

AGENDA
2:30 p.m. Thursday, March 21, 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 February 28, 2013
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Report of the Vice-president Research
8. Student societies
 - 8.1 Report from the USSU (oral report)
 - 8.2 Report from the GSA (oral report)
9. Academic Programs Committee

- 9.1 Request for decision: College of Medicine: changes to admission qualifications

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

That Council approve the College of Medicine admission requirement 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.

- 9.2 Request for decision: Academic Courses Policy changes

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.

10. Governance Committee

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

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.

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

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.

11. Other business

12. Question period

13. Adjournment

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

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

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

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

1. Adoption of the agenda

MICHELMANN /ZELLO: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and visitors, including Chancellor Vera Pezer, a number of former Council committee chairs and student leaders, as well as incoming University Secretary Elizabeth Williamson. He informed Council that 35 nominations have been received for the 17 vacant positions on Council, and urged members to vote before the election closes on March 6. He indicated his pleasure at the level of interest expressed by members of the academy in standing for election to Council.

3. Minutes of the meeting of January 24, 2013

DOBSON/DesBRISAY : That the Council minutes of January 24, 2013 be approved as circulated.

CARRIED

4. Business from the minutes

No business was identified as arising from the minutes.

5. Report of the President

Dr. Busch-Vishniac updated Council on a number of items:

- She noted that those who are members of the USFA will know that a tentative agreement has been presented to the members, and thanked those on both sides of the table who were engaged in negotiating this agreement.
- She provided an update on the TransformUS project, indicating that four members of university Council's leadership (chosen by the Coordinating Committee), Jay Kalra, Hans Michelmann, Roy Dobson and Stephen Urquhart, have assisted her and the provost to select members of the two task forces. She expects to be able to post the membership of both task forces soon, once those being asked have confirmed their participation. She indicated that over 200 members of the GAA applied. A few units are not represented; this

is because there were no nominees from those units. She reminded Council that no decisions have yet been made and will not be made until the task forces do their work.

- As the government moves forward on its plan for growth in Saskatchewan it has chosen to be the first major government in North America that chooses to operate by “Lean” processes. This has led to much discussion about what that means in the Ministry of Advanced Education, and the university has been asked to participate with the presidents and provosts of the University of Regina and SIAST to discuss what the post-secondary institutions might do that aligns with “Lean” initiatives. One such meeting has taken place; the intention is to make sure that government and the universities understand each other’s goals and find ways to find efficiencies in services that do not detract from the educational missions of the institutions and the student experience.
- One trend in higher education in Canada has been a push for ever greater efficiency; this has played out in Alberta and other provinces. Universities get more of their funding through targeted initiatives. This thinking in terms of efficiency carries some threats for us, including four the president mentioned: 1) that the relationship between the U of S and the government, which has been the best relationship of any university in Canada with its government, is threatened; 2) the focus of the conversation moves to job preparation rather than the broader mandate of universities including its discovery mission; 3) when government chooses to suggest we should be more efficient and targets funds, it suggests that government is the expert on post-secondary education, rather than our faculty; 4) efficiency is not necessarily consistent with the mission of universities, which encourage students to pursue their passions and take time to discern the direction of their studies. The efficiency of universities plays out in a much longer time frame—decades rather than weeks or months. The president added that the underlying threat is to the autonomy of the university; more controls on the university simply keep the institution from doing what it does best. She explained that this is her own opinion but that she would continue to press government on these issues.

The chair then opened the floor to comments and questions.

A member asked about proposed changes to the University of Saskatchewan Act; the secretary responded and explained the nature of the changes that had been proposed to government in a recent request.

A member commended the president on her comments about the expertise of the academy in making decisions about its own programming and resourcing, citing a government-mandated increase in the number of medical seats as an example.

6. Report of the Provost

The chair conveyed regrets from the provost and commended his report to members of Council, indicating that the president or vice-provost would be willing to respond to any questions. There being no questions, the chair moved to the next item.

7. Student societies

7.1 Report from the University of Saskatchewan Students’ Union

USSU President, Jared Brown and Academic Vice-president Ruvimbo Kanyemba presented a verbal report on recent activities of the USSU.

Ms. Kanyemba announced the recipient of the Doug Favell Spirit of Excellence Award, which is being awarded this year to the outgoing University Secretary, Lea Pennock. She also reported on work being done by the USSU on the possibility of an ombudsperson for the university as well as work on the teaching excellence awards. She also announced that she would be resigning effective March 14 to take up a new position.

Mr. Brown then reported on the work of the Vice-president Operations and Finance on the budget, and Vice-president Alex Varenka's work on a film festival, transition binder and USSU child care centre. His own priorities include the planning of Aboriginal Achievement Week March 11-14, in conjunction with the Aboriginal Student Centre. He highlighted some of the speakers and presentations that will be happening in connection with this event, including a re-signing of an agreement with the Treaty Commissioner. He expressed thanks to Annie Batiste, event planner for the event.

The chair invited Council to express thanks to the students for their report.

7.2 Report from the Graduate Students' Association

GSA president Ehimai Ohiozebou commended members to his written report. He also reported on the work being done on graduate student funding led by the dean of the College of Graduate Studies and Research and the Vice-president Finance and Resources. He also provided an update on the UPASS referendum; this vote passed by a 2/3 majority, so for the first time graduate students will now be opting into the UPASS program. He also asked members to take note of the invitation to the GSA awards gala being held on March 8, 2013, and he thanked faculty for the interest expressed in this event. He also congratulated the University Secretary on her retirement and her ability to pronounce his name.

The Chair invited members of Council to join him in thanking Mr. Ohiozebou for his report.

8. Academic Programs Committee

8.1 Reports for Information

Committee chair, Professor Roy Dobson, presented the following reports for information:

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

There was a question about the legality for determining the basis on upon which students could be asked to declare their eligibility for Saskatchewan residency for admission to Law; the dean responded that this would not be unusual for law schools and that it would only be unlawful to ask such a question if it were on prohibited grounds.

9. Planning and Priorities Committee

9.1 Centre for Applied Epidemiology as a Type A Centre in the Western College of Veterinary Medicine

Professor Bob Tyler, chair of the Planning and Priorities Committee, presented this decision item to Council and explained the purpose and rationale for this centre. He described the

consultation that had taken place and explained that only modest funding would be required; this will be provided by the College.

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

CARRIED

10. Joint Board/Council Committee on Chairs and Professorships

10.1 Cisco Systems Research Chair in Mining Solutions

This item was presented by Vice-provost Faculty Affairs Jim Germida.

BARBER/PHOENIX: That Council authorizes the Board to establish a Cisco Systems Research Chair in Mining Solutions.

CARRIED

11. Other business

No other business was identified as arising from the minutes.

12. Question period

A member asked about how research was being addressed in the College of Medicine Restructuring plan. Acting Dean Lou Qualtiere described the work of a committee looking at this in a parallel process with the restructuring; this committee will report on its work in May or June.

13. Adjournment

The chair then made closing remarks and a presentation for outgoing University Secretary Lea Pennock, inviting Council members to join him for a celebratory reception.

PARKINSON/ZELLO: That the meeting be adjourned at 3:30 p.m.

CARRIED

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

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

COUNCIL ATTENDANCE 2012-13

Voting Participants

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

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

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

It has been a few weeks only since our last University Council meeting so I will keep this report short – focusing primarily on the budget and on transitions.

Searches and Reviews

Since the last meeting, Secretary Lea Pennock has retired from the university and begun a year of traveling. Acting Secretary Sandra Calver is filling in ably until Beth Williamson starts in April.

The search committee for the Vice President Finance and Resources has met once to review the candidate pool. All on the committee regard this as a critical position for the university for the future.

The joint committee to report on a Chancellor has completed its work and will present a candidate to Senate for approval in April. Our Chancellor serves as the Chair of Senate, a member of the Board, and as the person who confers degrees at Convocation. Additionally, the Chancellor serves on a number of committees and typically uses their position to call note to issues in our campus community. Chancellor Pezer, for instance, has been a tireless supporter of students.

Government Relations

March is budget month all across Canada. Provincial budgets typically come down first, followed shortly by the federal budget. Our Budget Day is March 20, roughly two weeks after the Alberta Budget Day. Alberta's budget presents its universities with a significant cut in funding for next year. By contrast, we anticipate that our budget will rise by roughly the rate of inflation (about 2%). In addition to increases in the base budget funding, we are optimistic that commitments to complete the Applied Health Science Building will permit the A and B wings to be renovated.

We anticipate an austere federal budget but those portions most relevant to universities are probably not going to see a significant cut. NSERC, CIHR, and SSHRC funding will likely hold steady. As a result of the Chakma report on internationalization, we expect to see some funding dedicated to programs for international students – both Canadian students going abroad and international students who come to our shores.

Board of Governors

The Board of Governors held an orientation for new members, and then its first meeting since four new members were appointed. Susan Milburn has been appointed Chair of the Board with Greg Smith the Vice Chair.

The March meeting of the Board included the annual public meeting. The meeting, held in Convocation Hall, was well attended and questions from the public focused on public/private business relationships and other budgetary matters.

College of Medicine Update

The reviewers for the CoM accreditation returned to our campus. We will not have word on results until the summer at the earliest. It is unfortunate that this visit to campus occurs before we have had time to complete the work of the various transition task forces. The work on faculty complement, career paths, and structure continues to make progress and we are working well with our health region partners to ensure a bright future for healthcare in the province as well as medical teaching and research.

TransformUS

The membership of the TransformUS task forces has been announced. All task force members were invited to an initial gathering to meet one another. It is clear from conversation in the room at that social event, that members of the task forces are already thinking about how to best perform their duties.

PROVOST'S REPORT TO COUNCIL

March 2013

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

As part of management practices, we continuously consider and review the roles and operations of administrative committees. In recent months we have revisited, clarified and confirmed PCIP's role as the senior administrative committee directing planning and budgetary decision-making within the university. Financial decisions are assigned by the president to PCIP, where all the vice-presidents work together (along with other academic administrators including one dean and one vice-provost) to set strategy collectively, make important financial and budgetary decisions, and co-ordinate management's recommendations to the Board of Governors on these matters.

PCIP is assisted by an advisory committee consisting mainly of associate vice-presidents, deans and the office of Institutional Planning and Assessment leadership team, which hears from proponents and makes recommendations about the decision-readiness, strategic alignment and advisability of proposals. In addition, PCIP's deliberations are informed by discussions of major issues and initiatives at deans' council, Planning and Priorities Committee, University Council, and in other meetings.

In February, PCIP met to review a number of items headed to the Board of Governors in March. Some of these items included Board 1 approvals for childcare expansion and a research administration system, reports on progress made in the first year of *Promise and Potential: The Third Integrated Plan* and Operating Budget Adjustments, as well as routine reports on capital projects and financial matters.

In addition, PCIP communicated a number of funding decisions resulting from their first batch review of proposals. The majority of these proposals were given term funding in the second integrated planning cycle. Funding decisions are outlined below.

Initiatives that were provided ongoing funding:

- Interdisciplinary Centre for Culture and Creativity
- Geographic Information Systems/the Spatial Initiative
- Matching Grants
- International Recruitment and Admissions
- Sustainability Initiatives
- Encouraging Excellence in Teaching
- Indigenous Land Management Institute

Initiatives that were provided term funding until the end of the current planning cycle (2016), by which time they are expected to be incorporated into core budgets:

- Biomedical Sciences Common Core
- Learning Communities

Initiatives that were provided one-time funding:

- Integrated Experiential Learning in the WCVM

For more information on these initiatives, visit www.usask.ca/ipa.

OPERATING BUDGET ADJUSTMENTS

As you are already aware, the Board of Governors approved the Operating Budget Adjustments (OBA) process in May 2012, with a target for permanent operating budget reductions of \$44.5 million by 2015/16 based on current projections. The overarching objective of the OBA process is to ensure the University of Saskatchewan is a financially sustainable institution by 2015/16. Measures taken to date have achieved approximately \$5.0 million in permanent 2015/16 operating budget savings. In addition there have been a variety of one-time measures that have assisted toward balancing the current year's budget, and there have been changes and efficiency measures that will result in additional savings outside the operating budget.

TransformUS Update

Nominations to the TransformUS task forces were announced to the campus community on March 5, 2013. The full task force membership lists can be viewed at www.usask.ca/finances. I am grateful to University Council for its collaboration in this important initiative for the university. The Coordinating Committee of Council selected representatives of council leadership to participate in the TransformUS Task Forces nominations selection committee, alongside the president, provost, and (for the Support Services Transformation Task Force) the acting Vice-President Finance and Resources.

Council representation included:

- Jay Kalra, chair of University Council
- Stephen Urquhart, chair of Research, Scholarly and Artistic Works Committee
- Hans Michelmann, chair of the International Advisory Committee
- Roy Dobson, chair of Academic Programs Committee

The approach to the nominations review was comprehensive and collaborative, and the group took a consensus approach to decision-making. As a result, two very strong task forces have been struck to conduct the prioritization of academic and support services programs at the University of Saskatchewan.

In total, about 250 nominations were received with 23 people nominated more than once. The 227 unique nominations can be broken down as follows:

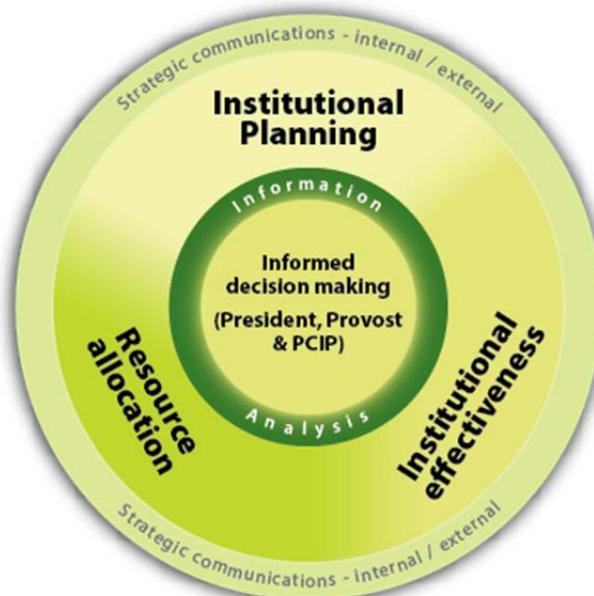
- 75 unique faculty nominations, including:
 - 9 department heads
 - 52 full professors
 - 16 associate professors
 - 7 assistant professors
- 101 unique staff nominations
- 30 unique student nominations (about half graduate and undergraduate)
- 21 other nominations (alumni or checked more than one: faculty, staff, student)
- 133 males and 74 females were nominated

A broad cross-section of the campus community was represented in the nominations, although there were some colleges and units for whom **no eligible nominations** were received (for instance, the University Library and the School of Public Health).

The first meetings of both task forces took place on March 5 and March 18-20. The groups will now be meeting regularly with their first task to create an initial set of criteria for discussion within the university community.

OFFICE OF INSTITUTIONAL PLANNING AND ASSESSMENT RESTRUCTURING

I would like council members to be aware of a recent re-structuring within the office of Institutional Planning and Assessment (IPA) which was undertaken as part of the office's workforce planning to ensure that PCIP continues to receive high quality analytical support for decision-making. Under the leadership of Assistant Provost Pauline Melis, IPA is now focusing directly on three key areas: **institutional planning** (including environmental scanning, institutional goals and plans, planning frameworks/critical design elements, and support for decision-making); **resource allocation** (specifically financial resources available to the institution and how these are distributed within the university); and **institutional effectiveness** (assessing institutional performance against goals and plans, against comparators and benchmarks, and unit performance against goals and priorities).



The purpose of this restructuring is to ensure the University of Saskatchewan is well-positioned nationally and that its planning process continues to innovate and provide the information required for decision-making for PCIP and senior decision-making bodies of the university including the Board of Governors and University Council.

THE POSTSECONDARY FUNDING ENVIRONMENT

The funding environment remains challenging across the country. The most recent budget at time of writing was the Alberta provincial budget which saw a zero per cent increase in overall government expenses for 2013/14. Very few ministries saw increases; health received an increase of slightly less than three per cent. Most ministries saw decreases, in some cases as much as ten per cent. The Ministry of Enterprise and Advanced Education saw a decrease in funding of approximately four per cent overall, with a large cut in operating grants to institutions amounting to a reduction of almost seven per cent compared to the prior year. Other envelopes within the ministry such as scholarships remained at prior levels, with grants and bursaries growing from \$34.6m in 12/13 to \$59.5m in 13/14. Alberta chose to invest heavily in this budget in capital. The capital plan is fully funded at an average of \$5 billion per year for the next three years. This includes funding for facilities at NAIT, NorQuest College, University of Calgary, Lethbridge College and Mount Royal University. However, the postsecondary capital maintenance and renewal budget was reduced from \$76m to \$48.7m for 13/14. Other postsecondary programs were also cut; for example the Campus Alberta Innovates Program (for research chairs) is reduced almost 7%.

BC brought down a modest budget in February but my understanding is that since it is an election year, it is uncertain that this budget will be adopted as is.

Saskatchewan’s provincial budget will be released on 20 March and I will provide a verbal update at University Council.

The federal budget is to be announced late March.

OFFICE OF THE VICE-PRESIDENT, RESEARCH UPDATE

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

Category	Highlights
<p>Strategic Initiatives or Projects</p>	<ul style="list-style-type: none"> • Western Reciprocity Agreement: agreement signed between University of Saskatchewan, University of British Columbia, and University of Alberta. The Western Reciprocity Agreement will facilitate faster and more consistent ethics reviews of research projects across the jurisdictions. (announced 28 Feb 2013) • Research Services has become a member of the CIHR Canadian Common CV (CCV) User Group which has been set up to improve the functionality and usability of the CCV. • International Collaboration Agreements (ICAs) Project: In consultation with key stakeholders, the International Research and Engagement Office (IREO) has been

Category	Highlights
	<p>working to develop standard processes for ICAs. Over 500 current ICAs have been reviewed and are now electronically recorded and filed, with metrics and information available to inform internationalization strategies. Expected outcomes for this project include a more strategic and efficient approach to international agreements.</p>
Partnerships	<ul style="list-style-type: none"> • The Saskatoon Centre for Patient Oriented Research (SCPOR), a joint undertaking of the University of Saskatchewan, Saskatoon Health Region, and the Saskatchewan Cancer Agency supporting clinical research, is nearing completion of its second year of a three-year pilot phase. Over its first two years, SCPOR has assisted 58 clinical researchers in the conduct of more than 200 studies, more than 100 clinical trial contracts have been negotiated on behalf of researchers and the University of Saskatchewan, and 48 researchers have been certified in “good clinical practice” research methods.
Funding Successes	<ul style="list-style-type: none"> • The U of S has achieved a 100 per cent success rate in the latest Canada Foundation Leaders Opportunity Fund competition. The U of S submitted seven applications to the October 2012 competition and all were selected for funding by the CFI Board. The CFI contribution to these projects will be more than \$700,000. An announcement with complete project and funding details is anticipated in the coming weeks. Since the inception of the program in 2005, U of S has maintained an average success rate of 85 per cent. • Over the last month, U of S researchers were awarded funding to help combat breast cancer and AIDS. <ul style="list-style-type: none"> ➤ Ron Geyer (biochemistry) and co-principal investigator Andrew Freywald (pathology and laboratory medicine) were awarded \$199,966 from the Canadian Cancer Society for a project that aims to generate and test novel synthetic antibodies that could help suppress breast cancer metastasis. Over the past decade, antibodies have become the major breakthrough for cancer treatment. ➤ Jim Xiang has been awarded \$295,000 over three years from the Canadians Institutes for Health Research to develop a T cell-based vaccine against the HIV-1 virus. <p>International Research and Engagement</p> <ul style="list-style-type: none"> • Nursing professor Dr. Pammla Petrucka will lead a team of Canadian and international partners to help modernize maternal, newborn and child health services in Arusha District, Northern Tanzania. The “Mama Kwanza (Mother First) Socio-Economic/Health Initiative in Tanzania” project has been awarded almost \$2.6M over three years by the Canadian International Development Agency (CIDA). In addition, \$1M will be provided in in-kind contributions through continuing partnerships with Regina Qu’Appelle Health Region, SaskTel, Coutts Courier, and U of S, as well as through Tanzanian partners that include the City of Arusha Health, Nelson Mandela African Institute of Science and Technology, and Green Hope. The CIDA funding will enable Petrucka’s team to expand Mama Kwanza to help about 3,000 Tanzanian women.

Category	Highlights
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WINTER TERM CENSUS DAY

The University of Saskatchewan has more students registered than ever before in its history, according to Winter Term Census Day enrolment data.

For Winter Term there were 20,348 students enrolled in all degree and non-degree programs. This record number is the result of five consecutive years of enrolment increases. Overall, the number of students enrolled in undergraduate programs is up 2.6 per cent over the same time last year, and up 3.5 per cent in graduate programs. Teaching activity (credit units) is up 3.1 per cent for all student groups.

Compared to last Winter Term, the number of international students has increased by 6.8 per cent. Of particular note is China from which undergraduate and graduate student numbers have increased by 4.1 per cent and 22 per cent respectively. New out-of-province students in direct entry programs are up 22.7% per cent as well, with strong increases from Western Canada. Encouragingly, the overall number of self-declared Aboriginal students is up almost 10.9% over last year, and students of Aboriginal ancestry comprise 8.5% of the student body. SESD is currently leading an initiative to improve self-declaration processes and to increase participation.

Russell Isinger, University Registrar and Director of Student Services, will be presenting a full report on 2012-13 enrolment at the April meetings of University Council and Senate.

COLLEGE OF MEDICINE RESTRUCTURING

A survey team of six individuals from the Committee on Accreditation of Canadian Medical Schools/Liaison Committee on Medical Education (CACMS/LCME) visited the college on March 12-13 as part of the procedures to assess accreditation of the Undergraduate Medical Education Program (UGME). The college is currently fully accredited, but as you are aware, it was placed on *warning of probation* in July 2011 due to deficiencies in 10 of the 139 accreditation standards set for all medical schools in North America.

Accreditation assessment is a rigorous process. In late January, we submitted the required background materials to CACMS/LCME ahead of the site visit. The survey team spent two days

in closed meetings with university and college administrators, faculty, students and staff at the Saskatoon campus, and some members of the survey team travelled to our Regina College of Medicine campus for site-specific discussions.

The purpose of this visit was to evaluate if we have made sufficient progress towards compliance on the 10 areas in which we were cited as being in partial or substantial non-compliance. Two of the 10 standards are of particular interest to the survey team, including IS-9 (authority of the dean) and ED-41 (functional integration of faculty across sites).

On behalf of the university, I would like to thank the Accreditation Working Group, Sheila Harding, and all those involved in the delivery of the UGME program for their hard work preparing for the visit. The outcome of the visit and effect on our current warning of probation status will **not be known** until late June/early July 2013 at the earliest. We will share the results with the college and the university community once we are notified.

The college has made progress and is in a stronger position than one year ago, but there is still considerable work to be done. It is impossible to predict the outcome of the visit but there are a number of possible results. Collectively, the College of Medicine is required to demonstrate sufficient progress toward compliance with accreditation standards in order to have the warning of probation lifted. Insufficient progress could result in continuation of the warning of probation or probation. Regardless of the outcome, the university and the college remain committed to the college's renewal. The Dean's Advisory Committee and its working groups are continuing to develop an implementation plan that supports the new vision for the College of Medicine, which was unanimously approved by University Council in December 2012.

An interim progress report on implementation plan is expected at University Council in April and a full plan must be submitted to the Planning and Priorities Committee of Council in August 2013. We will continue to communicate progress and provide opportunities for consultation and feedback from the college and its stakeholders throughout that timeframe.

COLLEGE AND UNIT UPDATES

College of Arts & Science

- The college celebrated its Third Annual Alumni of Influence Dean's Dinner and Award Ceremony. Recognized in 2013 were **Sarah Carter BA'76, MA'81, Leonard (Len) Edwards (BA''67, MA''69), Tim Gitzel BA'86, LLB''90, Allen Harrington BMus'99, Mary Houston BA'47, Bed'50, Thomas Mackie BSC'80, Mark Mullins BA'84, Sandra Pyke BA'58, MA'61, Gerald Schmitz BA'73, MA'75**
- A series of talks and discussions exploring the issues and motivations behind the Idle No More Movement is being held in the college in March and April:
<http://artsandscience.usask.ca/news/news.php?newsid=3407>
- Congratulations to the winners of this year's College Teaching Excellence Awards: **Kevin Ansdell** (Geological Sciences), **Nancy Van Styvendale** (English), **Pamela Downe** (Archaeology & Anthropology)
- **Denise Kouri** (BS'70, Arts deg. '72, SC Math'73) received a Global Citizen award from the Saskatchewan Council for International Cooperation

- The H. Sanford Riley Centre for Canadian History fellowship took place in February during which Professor **Winona Wheeler** (Native Studies) presented lectures at the University of Winnipeg
- **College of Arts & Science Book Club** :*Life of Pi* by Saskatoon-based author Yann Martel was the Book Club's inaugural selection. In addition to college-wide events, we encouraged professors and student groups to also consider incorporating *Life of Pi* and related book club events into their courses and activities for the 2012/13 year. The novel was made into a major motion picture by 20th Century Fox and directed by Academy Award winner Ang Lee. The movie was honoured with eleven nominations, and four wins at the 85th Academy Awards, including Best Director
- Author and professor emeritus (English) **David Carpenter** recently released *The Literary History of Saskatchewan, Volume 1* (published by Coteau Books) at the Writing North 3 Conference
- **Ronald Steer** (Chemistry) has been awarded the Canadian Society for Chemistry's John C. Polanyi Award. The award is presented annually to recognize excellence by a scientist carrying out research in physical, theoretical or computational chemistry or chemical physics
- **Alison Norlen's** (Art & Art History) exhibition *Luna*, is showing at the Mendel Art Gallery until March 10.
- The Department of Biology recently signed a 2+2 Block Transfer Agreement with Beijing's Capital Normal University, streamlining the transition for Chinese students who want to finish their BSc Four-Year or Honours degree
- The college had its Grand Opening of the Kaplan Instrument Collection in the Department of Music, honoring the legacy of Professor Emeritus **David Kaplan**

SEARCHES AND REVIEWS

Search, Dean, College of Engineering

The search committee for the Dean, College of Engineering has met three times. Short-listed candidates were announced in mid-February, with candidate visits occurring during the month of March.

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

The search committee for the Executive Director, Johnson-Shoyama Graduate School of Public Policy is being conducted 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

A meeting of the search committee is being scheduled in order to resume the search.

Search, Associate Dean, University Library

Ken Ladd is in the penultimate year of his third, five year term as Associate Dean (University Library). At the end of his current term, Ken will return to assigned duties within the librarians

ranks. A search committee has been struck and an initial meeting was held in early February. A posting will be circulated shortly.

Search, Associate Dean, Edwards School of Business

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

What is the Provost's Committee on Integrated Planning?

The Provost's Committee on Integrated Planning (PCIP) is the administration's planning and budgeting body. Under the provost's direction, it is responsible for five broad areas.

1. Planning

- Approval of the structure for the integrated planning process.
- Preparing an integrated strategic plan for the University of Saskatchewan based on the college and unit plans.
- Review and assessment of the plans of all major academic and administrative units and provision of feedback and specific directions to the units concerned (through planning parameters).
- Supervising and recommending the foundational documents for distribution to Council and the Board (where appropriate) for approval.
- Development and oversight of the framework for assessment and performance measures for the university.

2. Oversight of financial resources

- Preparation of the multi-year budget framework and the annual operations forecast.
- Administering a strategic resources fund known as the Academic Priorities Fund (APF).
- Recommending to the Finance Committee of the Board on resource levels for all units annually and over a multi-year timeframe (the detailed budget).
- Oversight of the university's budgetary system, including introduction of the Transparent Activity-Based Budgeting System (TABBS).

3. Oversight of capital resources

- Preparation of the multi-year capital plan and the annual update.
- Maintaining financial oversight of the university's capital portfolio and the major project planning process.
- Recommending to the Land and Facilities Committee of the Board on the appropriateness and alignment of major capital projects and of the capital plan with university priorities and strategic directions.

4. Administrative approval

- Approval of planning and resource-related decision items to be considered for approval by the Board of Governors.
- Approval of the resource component for academic programs, processes and policies to be considered for approval by University Council.
- Approval of resource requests relating to the university's integrated plans and for general operations of the university.

PCIP Members (2012-13)

Brett Fairbairn

Provost and Vice-President Academic (chair)

Greg Fowler

Acting Vice-President, Finances and Resources (vice-chair)

Karen Chad

Vice-President Research

Jim Germida

Vice-Provost Faculty Relations

Heather Magotiaux

Vice-President, University Advancement

Peter Stoicheff

Dean, College of Arts and Science

Support:

Pauline Melis

Assistant Provost, Institutional Planning and Assessment

Ginger Appel

Director, Budget Strategy and Planning

Bryan Bilokreli

Director, Institutional Capital Planning

Tonya Wirchenko

Analyst, Institutional Planning and Assessment

For more information

Website: www.usask.ca/ipa/pcip

Email: pcip.info@usask.ca

Phone: (306) 966-1824

5. Communications

- Preparing regular reports on integrated planning to the Board, Senate and Council.
- Ensuring that the strategic directions of the university, the plans of all college and administrative units, and the planning drivers are known and understood in all parts of the institution and beyond.

➤ What is the process for submitting a request for decision to PCIP?

Traditionally, PCIP has reviewed Requests for Decisions (RFDs) at the first available PCIP meeting after the Advisory Committee has determined they are PCIP ready. **In 2013, PCIP will begin reviewing requests in batches.** The process for submitting a request is as follows:

1. If you have an item PCIP may be interested in funding, contact the Institutional Planning and Assessment Analyst at pcip.info@usask.ca or 306-966-1824 to discuss the proposal process and timelines.
2. Complete the Request for Decision template and submit one PDF of the complete proposal via e-mail to pcip.info@usask.ca.
3. Proposals must be sponsored by a PCIP member (which currently includes all vice-presidents). The executive sponsor should be included early in the development of the Request for Decision documentation.
4. The PCIP analyst will confirm receipt of the item.
5. A time will be set for you to present your proposal to the PCIP AC. This committee will advise the proponent(s) on required revisions prior to the request being submitted for consideration.
6. **NEW:** Items submitted for consideration will be held until a future PCIP meeting, when the committee will review a number of proposals as a batch. Please note: Board of Governor items are exempt from batching process.
7. Following consideration by PCIP, you will be contacted regarding PCIP's decision.

Proposals have moved to a batch to review process to:

- Provide a more holistic picture for PCIP;
- Provide opportunity to compare the merits of proposals against one another; and
- Allow for more strategic review of funding priorities than when these decisions are made in isolation.

The deadline for receipt of materials that have received PCIP AC's approval to proceed is March 28, 2013 at noon.

For more information or to submit a proposal, please email pcip.info@usask.ca or call **(306) 966-1824**. To learn more about PCIP and PCIP AC, and to view a list of meeting dates, please visit www.usask.ca/ipa/pcip.

VPR Research Update – February 2013

Category	Highlights
Funding Successes	<ul style="list-style-type: none"> • Three Canada Foundation for Innovation (CFI) Leading Edge Fund projects with CFI contribution of \$3.78M (\$9.45M total project) were awarded in the 2012 CFI LEF/NIF competition; U of S success rate was 50% - national success rate: 31% (announced in Jan 2013). • Major Science Initiatives funding program - CFI awarded \$66.9M to the CLS and \$56.1M to Compute Canada, with the U of S Westgrid portion of the Compute Canada estimated at \$1M (announced in January 2013). • The U of S was awarded \$5.7M for the Agriculture Development Fund (ADF) through the Government of Saskatchewan Ministry of Agriculture; U of S success rate was 65.5% (announced in Jan 2013). • The U of S was awarded \$1.12M funding for two CIHR grants in the Open Operating Grant Sep 2012 competition; U of S success rate was 8% (announced in Jan 2013). • The U of S was awarded with \$1.4M SHRF funding for five Health Research Groups (two Phase I, two Phase II, and one Phase III groups); U of S success rate was 50% (announced in Dec 2012).
Strategic Initiatives or Projects	<ul style="list-style-type: none"> • 1 Feb 2013, the U of S signed the Memorandum of Understanding for establishment of a Consortium for a research program aimed at "Improving Oil Production Efficiency While Reducing Environmental Impacts." Consortium partners include: PTRC/INCAS3 Innovation Centre; Petroleum Technology Research Centre; Stichting INCAS3; Province of Saskatchewan; Saskatchewan Research Council; University of Regina; University of Saskatchewan; University of Groningen; Eindhoven University of Technology. • 10 Dec 2012, the 2013 Tech Venture Challenge kicked off with the announcement of the ten finalists competing for prizes. RBC, Deloitte and Innovation Place are sponsoring the initiative. • VIDO-InterVac: The InterVac facility is on track to meet certification requirements of the Canadian Food Inspection Agency (CFIA) and the Public Health Agency of Canada (PHAC). It is anticipated that operations will be fully functional by spring 2013. InterVac will enable scientists from around the globe to perform urgently needed research on existing and emerging infectious diseases of immediate human and animal health concern. [NOTE: Reported to Board of Governors Dec 2012, not reported to Council] • 5 Feb 2013, the Global Institute for Food Security (GIFS) announced the appointment of three directors to its founding board: Dallas Howe, current chair of the board of Potash Corporation of Saskatchewan Inc.; Alanna Koch, Deputy Minister of Saskatchewan Agriculture; and Peter MacKinnon, former President of the U of S. Three additional directors will be nominated and appointed to the GIFS board in 2013. Ernie Barber was appointed Interim Deputy Executive Director and Chief Operating Officer on a part-time basis.

VPR Research Update – February 2013

<p>Commercialization and Major Knowledge Mobilization Successes</p>	<p>Jan 2013, two technologies were licensed:</p> <ul style="list-style-type: none"> • Licensed to Bertech Pharma, Edmonton. Inventors: Dr. Peter Bretscher and Dr. Duane Hamilton (Microbiology and Immunology). Technology: Ig Isotype Methodology to Assess Efficacy/Failure of the Immune System Against Cancers • Licensed to Veterinary Genetics Laboratory, University of California, Davis (from U of S in partnership with Cornell University). U of S Inventor: Dr. George Forsyth, WCVMM Technology: DNA test for the LP spotting pattern/ Congenital Stationary Night Blindness in the Horse
<p>Reputational Successes</p>	<ul style="list-style-type: none"> • U of S ranked #1 in Canada at over \$520,000 in licensing revenue earned per full time U of S technology transfer equivalent employee according to the AUTM 2010/2011 survey (released in 2012).
<p>Research Tools/Facilities /Processes</p>	<ul style="list-style-type: none"> • Animal Research Ethics completed implementation of new smart forms to help streamline the ethics submission and review process. • 22 Jan 2013, Social Sciences Research Laboratories (SSRL) held a grand opening [http://ssrl.usask.ca/ssrl/]. Supported by the Government of Saskatchewan, the Canada Foundation for Innovation (CFI) and the University of Saskatchewan (U of S), the SSRL's five state of the art laboratories are making the university a national leader in interdisciplinary social science research. Several dignitaries also attended the grand opening, including Gary Goodyear, Minister of State for Science and Technology. • UnivRS System: In Jan 2013, three vendors presented their systems to the campus community, targeting researchers, administrators, and other users. The UnivRS team is in the process of selecting that vendor that can best meet U of S requirements. A new electronic research administration and management system, UnivRS was identified as one of the top 3 priorities of the Service and Process Enhancement Project and will provide critical management capacity for research. • Research Services is leading a provincially funded Continuous Improvement (LEAN) project with Westmark Consulting with the goal of providing more efficient administration of contracts within the ILO, RS, Purchasing and Corporate Administration (28 Jan 2013 start).
<p>Partnerships</p>	<ul style="list-style-type: none"> • Jan 2013, the U of S signed an affiliation agreement with the Canadian Centre for Drug Research and Development to enable U of S health researchers to advance promising early-stage drug candidates. • Jan 2013, the U of S signed ACAMP of Alberta agreement to collaborate and commercialize U of S nano technologies. • Fall 2012, the Saskatchewan Commercialization Partnership of Post-Secondary Institutions was signed. The U of S is providing expertise in technology commercial evaluation and patenting with the University of Regina.
<p>Other</p>	<ul style="list-style-type: none"> • 28 Jan 2013, CIHR President Dr. Alain Beaudet visited the University of Saskatchewan/ Saskatoon Health Region. He met with faculty regarding health research issues and opportunities and also provided feedback on the U of S proposal for the CIHR Strategy for Patient-Oriented Research (SPOR) Initiative. • Leadership searches are currently underway for: the director for the Sylvia Fedoruk Canadian Centre for Nuclear Innovation; the CERC in Integrated Infectious Disease

VPR Research Update – February 2013

	<p>Mitigation (IIDM); and the CEO for the Canadian Light Source (CLS). Dr. Sue Abrams has been newly appointed as the Director for the Saskatchewan Structural Sciences Centre.</p>
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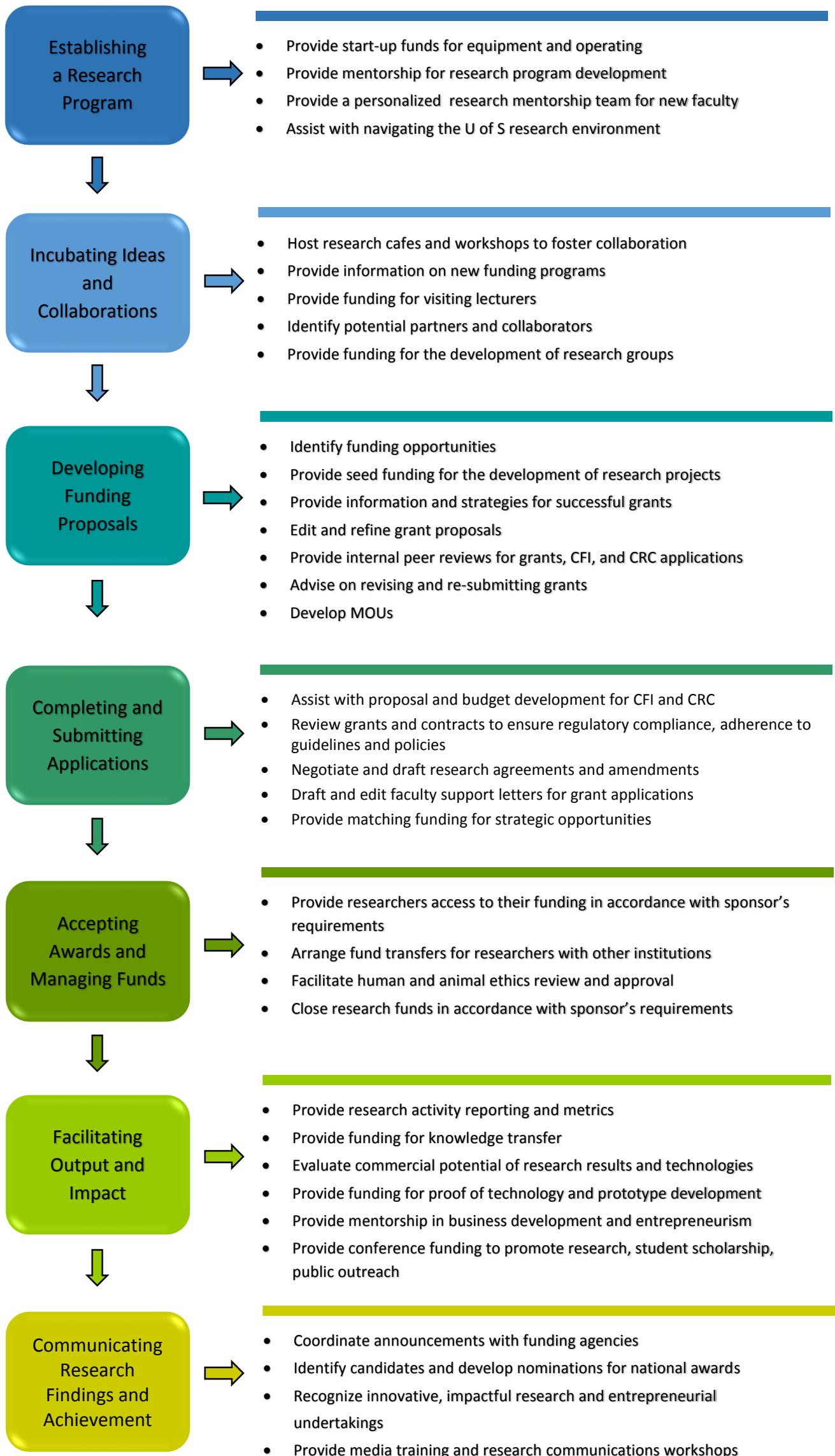
VPR Research Update – March 2013

Category	Highlights
<p>Strategic Initiatives or Projects</p>	<ul style="list-style-type: none"> • Western Reciprocity Agreement: agreement signed between University of Saskatchewan, University of British Columbia, and University of Alberta. The Western reciprocity agreement will facilitate faster and more consistent ethics reviews of research projects across the jurisdictions. (announced 28 Feb 2013) • Research Services has become a member of the CIHR Canadian Common CV (CCV) User Group which has been set up to improve the functionality and usability of the CCV. • International Collaboration Agreements (ICAs) Project: In consultation with key stakeholders, the International Research and Engagement Office (IREO) has been working to develop standard processes for ICAs. Over 500 current ICAs have been reviewed and are now electronically recorded and filed, with metrics and information available to inform internationalization strategies. Expected outcomes for this project include a more strategic and efficient approach to international agreements.
<p>Partnerships</p>	<ul style="list-style-type: none"> • The Saskatoon Centre for Patient Oriented Research (SCPOR), a joint undertaking of the University of Saskatchewan, Saskatoon Health Region, and the Saskatchewan Cancer Agency supporting clinical research, is nearing completion of its second year of a three-year pilot phase. Over its first two years, SCPOR has assisted 58 clinical researchers in the conduct of more than 200 studies, more than 100 clinical trial contracts have been negotiated on behalf of researchers and the University of Saskatchewan, and 48 researchers have been certified in “good clinical practice” research methods.
<p>Funding Successes</p>	<ul style="list-style-type: none"> • The U of S has achieved a 100 per cent success rate in the latest Canada Foundation Leaders Opportunity Fund competition. The U of S submitted seven applications to the October 2012 competition and all were selected for funding by the CFI Board. The CFI contribution to these projects will be more than \$700,000. An announcement with complete project and funding details is anticipated in the coming weeks. Since the inception of the program in 2005, U of S has maintained an average success rate of 85 per cent. • Over the last month, U of S researchers were awarded funding to help combat breast cancer and AIDS. <ul style="list-style-type: none"> ➤ Ron Geyer (biochemistry) and co-principal investigator Andrew Freywald (pathology and laboratory medicine) were awarded \$199,966 from the Canadian Cancer Society for a project that aims to generate and test novel synthetic antibodies that could help suppress breast cancer metastasis. Over the past decade, antibodies have become the major breakthrough for cancer treatment. ➤ Jim Xiang has been awarded \$295,000 over three years from the Canadians Institutes for Health Research to develop a T cell-based vaccine against the HIV-1 virus. <p>International Research and Engagement</p> <ul style="list-style-type: none"> • Nursing professor Dr. Pammla Petrucka will lead a team of Canadian and international partners to help modernize maternal, newborn and child health services in Arusha District, Northern Tanzania. The “Mama Kwanza (Mother First) Socio-Economic/Health Initiative in Tanzania” project has been awarded almost \$2.6M over

VPR Research Update – March 2013

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Services and Programs for Faculty: Ensuring Research Success



UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: March 21, 2013

SUBJECT: College of Medicine admission qualifications

DECISION REQUESTED:

It is recommended:

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

That Council approve the College of Medicine admission requirement 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.

PURPOSE:

Under the University of Saskatchewan Act 1995, decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by Senate. Admission qualifications are defined in the Admissions Policy as follows:

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

The motions if approved by Council will be presented to the Spring, 2013 meeting of University Senate for confirmation.

SUMMARY:

The change to the Medicine entrance qualifications for Saskatchewan residents replaces the current “best two years” admission qualification with the requirement that students present a four-year degree for entrance. The rationale for this change and specific implementation procedures are described in the attached material.

Out-of-province students already require a four-year degree; the motion to require all classes to be used in calculation of their average will reduce disputes about whether specific classes should or should not be used.

REVIEW:

The Academic Programs Committee discussed this change with the Acting Dean of Medicine, the Director of Admissions and the Admissions Coordinator for the College of Medicine at its meeting of February 27. The committee discussed the schedule for implementing this change and agreed that it was reasonable to require students to meet the revised requirements as soon as possible.

The Committee also noted that the college is changing its selection criteria so that it will no longer use the writing portion of the MCAT. Changes to selection criteria have been delegated to be approved by colleges.

ATTACHMENTS:

Existing college admission requirements as of October 2, 2012

Proposal documentation

Information package on Medicine admissions changes:

1. Admissions Requirements presently in effect
2. Summary of proposed changes and reports to faculty of the College of Medicine
3. Feedback on the changes received from other colleges and individuals, including Star-Phoenix article of February 1, 2013

Admission Requirements

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

Admission Qualifications:

SASKATCHEWAN RESIDENTS

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

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

OUT-OF-PROVINCE RESIDENTS

****NOTE****

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

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

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

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

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

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

Selection Criteria:

1. Weighting

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

2. References

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

3. Criminal Record Check

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

4. Standard First Aid Certificate

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

Categories of Applicants:

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

1. Saskatchewan Residents

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

2. Canadian Out of Province Residents

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

3. Aboriginal Equity Access Program

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

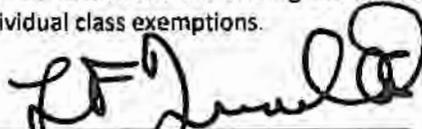
4. Special Case Category

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

5. Admission with Advanced Standing

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

Dean's Signature:



 Oct 2 2012

Date:



Summary of proposed changes to College of Medicine admission qualifications and selection criteria

1. Changes to admission qualifications:

Admission qualifications are defined as follows:

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

Changes to Admission Qualifications require approval by University Council and confirmation from University Senate.

At its January 30, 2013 faculty council meeting, the College of Medicine approved the following changes to admission qualifications:

That the College of Medicine implement the requirement for a 4-year baccalaureate degree by Saskatchewan residents at entrance to medicine according to the framework as described [in the documentation]

This change will be effective for students applying to be admitted in September, 2015.

That for out-of-province (OP) applicants, all university courses taken prior to and after application will be considered. Courses taken before and after application must both average 83.0% for an application and an offer of a seat in medicine to stand, respectively.

As previously, a 4-year degree must be completed by the time study of medicine starts.

This change will be effective for students applying to be admitted in September, 2014.

Following review by the Academic Programs Committee, these changes will be submitted for approval to the March 21 meeting of University Council and for confirmation to the April 20 meeting of University Senate.

2. Change to selection criteria:

Selection criteria are defined as follows:

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

Authority to approve changes to selection criteria has been delegated by University Council to colleges.

At the faculty council meeting, the College of Medicine also approved this change to selection criteria:

That as of the 2013 application cycle, the writing sample of the Medical College Admission Test (MCAT) no longer be considered for any applicant to the College of Medicine.

This change will be effective for students applying to be admitted in September, 2013.

It does not require any further approval.

FACULTY COUNCIL
COMMITTEE REPORT FORM

COMMITTEE: Admissions Committee

COMMITTEE CHAIR: Dr. Barry Ziola

This Report should be placed on the Faculty Council Agenda for:

- No Report
- Information Only
- Discussion
- Decision

The following items are of particular interest to the Faculty Council, but do not require any action.

The following items require action/approval by Faculty Council.

Signature



Date 2013.01.14

**REPORT TO FACULTY COUNCIL
2013.01.30**

MOTION

That the College of Medicine implement the requirement for a 4-year baccalaureate degree by Saskatchewan residents at entrance to medicine according to the framework described below.

On behalf of the Admissions Committee,



Dr. Barry Ziola
Director of Admissions

PREAMBLE: The implementation framework attached to the notice-of-motion tabled at the 2012.11.28 Faculty Council Meeting had been reached by the Admissions Committee through seven hours of discussion spread over three meetings held September 6, October 9, and November 9, 2012. The implementation framework was distributed to academic units at the U. of Regina and the U. of S. immediately upon the notice-of-motion being tabled with Faculty Council in November. This was done to get as wide a range of feedback on the details of the proposal as possible. Feedback received as of January 4 contained three consistent themes. First, moving to the 4-year degree requirement was viewed as positive. Second, the two proposed transition years were viewed as negative (nightmare for advising of students!). And third, the proposed 60 months of enrollment time to complete the degree was viewed as too long.

Based on this input, the 4-year degree implementation framework was revised within the Admissions Office and then sent out to Admissions Committee members via email for consideration. The Admissions Committee currently has 19 sitting members and replies were received from 16, with all being in favour of the revised 4-year degree implementation framework. Consequently, the revised implementation framework for the 4-year degree requirement, as provided below, is being brought forward for decision.

FRAMEWORK FOR MOVING TOWARDS A 4-YEAR DEGREE REQUIREMENT FOR ENTRANCE TO UNDERGRADUATE STUDIES IN MEDICINE AT THE U. OF S.

[1] The admission requirements for 2013 applicants remain unchanged.

[2] For 2014 and later applicants, ≥ 90 CU must be completed before application and, if an applicant is offered a seat in medicine, the degree requirements for a 4-year Bachelor's degree must be completed by the end of June prior to entry to medicine [the only exception to the degree requirement is described immediately below]. The degree must have been completed in ≤ 40 months of university enrollment¹. All university courses completed as of the end of December following application will be used in the GPA calculation for admission purposes. Although courses completed in the calendar year following application

¹ Based on a 4-year Bachelor's degree being comprised of at least 120 credits, the following will apply. If 18 or more credits are taken during September through April, this will be considered to be equivalent to 8 months of enrollment time. If fewer than 18 credits are taken during September to April, or for course-work taken outside of the September to April period, each 3 credits will be considered as 0.8 month of enrollment time. No more than 6 credits of distance education are allowed per 30 credits and the expectation is that the 4-year degree will be completed in a time period of not more than 6 years.

will not be used in calculating an applicant's GPA for admission purposes, academic performance in these courses must average $\geq 78\%$.

[3] Individuals in a non-direct entry college can apply if prior to application ≥ 90 CU have been completed in ≤ 32 months of university enrollment and the initial coursework started no more than 6 years earlier. At least 120 CU must be completed by the end of June prior to entry to medicine. If in later years of or having finished a non-direct entry program, the enrollment time for completed coursework will be based on ≥ 24 CU per 8 months. GPA calculation for admission will be done as in [2].

[4] Students in non-direct entry colleges who are within one year of degree completion can request a one year deferral if offered a seat in medicine.

[5] In all cases, the maximum number of introductory (junior) courses allowed will be what is permitted by the degree granting institution the applicant is studying at. Any introductory courses completed beyond the numerical maximum allowed for the 4-year degree will not be considered for admission purposes. If requested, applicants must provide a program monitor signed by an academic advisor for the degree program that a student is registered in, confirming courses completed and to be completed to meet the 4-year degree program requirements.

[6] Advanced Placement (AP) and International Baccalaureate (IB) course transfer credits only will be considered towards meeting the prerequisite requirement and will not be included when calculating the GPA for admission purposes. The start and completion date for AP/IB courses will be as if they had been taken during the 1st year of university, not the last year of secondary school.

[7] Students starting a 2nd degree program within one year of completing a 4-year degree must be within 30 CU of completing the new degree program at the time of application and complete the degree requirements by the end of the following June to have courses in their 2nd degree also count towards the GPA calculation for admission purposes as described in [2]. The 1st degree (≥ 120 CU) must have been completed within ≤ 40 months of enrollment. The enrollment time for the 2nd degree will be based on ≥ 24 CU per 8 months. Any introductory courses taken beyond the first degree must be a requirement of the 2nd degree program.

[8] For students returning to university after at least one year away and starting a new 4-year degree program, only courses completed previously that are used in their current degree program will be carried forward and used in the GPA calculation for admissions purposes. Applicants must be within 30 CU of completing the new degree program at the time of application and complete the degree requirements by the end of the following June. GPA calculation for admission purposes will be as described in [2]. Enrollment time for completion of the new degree program will depend on the number of CU carried forward and based on ≥ 24 CU per 8 months.

[9] The requirement to complete either prescribed prerequisite classes at the U. of Regina or the U. of S., or the Medical College Admission Test (MCAT) remains in place.

[10] For applicants with an incomplete or complete post-graduate degree at application, all courses taken prior to entering graduate school will be used (the time requirements for completion of the 4-year degree needed to start graduate studies will be the same as if the applicant were applying to medicine), as will all graduate classes completed by the end of December of the year of application. For applicants with a completed post-graduate degree at application, if the degree completed is a Master's degree, remove 9 CU worst marks, then calculate the GPA. If the degree completed is a Ph.D., remove 15 CU worst marks, then calculate the GPA.

NOTE Current requirements for Saskatchewan residents are found in [2] below.

[1] RATIONALE FOR THE PROPOSED CHANGES:

The U. of S. College of Medicine (CoM) currently has the least strenuous academic entrance requirement of the 14 English-speaking Canadian Medical Schools. Applicants who will have only two years (60 CU) of university completed at the point of entry to medicine can be accepted. Like us, the U. of Alberta still allows “2-year” students to apply, but such applicants must have a much higher minimum application GPA of 3.7 compared to others with more university training at 3.3. Six schools allow entrance with three years of university completed, while the other six require an undergraduate degree completed at the point of entry. The University of Western Ontario Medical School even goes further by requiring an honours degree at the point of entry. Moving to a 4-year undergraduate degree required at the point of entry to our medical school thus will better align with what is required at the other Canadian English Medical Schools.

Our current “best 2-year” requirement, which has been in place for 25 years, allows students to literally “work” towards getting “two best” academic years for GPA calculation for admission purposes. Increasingly, the Admissions Office is seeing applicants who have changed degree programs, including changing colleges, in order to get to two academic years that give a high enough GPA to, initially, be granted an interview and, subsequently, be competitive for admission. Due to degree requirements in the individual’s so-called new program, applicants are becoming increasingly aggressive in asserting that junior-level classes are needed for the program they are now in. This loading of two academic years with even a few additional junior levels classes provides an unfair advantage compared to those students who enter a degree program and progress steadily towards completion. Moving towards and ultimately requiring a 4-year degree be completed at the point of entry to medicine will stop this manipulation of academic requirements due to how our current academic requirements are defined.

Moving to a 4-year degree required at entry to medicine will also bring to the CoM not only better educated students, but also students who have shown they can persist and, more importantly, succeed, in completing an academic program at a high academic level. Five years ago, we had 46.4% of our incoming class have a Bachelor’s degree. This has steadily declined to a low of 36.0% this year. As the average age of our incoming students over the same five years has remained relatively constant at 22.3 to 23.3, it is clear that more students are obtaining entrance on two “good” academic years, without having completed a degree. With the move to a 4-year degree requirement, the average age of our incoming students will move closer to 24.0-24.5 years, with the added 1.5-2.0 years bringing desirable increased maturity in our incoming students. As only some 20% of applicants get accepted into medical school each year, individuals unsuccessful in getting into medicine will have a broader spectrum of career opportunities with a completed baccalaureate degree. This is the so-called “plan B” that we strongly advise individuals to have should they not be able to achieve a seat in medicine. Our requiring a 4-year degree to enter medicine thus indirectly will facilitate career alternatives for those not successful in getting into medicine.

Waiting one year to implement the 4-year degree requirement at the point of entry will allow transitional planning by students who have recently changed programs or who have already started university recently without a focused program of study. Students currently in their second full year of a degree program and progressing through their program at the usual 30 CU per year will form the bulk of the initial cohort of applicants able to apply in October 2014 for entry in August 2015 with a just-completed 4-year degree.

The relaxation of doing 30 CU over the September-April time frame and instead allowing a degree to be completed in 40 months of total enrollment time is intentional. This is being recommended to allow students to plan their undergraduate degree studies to accommodate work, travel, collegiate/national/Olympic team sports, or events occurring in their lives that require a reduced study load at any given time. Up to now, students were only allowed to undertake a reduced course load through a special case request (as described below in 2.3). Special cases accepted by the Admissions Committee allow students to do 24 CU rather than

the usual 30 per 8 months of enrollment time. The Admissions Committee has had to deal with an increasing number of such special requests over the past few years. By relaxing the time frames for completion of a 4-year degree to 40 months of enrollment (i.e., what has been allowed upon application: 24 CU/8 months = a 120 CU degree completed in 40 months), most of these special case requests will no longer be needed as individuals will be able to plan their baccalaureate studies based on their own circumstances, including the increasing need to work to finance their education.

Many individuals start university and for numerous reasons do not do well initially. Often such individuals later come back to university and then do well. The provision of allowing individuals who have been away from university for at least one year to essentially initiate a new 4-year degree program (i.e., an academic “restart) and leave most (perhaps all) of their earlier “bad” academic performance behind is based on recognition of these facts. Such “restart” students generally are a bit older and more mature, ultimately coming to medicine with a diversity of experiences and having had to overcome an initial difficult start to their post secondary education. These individuals have historically shown they have a high probability of being very good to exceptional students in medicine.

Currently, only students who are in their final year of their MSc or PhD programs can request a year deferral on entry. The proposal to extend this same deferral possibility to students in non-direct entry colleges (law, pharmacy, nursing, nutrition, veterinary medicine) who are within one year of degree completion is based on students with such completed degrees bringing diversity and a unique perspective to the study of medicine. It will also allow the CoM to counter criticism from our sister colleges that we “poach” their students with no regard for impact this has on those colleges.

Lastly, the provision of removing the lowest 9 or 15 CU for applicants with completed MSc or PhD degrees, respectively, is based on continuing to acknowledge the time commitment needed to achieve these degrees and the desirability of having such individuals undertake medical training. Individuals with post-graduate training bring diversity to our medical classes and increasing their number in our incoming classes should contribute to the research mandate of the college.

[2] CURRENT REQUIREMENTS FOR SASKATCHEWAN RESIDENTS:

[2.1] Competitive Average for Admission.

To establish an academic average for consideration by the Admissions Committee, students must complete two full undergraduate years of study. A full course load is defined as thirty credit units, or 10 one-term courses, taken between September and April at the University of Saskatchewan or the University of Regina. Saskatchewan residents must attain a minimum of 78% in the two-year average to be considered for admission. Courses taken during summer (May to August) are not considered in the two-year average. Students questioning whether they meet the two full course load years should contact the Admissions Office.

For Saskatchewan residents (as defined in the Residency and Citizenship Section), the current academic year will be considered on the assumption that he/she will satisfactorily complete the April examinations. In other words, the current year may be used in the two full-year (competitive) average for admission. Saskatchewan residents attending universities outside Saskatchewan must have official transcripts with final grades reported sent to the Admissions Office by May 31 in order to have the current year considered for inclusion in the Competitive Average. Offers of acceptance made to Saskatchewan residents attending non-SK universities will be conditional upon timely receipt of the final transcripts.

Applicants may improve their average for admission by taking (an) additional full year(s) of university study. However, all full years must lead to a degree or, where students already have (an) undergraduate degree(s), to a degree in another discipline. It is not acceptable for students who have already spent two years at university to subsequently take largely 100-level introductory courses to improve their average, nor is it

acceptable for students to repeat a course they have already taken and use the new grade for competitive purposes. Students working toward a second/subsequent degree or students taking more than three or four years to complete a 3- or 4-year degree, respectively, must obtain preapproval of additional full years of university from the Admissions Office to confirm suitability for use in the competitive two full year average. It is a student's responsibility to ensure all courses within a full year count toward their current declared degree/program.

[2.2] Graduate Students.

In considering graduate students, the average may be based on the following, or the two best full undergraduate years, whichever works to best advantage. Course-based graduate program, which may or may not include a research project. The average of all grades in the program will count as one full year combined with the best two full undergraduate years. The post-graduate program must be comparable to at least one full academic year (30 credit units). Master's thesis-based program. The average of all Master's grades (minimum of 9 credit units) will count as one full year combined with the best two full undergraduate years. Ph.D. thesis-based program. The average of all graduate grades (minimum of 15 credit units) will count as one full year combined with the best full undergraduate year.

If an applicant with a M.Sc. or a Ph.D. degree has completed fewer than 9 credit units of graduate classes at the point that their program has been completed, then their post-graduate academic course work will be calculated on a course-weighted basis together with their two best full undergraduate years. If an applicant with a Ph.D. degree has completed 9 or more, but fewer than 15 credit units of graduate classes, then their post-graduate academic course work will be weighted as equivalent to a full year and combined with their best two full undergraduate years.

For all graduate programs, students must have completed all requirements for their degree, including successful defense of the thesis, if applicable, by May 31, 2013. Graduate programs not complete by the required date will not invalidate an application, but will result in the competitive average being based on the best two undergraduate years.

[2.3] Special Cases.

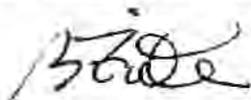
The Admissions Committee will consider special case entrants submitting requests in writing. Note: Advice on the suitability of special case requests should be obtained from the Admission's Office prior to submission. An example would be a single parent whose family responsibilities prevent them from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

REPORT TO FACULTY COUNCIL
2013.01.30

MOTION

That for out-of-province (OP) applicants, all university courses taken prior to and after application will be considered. Courses taken before and after application must both average $\geq 83.0\%$ for an application and an offer of a seat in medicine to stand, respectively. As previously, a 4-year degree must be completed by the time study of medicine starts.

On behalf of the Admissions Committee,



Dr. Barry Ziola
Director of Admissions

Current wording: All courses completed towards the four year degree at the date of application will be used for calculation of grade-point-average (GPA, the minimum GPA required for application will be 83.0%, the four year degree must be completed by the time study of medicine starts, and remaining courses completed for the degree after the date of application must minimally average 83.0%.

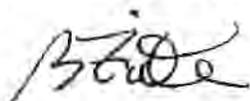
Rationale: Determining exactly which classes have been used for granting of a 4-year degree has proven difficult with some OP transcripts. The motion moves the assessment of GPA to include all classes taken prior to and after application, obviating the need to determine which classes are and are not related to the required degree. For the majority (> 90%) of OP applicants, this change will have no effect. It will only affect those OP applicants who have taken extra classes or who have changed programs part way along the path to a 4-year degree.

**REPORT TO FACULTY COUNCIL
2013.01.30**

MOTION

That as of the 2013 application cycle, the writing sample of the Medical College Admission Test (MCAT) no longer be considered for any applicant to the College of Medicine

On behalf of the Admissions Committee,



Dr. Barry Ziola
Director of Admissions

Current requirements: To pass the MCAT, a Saskatchewan resident's verbal reasoning, biological sciences, and physical sciences scores must total ≥ 26 with no score below 8, and the writing score must be N or higher. To pass the MCAT, an out-of-province resident's comparable MCAT scores must total ≥ 30 with no score below 8, and the writing score must be N or higher.

Rationale: The new MCAT to be used as of January 2015 will not contain a writing sample. As a lead-in to the new 2015 MCAT, the current MCAT as of January 2013, similarly will no longer include the writing sample. The motion intent is to remove the writing sample from any further consideration, as applicants going forward will not be writing it.

Note that applicants already having written the MCAT with the appropriate required MCAT sum and no score less than 8, but with a prior writing sample of M or lower will now be considered to have passed their MCAT. Such individuals will be few in number, declining to none as the 5-year window for MCAT results moves forward.

7

Here is the feedback provided by various academic units at the University of Regina and the U. of S. Comments were initially solicited on the notice-of motion that was tabled with the Faculty of Medicine Council on November 28th. The revised proposal approved by Faculty of Medicine Council on January 30 was sent out to the same academic units as initially, but few additional comments were returned. The additional comments that were provided are included as a NOTE at the end of the appropriate section.

[1] B. Roesler; Head, Dept of Biochemistry, U. of S.

The Department of Biochemistry reviewed the proposal and commented back that (i) the Department Faculty are in general agreement with moving to a degree requirement.

[2] Daphne Taras, Dean and Professor, Edwards School of Business; U. of S.

I can't see any implications for Edwards other than this actually will make it just a little easier to have a qualified applicant pool for our joint MD-MBA.

[[3] Nick Ovsenek; Associate Dean, Biomedical Sciences and Graduate Studies, College of Medicine U. of S.

I think it is safe to assume, from many conversations I have had over the years with department heads and faculty in the Biomedical Sciences, that there is strong support for the requirement of a 4 yr Bachelor's degree for admission into the MD program, as is being proposed by the Admissions Committee.

NOTE: Dr. Ovsenek provided the following comment on the revamped proposal approved by the Faculty of Medicine Council --- *Very thorough and I agree, essentially, with all of it.*

[4] Peta Bonham-Smith; Vice Dean Science, College of Arts and Science, U. of S.

Just before the break, I took the Notice of Motion to my heads table, that was all six Division of Science dept heads plus the five BMSC heads. There was unanimous support for the motion.....

There was agreement around the table that there is capacity in the 3rd and 4th years of our degree programs to accommodate the extra students.

.....We are excited that the Admissions Committee has determined to move forward in this direction.

NOTE: Dr. Bonham-Smith provided the following comment at the end of January --- *I like the revamped proposal.*

[5] Kevin O'Brien; Academic Program Coordinator, Faculty of Arts, U. of Regina

Our team of academic advisors have reviewed the proposal and find that it is positive overall. We think it treats our students fairly. We also believe the relaxation of the 30 credit hours between September and April will be well-received by our students.

[6] Nurul Chowdhury; Associate Dean, Student Affairs, College of Engineering, U. of S.

In general, we support the admissions requirement proposal from the College of Medicine. If approved, it will encourage students to complete a full 4-year university degree rather than picking courses just to boost the average. Individuals unsuccessful in getting into medicine will still have other career opportunities with a 4-year university degree.

The proposed admissions requirement will be good for the engineering students. Based on the increasing interest shown by our students for biomedical engineering, we anticipate that many students would like to finish an engineering degree before getting into medicine. Even if they are unsuccessful, they have established a very good career potential.

NOTE: Dr. Chowdhury recently provided the following comment --- *I have reviewed the alterations and..., our earlier correspondence still stands.*

[7] Responses from ten Anatomy and Cell Biology faculty were compiled and forwarded by Dr. Jennifer Chlan.

All ten faculty were strongly in favour of requiring that Saskatchewan applicants have a 4 year undergraduate degree. The primary reasons for this were as follows.

A. Increased personal and academic maturity of the Year 1 medical student cohort: Increased personal maturity was the most common reason listed by faculty as a good reason to require that applicants have completed a 4-year undergraduate degree. Other faculty commented that increased academic maturity would increase medical students' ability to assimilate the large amount of information they encounter in medical school.

B. Reduction in the number of students who only select "easy" grade" courses to incongruously manipulate the current admissions process. An overhaul of the old admission requirements was thought to be long overdue for this particular reason.

C. These new admission requirements reflect the importance and value that graduate students (i.e. those with an MSc or PhD) have as future MD/

clinical scientists, and allow for their graduate school marks to be accounted for in a meaningful way during the application process.

[8] M. Louise Humbert; Associate Dean, Undergraduate Program, College of Kinesiology

Keeran Wagner and I have reviewed the proposed changes and we are in complete support of them. We believe that this will help us as students will be required to have Keeran (our program monitor) confirm that they are working towards a degree. We have been able to do this with Sherrill [College of Medicine Admissions Coordinator] over the past year, and we feel this has really helped us limit the tactics of some students.

We anticipate increased demand for our College and this will pose some challenges for us. We have discussed this at our Undergraduate Program Committee and we will continue to do so.

[9] Yvonne M. Shevchuk; Associate Dean, Academic, College of Pharmacy and Nutrition, U. of S.

Myself, Dean David Hill and Diane Favreau, our Academics Advisor have reviewed the document and we do not have any concerns with the proposal.

[10] Nader Mobed; Associate Dean (Academic), Faculty of Science, University of Regina

I am writing to confirm that I fully support the proposal as it now stands.

[11] Angela Busch; Chair, Admissions Committee, School of Physical Therapy, U. of S.

The School of PT Admission Committee reviewed this motion at our meeting on Tuesday. We have no concerns or suggestions. We agreed that there is good rationale for the motion.

[12] Phil Woods, RPN, Associate Dean Research, College of Nursing, U. of S. on behalf of the College's leadership Team.

Thank-you for the opportunity to review and provide feedback for the proposed framework for moving towards a 4-year degree requirement for entrance into undergraduate studies in Medicine at the U of S. The College of Nursing has reviewed the framework and is in support of this more rigorous entrance requirement which will align the College with other Medical schools across the country.

The proposed changes to the entrance requirement will level the playing field for all applicants (i.e., those who are working towards a degree vs. those manipulating the two best academic years for GPA calculation). The result will be a slightly more mature student with increased likelihood of success. The College of Nursing has witnessed a similar success in the Post-Degree BSN program where the students have demonstrated success with their previous degrees and as a result can manage the demanding program with less attrition rate than our previous NEPS students.

We are also in favour of the one year deferral for students who are near completion of their previous degree. This may have a positive effects on our Post-Degree BSN seats as there are typically a few students each year that leave the program once they have received an acceptance letter into Medicine. Under this new admissions requirement, these students may choose to stay to complete the two year Post-Degree Program.

From a research perspective, it was welcoming to see the continued desirability to attract students who have MSc or PhD degrees. We agree this foundation in research training should contribute to the research mandate of the college.

NOTE: The College of Nursing Leadership Team provided the following comment in mid February --- After review of the revised motion, the only potential issue that the team identified was around the tight timelines which may become a barrier for students with extended illness, or family situations. However, the Team noted that the "special cases" clause could allow for a greater flexibility to accommodate these students.

[13] Here is a copy of an unsolicited email received from Mark Taylor, MD. Ironically, he is not one of our College of Medicine alumni from either the undergraduate training or residency training perspective.

I wanted to personally thank you and your colleagues for making a wise decision in regards to the U of S medical school admissions process.

Implementing a degree requirement will ensure a steady stream of quality medical school entrants that have both the skills and maturity that it takes to become excellent physicians. This is exactly the direction that the U of S needs to go if it is to rebuild its greatness.

Good work.

[14] From: <Wasylow-Ducasse>, Andrea <andrea.wasylow@usask.ca>
Date: Tuesday, February 19, 2013 11:50 AM
To: Barry Ziola User <brz415@campus.usask.ca>
Cc: "Bueckert, Sherrill" <sherrill.bueckert@usask.ca>, "Stoicheff, Peter" <peter.stoicheff@usask.ca>, "Bonham-Smith, Peta" <peta.bonhams@usask.ca>, "Parkinson, David" <david.john.parkinson@usask.ca>, "McMullen, Linda" <lmm039@mail.usask.ca>
Subject: RE: 4-year degree at entrance to medicine

Good morning Dr. Ziola,

I am writing on behalf of Dean Stoicheff and Vice-Deans Parkinson, Bonham-Smith, and McMullen, to convey their support of the proposal.

Please let me know if the Dean's Office can offer anything further.

Best,
Andrea

Andrea Wasylow-Ducasse
Executive Assistant to Dean Peter Stoicheff
and Projects Officer

College of Arts & Science, University of Saskatchewan

Attachment: Star Phoenix article February 1, 2013

Medical school moves to change entrance requirements to stop "games"

BY JANET FRENCH, THE STARPHOENIX FEBRUARY 1, 2013

Applicants to the province's sole medical school are manipulating the current system of entrance requirements, and the admissions office wants it to stop.

The University of Saskatchewan's medical school currently has the least-stringent entry requirements of any English medical school in the country, says a college report. It's prompting applicants fighting for a spot to "hedge hop" around the university in pursuit of easy A-grades rather than adequately prepare for medical school.

Barry Ziola, director of admissions for the college of medicine, wants new applicants to medicine to have completed an undergraduate degree, effective for the class beginning in September 2015. Right now, entrance marks for the highly-competitive program are calculated based on a student's two best years of undergraduate study.

"We found students were hopping from college to college, even though they're supposed to be progressing toward a degree," Ziola said. "We had one applicant last year, who, we just simply refused to accept the application because they had done one year in one college, one year in another college, and one year in another college and they wanted us to take the best two years and say, 'Now we're good to go.'"

Ziola, who has headed admissions for about eight years, says the stakes are high when 900 people apply annually for 100 spots in medical school. Although the admission requirements have been the same for 25 years, the "gaming" is only recently on the rise.

Five years ago, about eight-to-12 per cent of first-year students were admitted with two years of undergraduate classes (the rest have undergraduate or graduate degrees). That has now risen to more than 20 per cent, he said, as students manipulate the system to obtain higher averages.

Students were also becoming more aggressive in pushing for more introductory-level courses to be allowed in the calculation of their grade point average (GPA), again, conferring an unfair advantage over those taking more challenging classes each year, Ziola said.

"Moving to a four-year degree required at entry to medicine will also bring to the (college) not only better-educated students, but also students who have shown they can persist and, more importantly, succeed, in completing an academic program at a high academic level," the college report said.

Saskatchewan applicants must have a GPA of at least 78 per cent to be considered for med school.

Ziola can't say whether some current medical students at the U of S aren't the best candidates — the system is set up for them to succeed once enrolled, he says. Just one student has been asked to

leave the program in 11 years due to poor performance. The changes, which were approved earlier²¹ this week by the college's faculty council, would also bring Saskatchewan in line with many other Canadian medical schools. Six require an undergrad degree, and the University of Western Ontario wants an honours degree. The University of Alberta will allow students in with two years of undergraduate training, but their minimum GPA requirement is higher. Other Canadian schools require at least three years of undergraduate classes.

The proposed changes have some critics. After word spread earlier this week, angry parents whose kids intend to apply to medical school called Ziola's office upset, saying it's unfair their kids will have to wait longer, and pay more tuition, before applying.

"The helicopter parents out there are sometimes as aggressive, or even more aggressive, than their kids," he says.

Ziola points out that since most applicants will not be admitted to medical school, it would serve them better to work toward an undergraduate degree for their plan B career. The first cohort of students subject to the new rules would be those students currently in their first year of university.

Another proposed change is to allow students to complete their four undergraduate years within five years, allowing some flexibility for part-time workers, parents, and high-level athletes. Applicants who are finishing Masters or PhDs would also be allowed to drop a few of their lowest grades from their entrance GPAs in an effort to attract these desirable candidates.

Ziola hopes the proposal will go before University Council for approval in March. The changes also require the blessing of the university senate.

jfrench@thestarphoenix.com

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UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL
REQUEST FOR DECISION

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

DATE OF MEETING: March 21, 2013

SUBJECT: **Revisions to the Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning**

DECISION REQUESTED:

It is recommended

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

PURPOSE:

The Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning was approved by University Council in 2011. It assembles in one document all of the policies, rules and procedures at the University of Saskatchewan which relate to course delivery, examinations and student assessment.

SUMMARY:

1. New section on Class Recordings

The purpose of the section on Class Recordings is to manage the recording of classroom presentations so that student learning is enhanced, the integrity and quality of the teaching and learning experience is improved, and the interests of the university, instructors and students are protected.

Recording in classrooms is now both simple and prevalent: cell phone cameras, small audio recorders, recording pens, etc. can be used by anyone and are commonly used by students in classes now. Institutionally supported lecture-capture technology and audio podcasting software is currently used in a significant number of classrooms and is rapidly gaining popularity. Video cameras are included in the lecture capture installations of some classrooms. The USSU indicates that students find class recordings useful for flexibility and review.

However, recording of classroom activities raise several important issues and problem areas, including questions around storage of data and archiving, the possible use of recordings for evaluation of faculty, whether web-conferencing tools and distance education activities are classroom or public events, as well as the complexity around

specific issues such as recording of clinical experiences with patients, art classes with models, recording during teacher training, and so forth.

At the initiation of Jim Greer in the University Learning Centre, a subcommittee on classroom recordings chaired by Frank Bulk was established in 2011 to include members of the Academic Support Committee and the Teaching and Learning Committee. This group reviewed existing policies at other universities and developed several principles for a classroom recording policy at the University of Saskatchewan. These principles included respect for copyright and intellectual property law, recognition of privacy rights, requirement for permission and consent, accommodation of students with disabilities, and the importance of classroom recordings for accessibility, flexibility and knowledge creation. The Policy Oversight Committee recommended that rather than developing a separate policy document, the rules and procedures around classroom recordings should be incorporated into the Academic Courses Policy, for easier reference.

Based on the work done by the subcommittee last year, a new section titled Class Recordings has been developed for the Academic Courses Policy.

This section includes the following principles:

- The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.
- Classes at the University of Saskatchewan may be recorded for learning or research purposes, subject to the rules and procedures stated in this policy.
- With permission of instructors, presenters, and students, and following the procedures listed below, the University of Saskatchewan supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.
- The use of recordings of classroom activities is restricted to use for teaching, learning and research.
- Recordings of courses and other learning activities may be kept by instructors or students for purposes of teaching, learning and research.

Accompanying these principles are rules and procedures regarding privacy, permission and consent, intellectual property and copyright, accommodation of students with disabilities, definitions, responsibilities of instructors and presenters, responsibilities of students, restrictions on the use of classroom recordings, storage and archiving, and special circumstances such as clinics, training and art classes.

For reference, the Information and Communications Technology page describing the various forms of lecture capture now used by instructors is here:

www.usask.ca/its/services/e_learning/lecture-capture/index.php

EMAP services for audio and video lecture capture are here:

www.emap.usask.ca/services/a-z/lecture-video-capture/index.php

2. Revision to the Course Syllabus section

Instructors already make their course syllabus available to their department head and to students in the class. The Academic Programs Committee recommends that the Academic Courses Policy wording be clarified to establish that the syllabus is a public document which provides details about the particular offering of a class. The policy will also state that syllabi are useful for recruiting prospective students and for sharing information about University of Saskatchewan courses with the broader community, and asks that syllabi be posted on the Blackboard Open Courseware site or on a publicly accessible departmental website.

Procedures in course syllabus section have also been revised:

- Instructors can indicate “expected learning outcomes” as an alternative to indicating “learning objectives” for the course. “Learning outcomes” are student-focused, to articulate what students are expected to achieve, while “learning objectives” are instructor-focused, to articulate what the instructor wants to do with the course.
- The terminology of “course” and “class” in this section has also been simplified, recognizing that some instructors develop a syllabus for each class while some departments use one syllabus for multi-section courses which applies to several classes each year.
- Instructors will provide notice in the syllabus about whether they intend to record lectures and whether students are permitted to record lectures.

The University Learning Centre has developed a Syllabus Template and Guide, which is attached and also posted at: www.usask.ca/gmcte/resources/teaching/syllabus

3. Housekeeping changes: update to implement Nomenclature Report usage of “course” and “class”

The university Nomenclature Report, 2011, uses the term ‘course’ to identify the smallest unit of subject matter, and the term ‘class’ to refer to the offering of a course to one or more students within a term. The Academic Courses Policy has been updated to use this terminology.

REVIEW:

The Academic Programs Committee reviewed these changes over several meetings. The new Classroom Recordings section was also distributed to the 2011 subcommittee for any comments they wished to make.

The changes to policies and procedures were approved at the February 27 APC meeting.

ATTACHMENTS:

Summary of changes

Syllabus template and Guide

Revisions March, 2013:

Academic Courses Policy on ~~course~~-class delivery, examinations & assessment of student learning

Category:

Number:

Responsibility: Russell Isinger, Registrar and Director of Academic Services

Approval: University Council

Date: September 1, 2011

Revisions: Delete the Withdraw Fail grade as of May 1, 2012 (approved [March, 2012](#))

Revisions: Revised Course Syllabus section; additional Class Recordings section March 2013

Updates:

December 2012 to incorporate terminology used in the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

March 2013 to incorporate Nomenclature Report terminology on courses and classes.

Purpose:

The purpose of the Academic Courses policy is to prescribe university-level requirements for delivery of academic ~~courses~~classes, and assessment of student learning including conduct of examinations.

Principles:

The University of Saskatchewan envisions one of its primary purposes to optimize learning opportunities for students.

Assessment of student learning should be a fair and transparent process which follows university, college and department regulations so that students are treated respectfully and impartially across the institution. This includes accommodation for students with special needs, in accordance with university policies and regulations and provincial legislation.

As articulated in the University of Saskatchewan Learning Charter, students will be provided with a clear indication of what is expected in the ~~course~~class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied consistently, and congruent with course objectives. Students will receive prompt and constructive feedback on their learning progress at regular intervals throughout the ~~course~~class.

The University encourages and celebrates innovation in ~~course~~-class delivery and student assessment. It is necessary that these be conducted using effective, transparent and fair procedures.

Scope of this Policy:

This document incorporates all of the policies, rules and procedures relating to ~~course class~~ delivery and student assessment which have been previously approved by University Council in various policy documents and reports.

It supersedes the following documents previously approved by University Council:

April, 2009 Academic Programs Committee [Examination Regulations](#)

April, 2001 Academic Programs Committee [policies for final grades reporting](#)

January, 2001 Academic Programs Committee [retroactive withdrawal policy](#)

September, 1986 – University of Saskatchewan Grading policy

It complements and maintains the principles expressed in the following documents:

June, 1999 [Guidelines for Academic Conduct](#)

June, 2007 Teaching and Learning Committee [Student Evaluation of Instructors/Courses](#)

June, 2010 University of Saskatchewan [Learning Charter](#)

[January 2012 Disability Services for Students Academic Accommodation and Access for Students with Disabilities](#)

Student Enrolment Services Division [Instructors and Staff Handbook](#)

[Information and Communications Technology Lecture Capture](#)

[University Nomenclature Report 2011](#)

All regulations covering course delivery, student assessment and examinations have been developed into a framework with three levels of authority and responsibility: University, College and Department. Within the framework of this courses policy, departments and colleges may develop additional regulations and procedures for course delivery and student assessment. For example, colleges and departments may develop a template for the ~~course class~~ syllabus to be used by their instructors.

In Colleges where there is an alternate approved academic calendar, regulations covering student assessment and examinations shall be developed by the College in a manner consistent with these University regulations.

All references to “Department Heads” in this document would, in non-departmentalized colleges, apply to the Dean instead. The Open Studies Faculty Council functions as the College for students in Open Studies.

Policy

The University of Saskatchewan Academic Courses Policy on course-class delivery, examinations and assessment of student learning covers policies, rules and procedures governing the following aspects of course-class delivery and student assessment, including conduct of examinations.

I. CourseClass Delivery

1. Course syllabus
2. Contact hours and availability of instructors
3. Student attendance
4. Course evaluation by students.
5. Class recording

II. Assessment of Students

1. Grading System
 - a) Fairness in evaluation
 - b) Weighting in course grades
 - c) Grade descriptors
 - d) Academic grading standards
 - e) Average calculations
 - f) Grading deadlines
2. Examinations
 - a) Methods and types of examinations
 - b) Mid-term examinations
 - c) Final examinations
 - i) Modification of requirement to hold a final examination
 - ii) Final examination period and scheduling
 - iii) Conduct and invigilation
 - iv) Accessibility of examination papers
3. Student Assessment Issues and Special Circumstances
 - a) Final grade alternatives and comments
 - b) Withdrawal
 - c) Retroactive Withdrawal
 - d) Incomplete course work (assignments and examinations) and incomplete failure (INF)
 - e) Deferred final examinations
 - f) Supplemental final examinations
 - g) Aegrotat standing
 - h) Examinations with Disability Services for Students (DSS)
4. Procedures for Grade Disputes
 - a) Grade dispute between instructor and department head or dean
 - b) Grade dispute between instructor and student

Authority and Responsibility

Under the Bylaws of University Council (Section 3, VIII, 2), all matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University shall be provided for by Council regulations.

Academic course regulations at all levels shall be publicly accessible to all members of the University community. If a college or department has additional regulations, these must be made available to students. There should also be provisions at each level of authority for periodic review and amendment of these regulations.

University:

University regulations will prevail in the absence of other College or Departmental regulations. In the case of a discrepancy between University regulations and College or Departmental regulations, University regulations will take precedence. Any College requesting an exception, change or addition to these Regulations is to submit a proposal to the Academic Programs Committee for approval.

Colleges and Departments:

Council, while retaining the final authority over assessment of student learning, delegates to Colleges the responsibility of establishing general policies concerning the methods and types of assessment which may be employed by the Departments of that College, and each Department should establish any further instructions and policies for its members as necessary.

Instructors and Departments:

It is the responsibility of the instructor and Department Head to report final grades to the Registrar in accordance with the regulations outlined here. Instructors will use prescribed grade descriptors or grade comments if required.

The final grade report, prepared by the instructor, must be approved by the Department Head, or Dean in non-departmentalized Colleges.

Policies	Rules and Procedures
<p data-bbox="232 1356 708 1398"><u>I. Course-Class Delivery</u></p> <p data-bbox="232 1440 708 1944">The Teaching and Learning Foundational Document encourages alternative approaches to course <u>class</u> delivery such as improved information communication technologies, experiential learning opportunities and self-learning strategies. Regardless of methodology, there are universal elements of course-class delivery that ensures appropriate learning opportunities are provided to the students of the University of Saskatchewan.</p>	

<p>1. Course syllabus</p> <p><u>The syllabus is a public document that provides details about a particular offering of a class for enrolled students. It is also useful for recruiting prospective students and sharing information about University of Saskatchewan courses with the broader community</u></p> <p>Instructors must make the course syllabus available to Department Heads prior to the start of the course, and to <u>all enrolled</u> students at the beginning of the course. <u>Syllabi should be posted on the Blackboard Open Courseware site or a publicly accessible departmental website.</u></p>	<p>Content of the course-syllabus:</p> <p>Instructors shall indicate the following in their course <u>or class</u> syllabus:</p> <ul style="list-style-type: none"> • <u>Expected learning outcomes or</u> learning objectives of for the course; • the type and schedule of term assignments, with approximate due dates; • notice if any mid-term examinations or other required course <u>class</u> activities are scheduled outside of usual class times; • the type and schedule of mid-term or like examinations; • relative marking weight of all assignments and examinations; • procedures for dealing with missed or late assignments or examinations; • whether any or all of the work assigned in a course <u>class</u> including any assignment, examination, or final examination, is mandatory for passing the course <u>class</u>; • attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process; • participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process; • contact information and consultation availability; • location of rules and guidelines for both academic misconduct and appeal procedures; • <u>course</u> <u>or class</u> website URL, if used. • <u>Notice of whether the instructor intends to record lectures and whether students are permitted to record lectures.</u> <p><u>Instructors are encouraged to use the Course Syllabus Template and Guide (January 2013).</u></p> <p>Addition of new assignments, quizzes or examinations - “No Surprises” Rule</p> <p>After the distribution of the course syllabus, no major graded assignment, quiz or examination is to be newly assigned in a course <u>class</u> unless no student objects.</p> <p>Change of final examination date:</p>
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	<p>Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the courseclass according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.</p>
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<h3>3. Student attendance</h3> <p>Regular and punctual attendance in their courses-classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).</p>	<p>If an attendance requirement is applicable and is stated in the course-outlinesyllabus, students who fail to meet attendance expectations can suffer grade penalties that may result in failure of the -courseclass, as stated in the course-outline syllabus.</p> <p>Permission to attend lectures: No person may gain the benefit of instruction in a courseclass without being duly registered in the courseclass either as a credit or audit student.</p> <p>Students who are not registered in a courseclass cannot attend the courseclass for any significant period of time. Instructors must advise students who are not on their class list that they need to be registered for their courseclass, either as a credit or audit student.</p> <p>Instructors are permitted to invite individuals to attend a courseclass for pedagogical and other reasons related to the delivery of the courseclass (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth).</p> <p>No credit unless registered: Unless students are registered in a courseclass, they will not receive credit for the course#.</p>
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<h3>4. Course evaluation by students</h3> <p>Improvement of course-class delivery is an on-going responsibility of all instructors.</p> <p>Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.</p>	<p>At the University of Saskatchewan, all offerings of courses-classes will be evaluated by students on a regular basis using an approved evaluation tool.</p>
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<p><u>New Section:</u> 5. Class Recording</p>	
<p>The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.</p> <p>Classes at the University of Saskatchewan may be recorded for learning or research purposes, subject to the rules and procedures stated in this policy.</p> <p>With permission of instructors, presenters, and students, and following the procedures listed below, the University of Saskatchewan supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.</p>	<p>Privacy, permission and consent The “classroom” is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.</p> <p>Intellectual Property and copyright Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides the presenter with the legal right to control the use of his or her own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.</p> <p>Accommodation for students with disabilities When an accommodation for recording lectures or classroom activities is authorized by Disability Services for Students, an instructor shall permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording</p>
<p>5.1 Definitions</p>	<p>Definition of “presenter”: For the purposes of this section, a presenter is defined as any individual who by arrangement of the course instructor will provide instruction to students in the class. In addition to the course instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.</p> <p>Definition of “classroom”: For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of course requirements. This includes tutorials, laboratories and web-conferences which are required elements of a course, but does not include study groups and other voluntary student activities.</p> <p>Definition of “learning activities”: For the purposes of this section, a learning activity is any gathering of student and instructors which is required as part of the course requirements, such as a laboratory, seminar, tutorial and so forth.</p>

<p>5.2 Responsibilities of instructors and presenters</p>	<p>For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.</p> <p>Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students should be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded. If such permission is refused by a student, the instructor may arrange for that student's image or voice not to be included in the recording.</p>
<p>5.3 Responsibilities of students</p>	<p>Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor</p> <p>A student may record lectures without such permission only if the Disability Services for Students office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.</p>
<p>5.4 Restrictions on use of classroom recordings</p> <p>The use of recordings of classroom activities is restricted to use for teaching, learning and research.</p>	<p>Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.</p> <p>Instructors may use recordings for purposes of research, teaching evaluation, student evaluation and other activities related to teaching, learning and research. With permission of the instructor, presenters may also use recordings for such purposes.</p> <p>Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.</p>
<p>5.5 Storage and Archiving</p> <p>Recordings of courses and other learning activities may be kept by instructors or students for purposes of teaching, learning and research.</p>	<p>Permission for any use of a class recording after the class term is ended remains with the instructor. In a case where the instructor is no longer available to give permission for use of a recording, the department can authorize such use only for purposes of research.</p>
<p>5.6 Special circumstances: clinics, training, art classes</p>	<p>Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical</p>

	institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.
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The remaining sections of the Academic Courses Policy are not being revised. They can be viewed at:

www.usask.ca/university_secretary/policies/academic/academic-courses-policy.php

COURSE SYLLABUS

COURSE TITLE:

COURSE CODE:

COURSE CREDITS:

CLASS SECTION:

CLASS LOCATION:

CLASS TIME:

WEBSITE:

TERM:

DELIVERY:

START DATE:

LAB LOCATION:

LAB TIME:

Course Description

Prerequisites

Learning Outcomes

By the completion of this course, students will be expected to:

1.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/current/academics/grades/grading-system.php>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

http://www.usask.ca/university_secretary/council/academiccourses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Course Overview

Class Schedule

Week	Module	Readings	Evaluation Due Date
	FINAL EXAM		

Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://www.usask.ca/calendar/exams&grades/examregs/>

Instructor Information

Contact Information

Office Hours

Instructor Profile

Required Resources

Readings/Textbooks

Textbooks are available from the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

Other Required Materials

Electronic Resources

Downloads

Supplementary Resources

Grading Scheme

Total	100%

Evaluation Components

Assignment 1: Name of Assignment 1

Value: xx% of final grade

Due Date: See Course Schedule

Type: Brief (1-2 sentences) description of how the assignment relates to the course.

Description: Detailed description of assignment expectations and procedures.

Participation (Discussion Forums for online classes)

Value: xx% of final grade

Due Date: See Course Schedule

Type: Brief (1-2 sentences) description of how the Discussions relate to the course.

Description: Detailed description of Discussion expectations and procedures.

Midterm Exam

Value: xx% of final grade

Date: See Course Schedule

Length: ___ hours

Type: Comprehensive? Invigilated? Open book? Take home, etc.

Description: Details about the type of exam questions, etc. Calculators or other electronic devices allowed or not?

Final Exam

Value: xx% of final grade

Date: See Course Schedule

Length: ___ hours

Type: Comprehensive? Invigilated? Open book? Take home, etc.

Description: Details about the type of exam questions, etc. Calculators or other electronic devices allowed or not?

Submitting Assignments

Late Assignments

Criteria That Must Be Met to Pass

Attendance Expectations

Participation

Student Feedback

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:
http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://www.students.usask.ca/disability/>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Acknowledgements

Course Contributor(s)

COURSE SYLLABUS TEMPLATE GUIDE

Prepared by the
University of Saskatchewan Instructional Design Group

March 2013



INTRODUCTION

The purpose of this guide is to assist instructors with completing the syllabus template in an appropriate way for their class. Assistance in completing this template is also available from the Centre for Continuing and Distance Education (CCDE) and Gwenna Moss Centre for Teaching Effectiveness (GMCTE).

ACKNOWLEDGEMENTS

This template and guide were developed by a team of experts from the University of Saskatchewan Instructional Design Group, including representatives from CCDE, College of Nursing, GMCTE, and Information & Communications Technology (ICT).

ADDING YOUR SYLLABUS TO BBLEARN

It is recommended that you upload your syllabus to BBLearn to share it with students (<http://www.usask.ca/its/courses/coursetools/docs/syllabustool.pdf>). To open it to the public through Open Courseware, follow the directions in the following guide on this topic: (<http://www.usask.ca/its/courses/coursetools/docs/ocw.pdf>)

COURSE and CLASS

A course is defined in [University Nomenclature](#) as "a unit of study in a subject area" while a class is "the offering of a course to one or more students within a term". The syllabus can contain information on both.

REQUIRED SYLLABUS COMPONENTS

The University of Saskatchewan Academic Courses Policy requires that the following components be included in the syllabus:

- learning outcomes of the course;
- the type and schedule of term assignments, with approximate due dates;
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times;
- the type and schedule of mid-term or like examinations;
- relative marking weight of all assignments and examinations;
- procedures for dealing with missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment, examination, or final examination, is mandatory for passing the class;
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- contact information and consultation availability;
- location of rules and guidelines for both academic misconduct and appeal procedures;
- class website URL, if used.

BASIC COURSE INFORMATION

Fill in the appropriate information such as Course Title, Course Code, etc. If there is no lab for this class, references to the lab can be removed.

COURSE DESCRIPTION

Course description must match description in official U of S Course and Program Catalogue. Course prerequisites should also be listed in this section.

LEARNING OUTCOMES

Learning outcomes state what students are expected to be able to do or know by the end of the course.

The focus on skills, knowledge or values combines the action expected, with what content, and in what context.

Learning outcomes state the expected knowledge, skills or values on which students are assessed and the course's activities that support their learning; effective teaching involves alignment of these three components as stated on the syllabus.



Just as learning outcomes outline what you expect your students to be able to do, know or value, assessments evaluate the degree to which students meet those expectations. Good assessment design integrates your expectations for what your students will have learned, the relevant content, opportunities / resources, and levels of achievement. Your assessment tools is designed to evaluate the degree students have learned the content, skill of attitude stated in the learning outcome. The U of S Undergraduate Grading System articulates the observable differences between an excellent, minimal pass, and other levels of achievement.

Students' performance across these levels of achievement can be evaluated holistically on the basis of overall quality (e.g., To what extent does this presentation meet expectations), or analytically based on specified components (e.g., To what extent does the report show students were able to: write professionally, compare alternatives, include specific perspectives, and make sound recommendations). Clearly documenting the performance expected for each level of achievement for a learning outcome can be done in list or table form or create a rubric.

If you need assistance writing your outcomes or rubrics, or would like them reviewed, please contact the appropriate unit for your course (CCDE, GMCTE or the College of Nursing).

LINKS TO RESOURCES IN ACADEMIC COURSES POLICY

The links in the template need to be included in your syllabus. When preparing your syllabus prior to the start of each term you should check to make sure that all links are working. If not, please contact the GMCTE for the correct information.

UNIVERSITY OF SASKATCHEWAN GRADING SYSTEM

A text box has been included with the U of S Grading System

<http://students.usask.ca/current/academics/grades/grading-system.php> portion explaining what level of work a student must achieve to receive corresponding marks.

The information from the Grading System is for undergraduate courses. A separate one for graduate courses is available on the Graduate Studies section of the Academic Catalogue website

(www.usask.ca/programs/graduate_studies/a_college_program_requirements_and_policies.html.)

COURSE OVERVIEW

This section provides a “map” of the course. It explains how the course is designed (for example, you might let students know that the first part of the course covers foundational concepts and theories, while the second half is focused on application and case studies). It helps students understand how the objectives of the course relate to the module objectives and the assignments.

As well, you may use this information to provide any general instructions. For example, if each module includes a pre-test that must be completed before reviewing module content, then you would share that information in this section.

You should include in this overview a description of your teaching approach and some of the activities that students will engage in as part of your course.

It is also helpful to students if you include why this course is relevant or important to students.

You may also consider presenting the overview in text or visual format, for example Nilson (2007) offers examples on the use of concept mapping and graphic course organizers.

CLASS SCHEDULE

The class schedule provides an “at a glance” overview of the course. Ideally, it should include the week (list by date or number), activities related to that topic (for example, assignments due), and the reading list for the week.

When creating your class schedule, please note the October Friday break in Term 1 and Reading Week on term 2. It is recommended that you also avoid scheduling assessment early in the week after these breaks to allow students to have a “real” break.

Course syllabi should include the dates of each non-final test and exam so that students have written

confirmation of examination dates. If Disability Services for Students (DSS) is to provide exam accommodations, students will need to meet stated DSS deadlines.

MIDTERM AND FINAL EXAMINATION SCHEDULING

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:

<http://www.usask.ca/calendar/exams&grades/examregs/>

INSTRUCTOR INFORMATION

CONTACT INFORMATION

This section has guidelines around how to contact the instructor (and/or teaching assistants or other members of the instructional team, if appropriate) including what methods of communication you prefer (telephone, email, Skype, etc.) Be realistic and reasonable in setting out expectations for the course. For example, if students can generally expect to receive a reply to an email within 24 hours, let them know this. If it will take longer on weekends, let them know this too.

As well, set out how you will keep them informed of any changes to the class schedule or plan. For example, if you are away and slower to respond to emails, how will you let them know? Will you send out an email to the whole class or post something in discussions?

OFFICE HOURS

Let students know if you have an open-door policy, or if they need to make appointments to come and see you in your office.

If you are planning to maintain virtual office hours (where you will be online and available for chats or webinars), share the details around when and how to access them in this section.

INSTRUCTOR PROFILE

Include brief information about your work and teaching background here. Share experience and/or areas of research that are relevant to the course.

A brief (1-2 paragraphs) summary of your teaching philosophy would also be appropriate and helpful to share in this section. This should be written in first as research does show that writing the profile in the first person helps to create more of a welcoming environment for students. (Richardson, R. and Woods, S. (2009). *Course syllabus: A guide*. Retrieved online from http://www.smu.ca/webfiles/SyllabusGuide_000.pdf)

As well, including a picture is also a good way to build the learning community and help students feel connected to the course, but this is the choice of individual instructors.

REQUIRED RESOURCES

READINGS/TEXTBOOKS

If students are required to purchase a textbook(s) or a reading package, list the **required** resources here. It's also helpful to include the link to the University bookstore, as shown below. When citing titles of literature, please use italics.

Also provide information about readings or other materials that will be placed on reserve in the library or through a library resource page.

OTHER REQUIRED MATERIALS

If students require other materials (lab equipment, DVDs, software, clickers, web subscription or membership, etc.) list them here. You should include information on how the students would obtain these materials.

If there are no other required materials, you may wish to delete this section.

ELECTRONIC RESOURCES

The instructor should indicate whether all or some of the class materials are in BBLearn or located in another online space (Website, wiki, etc.). **Reminder: you need to make sure that any materials that you add to BBLearn are cleared for copyright.**

DOWNLOADS

If there are materials in the course that require particular software or a particular version of software, list any downloads in this section with the applicable web link and/or instructions.

SUPPLEMENTARY RESOURCES

In some cases, you may wish to suggest textbooks or other resources for students that are not required but could also be beneficial. Supplementary resources that are useful for the course in general should go in this section. If there are supplementary materials related to a particular module, they should be listed within the module.

When listing additional resources, be sure to clarify that they are optional and not required.

GRADING SCHEME

Once students have the syllabus and the course has begun, you may not change your grading scheme **without written permission from all students in the course.**

If you give a mark for participation, the criteria for this should be spelled out in the syllabus.

You should include links to the literal descriptors, the Academic Courses Policy and the Learning Charter, which are included in the template.

EVALUATION COMPONENTS

Each assignment should include value, due date, purpose and description. **Replace the existing placeholder information with your own evaluation information.**

Focus students' efforts by clarifying expectations for assignments by using grading rubrics, such as

those discussed in the Learning Outcomes section above and the template included at the end of the guide.

SUBMITTING ASSIGNMENTS

In this section you should detail a number of aspects related to students submitting assignments. This should include:

- how you want the assignments submitted (in class, a box near your office, email, BBLearn Dropbox, shared Google Doc, etc.)
- what requirements you have for the final product (number of pages, font, citations, length of video or audio file, etc.)

LATE ASSIGNMENTS

Outline relevant parameters around late assignments:

- Are late assignments accepted?
- Is there a penalty for late assignments? If yes, what is it?
- Do students have to receive permission to hand in a late assignment?
- Is there an absolute cut-off date after which assignments will not be accepted?
- Are there Department / College regulations around late or missed assignments that you need to follow.

MUST PASS REQUIREMENTS

Identify any “failure to complete” elements. If there are assignments or other expectations that students must submit or pass in order to receive credit for the course, clearly identify them in this section.

ATTENDANCE EXPECTATIONS.

This will vary by College – check with your department regarding student requirements.

PARTICIPATION

Outline how students are expected to participate in class. If there is a grade for participation, clarify expectations in the Assignment details.

STUDENT FEEDBACK

How has student feedback been used in the past? Will students complete a particular class / instructor evaluation at the end of the course. Do you do anything specifically to gather formative feedback of your course or teaching? How have you used this information in the past?

INTEGRITY DEFINED

The University of Saskatchewan requires that you provide students with information on academic integrity and the appeal process. Please verify each term that this link is still correct.

Instructors should take the time at the beginning of the term to discuss what academic integrity means in their course / discipline.

EXAMINATIONS WITH DISABILITY SERVICES FOR STUDENTS (DSS)

You will be notified if a student in your course has registered with Disability Services for Students (DSS). DSS will notify you of what accommodations you will need to make for that student.

ACKNOWLEDGEMENTS

Include information, if you wish, about others who worked with you on the development of the course. Also include information if funding from the course came from outside of your regular department funding.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Gordon Zello
Chair, Governance Committee

DATE OF MEETING: March 21, 2013

SUBJECT: **Notice of Motion: 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 as 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
NOTICE OF MOTION

PRESENTED BY: Gordon Zello
Chair, Governance Committee

DATE OF MEETING: March 21, 2013

SUBJECT: **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**

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.

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, when requested, 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>