

That Council approve the additional term ‘designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial’ to the terms of reference for all Council committees.

PURPOSE:

To add an additional term to the terms of reference of each Council committee to empower each committee, at its discretion, to designate representatives to serve on any other bodies where such representation is deemed by the committee to be beneficial.

CONTEXT AND BACKGROUND:

Council committees are often asked to name individuals to serve as representatives on various administrative and other committees. Although Council committees often complied with these requests, Council’s Bylaws provide only the Nominations Committee of Council with the authority and mandate to name Council members to other committees. The proposed bylaws change will ensure Council committees are able to name representatives to other bodies where deemed appropriate by the committee.

CONSULTATION:

The Coordinating Committee considered this item at its meeting of October 4, 2012. Further review occurred by the Governance Committee at its meetings of January 8, 2013 and February 5, 2013.

SUMMARY:

The proposed change will codify the existing practice of Council committees to name representatives to other bodies and clarifies that the determination of whether or not a representative is named is at the discretion of the committee. Council committees are requested to report annually to Council on any representatives named to other bodies. The committee's annual report is suggested as the most logical vehicle for this purpose.

ATTACHMENTS:

1. Proposed terms of reference for each Council committee

I. ACADEMIC PROGRAMS COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One sessional lecturer

One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

Ex Officio

The Provost & Vice-President Academic or designate

The Director of Students Records and Registrar

The Vice-President (Finance & Resources) or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

The Director of Institutional Planning

The Director of Budget Planning

Administrative Support

The Office of the University Secretary

The Academic Programs Committee is responsible for:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.

- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) **Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.**

III. GOVERNANCE COMMITTEE

Membership

Three elected members of Council, one of whom will be Chair
The President's designate
Chair of Council
Chair, Academic Programs Committee of Council
Chair, Planning and Priorities Committee of Council

Ex Officio

University Secretary

Administrative Support

Office of the University Secretary

The Governance Committee is responsible for:

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.
- 6) Nominating members and Chair of the Nominations Committee of Council.
- 7) Providing advice to the Chair of Council on the role of the Chair.
- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.
- 9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.
- 10) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.**

IV. COORDINATING COMMITTEE

Membership

Chair of Council, who shall be Chair
Vice-Chair of Council
Chairs of Council Committees

Resource Personnel and Administrative Support
Office of the University Secretary

The Coordinating Committee is responsible for:

- 1) Setting the agenda for Council meetings
- 2) Receiving and determining the disposition of written motions from individual members of Council. The Coordinating Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Coordinating Committee and Council.
- 3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4) Coordinating the work of Council committees.
- 5) Advising the Chair of Council on matters relating to the work of Council.
- 6) **Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.**

STANDING SUBCOMMITTEE OF THE COORDINATING COMMITTEE

Membership

Chair of Council, who shall be Chair
Chair of Academic Programs Committee
Chair of Planning and Priorities Committee
Chair of the Research, Scholarly & Artistic Work Committee

The Standing Subcommittee is responsible for:

- (1) Meeting regularly with the Provost's Committee on Integrated Planning in order to facilitate the flow of information between Council and PCIP.
- (2) Reporting to the Coordinating Committee on matters relating to integrated planning.

V. INTERNATIONAL ACTIVITIES COMMITTEE

Membership

Nine members of the General Academic Assembly, three of whom will be elected members of the Council, normally one of whom will be chair.

One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

Ex Officio

The Provost & Vice-President Academic

The Vice-President (Research)

The Director of Enrolment

The President (non-voting member)

The Chair of Council (non-voting member)

Administrative Support

University Advancement Office

The Office of the University Secretary

The International Activities Committee is responsible for:

- 1) Recommending to Council on issues relating to international activities at the University of Saskatchewan.
- 2) Encouraging the development of programs and curricula that provide an international perspective on campus.
- 3) Promoting and expanding scholarly exchange programs for faculty, students and staff.
- 4) Encouraging interactions with university and educational/research institutions outside Canada, thereby fostering new opportunities for University of Saskatchewan stakeholders in international teaching, learning and research.
- 5) Receiving an annual report on matters related to international student, faculty and alumni activities from the International Coordinating Committee.
- 6) **Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.**

VI. NOMINATIONS COMMITTEE

Membership

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

Ex Officio Members (non-voting)

The President
The Chair of Council

Administrative Support

The Office of the University Secretary

The Nominations Committee is responsible for:

- 1) Nominating members of the General Academic Assembly and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.
- 2) Nominating members of Council to serve on other committees on which Council representation has been requested.
- 3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.
- 4) Nominating Sessional Lecturers to Council Committees as required.
- 5) Nominating members of Council to serve on student academic hearing and appeals panels as set out in Sections 61(2) of *The University of Saskatchewan Act, 1995*.
- 6) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.
- 7) Nominating individuals to serve on the search and review committees for senior administrators.
- 8) Advising the University Secretary on matters relating to Council elections.

Note: (a) Members of the Nominations Committee will be permitted to serve on other Council committees.

(b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following committees: Academic Programs Committee or Planning and Priorities Committee.

(c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.

- (d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.
 - (e) The Nominations Committee will attempt to solicit nominations widely from the Council and the General Academic Assembly.
 - (f) When a member of Council is appointed to a Council committee, the term of membership on the Council committee will be completed even if the individual ceases to be a member of Council provided the member is and remains a faculty member.
 - (g) Nominees will be selected for their experience, demonstrated commitment or their potential for a significant contribution to committee functions.
 - (h) To the extent possible, considerations will be given to equity in representation.
- 9) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.**

VII. PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by the Council

One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

One sessional lecturer

Ex Officio Members

The Provost & Vice-President Academic or designate

The Vice-President (Finance & Resources) or designate

The Vice-President (Research) or designate

The Vice-President (University Advancement) or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

The Assistant Provost, Institutional Planning and Assessment

The Director of Budget, Planning and Strategy

The Director of Integrated Facilities Planning

The Associate Vice-President, Facilities Management Division

The Chief Information Officer and Associate Vice-president Information and Communications Technology

The Special Advisor to the President on Aboriginal Initiatives

Administrative Support

The Office of the University Secretary

The Planning and Priorities Committee of Council is responsible for:

- 1) Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-President Academic.
- 2) Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.
- 3) Recommending to Council on academic priorities for the University.
- 4) Recommending to Council on outreach and engagement priorities for the University.
- 5) Seeking advice from other Council committees to facilitate university-wide academic planning.
- 6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.

- 7) Balancing academic and fiscal concerns in forming its recommendations.
- 8) Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.
- 9) Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.
- 10) Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.
- 11) Integrating and recommending to Council on matters referred to it from other Council committees.
- 12) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.
- 13) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.**

VIII. RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE

Membership

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

The Research, Scholarly and Artistic Work Committee is responsible for:

- 1) Recommending to Council on research, scholarly and artistic work.
- 2) Recommending to Council on issues relating to the conduct of research, scholarly and artistic work and its translation within the University and community.
- 3) Recommending to Council on policies and issues related to ethics in the conduct of research, scholarly and artistic work.
- 4) Promotion and recognizing opportunities for community engagement and partnership with the research, scholarly and artistic work activities of the University.
- 5) Providing advice on issues relating to the granting agencies which provide funding to the University.
- 6) Examining proposals for the establishment of any institute engaged in research, scholarly or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.
- 7) Receiving an annual report on matters related to research, scholarly and artistic work from the Office of Research Services, the Vice-President (Research), and the Dean of Graduate Studies and Research.
- 8) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.**

IX. SCHOLARSHIPS AND AWARDS COMMITTEE

Membership

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. The Vice-President Academic of the USSU

The Vice-President Finance of the GSA

An Aboriginal representative from the Aboriginal Students' Centre or a College Undergraduate Affairs Office

Ex Officio

The Provost & Vice-President Academic or designate

The Dean of Graduate Studies and Research or designate

The Associate Vice-President, Student and Enrolment Services Division or designate

The Vice-President University Advancement or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

Resource Personnel (non-voting members)

The Director of Graduate Awards and Scholarships

The Director of Finance and Trusts, University Advancement

The Assistant Registrar and Manager, Awards and Financial Aid (Secretary)

Administrative Support

Office of Awards and Financial Aid, Student and Enrolment Services Division

The Scholarships and Awards Committee is responsible for:

- 1) Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.
- 2) Recommending to Council on the establishment of awards, scholarships and bursaries.
- 3) Granting awards, scholarships, and bursaries which are open to students of more than one college or school.
- 4) Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.
- 5) **Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.**

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Louise Racine
Member, Governance Committee

DATE OF MEETING: April 18, 2013

SUBJECT: **Request for Decision: Disestablishment of the Teaching and Learning Committee and the Academic Support Committee and establishment of the Teaching, Learning and Academic Resources Committee**

DECISION REQUESTED: *It is recommended:*

That Council disestablish the Teaching and Learning Committee and the Academic Support Committee, and in their place establish the Teaching, Learning and Academic Resources Committee, with the proposed membership and terms of reference as attached, effective July 1, 2013.

PURPOSE:

The disestablishment of the Teaching and Learning Committee and the Academic Support Committee and creation of the new Teaching, Learning and Academic Resources Committee will benefit Council through the establishment of a new, blended committee, focused on the most relevant components of each former committee's work.

CONTEXT AND BACKGROUND:

The Academic Support Committee and the Teaching and Learning Committee have met jointly over the last several years and as a result, have identified a number of areas of duplication and redundancy between the two committees. A merged committee, created through the disestablishment of the two existing committees, is proposed to give the new committee a broader scope and better alignment with the University's priorities for teaching and learning. The name for the proposed committee derives from the University's Learning Charter, and its consideration of the importance of resources to promote and support effective teaching and learning.

CONSULTATION:

In addition to the consideration by the committees involved as outlined in the attached proposal, consultation on the proposed change occurred with the Governance Committee and the Academic Deans' group.

SUMMARY: The creation of the Teaching, Learning and Academic Resources Committee will enable more effective oversight of the academic supports fundamental to the successful delivery of academic programs and services. The new committee will support the scholarship of teaching and learning and the responsibilities and priorities of the University as articulated in the *Learning Charter* and the *Third Integrated Plan*. The terms of reference provide greater clarity, scope and focus to the committee's work.

ATTACHMENT:

1. Proposed membership and terms of reference for the Teaching, Learning and Academic Resources Committee
2. Proposal for merger of the Teaching and Learning Committee and Academic Support Committee

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

Membership (voting)

Five members of the University Council

Six members of the General Academic Assembly

One sessional lecturer

One undergraduate student appointed by the University of Saskatchewan Students' Union

One graduate student appointed by the Graduate Students' Union

Vice-provost, Teaching and Learning

Resource Personnel (non-voting)

Associate Vice-President, ICT

Associate Vice-President, Student Affairs

Dean, University Library

Director, University Learning Centre/GMCTE

Executive Director, CCDE

Administrative Support

The Office of the University Secretary

The Teaching, Learning and Academic Resources committee is responsible for:

- 1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan Integrated Plans.
- 4) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.
- 5) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Proposal for Merger of the Teaching and Learning Committee and Academic Support Committee

The Academic Support Committee of Council and the Teaching and Learning Committee of Council have agreed to propose that these two committees be merged into a committee tentatively called the “Teaching, Learning and Academic Resources Committee.”

Rationale

University Council is an important but complex organization developed under the *University of Saskatchewan Act, 1995* to oversee all matters governing the academic nature of the university.

When Council established its committees in the late 1990s, it continued to follow the university’s historical model, which included advisory committees that advocated for several administrative academic support units—library, audio-visual, and information technology—as well as a committee that advocated for improvement in instructional resources. Over the last decade, several reconfigurations of these committees have taken place, always moving toward the goal of focusing committee work on Council’s need for review and advice on university policy issues, rather than on administrative oversight.

As the University has increased its emphasis on improving research, it also has needed a greater focus on instructional improvement. This has resulted in initiatives like the University Learning Centre, the Gwenna Moss Centre for Teaching Effectiveness, and the Centre for Discovery in Learning, the institutionalizing of evaluation of teaching through the SEEQ tool, implementation of an integrated planning model for college and administrative planning, establishment of the Undergraduate Forum, and the development of a broad range of policies related to teaching such as copyright guidelines, disability services for students.

The members of the Academic Support Committee and the Teaching and Learning Committee have often met jointly over the last several years, and are finding that their agendas are increasingly interlinked. For example, improving classroom technology is now crucial to improving pedagogy. Members have agreed that merging into a single committee concerning itself with all aspects of teaching, learning and related academic resources and support areas would give Council a stronger voice and a broader influence in this vital component of university activity. As well as facilitating the capacity of University Council to review and recommend on policies and initiatives, the merged committee would have the flexibility to deal more effectively with emerging university priorities, such as improving Aboriginal education and increasing distributed learning and e-learning.

Discussion

Both committees have discussed the merger, separately and jointly. Discussions were wide-ranging and comprehensive. The following motions have been approved:

TLC April 12, 2012: That the committee recommend that the Teaching and Learning Committee and the Academic Support Committee be merged.

ASC June 12, 2012: That the committee support the merger of the Teaching and Learning Committee and the Academic Support Committee.

The following points of discussion informed the development of the new committee’s terms of reference:

- It is critical there be a strong voice for the academic side of the institution. Spreading pedagogical improvement over two committees undermines the strong voice that faculty should have. Joining committees would also make it possible to identify a broader range of academic support areas that affect teaching and learning. Members also wished to communicate the importance of the scholarship of teaching and learning, a topic that has been of increasing interest and that is also prominent in the Learning Charter, with its emphasis on the teacher-scholar model (see institutional commitment #2).

- There is also some degree of overlap with the Academic Programs Committee (in terms of curricular innovation) and the Research, Scholarly and Artistic Work Committee (in research technology and incorporating research into teaching) but these areas are more limited and can be dealt with on an occasional joint basis.
- Academic support units want guidance on how to align what they do with the priorities of the institution. For the academic support units, there is a lot of duplication between the two committees. Student members who sit on both committees also noted that they found a degree of redundancy between the committees.
- Regarding e-learning, the university has not made the progress it might have made because there is not a unified voice in dealing with this important area. Increasing distributed and experiential learning also poses challenges for technology and support.
- The membership does not think that combining the committees would cause an excessive workload. It is important to ensure that faculty can focus on committee work that is consequential and significant.
- One important area not covered in existing committee terms of reference is the university priority for improvements related to Aboriginal students, awareness and curriculum. The proposed terms of reference explicitly recognizes this priority. This section of the terms of reference uses language from the [Learning Charter](#) (page 1) and the [Third Integrated Plan 2012 to 2016](#) (page 9) to acknowledge the importance of these documents.
- The Governance Committee suggested that the term “academic support” be changed to clarify and focus the committee’s area of responsibility. It was agreed to change that phrase to “academic resources,” so that the merged committee would be called the *Teaching, Learning and Academic Resources Committee*. The impetus for this revised wording comes from the Learning Charter —specifically, the Charter’s institutional commitments, which require that the University provide “*resources and activities* to allow students to develop their interests beyond the experiences provided by their courses” as well as “the critical mass of *teaching resources*” necessary for quality programs (commitment #1); also, that the University provide “appropriate *classroom, research, and study environments* for students; access to *informational resources*; and appropriate *teaching and research technology* to support teaching, learning, and student discovery within a context that supports both on-campus and distributed learning” (commitment #3). The word *resources* is a recurring theme here, and would also encompass the functions of the Library, ICT and eMAP as they relate to teaching and learning, as well as things like classroom improvement projects undertaken by Facilities Management Division.
- The merged committee will include more faculty members (11 instead of 9) due to its wide-ranging mandate. In addition, other administrative and academic offices could send representatives as they request, or as needed by the committee: Director, Centre for Discovery in Learning; Director, eMAP; Director, ICT Client Services; Director CCDE Distance Learning and Off-Campus Programs; IT College Service representative; An instructional facilities representative; Program Director, Gwenna Moss Centre; Program Director, University Learning Centre; Audit Services representative.

Following is a summary of the terms of reference and membership of the existing committees.

<p>TEACHING AND LEARNING COMMITTEE</p> <ol style="list-style-type: none"> 1) Recommending to Council policies, programs and activities related to the enhancement, effectiveness and evaluation of teaching and learning at the University of Saskatchewan. 2) Encouraging the adoption of new learning modes, strategies and technologies. 3) Encouraging the development of community-based learning opportunities including service learning and work experience. 4) Promoting the scholarship of teaching and learning. 5) Receiving and reviewing reports on matters related to teaching and learning. 	<p>ACADEMIC SUPPORT COMMITTEE</p> <ol style="list-style-type: none"> 1) Recommending to Council policies and priorities relating to Library, Educational Media Access and Production, and Information Technology. 2) Advising the Directors of the Library, EMAP and ITS on allocation of resources. 3) Advising the Planning and Priorities Committee on budgetary matters concerning the Library, EMAP and ITS.
<p><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. One sessional lecturer One graduate student appointed by the G.S.A. One undergraduate student appointed by the U.S.S.U.</p> <p><u>Ex Officio</u> Vice-Provost Teaching and Learning Associate Vice-President Student and Enrolment Services Dean of Libraries Director of the Centre for Continuing and Distance Education Director of the University Learning Centre Director of Educational Media Access and Production Director of the Centre for Discovery in Learning</p> <p><u>Ex Officio (non-voting)</u> The President The Chair of Council</p> <p><u>Administrative Support</u> Office of the University Secretary</p>	<p><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. One graduate student appointed by the G.S.A. One undergraduate student appointed by the U.S.S.U.</p> <p><u>Ex Officio</u> The Provost & Vice-President Academic The Associate Vice-President Information and Communications Technology</p> <p><u>Ex Officio (non-voting)</u> The Dean, University Library The Director of Information Technology Services The Director of Educational Media Access and Production The President The Chair of Council</p> <p><u>Resource Personnel (Non-voting members)</u> One representative from each of the offices of Facilities Management Division, Student and Enrolment Services Division, Vice-President (Finance & Resources) and one computer lab manager.</p> <p><u>Administrative Support</u> The Office of the University Secretary</p>

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Louise Racine
Member, Governance Committee

DATE OF MEETING: April 18, 2013

SUBJECT: **Notice of Motion: Change to Part One, Section III, 5 of Council Bylaws**

DECISION REQUESTED: *It is recommended:*

That Council approve the addition of the following statement to Part One, Section III, 5 of Council's Bylaws: "Attendees at Council meetings are expected to refrain from audio or video recording of the proceedings and to respect the rulings of the chair."

PURPOSE:

The purpose of this change to the Council Bylaws is to address the issue of audio and video recording at Council meetings.

CONTEXT AND BACKGROUND:

The governance committee was asked by the coordinating committee to develop a statement regarding the use of audio and video recording at Council meetings. Upon reflection, the governance committee determined this was best placed in the Council Bylaws.

CONSULTATION:

The coordinating committee considered this item at its meetings of February 14, 2013, March 7, 2013 and April 4, 2013, and the governance committee at its meetings of February 26, 2013 and April 2, 2013.

SUMMARY:

The need for a statement was prompted by the accessibility of recording technologies and the need to respect the privacy and right of Council members to engage in debate freely without being recorded. The bylaws change does not preclude Council live streaming

Council meetings to off-campus sites in the future, if Council members are from these sites.

ATTACHMENTS:

1. Proposed change to Council Bylaws

5. Council Meetings

- (a) Council meetings will be open except when Council decides to have them closed.
- (b) Council will meet monthly during the academic term (September - June). The Chairperson can call a meeting during the July to August period.
- (c) Attendees at Council meetings are expected to refrain from audio or video recording of the proceedings and to respect the rulings of the chair**
- (d) Special meetings of Council can be called by the Chairperson or by petition of 20% of the members of Council.
- (e) A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.
- (f) Except as provided in bylaws (d) and (g), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chairperson.
- (g) The requirement of bylaw (e) may be suspended upon vote of two-thirds of the members present and voting at a meeting.
- (h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.
- (i) In the event of an emergency situation as declared jointly by the president and chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Governance Committee.
- (j) The meetings of the Council and of committees of Council will be conducted in accordance with the rules of order contained in *Procedures for Meetings and Organizations, Third Edition by Kerr and King*.

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

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

DATE OF MEETING: April 18, 2013

SUBJECT: **Nominations for Search and Review Committee**

DECISION REQUESTED:
To be circulated

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.

The Committee has been asked for nominations the GAA representative on three committees:

- Search Committee for Dean of Education
- Search Committee for Dean of Pharmacy and Nutrition
- Review Committee for Dean of Agriculture and Bioresources

A report listing nominations for these positions will be circulated to members of Council prior to the April meeting.

ATTACHMENT:

Summary of Search and Review Committee composition
List of recent Council appointments to search and review committees

ADDITIONAL INFORMATION

Summary of Search and Review Committee composition as prescribed by the 2011 Report of the Joint Committee on the Review of Search and Review Procedures for Senior Administrators:

DEANS AND EXECUTIVE DIRECTORS OF SCHOOLS

Chair – Provost and Vice-President Academic or designate

One member of the Board selected by the Board (at the option of the Board)

Vice-President Research or designate

One Dean, Vice Dean, Associate Dean or Executive Director or Associate Director of a school appointed by the Provost and Vice-President Academic preferably from a cognate or closely-related college or school

One member of the GAA, selected by Council who is not a member of the faculty of the College and who holds a senior administrative position in the University

Three members of the faculty of the College or School selected by the faculty of the College or School

One undergraduate student selected by the College's student society.

One graduate student from a discipline taught in the college or school, selected by the GSA

One member of a related professional association selected by the professional association

Unless otherwise indicated, if there is more than one association associated with the College, the Senate Nominations Committee will determine which association is represented

For Pharmacy and Nutrition, an additional member from a related professional association selected by the Senate Nominations Committee to ensure each of the two academic areas is represented

RECENT COUNCIL NOMINATIONS & OTHER MEMBERS FOR DEAN SEARCH AND REVIEW COMMITTEES

December 15, 2011

Review – Dean of Dentistry

GAA representative: Yvonne Shevchuk, Associate Dean, Pharmacy and Nutrition

Appointed by Provost: Buck Buckingham, Director, School of Public Health

Review – Dean of Graduate Studies and Research

GAA representative: Bajit Singh, Associate Dean, Veterinary Medicine

Appointed by Provost: Peter Stoicheff, Dean, Arts & Science

Review Committee for Dean of Nursing

GAA representative: Harley Dickinson, Vice-Dean, College of Arts & Science

[Provost's representative: Gerry Uswak, Dentistry]

October 21, 2010

Search Committee for Dean of Medicine

GAA representative: Doug Freeman, Dean, Western College of Veterinary Medicine TBA
[Other members: Dean representative David Hill, Pharmacy & Nutrition]

May 27, 2010

Search Committee for Dean of Engineering

GAA representative: Graham Scoles, Associate Dean, Agriculture and Bioresources,
[Other members: Dean representative TBA]

Dec. 17, 2009

Search Committee for Dean of Law

GAA member: Mary Buhr, Dean, College of Agriculture and Bioresources

May 21, 2009

Search Committee for Dean of Edwards School of Business

GAA member: Kevin Schneider, Vice-Dean, Arts & Science
[Other senior administration members: Janusz Kozinski, Engineering]

Search Committee for Dean of Veterinary Medicine (reconstituted)

GAA member: Dan Pennock, Associate Dean, Agriculture & Bioresources (replacing Graham Scoles)
[Other senior administration members: JoAnne Dillon, Arts & Science]

Review Committee for Dean of Kinesiology

One GAA senior administrator: Don Bergstrom, Associate Dean of Faculty Relations, College of Engineering
[Other senior administration members: Cecila Reynolds, Education]

Jan. 22, 2009

Search Committee for Dean of Arts & Science

Dan Pennock, Associate Dean, College of Agriculture & Bioresources
[Other senior administration members: Bill Albritton, Dean of Medicine]

May 15, 2008

Search Committee for Dean of Veterinary Medicine

Graham Scoles, Acting Dean, College of Agriculture & Bioresources
[Other senior administration members: JoAnne Dillon, Arts & Science]

March 20, 2008

Review Committee for Dean of Law

Grant Isaac, Dean, N. Murray Edwards School of Business
[Other senior administration members: Graham Scoles, Agriculture & Bioresources]

Review Committee for Dean of Arts & Science.

Cecilia Reynolds, Dean, College of Education
[Other senior administration members: Chuck Rhodes, Veterinary Medicine]

UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Stephen Urquhart, Research, Scholarly and Artistic Work
Committee Chair

DATE OF MEETING: April 18, 2013

SUBJECT: *Report on Principles and Strategies for Research Success*

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Research, Scholarly and Artistic Work Committee (RSAW) has been engaged in discussion of the actualization of the goal set in the University's [Strategic Directions](http://www.usask.ca/ipa/planning/strategic_directions.php) (2010) [www.usask.ca/ipa/planning/strategic_directions.php], specifically that "*Tri-agency funding performance be above the national average for medical-doctoral universities in all competitions and in all academic units of the University.*" The attached report represents the distillation of the Committee's thinking in this regard over a two-year period, utilizing both a principle-based approach and articulating a more practical-based set of strategies to realistically advance the University toward this goal.

The Committee consulted with the University's NSERC, CIHR, and SSHRC special advisors and received valuable comments and feedback from these individuals on drafts of the report. Consultation also occurred with the Vice-President Research, who is also a member of the Committee. As a first step, the Committee invited a number of leading "front-line" researchers to provide their own personal reflections and insight on the Tri-agencies and changes in research funding models.

DISCUSSION SUMMARY:

The attached report distills the discussion on research and the Tri-agency funding goal into a set of principles and recommended strategies that are submitted to Council for consideration. The goal is to engage Council in discussion of how the University's research mission might be advanced and to provide guidance to those offices directly responsible for research and to the University at large on Council's thinking in this regard. In the report, there are several placeholders of key importance to the Committee

that are worthy of separate and more in-depth consideration and consultation than could be realized within the report. These are undergraduate research and Aboriginal research.

As a general background, the importance of research is captured in the [Foundational Document on Research, Scholarly and Artistic Work \(2004\)](http://www.usask.ca/ipa/planning/foundational_docs/index.php) [www.usask.ca/ipa/planning/foundational_docs/index.php]; [Toward an Engaged University, the Second Integrated Plan \(IP2, 2008\)](http://www.usask.ca/ipa/integrated_planning/second_intplan/index.php) [www.usask.ca/ipa/integrated_planning/second_intplan/index.php]; and *Promise and Potential, the Third Integrated Plan (IP3, 2012)* [www.usask.ca/plan/index.php].

ATTACHMENTS:

Report on *Principles and Strategies for Research Success*

Research, Scholarly, and Artistic Work Committee Report to Council: Principles and Strategies for Research Success

April 4, 2013

The goal: The update of the University of Saskatchewan Strategic Directions (2010) sets the goal that “Tri-agency funding performance be above the national average for medical-doctoral universities in all competitions and in all academic units of the University.” In response, the question is, “What will it take to bring the University up to the top-flight medical-doctoral research institution which it aspires to be?”

This report summarizes a series of discussions held by the Research, Scholarly, and Artistic Work Committee (RSAW) from 2011 to 2013, where the Committee asked the following questions:

- What strategies can the University pursue to reach its goals of research success?
- What principles should the University follow to reach its goals of research success?

This contribution from the Research, Scholarly, and Artistic Work Committee of Council is meant to inform, reinforce, and complement existing activities and action plans to build research success. These include high-level documents such as the *Foundational Document on Research, Scholarly and Artistic Work* (2004), *Toward an Engaged University, the Second Integrated Plan* (IP2, 2008) and *Promise and Potential, the Third Integrated Plan* (IP3, 2012), new initiatives such as the *Research Success and Collaboration* commitment area in IP2, ongoing activities that include the development of the shared research facilitation model, research mentorship programs, and awards facilitation; and new initiatives such as the development of college/school research plans and the Graduate Student Lifecycle in the Strategic Enrolment Management Project. These efforts are yielding fruit at many levels in the University. For example, early assessment of the new internal review process for Tri-agency grants indicates a strong correlation between the review and success rates in the CIHR (2011) and SSHRC (2010, 2011) competitions (the NSERC program was launched in 2012).

This report will outline a series of specific and practical suggestions raised by the Committee and pose questions where further discussion is needed. For simplicity, this document will use the word “research” as a proxy for “research, scholarly, and artistic work.”

Funding and Research Success: The goal of enhanced Tri-agency funding is part of the broader objective that the University of Saskatchewan be a leader in the national and international research landscape, as one of the top medical doctoral research universities in Canada. Tri-agency funding is considered the “gold standard” of peer-reviewed research funding and status in Canada. It serves as the basis for other federally allocated funding, such as the Indirect Costs of Research and the University’s Canada Research Chairs allocation. Tri-agency funding is also an important measure for the allocation of funds under the Saskatchewan Universities Funding Mechanism (SUFM) and is weighted more heavily than other sources of research funding under the University’s internal resource allocation through TABBS.

However, the Committee cautions that Tri-agency funding by itself will not be sufficient to realize our research goals. NSERC intends its research funding as a grant in aid of research,

and requires leverage in Collaborative Research and Development (CRD) grants. Tri-agency funding is essential, but must also be accompanied by other sources of research funding. Additional sources of research and graduate student funding can come from regional, provincial and national governments, private companies, and foundations. The value of complementary funding sources should be weighted by considerations of quality, where the primary consideration is competitive peer review, evaluated against national and international standards. Competition drives quality, which in turn can drive reputation and generate additional opportunities. Nevertheless, support borne from all funding sources can still be valuable to the institution's research success, particularly if it can support target areas, such as graduate student enrolment growth.

The Committee discussed the imperative for research funding and recognized that high levels of research funding are not essential for all research areas. In the Natural and Health Sciences and Engineering, research funding is essential. Even in disciplines with a low cost of research, there is clear value in supporting graduate students with Tri-agency grants.

To address some of the strategies and principles for addressing the challenge of building our research success, the following areas are identified for this document:

1. Faculty as Research Leaders
2. Training and Research Success
3. Supportive Research Environment
4. A Road Map to Research Success

1. Development of Faculty as Research Leaders: Faculty members, as individuals and increasingly as members of research teams in some disciplines, are the *de facto* leaders of the research enterprise at the University of Saskatchewan. From the conceptualization of research projects, writing research-funding applications, recruiting students, training and mentorship, oversight and execution of research projects, and in the dissemination and translation of results, faculty members are leaders. Our strategies must recognize this fact, empower faculty leadership, and align administrative support to this objective.

The development of faculty research leadership will require work at all levels, including faculty recruitment, support and mentorship for new hires, recognition and support of the role faculty play as research leaders, and respect for the research time of faculty.

a.) Faculty Recruitment: The recruitment of new faculty members is a critical factor in research success of our institution. Other institutions have identified hiring the best individuals as the single largest component for research success. The Committee cautioned that the scope of new faculty searches should not be unnecessarily narrow, as this can exclude strong candidates from consideration. **Similarly, teaching and clinical drives must be kept in perspective: it is better to declare a failed search and re-advertise than to hire a mediocre candidate on the basis of a teaching or clinical need.**

The hiring process must identify and select those researchers who have demonstrated their ability to formulate an independent research program, and to understand and clearly identify their start-up and research funding needs. One suggestion made to the Committee was that newly hired faculty members should be required to submit a detailed research plan within the first six months of their appointment. **This is simply too late.** Units with a strong hiring history correlated with research success advocate that these discussions must be part of the interview process.

Some units are more successful than others in recruiting new faculty. There are many reasons for this, and these may relate to the strength of the unit, competitiveness within the field, the pool of potential candidates, and other factors such as the capacity to identify truly research-minded junior scholars. Institutionally, while leadership at the college and department levels is important for an effective recruitment process, the entire collegium must also be committed to this process. The interview is a two-way process: a negative experience can lose the best candidate. Professionally moderated, peer-led workshops about successful faculty hiring practices should be organized across campus to help units improve their performance in terms of recruitment. The experience of successful units should form the basis for a list of evidence-based factors for faculty recruitment, including:

- Prior research output;
- The articulation of an independent research program with short- and long-term goals;
- A robust interview process, where independent research skill and potential are evaluated;
- A critical evaluation of start-up requirements and research funding opportunities;
- An assessment of all potential challenges regarding the candidate's research program.

In the discussion of new faculty mentorship, it was noted that some new faculty might be advised to "work on their CVs" in their first year of appointment, that is, increasing their research output before applying for their first grant. An even stronger statement would be to hire new faculty who already have the CV that will allow them to be competitive for research funding at the start.

b.) Competitive Start-up Support for New Faculty: The hire of a new faculty member typically represents a >30 year commitment to the career of a new colleague and researcher. To skimp on appropriate and competitive research start-up funding is short-sighted and unworthy of our stated ambitions.

A differentiated level of support for new faculty, based on need and competitive pressures, will be needed. In a time of fiscal restraint, a "one size fits all" approach to start-up funding will mean that some new faculty will have inadequate support, and will therefore be hampered in establishing their research programs. A model based not on equality but on equity so that differential start-up needs can be accommodated could be facilitated by consideration of the following:

- An estimate of potential start-up requirements and the identification of their source should precede the interview process. The decision to allocate a salary line for a new faculty search should be coupled at the outset with consideration of appropriate, discipline specific start-up funding for that position.
- Deans, department heads, and senior administrators need to exercise judgment in determining the start-up requirements of each new hire, provide a strategy to provide this support in a timely manner, and follow-up to ensure that this support is provided.
- The responsibility for competitive, discipline specific start-up funding is a shared responsibility of departments, colleges, and the senior administration.

The Committee also reflected on the need for flexibility to allow new faculty to direct their start-up funding to the specific needs of their programs (operating versus capital, for example), as needs will vary.

c.) Support for New Faculty, Including Mentorship: The University of Saskatchewan is developing a mentorship program for new faculty. The Committee recognizes the great value in pairing our new faculty colleagues with experienced mid-career and senior faculty members. **However, mentorship programs cannot compensate for poor background preparation or weak research potential; nor can mentorship programs compensate for inadequate facilities and infrastructure.** The University must “hire the best” and provide adequately for new faculty as the essential first steps. Mentorship programs can then build on well-prepared ground.

Formalized mentorship programs are part of a broader process to develop a supportive research culture in a unit. The Committee supports faculty being paired with a detached mentor, particularly with faculty mentors outside of the individuals’ home units who are not directly involved in collegial decisions. This distance is important for honest exchange and support. Greater recognition should be given for the time committed by senior researchers on mentorship. Selectively determining the most relevant point in time to disseminate orientation information on new hires is suggested, rather than providing a deluge of information at the outset.

The Committee discussed the following principles:

- The research time of new faculty must be protected. Colleagues should recognize this principle, and department heads and deans must ensure that this is recognized in the formal assignment of duties, and the informal manner in which workload is managed within units and by new faculty.
- As new faculty will require considerably more time (per student contact hour) to prepare teaching materials, graduated teaching relief must be used to introduce new faculty into the university. Mechanisms for providing teaching include a rebalancing the assignment of duties (supporting new members by redistributing the teaching load in a department) and sessional support.
- The responsibility for supporting new faculty must be shared by all levels of the University (colleagues, department, college/school, and administration).

d.) Facility Requirements for New Faculty: The Committee is concerned with reports of the slow renovations of research space for new faculty. Preparations should begin immediately upon hire. Delaying renovations until the new faculty member arrives means that valuable research time is lost. New faculty are in a precarious position and must establish laboratory capacity and research groups quickly. National research grant funding is awarded competitively, where our new colleagues are compared to faculty at other universities. Delays can place our new colleagues at a competitive disadvantage. The consequences of this harm to their careers cannot be simply apologized away. The development of shared research laboratories may provide flexibility in providing these facilities to new researchers; clarity and commitment to new researchers is also needed within this model. The University needs mechanisms to ensure appropriate planning and budgeting for research facilities, coupled with meaningful accountability to ensure that our academic mission is properly satisfied.

e.) Early Career and Other Challenges: As new faculty settle in, and then move into the mid and senior stages of their career, the challenges of maintaining and growing their research program change. A “rapid start” to a research career is extremely important as new faculty reach their first Tri-agency renewal. Faculty are evaluated on their research

records, including publications and the number and quality of their trainees, so faculty with low numbers of graduate students and poor publication metrics fare poorly in renewals. Researchers with strong publication and HQP (highly qualified personnel) metrics are also losing funding in fiercely competitive NSERC Discovery grants competition. These challenges at first renewal are shared by NSERC, SSHRC and CIHR funded scholars. Recovery is difficult and perhaps impossible as researchers take a large cut in research resources with the loss of their grant.

The Committee did not explicitly discuss the challenges for mid- and late-career faculty members, but anticipates that their evolving professional roles will create both opportunities and pressures on their research activities. The Committee recommends that greater recognition be given for the time committed by senior researchers on mentorship, and service on internal and external review panels.

2.) Training and Research Success

a.) Undergraduate Research: Engaging undergraduate students in research, from their first learning experiences to work in senior projects, is suggested as a priority for the University as a whole. Research experience can change how students approach their scholarship, shifting their perspective from learning the accreted body of disciplinary knowledge to contributing to its creation. Research, as a process of posing new questions where the answers are not already known, can help our graduates tackle new challenges in their lives and careers after graduation. The Committee is considering undergraduate research as a separate item and intends to report separately to Council on this issue as a priority item.

b.) Graduate Student Training: Graduate student training is both a critical component of our research capacity and a key part of our educational mission. The multiplicative effect of graduate student participation on research programs is extraordinary. Tri-agency funding is increasingly tied to the outcome of the graduate student training, and seeks evidence that HQP gain employment in fields that use their skills. Quality of training and research capacity are therefore two themes that underlie the role of graduate students in research.

As a medical doctoral research-intensive university, a careful balance between research (thesis-based) programs and coursework-based professional graduate programs is needed. Ph.D. student enrolment is necessary to build our institutional research capacity. However, much of the University's recent progress toward its graduate student enrolment targets has come from professional Masters graduate programs. Professional and research programs are important to the institution for different reasons. Consideration of differential graduate program growth targets is needed, coupled with clarity when reporting enrolment metrics. Growth in thesis-based programs must be coupled with the recognition that most graduates will not work in academia, and that we have the obligation and opportunity to help our graduates succeed in other lines of work.

The University needs to evaluate its capacity for increased graduate student enrolment, and to identify barriers to enrolment growth. Factors are likely to include the availability of competitive student funding, supervisor capacity, graduate course instruction, administrative support, and access to appropriate student space and research facilities. A challenge for individual faculty in many departments is defining effective institutional strategies for recruiting graduate students that can be enacted at the individual level.

The Committee proposes the following aspects for consideration:

- **Student Recruitment:** Graduate program reviewers have noted the lack of a sufficient number of high-quality graduate students at the University given the calibre of research facilities and the size of the faculty complement. This may illustrate the need for promotion, but at its core, this is an issue of competitiveness with other graduate schools. High quality graduate students will flock to high quality faculty. We need clarity on what factors attract the best students, help them decide to come to the University of Saskatchewan, drive their research achievement and productivity once they are here, and how these factors differ between disciplines. These factors might include institutional reputation and research strength, the reputation and strength of the supervisor's research program, stipend support and duration, and the cost of living, etc.
- **Funding Strategies:** The importance of competitive stipend support for attracting the best graduate students must be determined. Intuition would suggest that adequate funding support will be correlated with appropriate completion rates: time spent in a part-time job is not time spent in a library or the lab. Data are needed to confirm this intuition as well as the question of why students choose one institution over another.
- **Structural issues:** The purpose, processes, and procedures of the College of Graduate Studies and Research, and their relationship to student training and research success, need to be clarified.
- **Research Output:** Graduate student publication demonstrates that the student's work is leading edge and underscores the value of graduate education. However, the perception is that graduate student publication rates are comparatively low at the University. A comparison with our peers, and the development of a strategy to encourage publication and dissemination are encouraged.

The Committee had several other observations:

- Collaborative relationships between programs could make better use of resources. Research and statistical research methods classes at the undergraduate and graduate level are an example of where efficiencies could be obtained through collaborative delivery.
- The development of compelling and engaging graduate programs could harness the research energies of under-utilized faculty members, and thus increase graduate student enrolment and research activity. The Interdisciplinary Centre for Culture and Creativity (ICCC) is an example of an innovative structure that offers Ph.D. programming not directly associated with any one unit, thereby allowing faculty members from departments that do not offer a Ph.D. program, the opportunity to contribute to graduate student training and supervision. There are also administrative efficiencies available using this model.

c.) *Postdoctoral Fellows:* The role of postdoctoral fellows in the University's research agenda has not been fully considered. Postdoctoral fellows can make large contributions to research programs, and provide role models in the mentorship of graduate and undergraduate students. Increasingly, postdoctoral fellowship experience is sought in new faculty searches. The opportunities to develop the roles of postdoctoral fellows in our research community deserve further discussion.

d.) *Mentoring Scholarship Applications:* The Committee recommends that graduate and undergraduate students and postdoctoral fellows be provided with scholarship application

support and mentorship. We fail our trainees when we do not provide them with this support, and we hurt our research programs and our standing when these support opportunities are lost. Support includes structured advice and support in the process for applying for scholarships, as well as formal review of scholarship applications with the requirement for detailed feedback from internal evaluation processes.

The University's research facilitators help with faculty applications and are often asked to assist undergraduate students on an *ad hoc* basis. Broader mentorship by faculty and an established review process would ensure all students had access to assistance in the application process. Grant writing is a professional and career skill, with value beyond the research enterprise, and an important part of student and postdoctoral fellow education.

Other suggestions for enhancing undergraduate and graduate student scholarship success include encouraging students to apply for Tri-agency funding in the last year of their undergraduate program, rather than in the first year of their graduate studies, and using the honours thesis as a platform to publish research and prepare undergraduate students for graduate studies.

3. The Development of a Supportive Research Environment

a.) Administrative Support Issues: In addition to collegial processes, faculty research performance is also evaluated in grant renewal competitions, waged against peers from across Canada, and evaluated by peers from around the globe. Therefore, our research environment must support our faculty on the global stage. An uncompetitive research environment, in terms of available facilities, graduate student support, and research leveraging opportunities will create barriers for continued research funding and activity.

A critical aspect of a competitive environment is protected research time. From a simple numerical perspective, the value of protected research time is difficult to measure. Quiet contemplation and reflection are at the core of scholarly activity for many faculty members but might be indistinguishable from "inactivity" to an outsider. Research output metrics will ultimately demonstrate the value of this important form of work. Nevertheless, this time needs to be protected, and we need mechanisms to ensure that this time remains sacrosanct.

With this in mind, a few suggestions are offered:

- The Service and Process Enhancement Project (SPEP) continue as a high priority at the University of Saskatchewan, with a particular emphasis on measures that improve the research support and efficiency of researchers. The Committee supports the development of the UnivRS research administration system for simplifying processes and improving efficiency for researchers.
- Increasingly, administrative responsibilities are being devolved to departments at the same time that resources are diminishing. It is recommended that all new administrative tasks that are "downloaded" to researchers by any part of the University be evaluated for their incremental impact on faculty productivity.
- Providing financial management tools in an easily accessible format was encouraged. A careful approach to regulatory controls is encouraged. The need and requirement for institutional responsibility for the use of public funds is clear; however, the University's core mission must be balanced against this requirement and the academic loss resulting from the continued attrition of researchers' time.

b.) Research Support:

(i) Environmental Scan: A comprehensive environmental scan of the research support strategies employed by other comparable universities was proposed. A particular example is UBC's midlevel research strategy document,¹ which outlines a series of specific strategies; some of these strategies may be familiar, while others will be unique to UBC. Such an environmental scan should initially be blind to issues of implementation at the University of Saskatchewan, and include perspectives from senior administration, deans, department heads, graduate chairs, and faculty, as strategies and coping mechanisms may differ with level.

(ii) Research Facilities: **The need for operating support for campus research facilities must be considered at a time when operating budgets are constricted.** These considerations should weight the competitive environment in which researchers find themselves. The full consequences of any reduction in operating support for research facilities should be considered before any budgetary decisions are taken.

(iii) Grant Preparation Support: Research grant writing support has been discussed at several levels, including support from research facilitators and proposal development assistance programs. Introductory grantsmanship support is needed for new faculty, and large grant and project management supports are needed for mid-career and senior faculty as they take on larger leadership roles.

(iv) Post-Grant Administration: Structures need to be put in place to facilitate rather than hinder a faculty member's administration of grant monies. Integrated policies and procedures across units, such as Research Services, Financial Services, and Facilities Management (for research space and renovations) need to be fostered and maintained.

(v) Team Building: The development and coordination of research teams are key strategies for CIHR and SSHRC success. Faculty, particularly junior faculty, need support and assistance in building these teams, ensuring complementarity of efforts and expertise.

(vi) Teaching Research Balance: The Committee considered the balance between teaching and research. As faculty member responsibility for wider graduate student mentorship and professional training roles increase, this work must be balanced with undergraduate instruction in the overall teaching equation. Similarly, course release time to complete or apply for funding for a major research project, which can then be applied for in a relatively straightforward manner, is a strategy used by other universities (e.g. University of Calgary).

4. Roadmap to Research Success²

a.) Research Metrics: Research metrics are an important part of identifying and celebrating success. The Achievement Record currently lists three indicators of research, scholarly, and artistic work:

- Research Funding, specifically Tri-agency and total funding;
- Faculty Awards and Honours;
- Output and Impact, as identified by the Academic Ranking of World Universities.

¹ <http://research.ubc.ca/sites/research.ubc.ca/files/uploads/documents/VPRI/UBC-research-strategy-May-2012.pdf>

² Title inspired by K. Chad, "Moving from Research Vision to Reality: transformational change through inspiration, clear goals, strategies and practical tools," presentation to RSAW, March 9, 2012.

These metrics provide an indicator of our “research inputs” (Tri-agency funding levels) and two long-term measures of research standing. Additional metrics will be needed to more clearly define the strengths and weaknesses of the institution, and to inform the development of specific strategies.

The discussion of research metrics has just begun in earnest, through the identification of unit level metrics in IP3. Targets must be identified and tracked with care. A cautionary example is institutional targets for graduate student enrolment, based on the expected contributions of thesis-based graduate students to research activity. As an institution, we have celebrated our progress towards our graduate student enrolment targets, despite the fact that most of this growth has come from course-based graduate student programs. These programs are important in their own right, but they do not contribute to the objective for the target.

Research inputs, such as funding, matter as much if not more than research outputs, which are simply a means towards an end. Carefully defined institutional data, including the University’s quarterly data on unit-based research grant funding success, can help guide our strategy development. Input measures (funding) and long-range output measures (awards and international standing) must be coupled with data to identify specific barriers to research activity, such as the nature of graduate student support, research facility support, administrative support for faculty, etc. Our membership in the U15 group provides the University with detailed comparative institutional data from which evidence-based strategies could emerge. To realize institutional goals, we must be prepared to ask specific questions, and let data guide the identification of challenges and opportunities. These will be difficult questions. We may not be prepared for the answers, but to develop meaningful strategies to build research strength, we must start with telling ourselves the truth.

When considering research metrics, the familiar aphorism holds: "not everything that counts can be counted, and not everything that can be counted counts." Subjective evaluation, transparently articulated and weighed against clearly defined principles, should also have a role in developing and evaluating institutional strategies for research success. The University is also challenged to find better ways to measure and acknowledge the contributions of the Performing and Fine Arts toward the creation of new knowledge outside of the Tri-agency paradigm.

b.) Tri-agency Specific Strategies: Evolving pressures from Tri-agency programs must be tracked and used to guide our strategies. Research support, mentorship, and University structures must provide for a competitive research environment, including the efficient use of grant funds for junior and senior faculty. The standard for competitiveness is not an internal measure, but is relative to the institutions with which we compete for grant funding from the Tri-agencies. Our proposals compete directly with proposals submitted by colleagues at the University of Alberta or the University of Toronto. Institutional support for graduate students and research facilities is a key part of this competitive environment.

Some specific challenges and opportunities are discussed below.

NSERC: Changes to the NSERC Discovery evaluation have caused disruption within the Canadian research community in the recent past. Some responses and opportunities to these changes have already been articulated in this report. The importance of the training

and subsequent roles for HQP is now emphasized, and can be viewed as an opportunity for the University and individual researchers to improve their research standing.

The NSERC Discovery grant program remains the foundation of the Natural Science and Engineering research programs at the University. Even though the funding level is modest, this program recognizes the national standing of our researchers. Critical examination of successful and failed Discovery grant applications must be used to determine the objective and subjective factors that drive grant success. These insights must then inform institutional support for research. Mentorship is essential at many levels: for new faculty to establish Discovery grant funding, for active faculty to retain funding, and for unsuccessful faculty to return to Discovery grant funding.

Once established (and perhaps with the security of tenure), researchers have opportunities to develop their research programs through partnership funding (Strategic Program Grant and Collaborative Research and Development grant programs). Collegial mentorship is essential, as the skills required to succeed in these opportunities are very different from Discovery programs. Encouragement of risk-taking and the development of scientific entrepreneurship is needed.

SSHRC: SSHRC's decision not to fund health-related research has seriously undermined the productivity of and funding potential for sociocultural health researchers whose work falls outside of CIHR's mandate. We must take the lead in addressing decisions of the Tri-agencies that will adversely affect researchers at the University of Saskatchewan and diminish our research strength. There is tremendous opportunity for SSHRC researchers in the socio-health area to work with CIHR researchers on collaborative projects.

There are also opportunities to contribute to SSHRC funded research in the Fine Arts, especially where it involves interdisciplinary research. The Insight Development grants for research in the Fine Arts may be a better fit than Canada Council grants for a post-secondary environment.

CIHR: Within the Health Sciences, the University is greatly challenged by evolving pressures at CIHR to support translational research that reduce health care costs or lead to commercialization. Our history with clinical health research compounds the challenges in responding to these funding changes. Restructuring and the One Health research focus might provide an opportunity to identify and build research areas of strength relevant to the Province, in which a critical mass can be attained. This will not happen without sustained attention – there is no panacea.

Themes that bridge the Tri-agencies: Aboriginal research is an area of critical importance and opportunity for the University, and must be highlighted in research development strategies. CIHR and SSHRC have prioritized Indigenous research, and one of the CIHR institutes is the Institute for Aboriginal Peoples Health. The Indigenous People's Health Research Centre is a partnership between the University of Saskatchewan, the University of Regina, and the First Nations University of Canada, and is one of the ten Indigenous Health Research centres across the country. This centre has funded a large number of undergraduate and graduate students, postdoctoral fellows, and community initiatives.

There is great potential for the University to become a major cultural centre for the reflection and integration of Indigenous values and experiences within the Humanities and

Fine Arts. This potential is beginning to be realized through partnership and dialogue with Aboriginal artists under the leadership of the Division of Fine Arts and Humanities.

Tri-agency graduate student training programs, such as the CIHR Strategic Training Initiative in Health Research (STIHR) and the NSERC Collaborative Research and Training Experience Program, create tremendous opportunities for funding and enabling graduate training. A key requirement is a paradigm shift, as these programs must be viewed as training programs rather than research support. At the same time, these training programs can support research programs, expand our graduate programs, and improve the quality of our graduate programs.

Summary: The University of Saskatchewan has high ambitions for its research and scholarly standing. Over the past decade, we have started on the path to growing our research intensiveness and impact. We have results to celebrate, but our work is far from done, and this work will not sustain itself without constant attention. Frank evaluation of our strengths and weaknesses, and our barriers to research success, is needed.

- **New faculty hiring is key to our research success:** the hiring process must identify and select researchers who can demonstrate competitive research standing based on prior research output and can articulate an independent research program, with short and long term goals. Teaching and clinical concerns must be kept in perspective: a failed search is preferable to the hire a mediocre candidate on the basis of a teaching or clinical need.
- **Start-up Support:** New researchers must compete on the national and international stage; our support must provide sufficient support for this competitive environment. The decision to allocate a salary line for a new faculty search should be coupled with an appropriate, discipline specific start-up funding for that position. Our start-up funding model should be based on equity, not equality, so that differential start-up needs can be accommodated. Particularly in times of fiscal restraint, a "one-size-fits-all" approach to start-up means that some positions will not be competitive.
- **Mentorship programs for new faculty:** Mentorship programs have great value for new faculty. However, mentorship programs cannot compensate for poor background preparation or weak research potential; nor can mentorship programs compensate for inadequate facilities and infrastructure. The University must "hire the best" and provide adequately for new faculty as the essential first steps.
- **Facility Requirements:** New faculty are in a precarious position and must establish their research programs and groups rapidly, so as to be competitive with their peers across Canada. These research programs must not be delayed by slow access to research space and delayed renovations
- **Graduate Student Research Training:** We need clarity on the factors that attract the best graduate students and help them be successful once they are here. The importance of competitive stipend support in attracting graduate students must be determined. Comparative data are needed to confirm intuition and to inform the development of strategies
- **Development of a Supportive Research Environment:** Protected, contemplative research time must remain sacrosanct. The downloading of administrative responsibilities must be weighted against their impact on research productivity. The development of administrative programs and supports must be guided by the goal of simplifying processes and adding efficiency for researchers.

Operating support for campus research facilities must be considered as operating budgets are constricted.

- **Roadmap for Research Success:** Research outputs and other institutional data should be used to guide strategy development, with a focus on identifying barriers to research success. To meet our goals, we must be prepared to ask tough questions, and act upon the answers. Specific changes with the tri-agencies must be tracked, and this information must guide the development of supports and strategies at the university.