

AGENDA
2:30 p.m. Thursday, May 16, 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 April 18, 2013 – pp. 1-16
4. Business from the minutes
5. Report of the President – pp. 17-20
6. Report of the Provost – pp. 21-26
7. Student societies
 - 7.1 Report from the USSU (oral report)
 - 7.2 Report from the GSA (oral report)
8. Academic Programs Committee
 - 8.1 Request for Decision: College of Graduate Studies and Research – Program Termination for Master of Continuing Education – pp. 27-34

That Council approve the termination of the Master of Continuing Education (M.C.Ed.) effective immediately.
 - 8.2 Request for Decision: College of Arts and Science – B.Sc. in Applied Mathematics – pp. 35-58

That Council approve the proposal from the College of Arts and Science to create a new Bachelor of Science in Applied Mathematics degree program.
 - 8.3 Request for Decision: College of Arts and Science – Certificate in Global Studies – pp. 59-72

That Council approve the proposal from the College of Arts and Science to create a Certificate in Global Studies.
 - 8.4 Reports for information: - pp. 73-108
 - Reforming Open Studies proposal
 - Minor curricular corrections
9. Research, Scholarly and Artistic Work Committee
 - 9.1 Request for Input: Human Research Ethics Policy – pp. 109-114

- 9.2 Request for Input: Responsible Conduct of Research Policy and related procedures – pp. 115-144

10. Governance Committee

- 10.1 Request for Decision: Statement on Recording of Council Meetings in Part One, Section III, 5 of the Council Bylaws – pp. 145-148

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

- 10.2 Notice of Motion: Change to Part Two, Section I, VII of Council Bylaws - Research, Scholarly and Artistic Work Committee terms of reference – pp. 149-152

That Council approve the proposed changes to Part Two, Section I, VII of Council Bylaws, the terms of reference of the research, scholarly and artistic work committee, effective May 16, 2013.

- 10.3 Notice of Motion: Change to Part Two, Section I, I of Council Bylaws - Academic Programs Committee terms of reference – pp. 153-156

That Council approve the proposed changes to Part Two, Section I, I of the Council Bylaws, the terms of reference for the academic programs committee, effective May 16, 2013.

- 10.4 Notice of Motion: Revisions to the College of Education Faculty Council membership – pp. 157-160

That Council approve the revisions to the College of Education Faculty Council membership.

11. Nominations Committee

- 11.1 Request for Decision: Nominations to committees for 2013-14 – pp. 161-172

That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2013-14.

12. Update on Enrolment - Russell Isinger, University Registrar and Director of Student Services – p. 173
13. Other business
14. Question period
15. Adjournment

Next meeting – 2:30 pm, June 20, 2013

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



*Minutes of University Council
2:30 p.m., Thursday, April 18, 2013
Neatby-Timlin Theatre*

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

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

Tribute

Dr. Dennis Gorecki, Professor Emeritus and former Dean of the College of Pharmacy and Nutrition, provided a memorial tribute to Professor Beverly Edward Allen, Assistant Professor of the College of Pharmacy and Nutrition who passed away March 15, 2013 after a lengthy battle with cancer. A moment of silence was recognized.

1. Adoption of the agenda

BONHAM-SMITH/RODGERS: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members, students, other guests and Elizabeth Williamson, the new University Secretary. Council welcomed Ms. Williamson with applause.

Dr. Kalra reminded those present of the usual seating arrangements, media representatives were asked not to participate in any debate or motions, and it was noted that the co-chairs of the two TransformUS task forces and the president would be available for comments following the meeting. The conduct of Council meetings was outlined, with Dr. Kalra noting that Council members have first priority to speak. All attendees were asked to provide their names and whether they were members of Council, prior to speaking.

Ms. Williamson advised Council that Dr. Jay Kalra had been elected by acclamation to the role of chair of Council for a two-year term. She noted that this is the beginning of Dr. Kalra's second term. She thanked Dr. Kalra for operating Council both efficiently and effectively and looked forward to the same over the next two years. Council joined Ms. Williamson in applauding Dr. Kalra.

3. Minutes of the meeting of March 21, 2013

D'EON/DALAI: That the Council minutes of March 21, 2013 be approved as circulated.

CARRIED

4. Business from the minutes

No business was identified as arising from the minutes.

5. Report of the Provost

The chair advised that he had received regrets from Dr. Brett Fairbairn, Provost and Vice-President, Academic, but that his report was included in the materials and that Vice-Provost, Faculty Relations,

Dr. Jim Germida was at the meeting and would answer any questions. There were no questions or comments.

6. Student societies

6.1 Report from the USSU

Mr. Jared Brown, President of the University of Saskatchewan Students' Union (USSU), presented a verbal report. He noted that he was unable to attend the last Council meeting because he had gone to Regina for budget day, and chose not to return due to inclement weather.

Mr. Brown provided an overview of what the USSU has done over the course of the year, including:

- Implemented internal evaluations for the student executive members twice a year, rather than once at the end of their term as done previously, to allow the executive to learn and improve their performance.
- Participated in a Summer UPass referendum which students will be able to utilize going forward
- Executive members attended conferences in Montreal and Vancouver;
- Began conversations internally to entertain moving to a pass/fail system in non-professional colleges
- Passed motions at the USSU annual general meeting to affirm the USSU's autonomy as a separate organization from the university.
- Members of student councils have taken on additional responsibilities, including being members of this body and having a larger relationship within their student societies.

Alexandria Werenka, USSU Vice-President Student Affairs informed Council of a number of events hosted by the USSU in 2013, some of which included: Let's Do Vocal; various events focused on a communal atmosphere for students;; the display of student art work in Place Riel; Aboriginal Achievement Week; lobbied to have students on the Transform US task forces; and implemented a student undergraduate symposium, showcasing undergraduate student research in the Place Riel Tunnel. She noted that the Gordon Oakes Red Bear Student Centre has had positive progression to date.

Mr. Brown noted that he was graduating this year. He commended the team effort of the USSU and expressed that he thought it had been a successful year. Looking into the future, he indicated he was thrilled with the four executive members who are incoming. In closing, he introduced Jenna Moellenbeck, Vice-President Operations and Finance and Max FineDay, USSU President Elect.

The chair thanked the leadership of the USSU and Council applauded their performance.

6.2 Report from the GSA

Mr. Ehimai Ohiozebau, president of the Graduate Students' Association, presented the report to Council. He commended Dr. Kalra for his role as Council Chair, and thanked the USSU for a good working relationship and collegiality, especially with Jared Brown.

Mr. Ohiozebau provided the GSA's mission statement:

- Ensure graduate students have access to quality services that support their academic success
- Advocate for the unique needs and concerns of graduate students on and off campus
- Build a cohesive graduate student community

He illustrated the GSA's governance structure and noted that he was both pleased and blessed to be president of this association. He informed Council that the GSA executive held a retreat in May 2012 to determine the 2012/13 focus of the association. The GSA determined that its focus would be on: services, campaigns, events, student representation, and Aboriginal liaison.

The focus on campaigns included: review of graduate students' funding; review of university residence policies and procedures, and inclusion of graduates with advanced degrees in the Saskatchewan Graduate Retention Program. Mr. Ohiozebau noted that the GSA has had a good working relationship with university administration and most of these campaigns have been well-received.

Mr. Ohiozebau commented on the GSA's involvement in academic/research integrity issues, noting that there were 18 complaints and it took approximately 20 hours per month to represent each student on these issues. He also noted the GSA's representation on Council and Senate committees, as well as several search committees. Mr. Ohiozebau advised that the GSA Council was reorganized, and he noted the external events attended by members of the GSA.

Regarding services and events, Mr. Ohiozebau listed those that had improved over the past year including: workshops and seminars; an increase in bursaries from \$20,000 to \$40,000; orientation; health and dental plans; GSA Commons; and the GSA handbook. The services and events begun this year included; a Halloween Party; referendum and negotiations with Saskatoon Transit for an annual U-Pass for 2013/14; Childcare Co-op; and the first annual GSA Awards Gala.

The involvement of GSA members in their general elections and orientation was illustrated, showing a significant improvement in both. Mr. Ohiozebau advised that the GSA executive plan to have a retreat again in May, and will report back to Council on their focus for 2013/14. He thanked the people he worked with, the president for her support, members of senior management, deans of colleges, and the chair of council. He also thanked Dr. Paul Jones, his advisor, for sharing him with the university community.

The chair thanked Mr. Ohiozebau, and congratulated him on his election as GSA president for 2013/14. Council applauded Mr. Ohiozebau.

7. Report of the President

President Busch-Vishniac noted that it has been a pleasure to work both with the USSU and GSA this year and commented that her faith in our future is restored when working with both of these bodies.

The president introduced Victoria Cowan, 3rd year English Honours Student to Council advising that Ms. Cowan was the first Saskatchewan student to receive a 3M National Student Fellowship. This is the second year they are given out, with only 10 given each year. They are awarded to honours students who have demonstrated qualities of leadership. The president listed the voluntary organizations with which Ms. Cowan has had extensive involvement, noting that she has been a leader on and off campus through her volunteerism as a peer mentor with the University Learning Centre, as a teacher-intern with Inspired Minds, and as a volunteer with the Otesha Project, an environmental sustainability and youth empowerment organization. Council was informed that Ms. Cowan had also received the USSU's Vera Pezer Award for student enhancement. The president congratulated Ms. Cowan, noting that further greatness was expected from her.

The president provided comments on TransformUS, advising that it is a presidential initiative to review all of the university's academic programs and services to make sure our resources match our priorities and goals. She addressed the number of rumours that have spread regarding administration having preconceived ideas of what programs or services might be eliminated and denied that there was any truth in these rumours. She noted that the task forces will make decisions based on criteria and weightings and advised members to dismiss any such rumours.

The president also reported that she had heard the concern that a lot of work will occur over the summer. She noted that TransformUS will take place over the full year, and everyone was invited to make comments. Council was advised that the task forces could not take time off during the summer as this is the time when many of our employees have more time to provide their comments. Council was reminded that even after the task force reports are released, the normal governance procedures will be followed regarding any recommendations to reduce programs.

The president provided an apology to members of Council, advising that in her letter of January 11, 2013 to the university community she stated that once the criteria was tentatively developed by the task forces it would be shared to the university community for comment and also go to Council for endorsement. Upon reflection, she expressed that she realized this approach was problematic. The two most important reasons being: thoughts and comments have been invited from the entire community and to ask Council for endorsement would suggest that the thoughts of others are less valued; and more importantly, if Council endorses the criteria then what ends up in the fifth quintile of programs to be phased out could present a problem as Council looks at each program individually. The president advised that she did not want Council to tie its own hands and wanted Council to follow its normal processes, therefore she was not asking for endorsement of the criteria from Council.

8. TransformUS: Update and request for feedback

The chair introduced the co-chairs of the TransformUS task forces, Beth Bilson and Lisa Kalynchuk for the academic program transformation task force (APT task force) and Kevin Schneider and Bob Tyler for the support service transformation task force (SST task force).

Dr. Tyler provided a summary of the work conducted by the SST task force to date. He advised that each task force attended workshops in March assisted by Mr. Larry Goldstein to initiate the process. Both task forces have met several times since and plan to continue to meet over the summer. Both task forces are at the stage of developing templates of the self-study documents that will go out. This will be the primary tool used to obtain information although other sources will also be used. The proposed criteria and weightings were developed at the initial workshop and have been circulated to the university community seeking comments by noon on April 22nd. The task forces will review the comments received and finalize the criteria and weightings.

Dr. Tyler advised that the SST task force is working on a draft template and plans to complete the preliminary version in May. It will then try a sample template on three programs/functional areas and adjust as necessary after that. The task force hopes to have a final template ready early in June to be circulated for completion. The SST task force would like to have the completed templates back by early August.

Dr. Tyler noted that the task force has met a number of times. This has resulted in more work for the co-chairs than expected. The co-chairs have attended meetings with the Deans' Council, a town hall for students and University Council. There have been a few problems with the TransformUS website which have now been fixed. The SST task force has identified approximately 200 functional services. The task force needs to determine what information it needs to then identify its data requirements.

Dr. Bilson noted that the APT task force has been following a similar process as the SST task force. The APT task force is still working on the list of programs to be reviewed. There has been a challenge in identifying the programs because although there is a definition of 'program' in the university, the APT task force is using a broader definition, namely, "any activity in which the university invests resources."

Dr. Bilson advised that the APT task force co-chairs will post a weekly status update on the website. The most recent posting addresses the timetable laid out. The APT task force, similar to the SST task force, hopes to have a finalized template by mid-June for circulation and a deadline for submission of completed templates of August 16. Dr. Bilson acknowledged this as a fairly aggressive timetable. She advised that the primary concern is to allow the task force to review the programs in a balanced way and with the time needed.

Dr. Schneider noted that in addition to the co-chairs there are 47 other dedicated and exceptional individuals who are enthusiastic about the work of the task forces. This is a committee with a high quorum of 75% required for meetings, and 75% majority vote for any decisions related to categorization.

The Council Chair invited comments and questions for the TransformUS co-chairs.

A question was asked by a faculty member about the kinds of criteria and weightings that have been presented for the APT task force. The criteria for revenue and other resources, and costs and other expenses associated with the programs add up to 18%, whereas impact, justification and overall essentiality add up to 14%. The concern is that the reduction of programs to numerical criteria eliminates the judgment of the leap of intuition and possibility of future development, particularly for the humanities and social sciences.

Dr. Bilson advised that with the number of programs both task forces have to review, they needed to develop some type of criteria to compare the programs to each other. Both task forces recognize this will involve the exercise of judgment on how the programs will align with the university's stated priorities. The task forces are using the weightings and criteria as starting points to compare programs with each other, and there is room in the process to exercise judgment from a wide group of people so it will not be merely a numbers game.

The faculty member posing the question noted that the university's present areas of interest and concern change every four years, with each new integrated plan. A danger is that programs may be eliminated which may prove to be essential for the university's next integrated plan..

Dr. Tyler commented that although prioritizations are important, they are recommendations for others as it will still be the Council's task to recommend what programs to eliminate. The task forces are only making recommendations.

A student noted that the wording of the criteria was alarmingly ambiguous and asked how the task force will define the importance to the university. The student noted that some criteria were clearer than others, but a number were impossible to determine without direct input from the students, and asked how the task forces planned to address the ambiguity and obtain information from students who were underrepresented.

Dr. Tyler advised that the task forces will have each program/functional area tell us why they are important to the university. He noted that quality may be more difficult in some respects, although there are many measures of quality of support services at the university and more quantitative information than might be realized. Students provide impact on quality every time they complete course evaluations, so there is a lot of student input, and the task forces will look for more.

Dr. Kalynchuk advised that the APT task force was in the process of developing how it will measure quality and the processes it will follow. The task force has been separated into working groups to develop the template and it will be clear in the template what type of information is sought. She advised that they want to be careful to not seek information so specific that it prevents people from telling members why the program is important. She admitted that this is a difficult balance, and the task force is trying to identify the information necessary to gather. Dr. Bilson noted that every program may view success in different ways, so the task force is considering asking the people responsible for programs to tell the task force what they think is a measure of success of their program, and why the program is distinctive.

Dr. Tyler noted that there will be lots of “apples and oranges” comparisons but this will have to be left to the people on the task force to work through, based on their experiences. Dr. Schneider advised that on the support services side, it is clear there is ambiguity, which the templates will assist to clarify. He noted that instruction will be given on how to complete the template, and the co-chairs are hoping the task force members will be able to assist in helping the community provide what the task force is looking for.

A concern was raised by a department head that written feedback does not elicit information to the extent a forum like Council does, and about the total timeline for this process, both because of the number of programs, but also due to timing. The task forces have been at work since March with a deadline to present a report by November 30th, so the majority of that time is in the summer when many people are away, and there is less opportunity for students to contribute. She also noted that she was concerned about the criteria being loosely defined. She expressed that general discussions provide a different type of environment for everyone, rather than isolated comments sent to the task force without a dynamic process for improvement.

Dr. Kalynchuk noted that the co-chairs had talked to a number of groups on campus (i.e. Deans’ Council twice, department heads, student town hall), so information had been gathered in public venues. She advised that there had also been other opportunities for discussions and others had participated, and that this discussion at Council was also very good.

The department head commented that even though there was the desire to have everyone become aware and participate, schedules and work responsibilities are such that it was difficult for a large percentage of the university community to acquaint themselves with matters that concern them. She recommended that this process be linked to the time allowed for the wider university community to become acquainted with it and emphasized the importance of a timeframe that allows for broad participation.

Dr. Bilson replied that co-chairs were very aware of the need to try to reach as many people as possible. Although the APT task force had set a deadline of April 22 for comment on the draft criteria and weightings, the website would remain open so that people could continue to acquaint themselves with the development of the process. To recognize the more communal dimension, public events and town halls will continue to be held at different steps in the process. She reminded members that TransformUS is an important project, but is also part of a larger strategy. There are timelines that are critical to the university to enable the university to respond to its financial responsibilities. Dr. Bilson noted that timing may be an issue, but there are limitations in light of the full trajectory of the budget process.

A faculty member advised that he was also concerned with timing and thought a definition of program should come out before the criteria is finalized, so individuals could determine whether or not they agreed with the program definition. He also raised a concern about the existence of the quintiles as bins and that the university was in jeopardy of losing very good people who leave because they see their program put into a negative bin.

Dr. Schneider reported that the SST task force was using Dickeson's definition of program. The SST program lists have been developed, and the SST task force is close to being able to post these on the website and make them available for comment and review to get the right sense of what these support services are. Regarding the binning point, he commented the process will result in the categorization of programs, but many programs will be unaffected.

Dr. Bilson advised that the co-chairs do not underestimate the anxiety this initiative is causing. The task force members are committed to the process to put things in terms of higher and lower priorities and give the university community the opportunity to make choices given the financial resources available.

A graduate student commented that he was alarmed by the lack of discussion around bigger issues, such as the acceptance of having this process. He noted that at the town hall meeting yesterday it was said that these activities are necessary due to underfunding from the province; however, from the president's speech there was no criticism that the university is not getting as much money as hoped. He expressed the view that the problem was being downloaded from administration to faculty and students, and asked what type of lobbying and approach was being taken to represent the university to convince the government that more funding is needed. The chair advised that the president would speak to this question at the end of the task force item.

In response to a student's question about the external timelines that the task forces were aligning their timeline to, Professor Bilson advised that this is part of a larger sequence to come to terms with financial concerns.

A faculty member commented that he thought the purely financial weightings were dangerously low, given the desires of TransformUS, and he asked how the weightings of 18% and 21% were determined. In response Dr. Bilson explained that the weightings were the result of a lot of discussion by each task force at one-day workshops. She noted that the other part of it is that the quintiles, which are the categories that the programs will be placed in, are actually organized by financial characteristics because they will not put 20% of the number of programs in each quintile, but rather 20% of the amount of the university budget that the programs occupy. The categorization has a very powerful financial aspect, and the task forces' concern was to give sufficient room to other criteria, as they are confident the financial matters will be addressed.

There was a question about the specific dates envisioned for general discussion on the process between now and November. Dr. Kalynchuk advised that the co-chairs had not mapped out all of their events, but they did plan to have a few town halls with the university community around mid-May, once the draft templates are ready.

There was an observation that issues for one task force were not necessarily the same as the other task force, and for efficiency perhaps it would be appropriate to divide these sets of discussions in the future. Dr. Tyler thought that they would likely have the next town hall together, then hold separate town halls for this reason. Dr. Schneider noted that it has been useful so far for the co-chairs of both task forces to hear all of the comments. Dr. Kalynchuk commented that there is a significant link between the interests of both task forces, as the support services are part of the academic mission in some ways; however, she did think it is necessary to deal with them as separate entities.

A member of Senate commented that at the town hall meeting on the previous day, they were told about the gap between revenue and expenditures for the university. She observed that she was seeing investment from government declining and investment from corporate and private sources increasing. She asked how the desire for corporate investment was being evaluated, and how would it affect the task forces. The chair advised that the president would answer this question. Dr. Tyler also answered that the university's funding from the province is not decreasing as we are receiving a

2% increase, but it is just not as much as we had budgeted for, so there is a growing gap between the university's revenues and expenses.

A Senate member noted that at the town hall there was also a question as to whether there was representation of indigenous members on the task forces. Dr. Bilson replied that there are indigenous members on the task force; she just did not know how many.

The chair invited the president to respond to the two outstanding questions.

In response to the question asking what the administration was doing in the area of government relations in light of the fact of reduced government funding to the university, President Busch-Vishniac explained that universities in Saskatchewan and Manitoba had done well in provincial budgets, but funding for advanced education is either static or declining in all other provinces. So although the university is not receiving the funding it had hoped for, it is in no position to criticize the government as the province has increased funding at the rate of inflation and is leading in the country. She explained that administration is trying very hard to make sure it publicly thanks the province for being much more generous to its universities than in other provinces, and efforts continue to seek additional funding from the province.

Regarding the question about corporate dollars, Dr. Busch-Vishniac noted that if you look at funding that comes to this campus for our operating budget, about 75% comes from government, and about 1/10th of 1% comes from corporate sources. The amount of money received from corporations for our operating budget is sufficiently low that it does not pose a problem.

President Busch-Vishniac thanked the co-chairs and all of the other members of the task forces and those that participated in the discussion. She also thanked the staff of institutional planning and assessment who support the task forces. In closing the president noted that it is important that Council continue to have these types of discussion. The chair also thanked the co-chairs for their participation.

9. College of Medicine: Update for information

President Busch-Vishniac provided an update on the process, in the provost's absence. She explained that the faculty of medicine accepted a new vision for the College of Medicine in November, and that a draft vision was approved by University Council in December with the requirement that Council be updated in April and a plan for the implementation of the vision be submitted by August. An update on progress being made by the College of Medicine had been provided to Council in the written meeting materials.

The president noted that the college of medicine affects each and every unit on this campus. At the General Academy Assembly meeting last week, the president provided information on our research funding that illustrated if our medical college funding was at the same rate as our U15 peers, we would be at the median of our peers for research funds. She stressed that it is important for everyone that we keep on top of this process and are well informed.

Lou Qualtiere, acting Dean, College of Medicine and Martin Phillipson, vice-Provost, College of Medicine organizational restructuring were asked to provide comments on the summary provided in the materials.

Dr. Qualtiere advised that the report in the materials was illustrative of the work being done. Through the work of many working groups, recommendations have been tabled for the Deans' Advisory Committee (DAC) and DAC is currently waiting for the remaining reports from the other working groups. The work of the working groups has to be finished by the middle of June and an

implementation plan needs to be developed by mid-August. Dr. Qualtiere explained this time is needed to develop the implementation plan and meet expectations of this body by the fall.

Mr. Phillipson introduced Dr. Colum Smith, interim vice-Dean of research, College of Medicine, and advised that Dr. Smith will release the research plan for the college in May. Mr. Phillipson explained that the implementation plan will be made up of smaller plans which will be constituted as chapters of the larger plan, and some will be circulated in advance. Mr. Phillipson explained that what was agreed in December was a fundamental restructuring of the college. The college will look very different in five to ten years, and beyond, because it has been agreed that the status quo is not acceptable. A faculty meeting of the college has been called for June 26 to discuss progress. There were no questions or comments.

10. Planning and Priorities Committee

Dr. Bob Tyler, chair of the planning and priorities committee presented these reports to Council.

10.1 Request for Decision: Name Change for Department of Languages and Linguistics

Dr. Tyler provided context and background for the decision, summarizing the approval and consultation process that has been followed to date. He advised that the new name more accurately reflects the teaching of the department and would provide the positive impact of more visibility of what the department does.

TYLER/JAECK: That Council approve that the Department of Languages and Linguistics be renamed the Department of Languages, Literatures, and Cultural Studies, effective July 1, 2013.

CARRIED

10.2 Request for Decision: Establishment of PRISM (Proteomics Research in Interactions and Structure of Macromolecules) as a Type A Centre in the College of Medicine

Dr. Tyler explained the intent is to take advantage of centres to bring together researchers with common interests and that the PRISM centre will enhance the synergy among researchers engaged in protein science research. The Planning and Priorities Committee wanted to make sure the fit with the Saskatchewan Structural Sciences Centre and Canadian Light Source, as they provide similar tools, so obtained letters of support from both centres. The committee also asked whether it should be a Type A or Type B centre, and decided it should be a Type A centre within the College of Medicine in light of the support from the college. Dr. Tyler also noted the important linkage of PRISM with the Protein Characterization and Crystallization Facility, which is also located in the College of Medicine.

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

CARRIED

11. Governance Committee

Professor Louise Racine presented these items as a member of the governance committee.

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

Prof. Racine provided the rationale for the additional term and summarized the approval and consultation process that had been followed. She explained that this additional term is for the terms of reference for all of the council committees and will allow committees at their discretion to designate representatives on various administrative and other committees where deemed beneficial to the committee. Council committees are asked to report annually to council of any representatives named to committees.

RACINE/HARRISON: 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.

CARRIED

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

Prof. Racine provided the rationale for the disestablishment of the two committees and creation of the new Teaching, Learning and Academic Resources Committee and noted the consultation that had occurred. The new committee will result in more effective oversight of the academic supports fundamental to the successful delivery of academic programs and services, and will support the scholarship of teaching and learning, as articulated in the Learning Charter and Third Integrated Plan.

RACINE/TYLER: 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.

CARRIED

11.3 Notice of Motion: Statement on Recording of Council Meetings in Part One, Section III, 5 of the Council Bylaws

Prof. Racine explained that the governance committee was asked to develop a statement regarding use of audio and video recording at council meetings and the committee determined that it should be included in the Council’s bylaws. The need for a statement on prohibiting recordings of Council meetings was prompted by the accessibility of recording technology and the need to protect the privacy of council members and allow them to participate freely in discussions. She noted that it does not restrict streaming to off-site locations if Council members are at those sites. Prof. Racine explained the consultation process followed.

The chair asked for any comments to be sent to Prof. Racine and Prof. Gord Zello, committee chair, and that the motion will come to the next Council meeting for decision.

RACINE/TYLER: That Council approve the addition of the following statement to Part One, Section III, 5 of the Council Bylaws: “Attendees at Council meetings are expected

to refrain from audio or video recording of the proceedings and to respect the rulings of the chair.”

12. Nominations Committee

12.1 Request for Decision: Nominations for Search and Review Committees

Professor Ed Krol, member of the nominations committee, presented this report to Council.

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

KROL/MEDA: That Council approve the following nominations to Search and Review Committees:

Search Committee for Dean of Education
Trevor Crowe, Associate Dean, College of Graduate Studies and Research

Search Committee for Dean of Pharmacy and Nutrition:
Louise Humbert, Associate Dean, College of Kinesiology

Review Committee for Dean of Agriculture and Bioresources:
Don Bergstrom, Associate Dean, College of Engineering

CARRIED

14. Research, Scholarly and Artistic Work Committee

14.1 Report for Information: Principles and Strategies for Research Success

Professor Stephen Urquhart, chair of the research, scholarly and artistic work committee presented the report on *Principles and Strategies for Research Success*. He noted that the report arises from discussions at the committee over the past two years on how to improve our research funding above the national average for medical-doctoral universities. This is a challenging goal and the metrics are sobering. Currently the university is at 11th place out of the U15 for total sponsored research funding in Canada and ranks at a similar level in terms of research funding per full time faculty. To move from 11th to 9th would require a difference of 40% of our current research funding. This matter falls within Council’s responsibility to provide foresight and direction. The report provides a set of principles and recommended strategies for Council’s consideration on how our research goal should be advanced. Dr. Urquhart noted that many thoughts of the committee parallel the thoughts of administration in this regard.

The chair invited comments on the report be provided to Dr. Urquhart and the research, scholarly and artistic work committee.

15. Other business

No other business was identified as arising from the minutes.

16. Question period

A question was directed to the provost’s report, asking about the positions that had been eliminated by late March and early April, how that had gone, and how many reduced positions had been achieved through attrition.

DRAFT until approved at the next meeting

In the absence of the provost, the president responded advising that the first phase of workforce planning involved the removal of 50 positions, 40 of which were full and 10 vacant. Another 50 positions were being eliminated, most of which are occupied, although recalling from memory, the president thought 12 positions were vacant. President Busch-Vishniac explained that they had intentionally decided to do this slowly to provide attention to each individual and provide them with support, rather than conduct mass terminations. She noted that it has been a difficult and painful process for everyone.

17. Adjournment

PARKINSON/MICHELMANN: That the meeting be adjourned at 4:38 p.m

CARRIED

Next meeting – 2:30 pm, May 16, 2013

COUNCIL ATTENDANCE 2012-13

Voting Participants

Name	Sept 20	Oct 18	Nov 15	Dec 20	Jan 24	Feb 28	Mar 21	Apr 18	May 16	June 20
N. Abouhamra	NYA	NYA	P	P	P	P	A	A		
N. Adams	NYA	NYA	P	P	P	A	A	A		
W. Albritton	P	P	P	P	P	R	P	P		
S. Anand	R	P	P	P	P	P	P	P		
A. Anderson	NYA	A	A	A	A	A	A	A		
E. Barber	P	A	P	P	P	P	R	P		
A. Baxter-Jones	NYA	NYA	NYA	NYA	P	R	P	P		
P. Bonham-Smith	P	P	P	P	P	R	P	P		
A. Bowen	P	P	P	R	R	P	P	A		
D. Brenna	P	R	P	A	R	P	P	R		
J. Bruneau	P	P	R	P	P	R	R	R		
M. Buhr	P	P	P	P	R	P	R	R		
I. Busch-Vischniac	P	P	P	P	P	P	P	P		
L. Butler	P	P	R	P	R	R	P	P		
L. Calvert	R	R	R	P	R	R	R	A		
C. Card	P	A	P	P	P	P	P	A		
G. S. Chang	P	P	P	P	P	R	P	R		
R. Chibbar	P	P	P	P	P	R	P	A		
B. Coulman	P	R	P	P	P	P	P	P		
T. Crowe	P	R	P	P	P	P	P	P		
A. Dalai	A	A	A	P	A	P	A	P		
S. Daum Shanks	P	A	P	P	R	P	P	P		
M. D'Eon	P	A	P	P	R	P	P	P		
G. DesBrisay	P	P	R	P	R	P	A	P		
R. Deters	P	P	R	P	P	P	P	P		
T. Deutscher	R	R	R	P	P	P	P	P		
R. Dobson	P	P	P	P	P	P	P	P		
D. Drinkwater	P	P	P	P	P	P	P	R		
M. Etman	P	P	A	A	A	A	A	A		
B. Fairbairn	P	R	P	P	P	R	P	R		
K. Flynn	P	P	R	A	P	P	P	A		
S. Fowler-Kerry	R	P	R	P	P	A	R	R		
D. Freeman	P	R	A	P	R	A	P	P		
A. Gabriel	P	P	R	A	A	R	R	P		
K. Gabriel	NYA	NYA	P	R	P	P	A	A		
M.Ghezelbash	P	P	P	R	P	P	R	R		
B. Gobbett	P	A	A	R	R	A	A	A		
J. Greer	P	P	P	P	P	P	P	P		
M. Hamilton	P	P	P	A	P	A	R	P		
L. Harrison	A	P	P	R	P	P	P	P		
D. Hill	P	P	P	R	P	R	P	P		
C. Huberdeau	NYA	P	P	R	A	A	A	A		
L. Jaeck	P	P	P	R	P	P	R	P		
K. James-Cavan	P	P	P	P	P	P	R	P		
R. Johanson	R	R	R	R	P	P	P	P		
P. Jones	P	P	R	P	R	P	A	P		
J. Kalra	P	P	P	P	P	P	P	P		
R. Khandelwal	P	P	P	P	P	P	P	P		
A. Kitchen	NYA	NYA	R	R	A	A	A	A		
E. Krol	R	R	P	P	P	P	P	P		
S. Kruger			P	A	A	A	A	A		
S. Kulshreshtha	P	P	P	P	P	P	P	R		
B. Langhorst	P	R	A	P	R	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	P	P		
M. Lees	R	R	R	P	A	A	A	R		
A. Lieverse	P	P	P	A	P	P	A	P		
Y. Lin	P	A	P	R	P	P	P	P		
Y. Luo	A	P	P	A	P	A	A	P		
D. Makaroff	P	P	P	P	P	A	P	P		
J. Martini	A	A	A	R	R	A	A	A		
M. MacGregor	P	P	R	P	P	A	P	P		
V. Meda	P	P	A	P	P	P	R	P		
H. Michelmann	P	P	A	P	P	P	A	P		
J.Montgomery	R	R	P	A	A	P	A	P		
K. Ogilvie	A	R	A	A	A	P	A	A		
E. Ohiozebau	P	P	P	P	A	P	P	P		
N. Ovsenek	P	P	P	P	P	R	P	P		
B. Pain	P	P	P	R	P	P	P	P		
D. Parkinson	P	P	P	R	P	P	P	P		
A. Phoenix	P	P	R	P	P	P	R	P		
C. Pozniak	P	A	R	R	P	P	P	P		
R. Pywell	P	P	P	R	P	P	P	P		
M. Prytula	P	R	P	P	P	P	A	A		
L. Qualtiere	P	A	P	P	P	P	R	P		
L. Racine	P	R	P	P	R	P	R	P		
D. Radomske	NYA	NYA	P	P	P	A	A	A		
C. Rangacharyulu	P	P	P	A	P	P	P	R		
R. Regnier	NYA	NYA	NYA		P	A	A	R		
A. Renny	A	P	P	P	P	R	P	P		
J. Rigby	P	P	P	P	P	P	P	P		
C. Rodgers	P	P	P	P	P	R	P	P		
R. Sarjeant-Jenkins	P	P	P	P	P	P	P	P		
R. Schwier	P	P	A	P	P	P	P	R		
J. Sherbino	NYA	NYA	P	P	P	R	A	A		
J. Singh	P	A	A	A	P	P	P	A		
C. Still	P	P	P	P	P	P	R	P		
P. Stoicheff	P	R	P	P	P	R	P	R		
D. Taras	R	P	P	R	R	R	P	P		
R. Taylor-Gjevre	P	P	P	P	P	R	P	P		
R. Tyler	P	P	P	P	P	P	P	P		
E. Tymchatyn	P	P	A	A	P	A	A	A		
S. Urquhart	P	P	P	P	P	P	P	P		
G. Uswak	R	P	P	P	A	P	R	P		
A. Van Kessel	P	A	A	P	A	P	P	P		
J. Vassileva	P	R	P	P	P	P	P	P		
L. Voitkovska	P	A	A	R	P	P	R	P		
K. Walker	P	A	P	P	R	P	P	R		
F. Walley	P	P	P	P	P	P	R	P		
H. Wang	P	P	P	P	P	P	P	R		
K. Wanis	NYA	NYA	P	A	P	A	A	A		
Y. Wei	A	P	P	P	P	P	P	P		
V. Williamson	P	P	R	P	R	P	R	P		
T. Wotherspoon	P	P	P	P	P	R	P	R		
G. Zello	P	P	P	P	P	P	P	R		

President's Report to University Council – May 2013

GOVERNMENT OF SASKATCHEWAN – GROWTH & SUSTAINABILITY

A joint action committee on growth and sustainability representative of Advanced Education, U of S, U of R, and SIAST had its first meeting. The goals of the committee are to work collaboratively on problems of common interest related to:

- Improved understanding between government and post-secondary institutional objectives and partnerships;
- Improved understanding of government and institutional planning processes to enable process compatibility;
- Increased focus on efficiency and effectiveness in the post-secondary system while maintaining and improving the quality of education and experience for students, and while meeting rising expectations for post-secondary education and contributions to innovation in the province; and
- Managing rising costs while maintaining institutional accessibility.

The committee agreed upon four priority areas of action, each lead by one of the partners involved:

- Procurement – led by the U of S
- Credit transfer (Lifelong learning pathways between and among the U of S, U of R and SIAST) – led by SIAST
- Teaching collaboration with a particular focus on small classes – led by the U of R
- Opening library access to all post-secondary students in the province – led by the U of R

It is anticipated that the committee will meet three to four times a year with a review of its progress after one year.

UNIVERSITY SENATE MEETING – APRIL 20TH

APPROVAL OF ACADEMIC CHANGES – Among the items considered at the meeting were the recommended academic changes supported by University Council – specifically the admission qualifications for Colleges of Graduate Studies & Research, Dentistry, and Medicine. All items were approved by Senate.

A NEW CHANCELLOR – Our University Senate has elected the University's 14th Chancellor, Mr. Blaine Favel. Blaine earned a bachelor of education degree from the U of S in 1987, then went on to receive a law degree from Queen's University in 1990 and a master's of business administration degree from the Harvard Graduate School of Business in 2001. In 2012, the U of S awarded him an honorary doctor of laws degree.

Blaine was Chief of the Poundmaker Cree Nation and served as Grand Chief of the Federation of Saskatchewan Indian Nations from 1994-98. During that time, he led the development of the First Nations Bank of Canada and the Saskatchewan Indian Gaming Authority. Favel was also a senior diplomat in the position of Counselor on International Indigenous Issues with the Canadian Department

of Foreign Affairs and International Trade, served as a special advisor to the Assembly of First Nations National Chief Phil Fontaine, and was a panellist on the Indian Residential Schools Truth and Reconciliation Commission. Blaine is currently president and CEO of Calgary-based One Earth Oil and Gas Inc. and he resides in Calgary.

Blaine will take on his duties July 1 replacing Vera Pezer who has been serving as Chancellor since 2007.

STRUCTURAL CHANGES IN EXECUTIVE OFFICES

In my own office planning, I have made some decisions about two key files. The first is the move of Government Relations within the portfolio of Heather Magotiaux, Vice-President, University Advancement. It is critical that our university has the reputation, relationships, and resources with and from government to establish ourselves as one of the most distinguished universities in Canada and the world. This echoes the mandate of University Advancement, and I believe that relocating administrative responsibility for Government Relations within Advancement will help to foster linkages with Communications, Alumni Relations, Community Outreach & Engagement, First Nations & Métis Engagement, and Development.

The second change involves greater coordination of our activities around Aboriginal achievement. Since my arrival at the University of Saskatchewan I have witnessed many wonderful initiatives across our university, aimed at ensuring we fulfill the mission set forth in our foundational documents and in the Third Integrated Plan. However, I have also witnessed a lack of coordination of these efforts. Gathering together some of the functions dedicated toward the success of our First Nations, Métis and Inuit faculty, staff, students and communities will allow us to better showcase the work already being done, provide a forum for collaboration across units, identify gaps and propose solutions, and measure progress toward our goals. The Office of First Nations and Metis Engagement is located within University Advancement, and again, given the mandate of this unit, it makes sense to build the central capacity under this umbrella. With this change, Special Advisor on Aboriginal Initiatives Joan Greyeyes will now report to Vice-President Magotiaux as part of this expanded mandate. I look forward to seeing this coordinating capacity continue to grow in collaboration with others across our campus.

These changes will take effect immediately. The name of University Advancement will also change, to better reflect the scope and breadth of activity in this portfolio. The portfolio's new name will be Advancement and Community Engagement (ACE). Over the coming months, the portfolio will work with colleagues across the University to ensure we have the reputation, relationships, and resources necessary to achieve our collective goals. Vice-President Magotiaux and her senior team will undertake a review of current initiatives to ensure alignment with these new functions

GORDON OAKES – RED BEAR STUDENT CENTRE

I am extremely delighted to announce that we will be putting shovel in the ground for the Gordon Oakes – Red Bear Student Centre by June 1. Thanks to the hard work of those in facilities management, we were able to work with contractors to reduce our costs without significantly affecting the design of the

structure. I am currently working with Aboriginal leaders to ensure traditional cultural protocols are combined with other ground-breaking ceremonies.

COMPLETION OF VISITS TO ACADEMIC UNITS

As of May 1 I have had the opportunity to visit every college and school on campus. During the visits I have conveyed my top priorities to faculty and staff and, more importantly, have heard about what is important to them. I have found these visits quite useful and enjoyable and will work to make them a regular occurrence for the future.

PROVOST'S REPORT TO COUNCIL

May 2013

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

The Provost's Committee on Integrated Planning met three times in April. PCIP continued planning for the Operations Forecast 2014-15, received updates on Operating Budget Adjustments and reviewed items headed to the May Board of Governors meeting. As well, PCIP discussed the usage of TABBS in decision making and budgeting. PCIP approved requests on the following:

- Tuition revenue sharing for 2013-14
- Student fees for the 2013-14 academic year

Undergraduate student fees saw an increase of 3 per cent from 2012-13 to \$770.01 for a full-time undergraduate student enrolled in the fall and winter terms. A large proportion of the increase was due to dental insurance fees, USSU membership fees, athletic and recreation fees. The graduate student fees increased by 40 per cent from the prior year to \$803.89 for a full-time graduate student enrolled in the fall and winter terms. The specific reason for the significant increase in graduate student fees was due to the implementation of the graduate U-PASS transit fee. The U-PASS fee makes up nearly 39 per cent of the 40 per cent increase and was passed in a student referendum on February 17, 2013 with an approval rate of 66 per cent.

TABBS

The TABBS model is currently in the refinement phase of development. The team has developed a scenario analysis tool that allows units to produce forecasts of their TABBS figures and this tool was posted at www.usask.ca/tabbs (NSID protected) on January 18, 2013. Units have begun using this scenario analysis tool to produce TABBS information in support of proposals. Updated versions of this tool will be released approximately every six months.

ASSESSMENT

Rankings

The Centre for Science and Technology Studies (CWTS) at Leiden University in the Netherlands has recently published the 2013 Leiden Ranking. This ranking measures research impact and collaboration based on citations and co-authorship respectively. The University of Saskatchewan ranked around 425 in the world and last among U15 in the research impact indicators. We ranked between 115 and 382 in the research collaboration category, with exceptionally strong performance in collaboration with industrial partners where we ranked 115 in the world and first

among our U15 comparators. Unlike other university rankings, the Leiden Ranking refrains from aggregating different dimensions of university performance into a single overall indicator.

OPERATING BUDGET ADJUSTMENTS

TransformUS

The TransformUS task forces spent early May finalizing the criteria, weightings and categorization system. The task forces have also been working on templates for information collection and in May and early June will be working with a few selected programs and support services who have been invited to complete the draft template to test its rigour and thoroughness. The campus community will be invited to provide their feedback on the template in town halls being planned for mid-May. Final templates will be distributed to the deans, department heads and administrative unit leaders for academic programs and support services in mid to late-June for completion by early August.

Workforce planning

The second round of workforce adjustments was completed in April. Changes not only focused on job loss, but also on strategic hiring and on implementing efficiencies. Workforce planning is about reducing the workforce for the delivery of current programs for immediate savings. Although we focused on reductions, in the longer term, workforce planning will lead to other aspects of people strategies like the recruitment and development of the workforce to meet our changing needs. In this respect, it will become an element of our integrated planning process.

The first round of workforce planning saw approximately 60 positions eliminated, for operating budget savings of \$2.5 million. Although total numbers are being finalized in the second round, we anticipate approximately 100 positions (including some vacant positions) will have been eliminated by mid-May, 2013. These reductions (employees in-scope of ASPA, CUPE or Exempt) will amount to approximately \$4.4 million in permanent operating budget savings by 2015/16, for total reductions of 160 positions and permanent savings currently estimated at \$6.9 million by 2015/16.

As colleges and units have submitted plans and the impact of this work becomes clearer, it is apparent that additional effort is required to reduce the operating budget salary expenses. Human Resources continues to work with senior academic and administrative leaders on a strategy to further achieve operating budget savings through workforce planning by June 30, 2013. This timeframe will enable units to evaluate if they can do more or provide time to solidify a plan for position reductions, especially in those units where there has not been significant progress. A further update will be provided at the town hall in June.

Process improvement

There are a number of process improvement projects underway, including a pilot to look at improving various procurement processes. Although a final report on the pilot will be provided in the coming months, initial findings indicate there is significant opportunity for time and cost savings, strengthening of processes, and improved staff and process user satisfaction. The Government of Saskatchewan also partnered on a project to review contract processes in

Research Services, Purchasing and Corporate Administration, as well as the research grant application processes. The initial review has been completed and several improvements identified, which include reduced duplication of effort, shortened cycle times and improved collaboration across units. Implementation of these process improvements is scheduled to begin in May 2013.

Financial town hall #5

On June 13, the fifth in a continuing series of financial town hall meetings will be held to provide information on the 2012-16 operating budget challenges. This town hall will focus on an overview of year one of the process, where we are at today and provide a look ahead to 2016. There will also be an opportunity for questions and discussion.

Thursday, June 13, 2013
 12:30-1:30pm
 Convocation Hall

INTERNATIONAL LEADER IN DISTRIBUTED LEARNING

Sandra Bassendowski, a professor in the College of Nursing at the U of S Regina Campus, has been recognized as an international leader in distributed learning for her innovation "Concept Capture." Dr. Bassendowski is one of five recipients of the international 2013 Desire2Learn Innovation Award in Teaching and Learning from the Society for Teaching and Learning in Higher Education (STLHE) and Desire2Learn (D2L). The award celebrates innovative approaches to teaching and learning in post-secondary education. Recipients are recognized at the 2013 STLHE Annual Conference in Nova Scotia and the D2L Annual Conference in Boston, and will receive a two-year membership in STLHE and an award to cover travel costs for both conferences.

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

Category	Highlights
Strategic Initiatives or Projects	<ul style="list-style-type: none"> • The U of S has launched a new CIHR internal review process to support researchers in the development of their September 2013 CIHR operating and new investigator grant applications. A key component of the process is an interdisciplinary internal review panel, which emulates CIHR’s review process. For more information contact Joni Aschim at Joni.Aschim@usask.ca. • The Saskatoon Centre for Patient-Oriented Research (SCPOR) held the first Western Canadian Clinical Trial Network (WCCTN) workshop on April 12 & 13, attended by representatives from academic and healthcare institutions across Saskatchewan, Alberta, British Columbia, and Manitoba. The goal of these workshops is to develop collaborative potential across the Western Provinces, build clinical trial development, increase the number of trials in

Category	Highlights
	the western provinces, and streamline clinical trial administrative processes across provincial sites.
Partnerships	<ul style="list-style-type: none"> • Hawassa University, Ethiopia – The Canadian International Development Agency-funded two-year project between Ethiopia’s Hawassa University (HU) and the U of S Industry Liaison Office to develop a strategic plan for engaging industry, community and other stakeholders was brought to a successful conclusion in April. The project was organized through the Association of Universities and Colleges of Canada and the Association of African Universities (AAU). The project received significant praise from AAU members and builds on over 15 years of collaboration between the University of Saskatchewan and Hawassa University. For more information see “Strengthening Higher Education Stakeholder Relations in Africa” at http://www.aucc.ca/programs-services/international-programs/africa-university-industry-linkages/. • Iwate University, Japan – March 25-27, Vice President Akira Iwabuchi visited the U of S and signed three collaborative agreements involving the U of S, the College of Agriculture and Bioresources, and the College of Arts and Science. These agreements address student, researcher, faculty, and publications exchanges and joint research.
Commercialization and major knowledge mobilization successes	<ul style="list-style-type: none"> • The Industry Liaison Office met its target of increasing the number of active technology licenses under administration by 20% annually; from 45 at the end of fiscal year 2011-12 to 53 at the current fiscal year’s end.

COLLEGE OF ARTS AND SCIENCE

The following report provided by the College of Arts and Science

- The Urban Aboriginal Knowledge Network (UAKN) received funding through a partnership grant from the Social Sciences and Humanities Research Council (SSHRC). **Prof. Ryan Walker**, professor of urban planning, is director of the UAKN’s prairie centre.
- **In partnership with SIAST**, the college hosted a **Transfer Articulation agreement signing ceremony** in March. A new 2+2 agreement will enable qualifying graduates of the Resource and Environmental Law diploma program to continue their studies and receive a Bachelor of Arts in northern studies from the college. At the same event, SIAST and the University of Saskatchewan also renewed a two-plus-two transfer articulation agreement with SIAST’s Chemical Technology diploma program.
- College leaders and staff members travelled to La Ronge to meet with the leadership and students of **Northlands College** and **NORTEP/ NORPAC**.

- 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 Honors degree
- **Greystone Singers and Wind Orchestra** join forces for an upcoming European tour, spanning Switzerland, Germany, the Netherlands, and Belgium from July 7 to 16.
- **Kathryn McWilliams** was a contributor on Direct Observations of the Evolution of Polar Cap Ionization Patches, an article which appeared in the March 29 issue of the journal *Science*.
- This year's winners for the Provost's Awards in Outstanding Teaching are: **Pamela Downe** (Division of Social Sciences), **Greg Marion** (Division of Humanities & Fine Arts), and **Neil Chilton** (Division of Science).
- MFA in Writing student **dee Hobsbawn-Smith** has been awarded a Saskatchewan Innovation and Opportunity Scholarship of \$10,000
- Professor **Jens Müller** has been named the new Thorvaldson Professor for the Department of Chemistry. The appointment lasts for five years, beginning July 1, 2013, and recognizes outstanding contributions made by a chemistry faculty member to teaching, research, graduate student supervision and administration at the U of S
- **Victoria Cowan, a third-year English Honours student**, was the first U of S recipient of the 3M National Student Fellowships, an award given to undergraduates in Canada for demonstrating leadership in education. In addition to this recognition, Cowan also received the USSU's Vera Pezer Award for Student Enhancement
- Congratulations to students **David Fairbairn, Daniel Gomez, Omar Zarifi, Seth Dueck, Victoria Martinez, Angel Misevski, Charanjot Brar, Evan Smith, Paul Smith, Jin Seong Bae, Tanner Bohn, John Hynes** who were successful in the Mathematical Contest in Modeling 2013 competition. Faculty advisors were **Professors James Brooke** and **Alexey Shevyakov** from the Departments of Mathematics and Statistics. Professor **James Brooke** also recruited, coached, and led a team of five undergraduate students to a 41st-place finish out of 402 teams comprised of 4277 individual competitors from 578 institutions in this year's William Lowell Putnam Mathematical Competition.

SEARCHES AND REVIEWS

Search, Dean, College of Engineering

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

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

The search committee for the Executive Director, Johnson-Shoyama Graduate School of Public Policy is being conducted under the leadership of the University of Regina. The committee is comprised of members from both the University of Regina and the University of Saskatchewan. Candidates visited both campuses in March.

Search, Dean, College of Medicine

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

Search, Associate Dean, University Library

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

Search, Associate Dean, Edwards School of Business

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

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

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

DATE OF MEETING: May 16, 2013

SUBJECT: **Termination of the Master of Continuing Education (M.C.Ed.)**

DECISION REQUESTED:

It is recommended:

That Council approve the termination of the Master of Continuing Education (M.C.Ed.) effective immediately.

PURPOSE:

University Council approves terminations of academic programs.

SUMMARY:

The Master of Continuing Education has been housed in the Department of Educational Foundations since 1993. It was developed as a collaboration between the Department of Educational Foundations and the Extension Division. No new students have been admitted since 2004 and the field of study of Adult and Lifelong Learning which was covered by this degree is now pursued by students through the Master of Education program. No courses will be deleted.

REVIEW:

The Academic Programs Committee discussed this termination at its May 1, 2013 meeting with CGSR Associate Dean Trever Crowe and Educational Foundations department head Dianne Miller.

ATTACHMENTS:

Report Form for Program Termination

Report Form for Program Termination

Department: College: *Educational Foundations*

Program(s) to be deleted: *Master of Continuing Education*

Effective date of termination: *June 30, 2012*

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

The purpose of the Master of Continuing Education program is to provide a broad-based critical education based in theories and practices of adult education and lifelong learning to meet the needs of students whose primary interests are in Continuing, Adult, or Extension Education, or Community Development.

The program provided for examination of the theories and practices of adult education and lifelong learning; promotion of excellence in scholarly writing in term papers and theses; opportunities to engage in practice-based research; mentored experiential learning in workplace settings; and provided faculty support of community-based initiatives and student activism.

In the early 2000s, Extension Division collaborated with the Department of Educational Foundations to offer the Master of Continuing Education in both on-campus and distance format and much preparatory work was done to make this possible.

The Systematic Program Review team of 2001 saw the value of the M.C.Ed program, particularly its capacity to attract students across several disciplines e.g., (health sciences, business) and professional colleges (e.g., Medicine, Nursing) and to serve a wider educational community than K-12. It expressed concern about the program's viability since it was delivered primarily by two senior faculty. It recommended that the department create a plan for program and faculty renewal that would engage the wider university in a collaborative model of delivery.

The department joined with Extension Division to develop a blended model of delivery of on-line and on-campus courses in the M.C.Ed. Regrettably, the Extension Division was closed and admission to the M.C.Ed halted shortly after the first cohort of students was admitted into this renewed program.

With budget cuts, loss of faculty and retirements, no new students have been admitted to the M.C.Ed. since 2004 and the decision was made to discontinue the M.C.Ed after the completion of its last student.

- a. The department passed a motion to terminate the program August 30, 2011 at its annual retreat (Motion (Marie/Karla) to Discontinue M.C.Ed. Vote with one abstention. CARRIED).

In 2012, the College of Education adopted Lifelong learning into its integrated plan and the Department has worked assiduously to retain an Adult and Lifelong Learning focus and was successful in hiring 1.5 positions, one in Leadership in the Professions and Aboriginal Lifelong and Higher Learning. Another position in Adult and Lifelong Learning is slated to begin in 2013.

Classes developed for the M.C.Ed have been incorporated into the Integrated M.Ed. and students may choose "Adult and Lifelong Learning" as an area of focus and have access to distance classes through the "Lifelong Cohort," therefore, the current Lifelong Learning cohort makes the M.C.Ed redundant.

2. Technical information.

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

GSR 960.0; GSR 961.0 if research involves human subjects; GSR 962.0 if research involves animal subjects;

EFDT 990

Thesis option: a minimum of 21 cu. with EFDT 994.0 each term

Project (non-thesis option): a minimum of 27 credit units plus EFDT 992.0 each term

* ECNT 810.3 Learning for Life: Practice and Theory in Adult Education

* ECNT 892.3 Workplace Learning: An Experiential Learning Internship

* ECNT 897.3 Research Methods in Continuing Education

*electives for thesis: four elective classes in addition to completing the thesis

* electives for project: select six electives in addition to completing the project

For required electives in the department students may choose from ECNT 830.3, ECNT 872.3, ECNT 875.3, ECNT 878.3, ECNT 880.3, ECNT 882.3, ECNT 891.3, ECNT 885.3, ECNT 890.3, ECNT 898.3, EIND 851.3, EIND 855.3

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

Other faculty formerly associated with the program included personnel from the Extension Division of the University of Saskatchewan. Since the Extension Division was terminated, the faculty have no longer been associated with the program.

The only staff person associated with the department was the clerk/secretary of the Department of Educational Foundations. Since the de facto termination of admissions to the program, the secretary has continued to work in the department engaged in other regular administrative support for the department and other Department graduate programs including for the Educational Foundations Master of Education program and four special case PhD students.

There are no other staff, technology, physical resources or other resources used for this program.

2.3 Courses to be deleted, if any.

No courses are to be deleted.

2.4 Number of students presently enrolled.

No students are currently enrolled.

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

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students?

There will be no impact as there are no students in the program and there is no relationship between this program and any undergraduate program or other graduate program on campus.

How will they be advised to complete their programs?

No advising is required since there are no students in the program.

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

There will be no impact on teaching assignments. Since the program ceased to accept students professors Dr. Michael Collins, Dr. Reg Wickett and Dr. Bob Carlson of this department and formerly associated with the program are retired from the faculty so they are not affected by the change.

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

No, this termination will not affect other programs, colleges or departments. There is no formal relationship between this program and other programs in the Department of Educational Foundations, with other departments, within the College of Education and with other colleges. Courses taught in the M.C.Ed program are also taught in the Educational Foundations Master of Education program. But the courses are not being deleted so the termination will not affect the other programs.

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

No courses will be deleted. Courses will be available to be used in the EFDT Master of Education program which they also served. These courses have been used in particular to support the Lifelong and Adult Education focus of the Educational Foundations Master of Education program; and they are included in "cohort" offerings which focus on the lifelong and adult education.

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

No, it is not likely that another department or college to develop a program to replace this one. The Department of Educational Foundations has been uniquely situated in the university to offer this program; and there is no other department with a similar resources faculty and mandate to offer this program. The current Lifelong Learning cohort makes the M.C.Ed redundant.

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

No courses are being deleted, therefore, it is not likely or appropriate that another department will develop courses to replace them. The courses will continue to be used in the Educational Foundations MEd.

3.7 Describe any impact on research projects.

There is no impact on research projects. Professors associated with this degree offering are now retired.

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

No

3.9 Describe the budgetary implications of this deletion.

There are no budgetary implications. The admissions to the program were terminated several years ago (2005) so there is no revenue from student or other sources for the program, and the faculty employed to offer the program have retired from the university.

External

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

There will be no impact on other institutions.

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

No it is not likely that it will be taken up by another institution. I don't know if it is appropriate. That would require market surveys and assessment of capacity.

Other

3.12 Are there any other relevant impacts or considerations?

None.

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

None.

(Optional)

4. Additional information.

Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

This program did not undergo review in the recently completed Graduate Program Review because admissions had been terminated some time before and the because the department voted the program be terminated at its fall retreat in fall of 2011.

5. Attachments.

Please attach memos from the Department and College regarding this termination.

There are no memos associated regarding this termination.

MEMORANDUM

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

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

Copies: D. Miller, L. Hellsten, L. McIntyre

Date: April 8, 2013

Re: Proposal to delete the Master of Continuing Education housed in the Department of Educational Foundations

Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed deletion of the Master of Continuing Education housed in the Department of Educational Foundations.

This report includes three appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), and the CGSR approved proposal. The formal review started with the Graduate Programs Committee on June 13, 2012 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on September 20, 2012. As communicated to CGSR March 12, 2013, the College of Education Graduate Committee met November 5, 2012, and at that time supported the proposed deletion of the Master of Continuing Education degree.

The College of Graduate Studies and Research supports the deletion of the Master of Continuing Education. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



TC/ab

[Appendices available on request to the Office of the University Secretary]

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: May 16, 2013

SUBJECT: Bachelor of Science in Applied Mathematics

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Arts and Science to create a new Bachelor of Science in Applied Mathematics degree program

PURPOSE:

The proposal is for a new academic program at the University of Saskatchewan. New programs require approval by University Council.

SUMMARY:

The Applied Mathematics field of study will include programs at the honours, four-year, three-year and minor level. Such a range of program options, and the emphasis on modelling and simulation will not only be distinct in Canada but will address the existing and emergent needs of Saskatchewan's progressive resource industries, environmental and health-related agencies, and research and development companies. With greater flexibility in course content, the program will be an attractive second degree or minor option for student pursuing degrees in other disciplines.

The program also involves two new courses, **MATH Math 336.3: Mathematical Modelling I**, and **Math 436.3: Mathematical Modelling II**. MATH 336 was previously offered as a special topics course.

REVIEW:

The Academic Programs Committee discussed a previous version of this proposal with the department and college at a meeting last year, at which time resources for the program were identified as critical to its success. The college has now put resources in place for the program for a trial period of five years, to be followed by a review of mathematics programs.

At its May 1, 2013 meeting, the Academic Programs Committee discussed this proposal with Vice-Dean Peta Bonham-Smith, department head Chris Soteris, and programs director Alexis Dahl. The committee agreed to recommend that Council approve this program.

ATTACHMENTS:

Proposal for BSc in Applied Mathematics



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Applied Mathematics

Degree(s): Bachelor of Science

Field(s) of Specialization: Applied Mathematics

Level(s) of Concentration: Honours, 4-year, 3-year, minor

Option(s):

Degree College: Arts and Science

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

Chris Soteris

Professor and Acting Head, Department of Mathematics and Statistics

966-6118

soteris@math.usask.ca

Proposed date of implementation: September 2013

Proposal Document

RATIONALE

History

The process that led to the development of the present program began with the 2004 Systematic Program Review (SPR) of programs in the Department of Mathematics and Statistics. The SPR Review Team was composed of eminent scholars and academic policy-makers encompassing a wide expertise across Mathematics and its applications: David Brydges, Canada Research Chair at UBC, Mathematics; Martin Golubitsky, then Cullen Distinguished Professor of Mathematics at the University of Houston and now Distinguished Professor of Mathematics and Physical Sciences at Ohio State University; Stan Gudder, John Evans Professor of Mathematics, University of Denver and Chris Small, Statistics and Actuarial Science, University of Waterloo. The absence of a degree program in Applied Mathematics was explicitly noted by the review team, who further noted that the development of an Applied

Mathematics program would lead inevitably to an increase in enrolment in Mathematics and Statistics courses and graduation numbers in our degree programs.

During SPR, the Department of Mathematics & Statistics was facing many challenges and was not in a position to immediately address all of the Review Team's recommendations. Since 2004 the Department has undergone a significant rejuvenation with nine newly tenured or tenure-track faculty hired between 2007 and 2010. Three of these faculty, specializing in Applied Mathematics, have contributed significantly to the development of this Applied Mathematics program.

The proposed program, that provides a platform for the Three-Year, Four-Year and Honours BSc degrees, as well as a Minor in Applied Mathematics, was approved by the Division of Science at its faculty council meeting, 29 November 2011. The program will commence in the Fall term following approval by the Academic Programs Committee of Council. A previous submission of the program to APC was provided with practical feedback from committee members, including the recommendation that resources be secured prior to resubmission to APC.

Strong support for the proposed program has been received from within the Division of Science, as well as the Division of Social Sciences (Economics), and from the Colleges of Engineering and Medicine (Medical Imaging).

See Appendix 3 – letters of support.

Rationale

The rationale for the request can be summarized by the following three interconnected statements:

A goal of the Department is to train highly qualified personnel with the capacity to participate creatively and actively in a variety of employment or research endeavours in industry, the public sector or in academia. The Applied Mathematics program will facilitate this objective by increasing the numbers of students trained in senior-level Mathematics and Statistics along with their applications to solving real-world problems. This goal is well aligned with the goals of the University of Saskatchewan and the needs of the province of Saskatchewan.

Without an Applied Mathematics program the University is in a regrettable position among its U15 peers, where few lack such a program. The credibility of the Department and of the University, and potential success in student marketing or in attracting future research funds, are being negatively affected.

The above statements are addressed further below.

- **RELATION TO OTHER CANADIAN UNIVERSITY PROGRAMS**

We currently live, work and do research in an applied society, one in which Applied Mathematics manifests itself in many forms and contexts. On the current Canadian academic landscape, there are Departments of Applied Mathematics (such as Western and Waterloo) that offer a variety of interdisciplinary degree programs in Applied Mathematics and there are broader Mathematics departments that offer BSc degrees in Applied Mathematics (Simon Fraser, Alberta, Calgary, Manitoba, Western, Waterloo, York, Carleton, McGill, Concordia, Memorial). Uniquely, the Department of Mathematics at University of Toronto offers a BSc Specialist degree in Applied Mathematics. As well, double Honours, double Majors, joint degree and/or certificate programs in Mathematics and another subject are offered at British Columbia, Victoria, McMaster, Queen's, Ottawa, U de Montreal, Laval, New Brunswick, Dalhousie. Actuarial Science as a stand-alone degree or program is offered at Simon Fraser,

Calgary, Alberta, Regina, Waterloo, McMaster, Toronto, York, U Quebec à Montreal, and other universities (Table 1).

Table 1: Examples of Mathematical degrees offered across Canada. Despite different terminology the degrees listed below are quite comparable.

Degree	Universities
BSc degree in Applied Mathematics	Simon Fraser, Alberta, Calgary, Manitoba, Western, Waterloo, York, Carleton, McGill, Concordia, Memorial
BSc Specialist degree in Applied Mathematics	Toronto
Double Honours, Double Majors, joint degree or certificate programs including Mathematics	British Columbia, Victoria, McMaster, Queen's, Ottawa, Montreal, Laval, New Brunswick, Dalhousie.
Actuarial Science as a stand-alone degree or program	Simon Fraser, Calgary, Alberta, Regina, Waterloo, McMaster, Toronto, York, U Quebec à Montreal

A UofS Applied Mathematics program offering degrees in a similar, specialized vein to the universities listed above will better position the Department of Mathematics & Statistics to compete for undergraduate students within and outside of the province of Saskatchewan. Further, a functional (applied) approach to Mathematics will enhance avenues of interdisciplinary teaching and research for the Department across the campus. Such an engaged undergraduate cross-discipline population of students working on today's real-world issues will provide a research intensity that is currently unobtainable within the current undergraduate curriculum. It is anticipated that an increased awareness of such possibilities will lead to increased opportunities for graduate studies, resulting in a positive impact on the graduate program within the department.

The proposed Applied Mathematics program will offer degrees that while sharing features with existing undergraduate degrees in Canada involving Mathematics and a second subject, will also provide an unmatched depth of programming as embodied by the minor, Three-Year, Four-Year, and Honours degrees. Similarities notwithstanding, the program, owing to its emphasis on modelling and simulation, will not only be distinct in Canada but will be uniquely poised to address the existing and emergent needs of the Province of Saskatchewan – progressive resource industries, environmental and health-related agencies, and research and development companies.

The predominant Applied Mathematics degree currently being offered across Canada is the Honours degree. By offering a minor and Three-Year degree as well as the Four-Year and Honours degrees the program will appeal to those students, not necessarily of Mathematics, who would otherwise not be attracted to any program in Mathematics or Statistics ... indeed students who are intimidated by our current programs and their lack of interdisciplinary applied content.

- **RELATIONSHIP TO UNIVERSITY OF SASKATCHEWAN GOALS**

This proposal is most timely in view of the ambitious plans of the University to foster institutes, such as the Global Institute for Water Security, the Global Institute for Food Security and the Sylvia Fedoruk Canadian Centre for Nuclear Innovation, each dedicated to research in support of the utilization of province-wide strategic resources. To maximize potential benefits and minimize environmental and financial risks it is vital to model the processes involved in the extraction and/or utilization of such

resources. These models will, of necessity, be of mathematical character and it is for the education and training of students in such model-building skills that the Applied Mathematics Program is essential.

With a greater flexibility in its 100 and 200-level course choices than the existing Mathematics Program, the Applied Mathematics program will be an attractive option for students pursuing degrees in other disciplines to augment such with a minor or second degree in Applied Mathematics. The double-honours option will remain as an alternative if a single combined degree is desired. The interdisciplinary nature of the new undergraduate program will facilitate a transition to graduate programs also of an interdisciplinary nature throughout the institution and its colleges, schools, institutes and centres.

Finally, this undergraduate program is fully consonant with the Curriculum Renewal exercise currently being undertaken by the Department of Mathematics and Statistics. Specifically, the Department has developed overarching program goals that align with those of the College of Arts and Science, explicitly; “In contributing to the Program Goals of the College of Arts and Science, the disciplines of Mathematics and Statistics teach students to think logically, precisely, critically, and analytically, and to apply these intellectual skills to contemporary real-world problems.”

- **ENROLMENT AND RESOURCES IN THE U15 CONTEXT: COMPARISONS**

Currently, enrolment in Majors and Honours programs in Mathematics and Statistics at the University of Saskatchewan is low both in absolute numbers and in comparison to other U15 universities. To gain some perspective of this we include the enrolments from neighbouring institutions and Waterloo (an acknowledged leader in the education of Science students - most of whom are destined for industrial employment) for 2011-2012 in Mathematics (Pure, Applied, Mathematical Sciences, General Mathematics) (Figure 1).

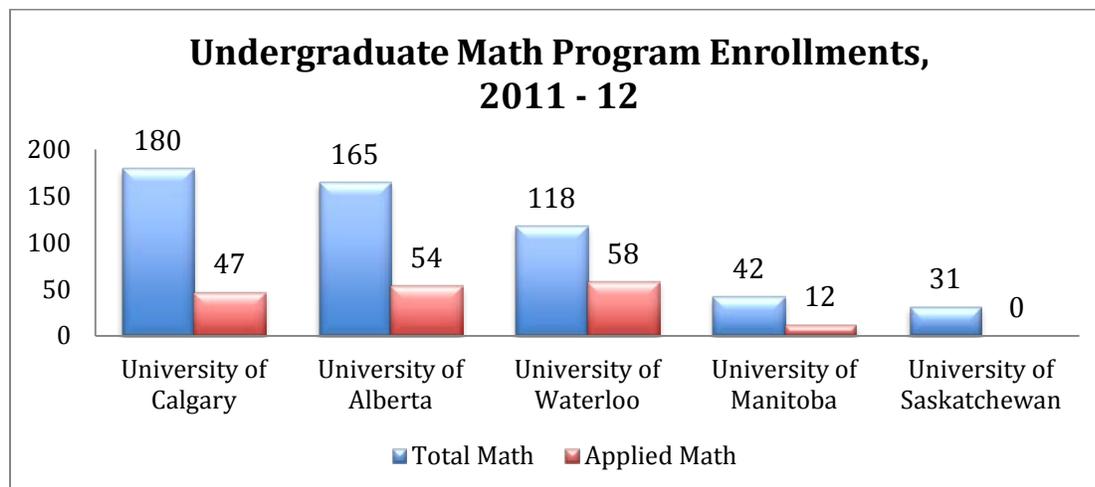


Figure 1: Undergraduate Math Program Enrollments, 2011-12.

Other than the UofM, each of the comparator universities in Figure 1 has a total student enrollment in the Mathematics between 3-9 fold higher than the UofS. More relevant to this discussion, between 25-50% of each enrolment is comprised of students in their respective Applied Mathematics programs. We would suggest that at the minimum we could expect a similar trend at the UofS, with the introduction of an Applied Mathematics program resulting in at least a 25% increase in student enrollment in the Department of Mathematics and Statistics. The logical connection between institutional support for a discipline and successful recruitment into that discipline is amply illustrated at the University of Waterloo which has devoted resources to a full and diverse Faculty of Mathematics with 200 full-time

professors, 7,000 graduate and undergraduate students, and a rich selection of 500 courses in Mathematics, Statistics, and Computer Science. <http://math.uwaterloo.ca/math/>

- **ENROLMENTS AND THE NEW APPLIED MATHEMATICS PROGRAM**

For recruitment purposes, the focus of the Department/College will initially be on the BSc Three-Year Applied Mathematics degree and minor with a subsequent promotion of and filtering into, both the Four-Year and Honours programs. This bottom-up approach is in marked contrast to the Department's traditional top-down approach of emphasizing the Honours degree and it is believed, will result in higher student registration in Mathematics and Statistics courses and subsequent graduation rate than at present. This is consistent with the beliefs expressed in 2004 by the SPR reviewers.

The nature of Applied Mathematics requires a constant infusion of ideas and expertise from other disciplines to inform and direct mathematical analysis and research. It is essential that other departments in the College of Arts and Science, the College of Medicine, the College of Engineering, other Colleges, Schools, Institutes and Centres in the University are engaged and excited by the possibilities an Applied Mathematics program could provide to them. There must be sufficient flexibility within the program to encompass the needs of these disciplines such that an integration of applied quantitative methods (mathematical and statistical) with the existing and planned future scientific initiatives of the UofS is achieved. Strong support for the proposed program has been received from within the Division of Science, and the Division of Social Sciences (Economics), as well as from the Colleges of Engineering and Medicine (Medical Imaging). See Appendix 3 – letters of support.

Central to the Three and Four-Year Applied Mathematics programs are the two new modelling courses, Math 336.3: Mathematical Modelling I, and Math 436.3: Mathematical Modelling II. An early indication as to the value and attractiveness of these two courses and the program in general is captured in the testimonial by a third-year student, one of a small number of students who were offered the special topics class MATH 398.3 as a trial run of the proposed MATH 336.3 (Appendix 4).

Based on the success of MATH 398.3, extensive Departmental experience in student advising and 2008-2011 enrollment data, we project an enrollment of 20 students per year for MATH 336.3 and 10 students per year for MATH 436.3, with both courses open to all students from across campus.

- **FUTURE ACTION ITEMS**

To engage students from other disciplines across the UofS the Department will:

- at the 100-level, consult with departments and units to determine the mathematical needs of their programs and improve access to such requirements where possible;
- at 200 to 400-levels, integrate, mathematical modeling more thoroughly throughout the curriculum through the use of simulations involving extensive numerical computations essential to a broad range of disciplines to highlight the utility of Applied Mathematics;
- review the possibility of a subsequent expansion of the program to accommodate a new stream in Computational Applied Mathematics
- in the future, establish an experimental laboratory in which experiment and theory will coexist, providing stimuli for each other and the training of students in a modern-day arena of Applied Mathematics worthy of a research intensive institution producing highly qualified graduates.

DESCRIPTION OF PROGRAM CHARACTERISTICS

C1 - C5 Requirements for Honours, Four-year and Three-year programs

C1 Science Requirement (minimum 15 credit units)

Choose **6 Credit Units** from the following:

- [CMPT 111.3](#) (Introduction to Computer Science and Programming) or [CMPT 116.3](#) (Computing I)
- [CMPT 115.3](#) (Principles of Computer Science) or [CMPT 117.3](#) (Computing II)

Remaining credit units to be selected from the following areas, such that no more than 6 credit units are from any one area:

Physics & Astronomy

- [ASTR 103.3](#) (Descriptive Introduction to Stellar Astronomy)
- [PHYS 115.3](#) (Physics and the Universe)
- [PHYS 117.3](#) (Physics for the Life Sciences) or [PHYS 125.3](#) (Physics and Technology)
- [PHYS 128.3](#) (Introduction to Quantum and Relativistic Phenomena)

Chemistry

- [CHEM 112.3](#) (General Chemistry I Structure Bonding and Properties of Materials)
- [CHEM 115.3](#) (General Chemistry II Chemical Processes)
- [CHEM 250.3](#) (Introduction to Organic Chemistry)

Earth Science

- [GEOG 120.3](#) (Introduction to Global Environmental Systems)
- [GEOL 121.3](#) (Earth Processes)
- [GEOL 122.3](#) (Earth History)

Biological Science

- [BIOL 120.3](#) (The Nature of Life)
- [BIOL 121.3](#) (The Diversity of Life)

C2 Humanities Writing Requirement (6 credit units)

C3 Social Science Requirement (6 credit units)

C4 Mathematics/Statistics Requirement (6 credit units)

Choose **6 Credit Units** from the following:

- [MATH 110.3](#) (Calculus I) and [MATH 116.3](#) (Calculus II)
- [MATH 123.3](#) (Calculus I for Engineers) and [MATH 124.3](#) (Calculus II for Engineers)
- ([MATH 121.3](#) (Mathematical Analysis for Business and Economics) or [MATH 125.3](#) (Mathematics for the Life Sciences)) and [MATH 128.3](#) (Calculus II for Applications)

C5 General Requirement (6 credit units)

B.Sc. Honours Applied Mathematics

C6 Major Requirement (66 credit units)

The program does not require the specification of a concentration area. However, some students will find it to be a useful option to build their program around specific courses with applications in particular areas. For example, students with an interest in the physical sciences (chemistry, geology and geophysics, physics, engineering) might choose to emphasize 'continuous' mathematical tools such as differential equations, whereas students with interests in the life sciences (biology, biochemistry, biomedicine, biostatistics, epidemiology) and the social sciences (economics, psychology, sociology) might direct their study towards 'discrete' mathematical methods such as linear programming, graph theory, combinatorics or towards statistical methods.

Ideally, by the time of graduation, every student will have been exposed to aspects of continuous, discrete, and probabilistic and statistical methods.

MATH 211.3 (Numerical Analysis I)

MATH 238.3 (Introduction to Differential Equations and Series)

MATH 313.3 (Numerical Analysis II)
MATH 327.3 (Graph Theory)
MATH 336.3 (Mathematical Modelling I)
MATH 338.6 (Differential Equations II)
MATH 352.3 (Introduction to Differential Geometry)
MATH 366.3 (Linear Algebra II)
MATH 371.3 (Metric spaces and Continuous Functions)
MATH 379.3 (Complex Analysis)
MATH 436.3 (Mathematical Modelling II)
MATH 438.3 (Methods of Applied Mathematics)
STAT 241.3 (Probability Theory)

Choose **3 credit units** from the following:

It is recommended that this course be taken in the first year, if possible.

MATH 264.3 (Linear Algebra)
MATH 266.3 (Linear Algebra I)

Choose **6 credit units** from the following:

It is recommended that these courses be taken in second year, if possible.

MATH 223.3 (Calculus III for Engineers) **and** **MATH 224.3** (Calculus IV for Engineers)
MATH 225.3 (Intermediate Calculus I) **and** **MATH 226.3** (Intermediate Calculus II)
MATH 276.3 (Vector Calculus I) **and** **MATH 277.3** (Vector Calculus II)

Choose **6 credit units** from the following:

MATH 213.3 (Linear Programming and Game Theory)
MATH 328.3 (Combinatorics and Enumeration)
MATH 361.3 (Algebra I)
MATH 373.3 (Integration Theory)
STAT 242.3 (Statistical Theory and Methodology)
STAT 341.3 (Probability and Stochastic Processes)

Choose **3 credit units** from the following:

MATH 314.3 (Numerical Analysis III)
MATH 315.3 (Applications of Numerical Methods)
CMPT 394.3 (Simulation Principles)

Choose **6 credit units** from the following:

MATH 431.3 (Ordinary Differential Equations)
MATH 432.3 (Dynamical Systems and Chaos)
MATH 433.3 (Applied Group Theory)
MATH 434.3 (Applied Topology in Physics and Chemistry)
MATH 439.3 (Partial Differential Equations)
MATH 452.3 (Introduction to Modern Differential Geometry)
MATH 465.3 (Introduction to Cryptography)
MATH 485.3 (Elements of General Topology)
(MATH 498.3 (Special Topics in Applied Mathematics))
STAT 442.3 (Statistical Inference)
STAT 443.3 (Linear Statistical Models)

See the samples of concentrations – to be displayed as links in the online calendar.

NOTE: one need not follow a 'concentration' as outlined here.

Sample program #1 – Continuous Modelling and Differential Equations
Sample program #2 – Discrete Modelling
Sample program #3 – Probabilistic and Statistical Modelling

C7 Electives Requirement (21 credit units)

These are courses to complete the requirements for the 120 credit unit four-year program, of which at least 66 cu must be at the 200-level or higher. Students may also select more courses in MATH and STAT depending upon their interests.

Students are encouraged to select courses from other disciplines and perhaps construct a double-honours or a minor in another subject.

B.Sc. 4-year Applied Mathematics

C6 Major Requirement (45 credit units)

The program does not require the specification of a concentration area. However, some students will find it to be a useful option to build their program around specific courses with applications in particular areas. For example, students with an interest in the physical sciences (chemistry, geology and geophysics, physics, engineering) might choose to emphasize 'continuous' mathematical tools such as differential equations, whereas students with interests in the life sciences (biology, biochemistry, biomedicine, biostatistics, epidemiology) and the social sciences (economics, psychology, sociology) might direct their study towards 'discrete' mathematical methods such as linear programming, graph theory, combinatorics or towards statistical methods.

Ideally, by the time of graduation, every student will have been exposed to aspects of continuous, discrete, and probabilistic and statistical methods.

MATH 211.3 (Numerical Analysis I)

MATH 238.3 (Introduction to Differential Equations and Series)

MATH 336.3 (Mathematical Modelling I)

MATH 436.3 (Mathematical Modelling II)

STAT 241.3 (Probability Theory)

Choose **3 credit units** from the following:

It is recommended that this course be taken in the first year, if possible.

MATH 264.3 (Linear Algebra)

MATH 266.3 (Linear Algebra I)

Choose **6 credit units** from the following:

It is recommended that these courses be taken in second year, if possible.

MATH 223.3 (Calculus III for Engineers) **and** **MATH 224.3** (Calculus IV for Engineers)

MATH 225.3 (Intermediate Calculus I) **and** **MATH 226.3** (Intermediate Calculus II)

MATH 276.3 (Vector Calculus I) **and** **MATH 277.3** (Vector Calculus II)

Choose **12 credit units** from the following:

MATH 213.3 (Linear Programming and Game Theory)

MATH 327.3 (Graph Theory)

MATH 328.3 (Combinatorics and Enumeration)

MATH 338.6 (Differential Equations II)

MATH 352.3 (Introduction to Differential Geometry)

MATH 366.3 (Linear Algebra II)

MATH 379.3 (Complex Analysis)

STAT 242.3 (Statistical Theory and Methodology)

STAT 341.3 (Probability and Stochastic Processes)

Choose **3 credit units** from the following:

MATH 313.3 (Numerical Analysis II)

MATH 314.3 (Numerical Analysis III)
MATH 315.3 (Applications of Numerical Methods)

Choose **6 credit units** from the following:

MATH 431.3 (Ordinary Differential Equations)
MATH 432.3 (Dynamical Systems and Chaos)
MATH 438.3 (Methods of Applied Mathematics)
MATH 439.3 (Partial Differential Equations)
MATH 452.3 (Introduction to Modern Differential Geometry)
MATH 465.3 (Introduction to Cryptography)
MATH 485.3 (Elements of General Topology)
(MATH 498.3 (Special Topics in Applied Mathematics))
STAT 442.3 (Statistical Inference)
STAT 443.3 (Linear Statistical Models)

See the samples of concentrations – to be displayed as links in the online calendar.
NOTE: one need not follow a ‘concentration’ as outlined here.

Sample program #1 – Continuous Modelling and Differential Equations
Sample program #2 – Discrete Modelling
Sample program #3 – Probabilistic and Statistical Modelling

C7 Electives Requirement (36 credit units)

These are courses to complete the requirements for the 120 credit unit four-year program, of which at least 66 cu must be at the 200-level or higher. Students may also select more courses in MATH and STAT depending upon their interests.

Students are encouraged to select courses from other disciplines and perhaps construct a minor in another subject.

B.Sc. 3-year Applied Mathematics

C6 Major Requirement (30 credit units)

The program does not require the specification of a concentration area. However, some students will find it to be a useful option to build their program around specific courses with applications in particular areas. For example, students with an interest in the physical sciences (chemistry, geology and geophysics, physics, engineering) might choose to emphasize ‘continuous’ mathematical tools such as differential equations, whereas students with interests in the life sciences (biology, biochemistry, biomedicine, biostatistics, epidemiology) and the social sciences (economics, psychology, sociology) might direct their study towards ‘discrete’ mathematical methods such as linear programming, graph theory, combinatorics or towards statistical methods.

Ideally, by the time of graduation, every student will have been exposed to aspects of continuous, discrete, and probabilistic and statistical methods.

MATH 211.3 (Numerical Analysis I)
MATH 238.3 (Introduction to Differential Equations and Series)
MATH 336.3 (Mathematical Modelling I)
STAT 241.3 (Probability Theory)

Choose **3 credit units** from the following:

It is recommended that this course be taken in the first year, if possible.

MATH 264.3 (Linear Algebra)
MATH 266.3 (Linear Algebra I)

Choose **6 credit units** from the following:

It is recommended that these courses be taken in second year, if possible.

MATH 223.3 (Calculus III for Engineers) **and** **MATH 224.3** (Calculus IV for Engineers)
MATH 225.3 (Intermediate Calculus I) **and** **MATH 226.3** (Intermediate Calculus II)
MATH 276.3 (Vector Calculus I) **and** **MATH 277.3** (Vector Calculus II)

Choose **9 credit units** from the following:

MATH 213.3 (Linear Programming and Game Theory)
MATH 313.3 (Numerical Analysis II)
MATH 314.3 (Numerical Analysis III)
MATH 315.3 (Applications of Numerical Methods)
MATH 327.3 (Graph Theory)
MATH 328.3 (Combinatorics and Enumeration)
MATH 338.6 (Differential Equations II)
STAT 242.3 (Statistical Theory and Methodology)

See the samples of two concentrations – to be displayed as links in the online calendar.

NOTE: one need not follow a 'concentration' as outlined here.

Sample program #1 - Continuous Modelling and Differential Equations

Sample program #2 - Discrete and Statistical Modelling

C7 Electives Requirement (21 credit units)

These are courses to complete the requirements for the 90 credit unit three-year program, of which at least 42 cu must be at the 200-level or higher. Students may also select more courses in MATH and STAT depending upon their interests.

Students are encouraged to select courses from other disciplines and perhaps construct a minor in another subject.

Minor in Applied Mathematics (24 cu)

Requirements

MATH 110.3 (Calculus I) **or** **MATH 123.3** (Calculus I for Engineers)
MATH 116.3 (Calculus II) **or** **MATH 124.3** (Calculus II for Engineers)
MATH 211.3 (Numerical Analysis I)
MATH 336.3 (Mathematical Modelling I)
STAT 241.3 (Probability Theory)

Choose **3 credit units** from the following:

MATH 264.3 (Linear Algebra)
MATH 266.3 (Linear Algebra I)

Choose **6 credit units** from the following:

MATH 223.3 (Calculus III for Engineers) **and** **MATH 224.3** (Calculus IV for Engineers)
MATH 225.3 (Intermediate Calculus I) **and** **MATH 226.3** (Intermediate Calculus II)
MATH 276.3 (Vector Calculus I) **and** **MATH 277.3** (Vector Calculus II)

RESOURCES

The program includes two new modelling courses for the B.Sc. 4-year and B.Sc. Honours degrees, the first of which is also required for B.Sc. 3-year and Minor degrees. These two courses are essential in that they provide students with an opportunity to work on practical problems (population dynamics, biological modelling, financial mathematics, etc.). The College of Arts & Science will provide Sessional funding to allow faculty specialists to teach these courses; Sessional Lecturers will be hired to teach introductory courses in mathematics.

RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The aim of the program is to attract more students to Mathematics and Statistics. The program is broad by design and it is anticipated that most of the upper level courses will be positively impacted. The program also provides an umbrella for a steady group of students who are interested in Applied Mathematics, take courses in Mathematics and Statistics, but receive degrees from other departments.

7. BUDGET

The College of Arts & Science has committed the sessional funding required for this program for a trial period of 5 years. At the end of the trial period the success of this program, and that of the current programs in Mathematics and in Statistics, will be reviewed to determine whether this arrangement will continue or whether funding will be redistributed from current programs.

College Statement

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

The College of Arts and Science is supportive of the degree in Applied Mathematics. The proposal is well aligned with the IP3 goal for “Innovation in Academic Programs and Service” as identified in the Division of Science integrated plan:

***Applied Mathematics---** Mathematical models are widely used in all avenues of science and engineering, in fields as diverse as economics, bioinformatics, image processing, epidemiology, as well as the more traditional fields of physics or chemistry. An undergraduate program in Applied Mathematics will be designed to equip students with the modeling skills needed for their choice of field of application. The novelty of the program will be its flexibility in recognizing the contribution of the field of application. In a broad sense, the objective of the program will be to improve mathematical literacy of students engaged in other fields of application and as such the program will be aimed equally at students in the College of Arts and Science, as well as other colleges of the University of Saskatchewan.*

The program also aligns well with the following goals around “Knowledge Creation: Innovation and Impact” in the College of Arts & Science integrated plan:

- *Recognizing and building upon our unique interdisciplinary knowledge creation potential and*
- *Increasingly involving undergraduate students in research.*

and with the College’s goals around “Innovation in Academic Programs and Service”:

Building on foundations laid under IP2, over the next four years the College will introduce innovative academic programming and enhanced student services designed to provoke broad and deep learning, boost recruitment, raise the profile of the College, improve retention rates, enrich the student experience, and meet the evolving needs of twenty-first century society.

The program will also provide a new option when advising interdisciplinary students, a student body that the College has identified as in need of assistance and support, as identified in the College of Arts and Science integrated plan:

Phase I focuses primarily on the needs of first year students, Aboriginal students, and students in interdisciplinary programs because these are the students most urgently in need of assistance and support.

With respect to the IP3 goals of the **University** under “Innovation in Academic Programs and Service”, the program is well aligned with the following commitments:

- *increase the number of students engaging in experiential learning, including community-service learning, internships, undergraduate research, international student exchanges and co-op experiences*

within their academic programs

- improve student ratings on their learning environment through improvements in National Survey of Student Engagement (NSSE) scores.

The program is also well-aligned with the following strategies:

- Focus on Learner-Centred Programming and Curricular Innovation:

Students increasingly choose universities on the basis of the degree programs offered ...

While we cannot tailor our programs and services to address all possibilities, we can design them with flexibility at their core. We also need to design them to meet the needs and expectations of today's and tomorrow's students, including meeting them where they live and providing experiences that they enjoy.

- Foster Student Creativity and Innovation:

We will expand and create new opportunities for hands-on, active learning and applied innovation in student-oriented and student-driven initiatives.

This proposal was developed by Drs. W. Abou Salem, J. Brooke, G. Patrick, A. Shevyakov, A. Sowa and J. Szmigielski and approved by the Department of Mathematics and Statistics. The proposal was approved by the Division of Science on November 29, 2011.

Related Documentation

Notice of Intent

Response from Planning and Priorities Committee of Council

Letters of support

Testimonial – 29 JAN 2013.docx

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

Consultation with the Registrar form

[available from the Office of the University Secretary]

Required for all new courses:

Calendar-draft list of new and revised courses

New Courses

MATH 336.3 Mathematical Modelling I

1 or 2 (3L) The course is designed to teach students how to apply Mathematics by formulating, analyzing and criticizing models arising in real-world situations. An important aspect in modelling a problem is to choose an appropriate set of mathematical methods - 'tools' - in which to formulate the problem mathematically. In most cases a problem can be categorized into one of three types, namely: continuous, discrete, and probabilistic. The course will consist of an introduction to mathematical modelling through examples of these three basic modelling types.

Prerequisites: MATH 211.3, MATH 264.3 or 266.3, STAT 241.3, 6cu in 200-level calculus: (MATH 223.3 and 224.3) or (MATH 225.3 and 226.3) or (MATH 276.3 and 277.3)

Instructor(s): Mathematics Faculty

MATH 436.3 Mathematical Modelling II

1 or 2 (3P) This course is a continuation of MATH 336.3, and is designed to further develop students' capacity to formulate, analyze and criticize mathematical models arising in real-world situations. This course will place emphasis on student activities rather than on lectures. Students will be expected to work in small groups on problems chosen by the instructor and to develop their independent skills at the formulation, analysis and critique of specific problems, and ultimately come to a greater understanding of the modelling process.

Prerequisites: MATH 336.3 or permission of the instructor

Instructor(s): Mathematics Faculty

Notice of Intent for a New Program in Applied Mathematics

Introduction

The Department of Mathematics and Statistics proposes a new degree program in Applied Mathematics with the levels of concentrations: Minor, B.Sc. 3-year, B.Sc. 4-year, B.Sc. Honours.

Motivation for this program

The main goal of the proposed program is to provide an outlet for undergraduate students in the College of Arts and Science to pursue a study in Mathematics with an emphasis on the utility of the subject toward the quantitative study of *a different* discipline other than Mathematics; that is, the program is aimed at educating students to the power of Mathematics as a tool of application. The intention is to emphasize those areas where Mathematics has been and may in the future be expected to make significant contributions to the development of other disciplines. In this it is expected to increase B.Sc. graduations through the Department of Mathematics and Statistics and, therefore, the College.

Yet another motivation - not entirely distinct from the stated goal to increase graduation numbers - is to offer an attractive and viable *second degree* option for students with interest in Applied Mathematics by potentially improving career options for those students who take a substantial load of Mathematics courses. In essence those students would be awarded a second degree - in Arts and Science - commensurate with their mathematical experience. A number of the students targeted in this secondary consideration will come from the professional colleges; for example: Engineering, Education, Commerce, Medicine.

Demand

It is expected that the bulk of the demand for the program will come from science students pursuing science degrees in the College of Arts and Science and from students in other colleges (Engineering, Commerce, Education, Medicine). In general, students with some mathematical abilities pursuing other degrees - be they in the Sciences or Humanities - and who recognize the need for at least a Minor in Applied Mathematics or perhaps a second degree, will most likely be attracted to this program.

Typical examples of groups from within the College of Arts and Science who would potentially be newly-attracted to the program are students in Geological Sciences and Geophysics, and students in Biology - students who have traditionally not taken Mathematics courses beyond second-year. One would expect a slight increase in the number of students from Computer Science and Physics to be interested in the program.

From beyond the College there is already a group of students for whom this program should be attractive, namely, students of Engineering Physics who now receive only the B.E. degree. The intent then would be to facilitate the attainment of an Arts and Science degree simultaneous with (or within one year) the attainment of the B.E. degree. Although not for every Engineering Physics student, there has been long-observed the inclinations toward Applied Mathematics demonstrated for several decades by students of Engineering Physics. Interest by students of Engineering Physics in the international *Mathematical Contest in Modelling* since the U of S's first involvement in 1996 demonstrates a commitment to the sort of educational directions propounded by this program. The program thus seems to be a reasonable capitalization of those natural inclinations.

Perceived needs within the University and the Province

Existing provincial and federal initiatives such as the Canadian Light Source, the proposed Canadian Center for Nuclear Innovation, the Global Institute for Water Security will inevitably result in the need for employees with increased competence in Applied Mathematics in addition to being specialists in their respective fields.

Perceived national needs

In order for Canada to successfully undergo a transition from the resource-based economy to the knowledge-based economy the country will embrace the need for a skilled work-force which, in a majority of pursuits, will require good mathematics and computer skills. Additionally, and perhaps idealistically, there will be required an enhanced culture of innovation based upon competence in and sufficient exposure to more sophisticated tools (for example meaningful mathematical models and computer simulations). One of the most successful recent Canadian initiatives in this regard is the Canadian research network MITACS (Mathematics of Information Technology and Complex Systems). Using its research and training programs, MITACS aims to develop the next generation of innovators with scientific and business skills.

The urgency for training of future generations of innovators is captured in the following excerpt from *The Globe and Mail*, 1 July, 2009:

“Barring an extension of the workweek - Canadians already put in more hours than Americans and are virtual workaholics compared with Europeans - innovation is the only sure way for Canada to be more productive. It is the key to maintaining our standard of living and providing increasingly costly public services for an aging population.”

Assessment of the needs of the program

The need for a shift from recruitment into a generic B.Sc. Major in Mathematics degree toward a degree better emphasizing and more supportive of applications, namely the B.Sc. Major in Applied Mathematics, is a direct response to observed expressions of student interest as well as visible and widely acknowledged market forces and strategic pressures.

Relationship between the proposal and the Framework for Planning approved by Council (1998)

The University's Integrated Plan includes the strategic initiatives in Health, Science and Technology and Environment. In all these subjects modelling plays a prominent role from cellular processes through large scale properties of entire populations, image acquisition and data processing. The proposed degrees in Applied Mathematics feature, as perhaps their most novel (in the U of S context) elements, the involvement in and emphasis upon *mathematical modelling*.

The proposal vis a vis the University's goals and objectives

Because of its supportive role in relation to other programs the present proposal will increase the value of existing B.Sc. and B.A. degrees if chosen in conjunction with and complementary to them. It provides an attractive option for non-traditional students seeking to upgrade their preparations for a career.

Is the proposed program appropriate to a university?

Yes! Indeed, programs similar to this are available at such leading Canadian universities as: McGill, Toronto, Waterloo, Western Ontario, Alberta, British Columbia, among others.

Relationship of the proposed program to other programs offered by the sponsoring unit

The only relatively comparable program is the B.Sc. Honours in Mathematical Physics. That program specifically targets a select group of students interested both in Mathematics and Physics and provides them with additional training in Mathematics. The majority of students in that program continue to graduate schools, many of them in Mathematics.

In contrast, the proposed program in Applied Mathematics is designed to help students in Mathematics and other disciplines by giving them more career choices. It is not expected that the graduates of this program will necessarily go on to graduate schools in Mathematics.

The program encompasses and replaces the existing B.Sc. Honours in Mathematics - Concentration in Applied Mathematics.

Relation to the current College academic plan

Applied Mathematics is, by its very nature, interdisciplinary, and has already made contributions in the Social Sciences (particularly in Economics, but also in Psychology and Sociology), the Natural Sciences, Engineering, and Medicine.

The proposal is based on the recognition that the interdisciplinary character of Applied Mathematics, in its supportive role, is ideally suited to enhance the existing B.Sc. and B.A. degrees and also to better prepare students for their further professional careers.

Is the proposed program similar to others available at the University? Within the Province?

No. We believe that the program will be unique within the Province.

Is another program going to be deleted by the sponsoring unit as part of this proposal?

Yes, the B.Sc. Honours in Mathematics - Concentration in Applied Mathematics will be deleted.

Does the sponsoring unit have the required budget to support the program?

No. There will be some support required to mount two new courses in Mathematical Modelling - the most novel and exciting elements manifest in the program.

Additional resources needed to run the program

The program culminates with two new modelling courses for the B.Sc. 4-year and B.Sc. Honours degrees, the first of which is also required for B.Sc. 3-year degree and the Minor. These two courses are essential in that they provide students with an opportunity to work on practical problems (population dynamics, biological modelling, financial mathematics, etc). These two courses will require additional resources.

Will additional resources be required by other units on campus (e.g. Library, Educational Media Access and Production, Information Technology Services, Facilities Management)?

No.



MEMORANDUM

TO: Raj Srinivasan, Head
Department of Mathematics and Statistics

FROM: Bob Tyler, Chair, Planning and Priorities Committee of Council

DATE: October 12, 2011

RE: **Notice of Intent for a New Degree Program in Applied Mathematics**

Thank you for meeting with the Planning and Priorities Committee on October 5, 2011, to discuss the Notice of Intent to offer a new degree program in Applied Mathematics.

Allow me to begin by commending you, on behalf of the Committee, for the flexibility and opportunity this program will provide to students in programs outside the department. As expressed, the program will add value to the student experience by affording students from a wide array of disciplines the opportunity to gain powerful mathematical tools related to study in the areas of population dynamics, biological modeling and financial mathematics. Further, the program will take advantage of the recent faculty hires within the department. The Committee found the academic merits of the program to be well developed and clearly evident, with the program able to fill the gap for knowledge of applied mathematics, traditionally filled in an *ad hoc* manner through targeted courses in other disciplines.

With respect to the question of resources for the program, members focused on evidence of student demand for the program and on the specifics of the faculty resources requested to offer the associated upper-level mathematics courses on a regular basis. Provision of additional information within the full proposal on student demand for the program projected in terms of anticipated enrolment and graduation figures, and on the potential effect of the program on enrolment in other University programs versus attraction of new students, is recommended. More specificity with respect to the additional faculty resources required to offer the program is also recommended, as is discussion of whether an innovative means could be found to offer the program using existing faculty resources or in collaboration with other units.

Continued...2/

Although somewhat outside the scope of the Committee's review of the Notice of Intent but in light of the stated requirement for new resources to offer the proposed program, a more broadly-based suggestion is that the College undertake a review of the existing programs offered by the department. This suggestion also is made in light of the very low enrolment noted within the Mathematical Physics Honours program. Of course, any review must take into consideration the uniqueness of a program and its fundamental value to the University. This said, very low enrolment is considered a trigger for program review, which is therefore encouraged as a means to ensure our resources are expended on priority areas.

Sincerely,



- c P. Bonham-Smith, Acting Vice-Dean (Science)
- B. Fairbairn, Provost and Vice-President Academic and PCIP Chair
- L. Proctor, Chair, Academic Programs Committee
- R. Isinger, Registrar

Letters of Support

Biology - 08 March 2012

As Acting Head of the Department of Biology, I enthusiastically support the proposed program in Applied Mathematics.

Modern biological science is becoming increasingly quantitative and continues to use modeling tools to test hypotheses of biological principles. As a department, we recognize that students with a strong mathematical foundation are better prepared to succeed in senior Biology undergraduate and graduate courses. A program in applied mathematics would provide the students with an opportunity to develop this foundation. Indeed, the proposed program demonstrates a mechanism for students to build strength across disciplines. The modeling courses in the program could become very important for students with interdisciplinary interests.

Please use this message as a demonstration of support for the program.

I wish you success.

Regards

Jack Gray, Ph.D.
Acting Head and Associate Professor
Department of Biology

Computer Science - 10 March 2012

On behalf of the Department of Computer Science, I'd like to express support for the proposed Applied Mathematics Program.

Many areas of mathematics play a large role in Computer Science. Indeed, each era of computer science can be seen as looking heavily to mathematics for answers. Historically, numerical analysis and discrete mathematics (set theory and logic) played a foundational role in the discipline, as stability of numerical algorithms (related to roundoff error) was an early challenge. Discrete mathematics formed a theoretical basis for the idea of computation, and led to the establishment of several areas of mathematics (theory of algorithms, search algorithms) based heavily on those concepts. It also provided a formal basis for the design and implementation of programming languages, and the validation of software.

Probability and statistics are valuable to all disciplines - indeed, some people see statistics as a significant service industry to all of science. Among other things, probability and statistics, in the early days of computing, provided the basis for understanding the management of multiple processes and traffic flow in networks and for understanding of performance issues in general. More recently, these disciplines have formed the basis for practical theories of testing.

In the last 20 years, computers have been used extensively for modelling, perhaps most spectacularly in computer graphics, where mathematics related to physics (the behaviour and interaction of light with surfaces, animation, mechanics) has been used to produce realistic images and movies. Doing simulations that in effect directly imitate the behaviour of light are intractable, and the models succeed by both understanding the actual mathematics of processes, and how approximations may produce desired effects effectively.

I could go on. It seems to me that a good applied mathematics program would be very valuable to many of our undergraduates seeking to find interdisciplinary applications of computing.

Eric Neufeld,
Professor and Head
Department of Computer Science

Geological Sciences - 9 March 2012

Thank you for the opportunity to review your new program proposal in Applied Mathematics. As you know, I am a strong supporter for more mathematics in all of our programs.

Geophysics students currently take math 110, 116, 266, 225 and 226 (honours do 238, 276 instead of 225, 226 and add 338.6), and so a minor may be an attractive option for some of them. We should work towards this. The geophysics program is rather heavily prescribed so there are not many opportunities for our students to take another mathematics class as an elective, but I do recommend numerical analysis, and/or a statistics class, if a student should seek advice as to electives. I am pleased to see that both are in the program.

Sam Butler is developing a graduate class in finite element modeling. I can see the Applied Mathematics program meshing very well with this so your graduates might consider that as an option if they stay for a graduate degree.

I have a minor quibble with the paragraph that addresses about the need for Canada to transition from a resource based economy to a knowledge based economy. The exploration side of the resource economy is intensely knowledge based, which of course explains why we require as much mathematics in the geophysics program as we do.

Best wishes with your proposal.
Jim Merriam

Physics and Engineering Physics - 9 March 2012

First, I would like to congratulate you and your colleagues for this program which is quite long over due. I have been aware that you were on this task for quite some time and it is good to see a well finished project.

At the physics and engineering physics department, mathematics is our language and thus we cannot overemphasize its importance in every thing we do. We have been collaborating with you for several years on the mathematical physics program, which attracted high caliber students who went on to attain high academic laurels at institutions of high repute.

While the mathematical physics program attracts abstract thinkers who intend to pursue theoretical physics programs, the applied mathematics will be useful and appealing to several disciplines in engineering, social sciences and medicine etc.

The way you have allowed for 3 yr, 4yr and also minors in this area caters to students of diverse interests and strengths.

I find the categorization into discrete and continuous modeling very appealing. It allows a student or a researcher to focus on their domain of application such as digital computer related topics or the fluid dynamics problem and see the relevance of applied mathematics to their specialization.

Already some of our bright students pursue double degree programs in Engineering Physics and 3 or 4 year math programs. They will find the applied mathematics program even more attractive. We will be recommending this program to them.

Regards

Chary

Dr. Chary Rangacharyulu
Professor and Head

Physics and Engineering Physics

Economics - 29 November 2011

The Department of Economics would like to be included among the enthusiastic supporters of the proposed program in Applied Mathematics.

Since economics is, in many respects, a form of applied mathematics, this is very much the sort of foundation that strong honours and prospective graduate students in economics are well advised to have studied. We have already discussed this with you and among ourselves, and plan to have a recommended economics specific course sequences identified shortly after you get the general structure approved. (As you know, we are already advising some of our top students to take your new Mathematical Modelling courses.)

Since I am not sure that I can appear at this afternoon's meeting (the timing conflicts with a seminar in Bioresource Policy Business and Economics), I would be pleased to have this email included in support your proposal.

Good luck with this.

Don Gilchrist, Head
Department of Economics

College of Engineering - 8 March 2012

I've looked through the material that you sent to me. I have not had the opportunity to vet your proposal through our Academic Programs and Standards Committee or our Faculty Council, but I am happy to provide the following comments which reflect my own observations and thoughts on the Applied Mathematics program:

I can certainly see that there would be a handful of students interested in some acknowledgement of the math skills that they developed within an engineering program through some sort of Dual Degree in Engineering and Applied Mathematics or, perhaps through an Applied Mathematics Option/Minor. Both of these, of course, would require the students to take extra courses above their regular engineering degree. However, without surveying the students, I can not give you specific numbers on student demand. And without surveying the employers of our students, I can not make a judgement on the employer demand for more applied mathematics skills within our grads.

It is important for me to state that adding either a Minor in Applied Mathematics or an option in applied mathematics to our B.Sc. in Engineering degrees would require the Canadian Engineering Accreditation Board to be informed of the change and likely require a review of the modified degree (either through an accreditation visit or through an extensive report to the Board).

A dual degree (B.Sc. in Engineering + 3 year B.Sc. in Applied Mathematics for example) would not result in such a review.

I strongly support the notion of closer ties between the College of Engineering and the Department of Mathematics and Statistics because of our strong need for excellent instruction in the areas of Applied Mathematics. Thus, I am very happy to see the Department of Mathematics and Statistics putting more emphasis on their Applied Mathematics area. I can see that by removing the Honours in Mathematics, Stream in Applied Mathematics and replacing it with a more agile set of Applied Mathematics degrees, minors and/or options, students will have more flexibility to shape their undergraduate experience to suit their interests and receive institutional recognition for their efforts and success in Applied Mathematics.

I am very interesting in continuing the conversations about applied mathematics and the relationship between your Department and our College. Please let me know if there is more specific information you need from the College of Engineering as you move your proposal forward.

Regards,
Aaron Phoenix

Dr. Aaron Phoenix, P.Eng.
Assistant Dean - Undergraduate Administration
Engineering Student Centre

Medical Imaging, College of Medicine - 29 February 2012

I wish you the best of luck with this initiative.

Please use my comments as you may wish.

I am in broad support of the initiative to develop a new Bachelor of Science program in Applied Mathematics. Developing further expertise and recognizing this expertise with a Bachelor of Science in Applied Mathematics will be an excellent complement to the current program on campus. In particular I can envisage these students working on related undergraduate research projects that will benefit medical imaging with potential applications to medical image signal analysis and modelling of cancer imaging strategies.

Paul Babyn
<Paul.Babyn@saskatoonhealthregion.ca>

Testimonial

18 January 2013

To Whom It May Concern

My name is Ilona Vashchyshyn, and I'm a third year student in the Honours Mathematics program. I began my studies in Engineering, but after taking several mathematics courses in my first and second years, I realized that mathematics was my passion. Part of what captivated me was the pervasiveness of mathematics in daily life – indeed, nearly every discipline relies on it in some way: from the differential equations at the heart of quantum mechanics, to statistics in climate modeling, to the linear algebra behind Google's search engine, mathematics helps us understand and improve the world around us. I was therefore especially interested in an Applied Mathematics program: while mathematics in itself is beautiful, to me it really comes alive when I can see it "under the hood", so to speak, of everyday life. I really enjoyed Math 398, a course where we discussed various economic and biological mathematical models; I would be very interested in taking more courses like this in the future. I also think that math skills are especially relevant in today's information and technology economy, and therefore that any students graduating with an Applied Mathematics degree would have an advantage. I would be very happy to see such a program established at the University of Saskatchewan.

Thank you,

Ilona Vashchyshyn, #11099719

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: May 16, 2013

SUBJECT: Certificate in Global Studies

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Arts and Science to create a Certificate in Global Studies

PURPOSE:

The proposal is for a new academic program at the University of Saskatchewan. New programs including Certificates of Proficiency require approval by University Council.

SUMMARY:

The *Global Studies Certificate* has been developed for all undergraduate students at the University of Saskatchewan. Most students will be able to include the required 15 to 18 credit units within the elective requirements of their undergraduate program.

Certificate requirements include 6 credit units of required courses, 9 credit units selected from a list of electives, and a zero-credit-unit experiential or cultural learning placement. Students will also complete at least 3 credit units in a language or demonstrate competency in a language other than English.

Students may complete this certificate even if they are unable to travel outside Canada. While internship or travel abroad is encouraged, the certificate also recognizes cultural learning obtained by working with an agency or company that deals with international issues or immigrants, or participating in a learning opportunity which provides insight on global issues.

The development of the program was proposed by the International Activities Committee of Council (IACC), which provided a general framework for the proposed certificate program. The Department of Political Studies agreed to be the academic home for this interdisciplinary certificate.

The program also includes the following new courses:

IS 110.3 Global Issues

IS 201.3 Global Citizenship, Cultures and Coexistence

IS 202.0 Global Experiential and Cultural Learning

REVIEW:

At its May 1, 2013 meeting, the Academic Programs Committee discussed this proposal with Vice-Dean Linda McMullen and programs director Alexis Dahl. It was noted that the proposal conforms to the template for Certificates of Proficiency which the College developed and Council approved in November, 2012. The committee agreed to recommend that Council approve this program.

ATTACHMENTS:

Proposal for Certificate in Global Studies



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Global Studies

Field(s) of Specialization: Global Studies

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

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

Joe Garcea
Head, Department of Political Studies
College of Arts and Science
Ph. 966-5222
joe.garcea@usask.ca

Proposed date of implementation: September 2013

Proposal Document

RATIONALE

A *Global Studies Certificate* program was proposed by the International Activities Committee of Council (IACC) at the University of Saskatchewan. IACC provided a general framework for developing the proposed certificate program. The Department of Political Studies agreed to be the academic home for this interdisciplinary certificate of proficiency.

This proposal was produced through the special collaborative efforts and constructive suggestions by members of the following units:

- (a) International Activities Committee of Council (IACC);
- (b) Gwenna Moss Learning Centre;
- (c) Department of Political Studies;
- (d) International Studies Program Committee;
- (e) Academic Programs Committee (Social Sciences and Humanities & Fine Arts)

Particularly valuable in refining this proposal were the special efforts and suggestions provided by Sheryl Mills from the Gwenna Moss Learning Centre and Alexis Dahl from the College of Arts and Science.

Purpose

The purpose of the proposed certificate program is to contribute to the internationalization of the learning environment and the learning experiences of undergraduate students at the University of Saskatchewan. This purpose is in keeping with the spirit of our foundational document for internationalization, titled *Globalism and the University of Saskatchewan* (September 2003), which recommended that a new “Certificate of Achievement in International Education” be developed. This certificate would “recognize students with outstanding achievements in international learning (abroad and on campus), and commitment to extra-curricular international activities” (p. 55).

The *Global Studies Certificate* has several requirements, which are identified individually as catalytic actions by the Association of Universities and Colleges of Canada in *Internationalization of the Curriculum: A Practical Guide to Support Canadian Universities’ Efforts* (2009).
http://www.aucc.ca/_pdf/english/publications/curriculum-primer_e.pdf

Benefits

This certificate of proficiency will foster greater awareness across campus of the importance of internationalization, opportunities for international engagement, and international activities currently undertaken by members of the University community. This certificate may also increase student participation in study abroad experiences and provide students with opportunities to study and engage in experiential learning outside of Canada, and to bring what is learned outside of Canada to the classroom upon their return.

Additionally, this certificate of proficiency will enhance awareness of, and participation in, international activities, showcase the international content of current university curricula, increase participation in international student mobility programs, and strengthen support systems for students and faculty engaged in international activities, and draw attention to the importance of learning languages, all of which are initiatives indicated in the foundational document *Globalism and the University of Saskatchewan*.

In this program students will be encouraged to learn actively, think broadly, act ethically, and engage respectfully—Core Learning Goals for graduating students as set out in the University of Saskatchewan’s *Learning Charter*. This certificate offers opportunities to students in the areas of *Discovery, Knowledge, Integrity, Skills, and Citizenship*.

By developing and supporting this certificate the University demonstrates its on-going commitment to globalism and innovative programming. Approval of the certificate will provide new student learning opportunities which will build meaningful context for international and cultural learning experiences.

By participating in this certificate program undergraduate students from various academic backgrounds will have the opportunity to come together with a common focus—a commitment to gaining understanding of various facets of the global village, gaining international experience, and becoming more aware and active as global citizens.

The proposed *Global Studies Certificate* has the potential to:

- Promote and foster the development of broader cosmopolitan global perspectives, awareness, and engagement among our undergraduate students;
- Provide official academic recognition for students who complete courses related to global issue;

- Provide students with official documentation that they have demonstrated an above average commitment and dedication to becoming aware and active as global citizens.

Eligibility

The *Global Studies Certificate* has been developed for all undergraduate students at the University of Saskatchewan, who may include it within the parameters of their respective academic endeavours. It has been designed to be readily accessible to undergraduate students from virtually all colleges. The requirements provide enough flexibility to require few or no additional courses beyond what can be used to fulfill electives within their existing program.

Students may complete the *Global Studies Certificate* program either:

- (a) Within an existing degree program that has requirements that overlap with those of the *Global Studies Certificate* or has adequate elective room for students to take the additional requirements with no overlap; or
- (b) Separately from any particular undergraduate degree program.

Students will receive recognition for the *Global Studies Certificate* requirements in the mode(s) and/or format(s) permitted by the University regulations.

DESCRIPTION OF PROGRAM CHARACTERISTICS

Program Requirements

The *Global Studies Certificate* requires the completion of the following 15-18 credit units. Only 6 of these credit units are for specific required courses. The remaining 12 credit units are for courses from lists of restricted electives drawn from several disciplines and colleges.

➤ **IS 110.3 (Globalization and Global Issues)**

This course is intended to orient students to globalization and global issues. Whereas the first part of the course will focus on the phenomenon of globalization, the second part will focus on specific global issues, including: migration, terrorism, security, crime, development, poverty, food, health, education, energy, environment, and trade.

➤ **IS 201.3 (Global Citizenship, Cultures and Coexistence)**

The objective of this course is to introduce students to various aspects of global citizenship, global cultures and coexistence. Special emphasis is devoted to two important and interrelated questions. First, what are or what should be the roles, rights and responsibilities of individual and groups in an increasingly globalized world? Second, what are the implications of cultural plurality for a globalized world, and vice versa? Third, what forms and degrees of coexistence have emerged to date and will likely emerge in the future? This course will facilitate efforts of students to answer such questions.

➤ **IS 202.0 (Global Experiential and Cultural Learning)**

This course is designed to recognize global experiential and cultural learning acquired by students through various means deemed valid by the Program Director or Coordinator/Administrator, including: (a) studying abroad; (b) completing an internship abroad with a bona fide international, regional or local organization; or (c) working or serving abroad with any governmental or non-governmental agency or corporate entity. An alternative means of meeting the global experiential learning requirements of this course is to serve as an intern or a volunteer for at least sixty hours with any agency or company that deals with international issues,

relations, immigrants, or international students, or any other organization that provides students with learning opportunities that provide insights on global issues deemed valid by the program Director or Coordinator/Administrator. A session will be planned at which students will be expected to give a presentation on their experience after they return/finish their work. This will provide a capstone experience for the students in the program, and provide an opportunity for interested students to learn more about what might be available in the program. In addition to experiential learning, this course will also provide students with materials and assignments related to cultural learning designed to develop what is commonly referred to as cultural competency.

Note: Registration in this course is 'by permission'. Thus, all students seeking permission to register in this course must consult with the Director or Coordinator/Administrator of the GSC program to receive information regarding various aspects of the course.

➤ **3 credit units Language Course or Language Competency**

The GSC program requires students either (a) to complete a language course worth at least 3 credit units at the University of Saskatchewan or any other accredited post-secondary institution; or (b) demonstrate fluency or at least high functional competency in a language other than English.

Note: Students seeking credit for fluency or high functional competency in a second language must consult with the Coordinator/Administrator for the Global Studies Certificate program to discuss how they can obtain credit. Functional competency can be established through the Prior Learning Assessment Recognition (PLAR) process, or through the establishment of an assessment method whereby students can demonstrate competency. Students who are successful will not receive academic credit, but this program requirement will be considered to have been met. Students using these assessment methods will be required to pay fees for evaluation.

➤ **9 credit units from Clusters A, B, C, D or comparable courses subject to approval by the GSC Program Director and/or Administrator.**

Note: Students cannot use more than 6 credit units from any single cluster toward this requirement.

- **Cluster A: Global Systems and Dynamics**
- **Cluster B: Area and Sectoral Studies**
- **Cluster C: People and Cultures**
- **Cluster D: Modern Languages**

Note: Other courses that meet the specific criteria for each cluster may be considered for addition. Students must contact the Program Coordinator for permission to use an alternate course, at least one month prior to the first day of classes for the term in which the course is offered.

Cluster A: Global Systems and Dynamics

- **ECON 270.3** — Development in Non Industrialized Countries
- **ECON 272.3** — Economics of Transition
- **GEOG 208.3** — World Regional Development
- **HIST 281.6** — Military History
- **HIST 289.6** — The Menace of Progress: A History of Colonialism and the Failures of Development
- **HIST 290.3** — Topics in Environmental History
- **HIST 291.6** — The World Wars

- **HIST 388.3** — Mass Killing and Genocide in the Twentieth Century
- **HIST 390.3** — Cold War and Historical Interpretation
- **HIST 478.3** — United States and the Vietnam Wars
- **HIST 488.3** — Topics in History of Development
- **HIST 490.6** — The Cold War
- **IS 200.6** — International Studies
- **IS 401.3** — International Cooperation and Conflict
- **IS 402.3** — International Development
- **LAW 457.3** — International Law
- **NS 366.6** — Indigenous Peoples and Nation States
- **POLS 112.3** — Political Ideas and Change in Global Era
- **POLS 261.3** — Introduction to International Politics
- **POLS 262.3** — Introduction to Global Governance
- **POLS 346.3** — Topics in Governance of the Developing World
- **POLS 362.3** — International Political Economy
- **POLS 364.3** — International Terrorism
- **POLS 370.3** — War, Peace, and International Order
- **POLS 460.3** — International Ethical Thought
- **POLS 461.3** — Topics in International Studies
- **POLS 462.3** — Ethical Issues in International Relations
- **POLS 465.3** — Nationalism and the International System
- **POLS 466.3** — Ethnic Conflict and Democracy
- **POLS 471.3** — Globalization and Challenges
- **SOC 360.3** — Globalization and Social Justice
- **WGST 210.3** — Gendered Perspectives on Current Events
- **WGST 411.3** — Situated Transnational Feminisms

Cluster B: Area and Sectoral Studies

Area Studies

- **ECON 285.3** — Economics of Central American Development
- **GEOG 340.3** — European Heritage of our Built Environment
- **GEOG 351.3** — Northern Environments
- **GEOG 395.3** — Selected Topics in Central American Geography
- **HIST 122.3** — Europe in Age of Mass Culture 1789 to Present
- **HIST 170.6** — The Americas
- **HIST 220.6** — Russian History from the 9th Century to Present
- **HIST 245.6** — African History: An Introduction
- **HIST 249.6** — China and Japan in the 20th Century
- **HIST 263.6** — The Canadian North
- **HIST 270.6** — A History of the United States
- **HIST 271.6** — Modern Latin American History
- **HIST 327.3** — Russian Revolution and Early Soviet State 1894 to 1924
- **HIST 375.3** — USA Foreign Relations 1890s to the Present
- **HIST 448.6** — Peoples Republic of China
- **HIST 471.6** — United States in the Nuclear Age
- **NRTH 101.3** — Introduction to Circumpolar World
- **NRTH 321.3** — Peoples and Cultures of the Circumpolar World I
- **NRTH 322.3** — Peoples and Cultures of the Circumpolar World II
- **NRTH 332.3** — Contemporary Issues of the Circumpolar World II
- **POLS 246.6** — Politics of Third World

- **POLS 253.3** — Conquest and Revolution in Latin America
- **POLS 254.3** — Democratization and Development in Latin America
- **POLS 326.3** — Introduction to Comparative Public Policy
- **POLS 342.3** — Russia and Former Soviet Union Politics of Change
- **POLS 343.3** — Politics of Change in Post-Soviet Ukraine
- **POLS 368.3** — Ideology and American Foreign Policy
- **POLS 375.3** — Canada and the World
- **POLS 376.3** — Issues in Canadian Foreign Policy
- **POLS 379.3** — Washington Center Topics in Political Studies
- **POLS 385.3** — Topics in Central American Politics
- **POLS 446.3** — Democracy in Africa Challenges and Prospects
- **POLS 447.3** — Ethnicity and Governance in Selected Third World Countries

Sectoral Studies

- **ANTH 226.3** — Business and Industrial Anthropology
- **ANTH 231.3** — Cross Cultural Perspectives on Health Systems
- **ANTH 329.3** — Environmental Anthropology
- **CHEP 402.3** — Global Health and Local Communities: Issues and Approaches
- **CHEP 412.3** — Global Health: Selected Issues in Nicaragua
- **ECON 277.3** — Economics of the Environment
- **GEOG 120.3** — Introduction to Global Environmental Systems
- **GEOG 125.3** — Environmental Science and Society
- **HIST 288.3** — Cooperatives in the World
- **HIST 386.3** — Intelligence and Espionage in the 20th Century
- **PHIL 226.3** — Environmental Philosophy
- **PHIL 235.3** — Ethical Issues in Business and Professions
- **PHIL 236.3** — Ethics and Technology
- **POLS 448.3** — Development Implementation at the Base Monitoring and Evaluation
- **SOC 204.3** — Rural Sociology

Cluster C: People and Cultures

- **ANTH 225.3** — Peoples and Cultures of East Asia
- **ANTH 227.3** — Cultures of Central and Eastern Europe
- **ANTH 230.3** — Introduction to Cultural Dynamics
- **ANTH 232.3** — Peoples and Cultures of South Asia
- **ANTH 233.3** — Anthropological Perspectives on Contemporary Ukraine
- **ANTH 235.3** — Anthropological Approaches to Ethnicity and Ethnic Groups
- **ANTH 309.3** — Motherhood and Maternal Care Anthropological Perspectives
- **ANTH 310.3** — Anthropology of Gender
- **ANTH 311.3** — Selected Topics in Ethnology
- **ARTH 261.3** — History and Theory of European Architecture 1700 to 1900
- **ARTH 323.3** — European Colonialism in Visual Arts 1880 to 1920
- **ARTH 325.3** — Early 20th Century Studies in Art and Architecture 1918 to 1940
- **ARTH 329.3** — Imagining the City
- **ARTH 358.3** — Postmodernism in Art
- **DRAM 285.3** — Theatre Studies in London
- **DRAM 286.3** — Studies in Theatre Centres
- **ENG 207.3** — Decolonizing Literatures and Their Cultural and Expressive Contexts
- **ENG 209.3** — Transnational Literatures
- **GEOG 130.3** — Space Place and Society: An Introduction to Human Geography

- **HIST 260.3** — Canadian Women History from 1919 to Present
- **HIST 264.3** — Native Newcomer Relations in Canada to 1880
- **HIST 265.3** — Native Newcomer Relations in Canada 1880 to Present
- **HIST 266.3** — History Wars Issues in Native Newcomer Relations
- **HIST 303.3** — Sex Gender and Sexuality in Africa
- **HIST 347.3** — Feminism and English Society 1790 to 1945
- **HIST 384.3** — Women and Gender in Early Modern Europe
- **HIST 434.3** — Fascism, Gender and Sexuality
- **LING 244.3** — Sociolinguistics
- **LING 247.3** — The World's Major Languages
- **LING 342.3** — American Indian Languages
- **LING 346.3** — (Language in Time and Space)
- **LING 402.3** — Language and Culture
- **LING 404.3** — Language and Gender
- **NS 221.3** — Indigenous Food Sovereignty
- **NUTR 310.3** — Food, Culture and Human Nutrition
- **PHIL 133.3** — Introduction to Ethics and Values
- **PHIL 231.3** — Ethical Problems
- **PHIL 237.3** — Law and Morality
- **PHIL 302.3** — Contemporary Philosophy of Religion
- **POLS 449.3** — The Theory of Multiculturalism
- **PSY 224.3** — Introduction to Culture and Psychology
- **PSY 380.3** — Issues in Traditional Health and Healing
- **RLST 110.6** — World Religions
- **RLST 285.3** — Religions and Ethnicity
- **SOC 205.3** — Comparative Race and Ethnic Relations
- **SOC 344.3** — Sociology of Women Gender and Development
- **WGST 205.3** — Gender Work and Citizenship in Transnational Contexts
- **WGST 315.3** — Politics of Gender and Sexuality in Transnational Feminism

Cluster D: Languages

CHINESE

- **CHIN 111.6** — Introductory Chinese
- Any other approved course in Chinese (courses taught in English will not meet this requirement)

FRENCH

- **FREN 103.3** — Beginning French I
- **FREN 106.3** — Beginning French II
- **FREN 122.3** — Intermediate French I
- **FREN 125.3** — Intermediate French II
- **FREN 128.3** — Intermediate French for Bilingual and Immersion Students
- Any other approved course in French (courses taught in English will not meet this requirement)

GERMAN

- **GERM 114.3** — Elementary German I
- **GERM 117.3** — Elementary German II
- Any other approved course in German (courses taught in English will not meet this requirement)

RUSSIAN

- **RUSS 114.3** — Elementary Russian I
- **RUSS 117.3** — Elementary Russian II
- Any other approved course in Russian (courses taught in English will not meet this requirement)

SPANISH

- **SPAN 114.3** — Elementary Spanish I
- **SPAN 117.3** — Elementary Spanish II
- Any other approved course in Spanish (courses taught in English will not meet this requirement)

UKRANIAN

- **UKR 114.3** — Elementary Ukrainian I
- **UKR 117.3** — Elementary Ukrainian II
- Any other approved course in Ukrainian (courses taught in English will not meet this requirement)

Note: Students admitted to the College of Education may use the following courses in Cluster B, only. Students admitted to Arts & Science will not receive credit for these courses, toward this certificate nor for other Arts & Science programs.

- **EFDT 435.3** — Critical Perspectives in Educational Thought and Values
- **EFDT 436.3** — Rationale, Theory and Practice of Cooperative Learning
- **EFDT 454.3** — International Education Study Tour
- **EFDT 480.3** — Educating for Global Society

Note: Students admitted to the College of Law **only** may use the following courses in Cluster A, only. Students admitted to Arts & Science will not receive credit for these courses, toward this certificate nor for other Arts & Science programs.

- **LAW 402.3** — International Commercial Transactions
- **LAW 406.3** — Law and Culture
- **LAW 480.3** — Indigenous Peoples in International and Comparative Law
- **LAW 485.3** — International Criminal Law

Resources

7.1 Existing Support

There are no new library requirements, information technology requirements, or physical resource requirements needed to support the successful delivery of the Global Studies Certificate (GSC). The GSC can be advertised in the Course and Program Catalogue and through the websites of all programs and units involved in internationalization initiatives either directly or indirectly (e.g., any Departments and Colleges that wish to encourage their students to think and engage globally, the International Studies Program, the International Student and Study Abroad Centre, the Gwenna Moss Centre for Teaching Effectiveness, the University Learning Centre, and the Language Centre).

7.2 New Support

Funding will be required for teaching the IS courses listed below and for administrative support. Administrative duties will include routine secretarial support for the program; promotional initiatives;

program and course coordination functions; coordination of the IS 202.0 (Global Experiential and Cultural Learning) establishment and maintenance of student files under the auspices of a faculty member; routine communication on behalf of the program under the direction of faculty; and routine student monitoring and advising.

Resources Required for Teaching

- IS 100.3 (Globalization & Global Issues) \$7,000 (Sessional Stipend)
 - IS 201.3 (Global Citizenship, Cultures and Coexistence) \$7,000 (Sessional Stipend)
 - IS 202.0 (Global Experiential and Cultural Learning) \$ ----- (Initially GSC Admin/Director)
- Sub-total \$14,000

Resources Required for Administrative Support

- Part-time Administrative Support \$10,000

Total \$24,000

This is the initial budget. The Gwenna Moss Centre has agreed to provide the funding for the first two offerings of IS 100.3 and IS 201.3 for a total of 12 credit units. The 'coordination' of the IS 202.0 course will be the responsibility of the person providing administrative support who will be working under the auspices of a faculty member designated as Director of the Global Studies Certificate Program who will be assigned responsibility for the academic integrity of that particular course. Funding for future offerings of the IS courses will be the responsibility of the Department of Political Studies within the scope of its regular course offerings using its own teaching resources. For the first two years of operation, administrative and logistical support for the program will be provided by the Department of Political Studies based on administrative support negotiated with the Dean's Office (Division of Social Sciences).

At the same time special efforts will be made to find additional resources for administrative support both within and beyond the University. In subsequent years, the level and type of resources required for administrative and logistical purposes will be reviewed and reconsidered based on what is required to ensure sustainability of the program. If the program is no longer sustainable via a combination of tuition revenues and incremental support from the Department of Political Studies and the Division of Social Sciences, it will be considered for deletion.

Relationship and Impact of Implementation

The Global Studies Certificate program will have a positive impact on the efforts of the Department of Political Studies to expand and enhance international and global studies and research in keeping with its thematic focus of 'global governance'. Among other things, it will likely draw attention and students to the four year B.A. program in International Studies. Moreover, the addition of a certificate program will benefit students in providing them with flexibility in choosing the precise configuration of their areas of specialization. The choice of the Global Studies Certificate program will make it possible for students to major in an array of other disciplines across campus and still receive official academic recognition of their interest and proficiency in global studies.

7. BUDGET

No changes to Department, Division or College budgets.

College Statement

From Linda McMullen, Acting Vice-Dean of Social Sciences, College of Arts & Science

The College of Arts and Science is supportive of the Certificate of Proficiency in Global Studies. The College supports this initiative as part of its role in supporting the University of Saskatchewan Third Integrated Plan: Promise and Potential, as it will provide a means for students to explore their global sense of place. The program also supports the Division of Social Sciences' Third Integrated Plan, which includes support for internationalization activities. This program will provide new innovative opportunities for all University of Saskatchewan students, whether pursuing a degree or engaging in professional or personal development, while also strengthening recruitment and retention efforts.

This development of this proposal was led by Dr. Joe Garcea and the proposal was approved by the Department of Political Studies. It was circulated in the February 2013 College Course Challenge to all Arts and Science faculty for comment and feedback. The proposal was approved by the Division of Social Sciences on March 25, 2013.

The viability of the certificate will be reviewed no later than five years after its first offering. If the faculty and administrative resources required to mount the new courses developed for the certificate exceed the return generated according to TABBS, the certificate will be considered for deletion.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions: Consultation with the Registrar form
[available from the Office of the University Secretary]

Required for all new courses: Calendar-draft list of new and revised courses

New Courses

IS 110.3 Global Issues

This course is an introduction to conceptual, theoretical and substantive aspects of globalization and global issues. It examines political, economic and social dimensions of globalization and specific contemporary global issues, including migration, terrorism, security, crime, development, poverty, food, health, education, energy, environment, and trade.

Instructor(s): Jeffrey Steeves

Rationale: Expand current offerings in International Studies and as part of the core courses for the proposed Certificate, designed to enhance the University's globalization and internationalization efforts.

IS 201.3 Global Citizenship, Cultures and Coexistence

The objective of this course is to introduce students to various aspects of global citizenship, global cultures and coexistence. Special emphasis is devoted to two important and interrelated questions. First, what are or what should be the roles, rights and responsibilities of individual and groups in an increasingly globalized world? Second, what are the implications of cultural plurality for a globalized world, and vice versa? Third, what forms and degrees of coexistence have emerged to date and will likely emerge in the future? This course will facilitate efforts of students to answer such questions.

Instructor(s): Jeffrey Steeves

Rationale: Expand current offerings in international studies and as part of the core courses for the proposed Certificate, designed to enhance the University's globalization and internationalization efforts.

IS 202.0 Global Experiential and Cultural Learning

This zero credit unit course is designed to recognize global experiential learning acquired by students through various means deemed valid by the Program Director or Coordinator/Administrator, including: (a) studying abroad; (b) completing an internship abroad with a bona fide international, regional or local organization; or (c) working or serving abroad with any governmental or non-governmental agency or corporate entity.

An alternative means of meeting the global experiential learning requirements of this course is to serve as an intern or a volunteer for at least sixty hours with any agency or company that deals with international issues, relations, immigrants, or international students, or any other organization that provides students with learning opportunities that provide them with valuable insights on global issues deemed valid by the program Director or Coordinator/Administrator.

In addition to experiential learning, this course will also provide students with materials and assignments related to cultural learning designed to develop what is commonly referred to as cultural competency.

Instructor(s): Jeffrey Steeves

Rationale: Expand current offerings in International Studies and as part of the core courses for the proposed Certificate, designed to enhance the University's globalization and internationalization efforts.

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY**

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

DATE OF MEETING: May 16, 2013

SUBJECT: Items for Information:
- Reforming Open Studies proposal
- Minor curricular corrections

COUNCIL ACTION: **For information only**

SUMMARY:

1. Reforming Open Studies proposal

At its April 4, 2013 meeting, the Open Studies Faculty Council accepted in principle the reforms proposed by designated dean, Gordon DesBrisay, including agreement to disestablish Open Studies. The Academic Programs Committee discussed the academic implications of this proposal at its April 10 meeting, noting in particular that the Open Studies Faculty Council intended to change the way it dealt with admission of students who had been required to discontinue from other colleges.

The committee approved the Open Studies Reforms proposal document as a basis to proceed in the future and agreed to take this document for information to the May meeting of Council.

The Planning and Priorities Committee of Council is presently reviewing a proposal to disestablish the Open Studies Faculty Council, which would be brought to Council for approval and to University Senate for confirmation.

2. Minor curricular corrections

The Academic Programs Committee approved the correction of the name of the field of study for the Bachelor of Science in Animal Bioscience from “domestic animal biology” to “animal bioscience”.

A minor correction in the Academic Schedule was approved regarding the spring break dates for the 4th year Veterinary Medicine students.

In the Admissions Report (January, 2013) the number of students admitted to the Nutrition program should have been shown as 28, not 26.

ATTACHMENTS:

Reforming Open Studies: A proposal submitted by the Open Studies Faculty Council
Letters of support from colleges

Reforming Open Studies: *A Proposal Submitted by the Open Studies Faculty Council*

April 7, 2013

The Case for Change: Introduction

Open Studies as we now know it at the University of Saskatchewan evolved from a long and honourable history (mainly under the title of “Unclassified Studies” in the old Extension Division) and a series of entirely defensible decisions that have, nevertheless, yielded a structure unlike any other at a Canadian university.¹ That in itself might not be problematic, but the plain fact is that Open Studies as currently construed does not and probably cannot best serve the needs of either of the two disparate categories of students admitted under its umbrella; nor can it fulfill its potential within the emerging strategic enrolment management goals of the university. The good news is that the necessary reform of Open Studies can: a) be implemented promptly and in ways that promise to better serve both student constituencies; b) effect administrative efficiencies that will benefit students and save them and the institution money; and c) enhance rather than limit this university’s historic commitment to making a university education accessible to as many Saskatchewan people as possible.

Background

Open Studies at the U of S is, in many ways, an anomaly. It is neither fish nor fowl: it functions somewhat like a college, including being overseen by a designated dean appointed by the provost and an Open Studies Faculty Council drawn from across campus and modeled closely on college faculty councils; but it grants no degrees, has no faculty or classes of its own. The daily operations of Open Studies are administered by a Student Enrolment Services Division (SESD) unit consisting of one full-time Coordinator and a clerical assistant shared with other SESD units, both of whom are supervised by the Manager and Assistant Registrar of the Student Central Support Services division of SESD.

Open Studies came under the SESD administrative umbrella through an accident of institutional history, following the devolution of the old Extension Division. After considerable study of student outcomes over many years, SESD recently came to the conclusion that the current administrative structure is not providing and cannot provide Open Studies students with the support and services they require. The Coordinator’s heroic efforts to assist students, for example, are limited, most notably with regard to academic advising, by the non-degree-granting status of the unit. SESD also concluded, in conjunction with its workforce planning and budget adjustments exercise, that managing an academic unit is not part of its core mission. In consultation with the Open Studies Faculty Council and the colleges directly concerned, SESD has proposed that the dedicated Coordinator position be eliminated along with SESD’s role in managing Open Studies. These proposed changes are fully in line with the reforms we are

¹ Refer to OS staff survey of sister institutions

proposing here. It cannot be stressed enough that economic factors are secondary and that academic priorities and the best interests of students are the prime movers of reform.

Open Studies currently serves about 500 students, down from a peak of 2,017 in 2002-03. The decline in enrolment since then is due to a concerted effort on the part of SESD and the colleges to remove administrative or admissions-related barriers that delayed, deterred, or prevented qualified degree-seekers from enrolling in a degree-granting college rather than lingering in Open Studies. The gradual shifting of hundreds of degree-seeking students from Open Studies to the colleges occurred so smoothly and with so little push-back or controversy as to have passed almost unnoticed. That smooth transition, in turn, would seem to validate the underlying principle that students pursuing a degree are best served by being enrolled as soon as possible in a degree-granting college that can offer them the full array of academic supports and services. The reforms proposed here are founded on an extension of that principle, to the effect that any student enrolled in a college's classes would benefit from having access to the services of that college.²

The Current Situation

Today, two quite distinct cohorts of students remain in Open Studies. Aside from the fact that neither group is currently enrolled in a degree program, they share little in common. The proposed reforms would introduce different solutions for each group, based on different rationales. In both cases, our proposal is founded on years of experience and data.

- *Explorer or "casual" students.* These are relatively low-maintenance part-time learners, often mature and including alumni and other returning degree-holders, who wish to take some classes without (or before) committing to a degree program. In the fall of 2012 this cohort currently represented 333 of 492 Open Studies students, or two-thirds of the total.³

The case for change regarding Explorer students rests less on whether or not we are meeting the needs of current students in the category (though we believe that we are), than on the conviction that the great potential for growing this highly desirable cohort of students is unlikely to be unleashed by Open Studies as we now know it.

The draft report of the Strategic Enrolment Management survey undertaken by SEMWorks stresses that Explorer, returning, and mature learners constitute a large and largely untapped pool of prospective students for this university.⁴ Open Studies as an administrative unit of SESD, however, has no material incentive to attract more students, whereas colleges have (or will have as TABBS-based financial reforms come into effect) both the financial incentive and the support services in place to serve this cohort well. Further, the Open Studies "brand" is, if not exactly muddled, certainly clouded by having Explorer learners who make a positive choice to enrol in Open Studies share the label with students in academic

² Relatively few students in Open Studies take classes in more than one college. Once enrolled in one college, an Open Studies student, like any other, could take classes in other colleges if they met the requirements.

³ In the fall of 2012, 333 of 492 Open Studies students (67.7%) were in this category.

⁴ *University of Saskatchewan Enrolment Goals Analysis Report: Final Draft for Discussion*, SEMWorks, 2012: 5, 9, 40, 46, 57, 71.

peril who are essentially banished to Open Studies as their last option. Disentangling these two cohorts will help to clarify the Open Studies brand and better enable colleges and SESD recruiters to focus on attracting and accommodating more students in the Explorer learner category.

- *College RTD students.* These are relatively high-maintenance (for many and varied reasons), academically at-risk full-time students who, having already been on academic probation, have subsequently been Required to Discontinue (RTD) from a U of S college and degree program. Rather than accept “rustication” and withdraw from the university for a year, they have taken the option of enrolling in Open Studies, where they can take up to 24 cus in the regular session with a view to improving their grades and returning or transferring to a degree-granting program. This cohort currently represents 159 Open Studies Students, or one-third of the total.

This second category of Open Studies students presents an even more compelling case for change, because a great deal of data collected over many years reveals that the academic needs of these students are not being met as things currently stand.

With regard to this College RTD cohort, it is important to note what admission to Open Studies does and does not entail. Open Studies does not currently offer any academic programming of its own. Over the years, attempts to provide remedial and skill-building courses targeted to this cohort have attracted few students, and failed to help those who did enrol to overcome what turn out to be a very wide range of difficulties, by no means all of them academic in origin. Students in Open Studies are restricted to a total of 24 credits in the fall and winter session, but otherwise they can enrol in almost any courses for which they qualify.⁷ A majority (61%) of College RTD students in Open Studies come from Arts & Science, but regardless of their college of origin the vast majority of RTD students take Arts & Science classes while in Open Studies.

The Open Studies staff work hard on behalf of all these students, helping them develop plans for academic success, monitoring their academic progress, offering general academic advice, and directing them to whatever more specialized campus services they need. Definitive academic advising is (rightly) the prerogative of the colleges, however, and Open Studies students can find themselves caught in a confusing and inefficient shuffle among support services, with the attendant risk of receiving partial or conflicting advice (despite the cooperative ties forged among Open Studies and other support staff). The advising piece is further complicated by the fact that the new DegreeWorks software is college-based, and Open Studies students do not have access to it. And because they are by definition not enrolled in any particular college, Open Studies students have last priority when choosing classes. This makes some sense in so far as Explorer learners are concerned, but it is deleterious for full-time academically at-risk students who are often unable to register in popular classes best suited to their aptitudes, needs, or schedules.

⁷ A few Arts & Science courses have been designated as off-limits to Open Studies students on the not-always-correct assumptions that such students a) are in the RTD cohort and b) are therefore likely to struggle in the class. One consequence of detaching the College RTD cohort from Open Studies would be to render such restrictions, to the extent that they are justified at all, unnecessary and subject to elimination – thereby opening such classes to qualified students in the Explorer cohort.

The College RTD cohort is broadly representative of the student body as a whole: Aboriginal students (15%) are somewhat over-represented, but international students (10%) are not. Students registered with DSS are statistically over-represented in the overall Open Studies cohort; the changes we propose are designed to ensure that their academic needs are not compromised. This would be achieved primarily by ensuring that each college concerned has a clear avenue for student appeals against RTD status and rustication orders. (See Risks and Concerns, below, for further discussion of these groups of students in relation to the proposed reforms.)

Limited Success

Academic success for students in the College RTD cohort in Open Studies is measured by whether or not they manage to earn grades sufficient to transfer or return to a U of S college. At the direction of the Open Studies Faculty Council, the Open Studies staff collected and analysed data on these students extending back over a decade. The story that emerges from the data is not encouraging.

For example, between 2007 and 2011 a total of 694 College RTDs opted to enroll in Open Studies rather than to accept “rustication” and voluntarily withdraw from the university for a year.

- Of those 694 students, only 164 (23.6%) succeeded within a year in raising their cumulative average sufficient to be readmitted to a college.
- About the same proportion (26.7%) did just well enough to be allowed to continue in Open Studies limbo.
- Fully half, 345 of 694 students (49.7%), failed to meet the Open Studies progression standard and were therefore RTD from Open Studies within a year of being RTD from a college.
 - Having opted against a one-year College rustication for what turned out to be an academically unsuccessful year in Open Studies, these students face two years of mandatory rustication, after which they would return to Open Studies, still at least one additional year away from returning to a college.

That basic pattern of 50/50 success and failure also pertained to the previous five year period, but over the past two years the statistics have taken a turn for the worse: in 2011-12, the failure rate was 59%. The downward trend is hard to explain, but even at the former rate of 50% failure the results disappoint in light of the variety of supports provided and the direct interventions and outreach efforts undertaken by the Coordinator of Open Studies over many years.

In and of themselves, these results might be acceptable if Open Studies clearly constituted the best chance these students had for returning to the path of academic success. But that is not necessarily the case. Evidence provided by the College of Arts & Science, for example, suggests that every year about one-third as many RTD students opt for a year of rustication (“1Yr Stop Out”, in registration-speak) as choose to continue their studies without interruption in Open Studies. When those rusticated students return to the college a year later, their academic performance is almost indistinguishable statistically (number of credits, average grade, class average, etc.) from that of students who managed to earn their way back to

the college from Open Studies.⁸ This finding is all the starker when it is remembered that less than one-quarter of College RTD students in Open Studies do succeed in returning to a college within that year.

- RTD students who withdraw from the university for a year, in other words, have the same academic success rate as the *best* RTD students who stayed on and continued in Open Studies.
- *All* of the College RTD students who accepted rustication were eligible to return to their college in a year, whereas three-quarters of those who opted for Open Studies were *not* eligible to return after one year.
- The half or more of College RTDs who are subsequently RTD from Open Studies itself face (subject to appeals on medical grounds) a mandatory two-year period away from the university, and *three* years away from the college to which they hope to return, given that they would most likely return to Open Studies rather than the college.

It is, therefore, not just that a year in Open Studies might do little or nothing to improve the academic success rates even of students who manage to return to a college, but that a College RTD is, statistically speaking, better off accepting a one-year rustication rather than returning to Open Studies, where the chance of subsequent success is no better and the cost of failure (for the student and the institution) is much higher.

What We Propose:

We propose different solutions for the two different cohorts of students who currently populate Open Studies.

With regard to the Explorer cohort, we propose that:

- Open Studies as a descriptor should be associated exclusively with part-time, Explorer learners, with a view to energizing and expanding that cohort.
- Open Studies should continue as an admission category, a “brand”, an ethos, and vital element of this university’s ongoing and historic mission to serve the people of Saskatchewan; but not as a stand-alone administrative unit.
- Administrative responsibility for Explorer students would devolve to the colleges (with possibly some admission/reactivation-related aspects devolved to the SESD Admissions Office.)
- Under the Open Studies label, Explorer students would be admitted to the college offering the class(es) they take. (Like any other student, they could take classes in other colleges upon attaining permissions/overrides from the department concerned.)
- “Under the hood” of the Open Studies label, Explorer students would be admitted to the college concerned under one of two already existing admission categories:
 - The Non-degree category of admission would accommodate most Explorer learners in most colleges. Explorer students in this category would be eligible to take any course for which they have the prerequisites, but would normally have low priority registration status relative to students enrolled in degree programs.

⁸ Data provided by the Director of Student Academic Services, College of Arts & Science.

- The Provisional category of admission would, at the discretion of a college, accommodate students who do not (or, in the case of high school students enrolled in the Early Start program of Arts & Science, do not yet) meet regular entrance standards. Explorer students in this category would usually be limited in the range of courses available to them, and would have low priority registration status relative to students in degree programs.
- Explorer students, whether admitted under the non-degree or provisional category, would have access to the full array of college support services.
- Explorer students as a category would be factored out of college metrics (for example, student retention and graduation rates) in cases where their inclusion would unduly distort data intended to capture outcomes for degree-bound students. (Explorer students were never included in these college metrics under the current Open Studies regime and its predecessors.)

With regard to the College RTD cohort, we propose that:

- College RTD students would no longer be offered the option of continuing full-time study in Open Studies. Instead, colleges would accept full responsibility for identifying students in academic peril and providing them with the assistance they need to succeed academically, or withdraw from the university in an orderly fashion and with a plan for returning.
- Arts & Science, as the college responsible for the majority of College RTD students devolved from Open Studies, would be provided with one additional advising position so as to better address all students at risk. (As proposed in the recent *Transforming Student Advising* application to PCIP.) Discussions with other colleges have revealed that, due to the smaller numbers of students involved, existing support services will suffice to support transferred Open Studies students.
- The Open Studies Faculty Council would be wound down and, along with the post of designated dean, decommissioned once these changes are fully implemented. With Open Studies as an admission category appended to colleges, rather than a stand-alone administrative unit, oversight responsibilities will pass to the colleges concerned.

Benefits & Advantages

We believe that the changes we propose will better serve our students, our institution, and the people of this province. As noted above, re-positioning Open Studies as the exclusive preserve of Explorer learners accords with the goals and principles of strategic enrolment management. It should serve to clarify the Open Studies brand and identity, and it should make it easier for colleges and the university to promote Open Studies as a distinct and attractive option for a large and growing cohort of prospective and returning students. These changes promise to enhance, not limit, access to higher education in Saskatchewan.

Removing the Open Studies option for full-time College RTD students accords with our evidence that rustication is a better option for many of these students. It aligns with the SEM and IP3 priorities of attracting and retaining a diverse student body primed for academic success. It addresses ethical and moral concerns raised many times by members of the Open Studies Faculty Council, and others, as to the

propriety of accepting tuition from, and devoting resources to, students with demonstrably poor prospects for academic success. Experience shows that as such students continue to struggle, failing more courses and taking out more student loans, they dig themselves deeper into an academic and economic quagmire. It also addresses the uneasy sense that, too often, when College RTD students shifted to Open Studies the effect was simply to delay the day of academic reckoning. We are convinced that these students will be better served by colleges that accept the responsibility to intervene more decisively early on to help them avoid being RTD in the first place, or to help them leave the university in an orderly fashion with a plan for returning.

All of the colleges concerned are represented on the Open Studies Faculty Council. Each college -- Agriculture & Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Nursing – has expressed its support for these reforms and confirmed its willingness and capacity to meet the needs of their share of the College RTD and the Explorer cohorts. (See the attached letters of support from deans.)

Risks & Concerns:

We are very concerned to ensure that students not be disadvantaged by the changes we propose. At every stage of consultation, the Open Studies Faculty Council has asked, and been asked, about the impact these reforms would likely have on three particular cohorts of students:

- Aboriginal students,
- International students
- Students with disabilities.

The concerns most often raised centre on what might become of students in these cohorts (and others) who are RTD by a college, but who have pressing and legitimate reasons for remaining at university? What becomes of them if they no longer have the Open Studies option? The questions regarding these three groups of students are largely the same, and so too are the answers.

- RTD students will be able to appeal to their colleges to be allowed to remain. This is already the case, but not all students who are RTD know that they have the right to appeal, or know how to go about exercising that right. That will change.
- Each of the colleges concerned has committed to ensuring that their academic appeals procedures are made known to all students, especially those who have been or are in danger of being RTD.
- College advisors and other staff will be proactive in reaching out to academically at-risk students, and to explaining what their appeal options are, what the likely outcome might be, and what consequences might follow.

Like physicians, we have founded our reforms on the principle of “first, do no harm”. An initial RTD ruling by a college is made strictly according to grades, but in the appeal process the college can and should take a more holistic view of a student’s circumstances and any mitigating factors.

- As noted above, appeals boards may find that rustication is indeed in a particular student's best interest, just as it might make sense for another student to be allowed to remain at the university for reasons that extend beyond the grades themselves.

Here, it is important to remember that RTD rulings apply to matters of academic progression, not to admission or graduation. We believe it is appropriate for colleges to exercise more discretion when applying progression standards to students "in process" than might be appropriate at the admission or graduation points of their academic journeys.

It is also important to note that no other Canadian university extends to RTD students the automatic option we currently offer of remaining in Open Studies or its equivalent. They all, however, maintain some sort of appeal process for RTD students petitioning to remain, and most of the institutions we surveyed made a point of reporting that they prefer to err on the side of lenience in such appeals. (See the appended document, *Looking Backward - Looking Forward: A Longitudinal Assessment of the Open Studies Student Body*, Appendix C.)

- We foresee a more robust appeals process emerging in our colleges, as well, but we are also convinced of the need for students to make their own case for staying, rather than be extended an automatic option to stay, as is now the case.

At present, SESD staff attend to the administrative needs of Open Studies students. Are the colleges sufficiently resourced to take on this work? For the most part, they are -- as the attached letters from deans and associate deans will attest. As noted above, the non-college nature of Open Studies as currently construed limits the extent of support that the staff can provide, and requires the students to shuttle between college academic advisors and the coordinator in Open Studies. By providing one-stop advising service in colleges, considerable efficiencies will be introduced. That, and economies of scale, should enable Arts & Science to manage the great majority of both cohorts of Open Studies with the addition of one additional college advisor. The college has applied to PCIP for support in this regard. In other colleges, the number of students in either cohort should be fairly small and therefore manageable with existing staff and resources.

In Nursing, for example, very few College RTD students ever took the Open Studies option, preferring to accept rustication and save money for courses in their carefully prescribed program. For Nursing, then, little should change. Over-subscribed colleges with long waiting lists are sometimes less inclined to make heroic efforts to salvage students in severe academic difficulty even as they turn away others who might succeed. That said, Edwards School of Business is already, like Arts and Science, working to intervene earlier with academically at-risk student to give them the best chance to avoid the RTD/rustication fate. It is also the case that students RTD from colleges other than Arts & Science, most notably from Engineering, can often still meet A&S admission requirements. They transfer over and settle seamlessly, often thriving in new fields of study.

One of the justifications for the current Open Studies system was out of concern that rusticated students would attend other institutions in their year off, and either choose not to return, or return only to run into complex and convoluted transfer credit entanglements. The transfer credit conundrum is being addressed by SESD and the College of Arts and Science (the college most concerned). As for the fear of losing students, this should be set against a concern over retaining students, often at considerable cost to

themselves in terms of tuition and the institution in terms of support services, who will struggle to succeed academically. Under the principles of strategic enrolment management, it is important to identify not only those students we wish to attract and retain, but also those for whom a parting of the ways might be best for all concerned.

Managing the Change:

The staff of Open Studies, representatives from other sectors of SESD, and representatives of the colleges concerned, most notably Arts & Science, have held numerous meetings to ensure that the changes recommended here are viable and can be implemented efficiently and with minimum disruption for students and all parties concerned. We are far enough along in this planning to believe that we can offer such assurances.

[For a more detailed overview of the administrative processes, changes, and tweaks involved in the reforms proposed here, see the attached document, *Technical Analysis of Administrative Processes Associated With The Proposed Reform of Open Studies.*]

With regard to the Explorer cohort, admission to a desired course will continue to depend in the first instance upon whether the student is deemed to have met existing college standards for admission to its classes; with regard to the College RTD cohort, it is not admission but progression that is at issue.

- **The reforms we propose, therefore, will not entail changes to university admission standards, nor will they impede access to the University of Saskatchewan.**

University Council will however, be asked to approve changes to admission processes so that Explorer students can be admitted directly to a particular college under the Open Studies label via either of two existing admission categories, Non-degree and Provisional.

- The colleges concerned have signalled their willingness to accommodate Explorer students, and SESD has agreed to modify existing admission processes and the Banner software on which they run.

With regard to the College RTD cohort, the anomalous nature of Open Studies means that it can be eliminated as an option for these students with relatively little change or disruption to existing standards. Currently, a student RTD from a college and facing rustication, assuming they do not meet the qualification for transferring to another college (most often Arts & Science) need only inform the Open Studies staff of their intention to continue full-time studies under the Open Studies banner.

- **Eliminating the Open Studies option will have no bearing on the college progression standards on which the original RTD ruling was made.⁹**

⁹ Open Studies currently has its own set of progression standards applicable to the College RTD cohort. These progression standards will be redundant when College RTD students cease to be admitted to Open Studies, and will be eliminated when Open Studies as an administrative unit ceases to exist.

What will change with regard to the College RTD cohort is that the colleges have agreed to take more responsibility and provide more support for these students. These changes reflect a renewed focus on these students as much or more than any change in policy. As noted above under “Risks and Concerns”:

- The colleges agree to put more emphasis on identifying and reaching out to academically at-risk students so as to give them the best chance of avoiding being RTD. Colleges may also choose to develop academic support programs specifically for these students.
- Students who still face being RTD will be offered advising designed to help them plan their year away with a view to making the best use of their right to return to the college the following year.
- The colleges will be proactive about alerting academically at-risk students to the existence of enhanced appeals processes.

In terms of timing, our preference is that these reforms will be reviewed by the Academic Priorities Committee of University Council in April, and brought forward by that committee to Council later this spring. Ideally, the reforms will have been adopted prior to this year’s College RTD determinations.

At its April 4, 2013 meeting, the Open Studies Faculty Council approved two resolutions:

- That the reforms set forth in this document be accepted in principle.
- Should the reforms not be in effect prior to the 2012-13 College RTD determinations, in that case Open Studies would not accept any first-time College RTDs for the 2013-14 academic year unless they have completed a faculty action appeal process in their College.

There will inevitably be a period of transition as the outgoing Open Studies standards and protocols give way to the new. The Open Studies team and the colleges concerned have worked hard and will continue to strive to ensure that the necessary principles, processes, and, not least, communications align and are made as clear as possible so as to minimize confusion and redundancies, and to make the period of transition as brief as possible.



Gordon DesBrisay
Designated Dean, Open Studies
Associate Dean, Arts & Science

Open Studies Overview – November 2012

Background

Historically, Unclassified Students had no academic or administrative home in any College, nor was there an appetite in any College to take on this extremely large, disparate and unregulated student body. In June 1998, University Council officially “delegated authority for academic matters (which ordinarily reside within a college) relating to Unclassified students to the Extension Division,” and in 1999 a formal governance structure and mandate were created for an Unclassified Studies Faculty Council and subsequently UFC implemented a set of progression standards specific to this student body. In 2005, Unclassified Studies and the Unclassified Studies Faculty Council became Open Studies and the Open Studies Faculty Council (OFC) and Provost Atkinson moved the administrative responsibilities and the existing staff (Coordinator, Advisor and Clerical Assistant) to SESD as the Extension Division was being dissolved and its faculty disbursed. In the ensuing years, with strong support from SESD leadership, this small team has worked diligently to assist students, manage governance, keep accurate statistics and try to create an environment that engenders opportunity for struggling students to succeed. In many ways, the unit functions as a “satellite” of Arts and Science in supporting and guiding students through their decision-making and a wide variety of personal crises, the administration of deferred exams, visiting student permissions, faculty actions and appeals and all record-keeping related to this student body, but without any authority for student degree program advising, degree granting or any financial advantage in terms of benefiting from tuition revenue. Essentially, these are the students who need the most help. Most are Arts and Science RTDs and RTDs from other Colleges whose ultimate goal is an Arts and Science degree, but under the current model, the only aspect in which the College is directly involved is providing program monitors and degree-specific advising for students they don’t “own” nor from whom they derive the full financial benefit. Over the ten years since the inception of Open Studies progression standards, the success rate for College RTDs continuing in Open Studies, transferring or returning to a College consistently remained at approximately 50% until 2010/11 when it decreased to 44% and in 2011/12 it dwindled to 30%. These results are disappointing in light of the variety of supports and referrals, direct interventions and outreach by the small Open Studies unit. The Open Studies Faculty Council has expressed concern about whether it is ethical to continue to accept tuition but not be sufficiently resourced to offer appropriate support programs to students who have no chance of academic success due to lack of readiness for University or who are undermined by substantial personal life difficulties. Perhaps there could be such efforts and resources within a College environment.

Open Studies Enrollments - October Census Day

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1587	2009	2017	1858	1880	1308	1060	721	506	600	569	573	511

Current Picture

Open Studies Registrations - Fall Term 2012 (201209):

- total number of students registered in Open Studies 492
 - not on academic probation 280 1,821 credit units
 - on academic probation 212 2,036 credit units
 - a cursory review of advising transcripts of all students registered in Open Studies shows class registrations are overwhelmingly Arts and Science
 - a conservative calculation of tuition revenue based on Category 1 tuition, including differential tuition from international students: \$632,000.00

- total number of College RTDs registered in Open Studies: 159
(73% of total students on academic probation)
 - Agriculture and Bioresources 12 2 international
 - Arts and Science 100 16 Aboriginal/12 international
 - Education 2

- o Edwards School of Business 18 1 Aboriginal/1 international
- o Engineering 24 1 Aboriginal/6 international
- o Kinesiology 3

- Other students on academic probation: 53
 - o Readmissions 25
 - o Returning students 3
 - o Met Sessional Weighted Average 13
 - o Continuing Open Studies students 12

- Of the 111 students who entered Open Studies as RTD from Arts and Science at the end of the 2011/12 session, 37 (33%) were RTD from Arts and Science at the end of their first year. Of this 37, 4 students were self-declared Aboriginal ancestry, and 2 were international students.

- total self-declared students of Aboriginal ancestry 63
 - o 27 (43%) of these students are on academic probation

- total international students 33
 - o 22 (67%) of these students are on academic probation (21 College RTDs + 1 returning student)
 - o registered in 283 credit units of Arts and Science classes (estimated tuition \$125, 000.00 based on Category 1 tuition cost per credit unit \$439.40 x 283; however, there are numerous Category 8 tuition science courses, \$460.20 per credit unit)

College RTD Analysis at the end of the 2011/12 Session

Of the 103 students required to discontinue from Open Studies at the end of the 2011/12 Session, 87 (84%) had been required to discontinue from a U of S College at the end of the previous Session (2010/11).

- o Agriculture and Bioresources 7
- o Arts and Science 64 (74%)
- o Education 1
- o Edwards School of Business 10
- o Engineering 5

Distribution by Student Type: *(Consistent pattern since reaching Enrolment Plan goal of 600 in 2009/10.)*

OVERALL SUMMARY	201209	Comments/Assumptions
Audit Student	0	
Continuing	112	Good standing or Probation in OS, not seeking college admission
External Transfer	21	From another institution, did not meet a college admission average
Internal Transfer	184	Majority College RTD's; few voluntary transfer from College
New First Time	1	Unique case not admitted directly to U of S College
Provisional Admission	6	Unique cases
Returning Student	111	Reactivated by OS at student's request
Special (Mature) Student	0	Age 21+, no admissions to OS, admitted to colleges
Visiting Student	74	Campus SK students, majority PA & Yorkton (SIAS or A&S sites)
Total	509	

**Looking Backward - Looking Forward:
A Longitudinal Assessment of the Open Studies Student Body**

Sandra Ritchie, Manager & Assistant Registrar (Student Central)

Lucille Otero, Coordinator: Open Studies Advising & Academic Records

April 18, 2012

Purpose of this Report

This report is designed to provide the Open Studies Faculty Council (OFC) with information to support data-driven decision making for potentially reshaping the Open Studies student body. After over a decade of an Open Studies admission category with a set of academic progression standards, and in light of the University's increased commitment to Strategic Enrolment Management, it is timely to revisit the composition and academic success patterns of the Open Studies student body and what this category should and could be in the future. If the original Guiding Principles of OFC still resonate, does their interpretation in today's educational climate require tweaking?

History

In June 1998, University Council officially "delegated authority for academic matters (which ordinarily reside within a college) relating to Unclassified students to the Extension Division," and in 1999 a formal governance structure and mandate were created for an Unclassified Studies Faculty Council. In 2005, Unclassified Studies and the Unclassified Studies Faculty Council became Open Studies and the Open Studies Faculty Council (OFC) and moved to SESD. For the purposes of this document, OFC will be used throughout. Since its inception, the Faculty Council's Guiding Philosophy has stated:

The OFC will develop and administer policies and procedures designed to give students opportunities for learning they might not otherwise have. The OFC will encourage openness, flexibility and accessibility to meet the diverse needs of a mixed group of students that includes:

- Recreational learners
- Students who are undecided about the discipline they wish to study
- Students seeking to meet degree program admission or re-admission requirements
- Students with limited access due to their geographical location.

Immediately upon its formation, the Faculty Council developed academic progression standards and admission/readmission policies which made sense for the various types of students who populated the Unclassified Studies category. One significant aspect of these policies was the decision to allow students who had received their first Required to Discontinue (RTD) from a U of S undergraduate college to enter Open Studies on academic probation in the following Fall/Winter Session, thus having a "second chance" to address issues contributing to their poor academic performance, and the opportunity to improve their grades. These students would then be measured against the Open Studies Progression Requirements at the end of the Fall/Winter Session.

In a phase-in of the new progression standards, the probationary portion was applied at the end of the 2001/02 Regular Session and the first three-year RTD faculty actions were assigned at the end of the 2002/03 Regular Session. Two years later, OFC reviewed performance data on the two annual cohorts dealt with under the new policies and recommended against any change at that time. Data demonstrated that approximately half the students on probation who had been given a second chance were subsequently achieving academic success by meeting Open

Studies Progression Requirements, returning to their former College or transferring to another College. The OFC felt it necessary to have more experience with the relatively new RTD policies before implementing changes.

In March 2005, following discussions with the OFC and in conversations with representatives from the Extension Division, SESD, the Provost’s Office and Arts and Sciences (related to the move of Open Studies from Extension to SESD), it was unanimously recommended that no change to current RTD policies affecting Open Studies or students RTD from colleges and receiving a second chance in Open Studies should be made and the issue should be revisited in 3 to 5 years when more longitudinal data on student academic performance was available. In concert with the move to SESD, the Provost directed the AVP of Student Enrolment Services to explore and implement policy changes that would remove existing administrative or admissions-related barriers which deterred or prevented qualified degree-seeking students from entering colleges rather than lingering in Open Studies. Driven by the Provost’s Enrolment Plan, SESD and OFC embarked on a planned reduction in the total number of Open Studies students from the 2004/05 headcount of 1880 to an ultimate enrolment goal of around 600 within five years. This goal was successfully achieved through a combination of administrative policy changes that moved students into Colleges and by attrition due to students not meeting Open Studies Progression Requirements.

In the winter of 2009, student success data and the academic progression standards themselves were reviewed by the OFC. Yearly data since 2005 continued to show the same pattern of roughly 50% of our probation students experiencing some form of academic success. Revised progression standards were implemented in 2009/10, removing one level of probation, adding an incremental sessional weighted average requirement with each accumulated credit unit category and reducing the RTD period from three years to two. The “success/failure” pattern since then continues to show an approximate 50/50 split.

Current Context

As evidenced by the following chart, though there may be a perception around campus that Open Studies is just a “second chance penalty box” for College RTDs, the Open Studies population has never been a heterogeneous group. Over the last decade, the student type pattern has looked much the same as the current picture.

Types of Open Studies Students

As of March 16, 2012

OVERALL SUMMARY	201201	Comments/Assumptions
Audit Student	4	
Continuing	103	Good standing or Probation in OS or not seeking college admission
External Transfer	20	From another institution
Internal Transfer	140	Majority College RTD's; few voluntary transfer from College
New First Time	0	
Provisional Admission	11	Unique cases
Returning Student	121	Reactivated by OS at student's request
Special (Mature) Student	0	Age 21+
Visiting Student	124	Presumably all Campus SK students
Total	523	

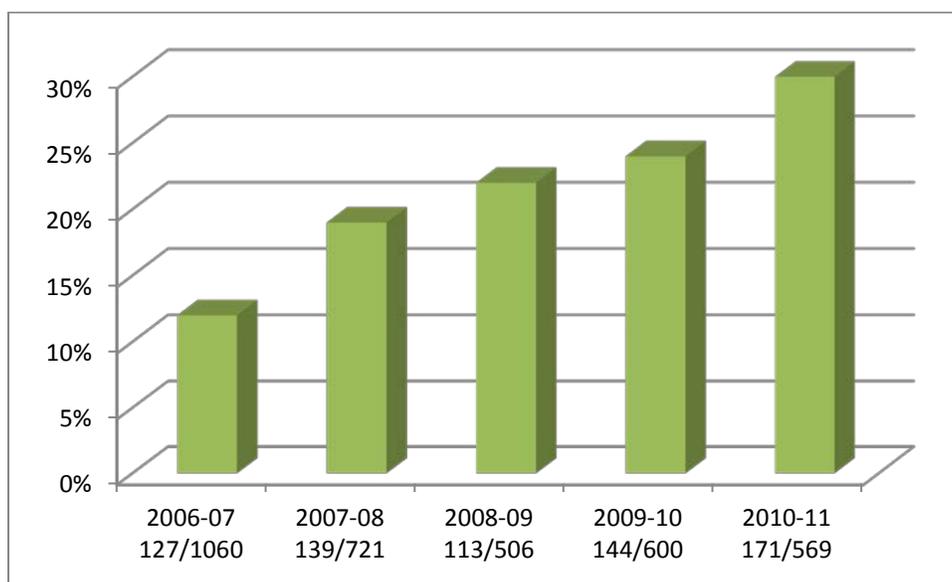
There is one group of students in the Returning and Continuing subsets of Open Studies we would describe as lifelong learners who tend to come and go, taking courses part time for personal or professional interest and experiencing considerable academic success, whether or not they may be pursuing a degree as a final goal. The Open Studies office unofficially termed these folks “casual,” “recreational” or “exploratory” learners. A significant number already have degrees (approximately 20% each session). The Open Studies Faculty Council has enthusiastically supported the premise that such learners should be actively recruited by the University and encouraged to keep coming back. Open Studies staff is eager to assist these learners in their transition to or back into the current University environment. The continued attraction of such learners is especially relevant today as the demographic shift away from a bottomless pool of traditional learners is drying up. We are aware that a new University Admissions Policy supports continuing a category for casual/exploratory learners within the Open Studies umbrella, an initiative OFC has championed. We also anticipate the Strategic Enrolment Management Report (SEM) being prepared by SEMWorks will contain recommendations around re-envisioning the Open Studies category and for the University to actively “court” mature and continuing learners. Gordon DesBrisay, David Hannah, Dan Pennock and Sandra Ritchie were requested to meet with SEMWorks consultants regarding Open Studies. Sandra is also Chair and Lucille a member of the SEM Mature Learners Persona Group tasked with researching and reporting on the characteristics and experiences of this specific cluster of learners at the U of S. We are hopeful there is a commitment on the University’s part to re-examine its strategies in order to recruit students who have a greater chance of academic success. Perhaps there is also renewed commitment on the part of colleges whose students receive RTDs to provide them with greater assistance via early alert and support programs to counter the number of such faculty actions and reduce the stream of failed students seeking the Open Studies option.

Turning to our heavy concentration of College RTDs, over the ten years since the inception of Open Studies progression standards, the success rate for College RTDs continuing in Open Studies, transferring or returning to a College consistently remains at approximately 50% (*Appendix B*). In 2010/11, it decreased to 44%. These results are disappointing in light of the variety of supports, direct interventions and outreach by Open Studies advising staff (*Appendix A*), as well as ongoing referrals to the University Learning Centre, Student Health and Counselling, Aboriginal Students Centre, International Students and Study Abroad Centre and the Language Centre.

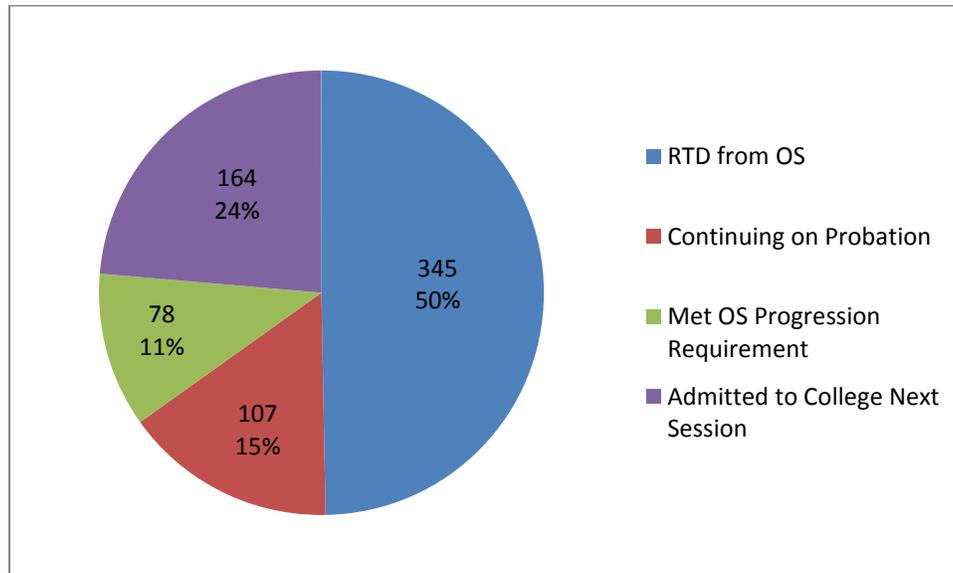
Longitudinal Open Studies October Census Day Enrolment – Data from Institutional Analysis

2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
1587	2009	2017	1858	1880	1308	1060	721	506	600	569	573

Percentage of College RTDs in Open Studies Based on Census Day Headcount



Success Patterns of College RTDs – Five-year Average (2007 to 2011)



Note: Of the RTD group, 53 (15%) Aboriginal, 34 (10%) international students, 17 (5%) registered with Disability Services for Students

Possibilities

With the disappointing history of student success in the College RTD cohort and a potential new initiative to recruit and encourage mature first-time and returning lifelong learners to come to our University, is it time to reimagine the make-up of the Open Studies student body? As some other Canadian Universities have (*Appendix C*), should OFC move away from a College RTD recovery option and return to a “forced year of rustication” for College RTDs who do not meet the transfer average to move into a different College? Should we institute a “minimum transfer average” to enter Open Studies? Should we strongly encourage our “feeder” colleges to institute early alert and student support systems to minimize the number of students they RTD? The majority of our incoming RTDs come from the College of Arts and Science and for this group it would be the end of the line for a year if we discontinued our present policy. Our second-largest RTD group is Engineering but many of them could transfer to Arts and Science because of how Engineering courses are treated in calculating the transfer average. Students who do take the year off are able to be reinstated into their RTD College a year later if they wish.

If we discontinued the Open Studies College RTD option altogether or minimized the number of students we accept by instituting an Open Studies internal transfer average, and possibly seeking PCIP funding for a mandatory support program in collaboration with colleges, could we turn our focus in the direction of attracting and supporting casual/exploratory learners and the other types of mature students who return to or continue in Open Studies and enjoy academic success? In the recent past, the Open Studies Faculty Council has expressed concern about whether it is ethical to continue to accept tuition but not be sufficiently resourced to offer appropriate support programs to students who really have no chance of academic success because of their lack of readiness for University or who are undermined by their substantial personal life difficulties. Is it time for OFC to make a choice?

Recommendations

We recommend that Open Studies Faculty Council consider and possibly add to the options for reshaping Open Studies suggested here, with a view to implementation of changes for the 2013-14 Fall & Winter Session intake. We

also seek support from OFC for future collaboration between SESD's Recruitment and Admissions units and the Open Studies Advising unit in any forthcoming initiatives to recruit and support mature and continuing learners and actively assist them in a successful transition to and through the post-secondary environment, whether or not their ultimate goal involves achieving a degree.

Respectfully Submitted:

Sandra Ritchie
Manager & Assistant Registrar (Student Central)

Lucille Otero
Coordinator
Open Studies Advising & Academic Records

Appendices

Appendix A Retention Initiatives: Formal Support and Outreach by the Open Studies Office

Appendix B Historical Tracking of Incoming First-Time College RTDs

Appendix C Responses from Other Universities about Rustication Practices

Appendix A

Retention Initiatives: Formal Support and Outreach by the Open Studies Office

➤ A. Fall Term “Checkup”

In early November this e-mail was sent to all students on academic probation, the majority College RTDs:

Subject: Fall Term Checkup & Study Skills Workshops

Now that the rhythm of the term is well underway, you may be experiencing some of these concerns

- * *disappointed with your grades on your coursework to date this term*
- * *not sure how your current grades will affect your overall average*
- * *thinking of dropping a course (Please Note: **November 15** is the deadline to withdraw from 3 credit unit Fall Term courses without academic penalty)*
- * *feeling overwhelmed with the demands of your studies*
- * *managing your time effectively*
- * *personal problems interfering with your academic performance*
- * *ineffective study habits*
- * *undecided about your degree and career direction*

Please contact me to discuss your situation and we can explore strategies and options to assist you in achieving your academic goals.

Also, attached is information about Study Skills Workshops being offered by the University Learning Centre during November. To register for these workshops, please visit: www.usask.ca/ulc

Response Rate

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
# of Students	181	187	179	185
# of Responses	15 (8%)	12 (6%)	8 (4%)	10 (5%)

Note: In past years, Fall term “check-up” e-mails were sent to Open Studies students, but the Open Studies Office no longer has any records of the number of responses prior to 2008, but generally speaking, the response was very low.

➤ B. Winter Term “Warning”

In early January, Lucille Otero e-mailed the following notice to Open Studies students on academic probation whose session average in the fall term did not meet the minimum academic progression requirement and who were at the risk of being required to discontinue at the end of the session. The majority of these were College RTDs.

Subject: URGENT – Review of Fall Term Final Grades – Risk of Being Required to Discontinue

Your final grades from the Fall term have been reviewed and currently you are not meeting the minimum academic progression requirement. As you are presently on Academic Probation, you are running the risk of being Required to Discontinue (RTD) from Open Studies to April 30, 20XX when your record will be reviewed again in May.

*There may be a variety of strategies to help you recover your year. Please note that **Day, January xx** is the last to add or change courses for Winter Term.*

If you wish to meet with me to discuss strategies that would be appropriate for you to recover your academic situation, there will be Open Studies drop-in sessions at times listed below. You do not need to make an appointment.....

Listed below are the websites of support services and resources available to U of S students:

- For information about Open Studies: www.students.usask.ca/openstudies
- Open Studies Academic Progression Requirements: www.students.usask.ca/openstudies, click on Academic Progression Requirements
- University Learning Centre student learning support services and programs: www.usask.ca/ulc
- Student Employment & Career Centre for career planning resources and services: www.usask.ca/secc
- Health and Wellness for health and counselling services: www.students.usask.ca/wellness
- Aboriginal Students' Centre for services for Aboriginal students: www.students.usask.ca/aboriginal

Response Rate

	January 2009	January 2010	January 2011	January 2012
# of Students on Academic Probation	146	178	214	200
# of Students at Risk of RTD	75 (51%)	77 (43%)	119 (55%)	128 (64%)
# of Responses	32 (43%)	32 (42%)	25 (21%)	44 (34%)

➤ C. Reactivation Interviews and Academic Difficulty Self-Analysis: 2008/09 College RTDs Entering Open Studies on Academic Probation 2009/10

Based on the perceived benefits of improved academic performance of students on academic probation and anecdotal evidence of timely and ongoing one-on-one consultations with Lucille Otero during the academic session, she decided to interview every 2008/09 College RTD who requested reactivation into Open Studies. Prior to being reactivated, each student had an in-person or telephone interview with Lucille. Each one had to complete an Academic Difficulty Self-Analysis form, and based on this information and a review of the student's transcript, he/she was given a Student Success Plan sheet with specific recommendations and referrals. Copies of these forms are shown at the end of this section. The chart below provides statistics and an overview of the findings of the academic difficulty self-analyses. This effort did not make any difference with respect to improving success rates.

2008/09 College RTDs – Open Studies Academic Probation 2009/10

<i>College Student RTD From</i>	<i>#'s%</i>	<i>% of 156</i>	<i>Years of University Education at Time of RTD</i>	
Agriculture and Bioresources	20	13%	One year	44 28%
Arts and Science	96	61%	Two years	66 43%
Education	2	1%	Three years	30 19%
Edwards School of Business	13	8%	Four years	12 8%
Engineering	23	15%	Five years	4 2%
Kinesiology	1	1%		
Pharmacy and Nutrition	1	1%		
	156			

Highlights from academic difficulty self-analysis forms

Academic Difficulties/Issues

152 (97%) students indicated a variety of academic difficulties and issues

- exams: almost all students indicated studying and preparing for exams, and exam anxiety
- all 23 (15%) international students and relatively recent immigrants whose first language is not English indicated problems with English
- 52 (34%) students indicated that university is a lot harder than high school
- undecided about career: 28 (18%) students referred to SECC for career counseling
- numerous students indicated difficulties with writing, math, 'student skills' (eg. taking notes)
- numerous students indicated personal management problems

Personal & Social Matters/Issues/Problems

97 (62%) students indicated personal problems

- roommate and housing problems, and living on their own for the first time
- parents divorcing
- variety of family issues, family demands, family expectations
- relationship problems; difficult break-ups
- unplanned pregnancy
- loneliness (especially international students and out-of-province Canadian students moving to Saskatoon)
- adjustment to university culture, Canadian culture, rural to urban, reserve to urban
- personal health issues; substance abuse; sexual assault

Economic Factors

40 (26%) students indicated financial factors

- student loan problems
- band funding
- working too many hours

Miscellaneous

PSY 101: Learning to Learn Strategies for Academic Success

Suggested to 41 students; 9 students registered

University Learning Centre

Except for 19 students whose primary reasons for their academic difficulties were personal problems, all other students were specifically referred to ULC services and programs.

ACADEMIC DIFFICULTY SELF-ANALYSIS FORM

Reasons/factors that contributed to academic difficulty

In your judgment, which of the following factor(s) may have been contributing to your academic difficulty? Please give some thought to how you could address these factor(s) and improve your academic success in the upcoming session.

Academic Difficulties/Issues

- I don't understand the subject matter or content
- I don't know how to prepare for and answer questions on quizzes and exams (multiple choice, essay questions, short answer questions)
- I get anxious when I have to write an exam
- I'm not sure why I'm taking these classes
- I'm not really interested in the subject(s) I'm taking
- I don't know what kind of career I want
- I don't feel motivated
- I can't get through all the reading for all my courses
- I have trouble taking notes in class
- I don't like asking questions in class

- I have trouble writing essays
- English is not my first language
- I have trouble with math
- University is a lot harder than high school – I did not study that much in high school to get good grades
- It seems like I never have enough time to get everything done
- I keep putting everything off
- I've never talked to any of my professors to get help or advice about how to improve my grades
- I miss a lot of classes or I'm often late
- Other _____

What do you think are your main three difficulties?

Personal & Social Matters/Issues/Problems

- Living situation/housing/roommate problems
- Having trouble living on my own (making a budget, buying groceries, cooking, laundry, etc.)
- Family issues (single parent, divorce proceedings, child custody issues, elder care, other)
- Child care
- Other family demands _____
- Serious illness of family member(s)
- Death of family member(s)
- Parent's expectations and/or responsibility to family of origin (cultural factors)
- Relationship worries/issues (break-ups, strained, abusive relationships)
- Sexual orientation
- Feeling lonely and/or isolated
- Global issues (war/conflict, economic crises, natural disasters, etc.)
- Perceived discrimination based on race, ethnicity, other _____
- Immigration issues – renewal of study permit, etc.
- Adjustment to/coping with unfamiliar cultures or homesickness (university culture, rural to urban, reserve to urban, Canadian culture)
- Personal health issues/concerns and/or disability that may qualify for academic accommodations and support through Disability Services for Students

Economic Factors

- Trouble paying for education/living expenses

- Student loan issues
- Band funding issues_____
- Can't afford to buy textbooks
- Employment – working too many hours
- Employment conflicts

Other

NOTE TO STUDENT:

THE PURPOSE OF THIS FORM IS TO HELP THE STUDENT IDENTIFY FACTORS THAT MAY HAVE CONTRIBUTED TO THEIR ACADEMIC DIFFICULTY. ANY INFORMATION DISCLOSED ON THIS FORM AND DISCUSSED WITH THE OPEN STUDIES STAFF MEMBER WILL BE HELD IN THE STRICTEST CONFIDENCE, AND WILL NOT BE SHARED WITH ANYONE ELSE WITHOUT THE PERMISSION OF THE STUDENT.

STUDENT SUCCESS PLAN

Academic/Career Goal_____

Courses_____ Junior Courses Handout

Repeat_____

PSY 101 (R01)/CRN 87420/Fall 2009 TR 10:00-11:20_____

Program Monitor (student-advice@artsandscience.usask.ca)_____

University Learning Centre Services and Programs www.usask.ca/ulc
 ___ Workshops: Study Skills, Learning Strategies, Exam Prep & Writing Skills 106 Murray Library
 ___ Writing Help 966-2886
 ___ Math and Stats Help ulc@usask.ca
 ___ Structured Study Sessions
 ___ Peer Assisted Learning (PAL)
 ___ Communication Café
 ___ Online Help

Student & Employment Career Centre www.usask.ca/secc
 ___ Online *Plan My Career* G50 Lower Marquis Hall
 ___ Career Advice/Counselling 966-5003
 ___ Myers-Briggs Type Indicator (Personality Type)
 ___ Strong Interest Inventory

Aboriginal Students' Centre www.students.usask.ca/aboriginal/asc
 _____ 110 Marquis Hall
 _____ 966-5790/asc@usask.ca

International Student Office www.students.usask.ca/international/iso
 _____ 60 Place Riel Student Centre
 _____ 966-4925/iso@usask.ca

- Student Counselling Services www.students.usask.ca/wellness
Main Floor, Qu'Appelle Hall
966-4920

- Student Health www.students.usask.ca/wellness
145 Saskatchewan Hall
966-5768

- The Language Centre (Part-time ESL) www.learnenglish.usask.ca
232 Williams Building
966-4351/international.esl@usask.ca

- Disability Services for Students www.students.usask.ca/disability/dss
E1 Administration Building
966-7273/dss@usask.ca

- University Life 101 (ULife or UL101) www.students.usask.ca/new/ul101
E1 Administration Building
966-2964/ul101@usask.ca

- High School Upgrading SIAST Kelsey www.siastr.sk.ca/kelsey/educationtraining/extensionprograms
933-5555

- Other _____

➤ **D. Psychology 101.3: Learning to Learn Strategies for Academic Success**

Course description: Students will attain a basic knowledge of cognition as it applies to learning. They will learn to apply their knowledge of strategies, skills, and attitude through active monitoring of their own lifestyle, decision-making, and self-regulation in an effort to improve upon their overall academic success and view of learning.

One section of PSY 101 was offered in the fall term of 2009 and 2010. This course was ‘marketed’ directly to CRTDs but very few registered.

	Fall 2009	Fall 2010
# of Students Registered	9	6
# of Students Ultimately RTD	6*	0

*3 of the students who had registered in Fall 2009 were ultimately RTD from Open Studies the following year in May 2011, in effect the whole Fall 2009 cohort was RTD from Open Studies

PSY 101 – Fall Term 2009

Nine Open Studies students, all who were required to discontinue from their College at the end of the 2008/09 Session and on Academic Probation, registered in this class. Seven students passed this course with grades of 54, 65, 73, 77, 80, 80 and 84. The two other students failed with grades with of 43 and 0 WF. Six of nine students were RTD from Open Studies in Spring 2010, including four who passed the class.

PSY 101 – Fall Term 2010

Six Open Studies students, all who been required to discontinue from the College of Arts and Science at the end of the 2009/10 Session and on Academic Probation, registered in this class. Grades were 63, 63, 72, 72, 75, and 78.

➤ **E. Open Studies Informal “Open Door” Policy**

Lucille Otero generally operates with an “open door” policy, that is, if students contact her by telephone or e-mail, or drop in unannounced, she makes efforts to attend to their immediate questions and concerns, and also uses these opportunities to inquire about other matters relevant to their academic performance if appropriate.

Appendix B

Historical Tracking of Incoming First-Time College RTDs

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08*	2008/09	2009/10	2010/11
# Registered	180	149	147	120	127	139	113	144	171
Ultimately RTD from Open Studies	75 (42%)	57 (38%)	57 (39%)	56 (47%)	63 (50%)	71 (51%)	46 (41%)	75 (52%)	95 (56%)
Continuing OS: -Met Session Average -RTD Appeal Granted	32 (17%)	31 (21%)	36 (25%)	13 (10%)	26 (20%)	24 (17%)	14 (12%)	17 (12%)	23 (14%)
Continuing OS: Met Progression Requirement	70 (39%)	42 (28%)	14 (9%)	18 (15%)	7 (6%)	16 (12%)	18 (16%)	17 (12%)	18 (10%)
Admitted to a College Next Session	3 (2%)	19 (13%)	40 (27%)	33 (28%)	31 (24%)	28 (20%)	35 (31%)	35 (24%)	35 (20%)

Appendix C

Responses from Other Universities about Rustication Practices

Using the ARUCC List-Serve, we surveyed other Canadian Universities for an overview of their current rustication practices via the following questions:

1. Does your institution have a “mandatory rustication period” (one year enforced stop out) when students who do not meet college/faculty progression requirements are required to discontinue from that college/faculty, and following that year, are they automatically reinstated in their original college/faculty?
2. Immediately following the faculty action, can students who are required to discontinue from one college/faculty transfer to another if they meet the “transfer average”?
3. Do you have any other admission category or mandatory or optional remedial program into which college/faculty RTD students who DO NOT meet another college’s transfer average could go during the college rustication period or must they actually stay out the full year and then are automatically able to return to their original college/faculty?

We received responses from the Universities of Brandon, Capilano, MacEwan, St. Mary’s, Guelph, Acadia, Lethbridge, Moncton, Thompson Rivers, Winnipeg and Alberta. Excerpts from the email responses are included below. Our reading of the responses indicates the majority do have something akin to a one-year university-wide rustication period for students who do not meet the transfer average to move to other programs. Only U of A seems to have a specific “rescue program” for students who do not meet a transfer average in a different college (the Open Studies Fresh Start Program).

Brandon University

We do indeed have the possibility of a one-year academic suspension for students whose grade point averages fall below certain prescribed minimum levels. These are suspensions from all university courses, so the issue of changing to another faculty does not arise. At the end of the one-year period, students are automatically entitled to resume their studies where they left off. I should add that students can appeal these suspensions, and our tendency has been to allow second chances i.e. “suspend” the suspension if the student can provide any sort of reason for the poor performance along with a reasonable expectation of improvement.

Capilano University

We have a ‘required to withdraw’ status for students who have a low GPA. These students are required to withdraw for one year from the university not just their program. These students can appeal to have their case reviewed by me (the Registrar) and I have the authority to allow them to return to their program or to take upgrading courses.

If I allow them to return, the 'required to withdraw' notation remains on their record until they have satisfied the requirements to go back to 'good standing'. I have not had a student, in their appeal, ask me to move to another program but I may approve that if they wanted to take some arts courses instead of be in their defined program.

MacEwan University

#1 - If a student has been RTW (required to withdraw) that student may not apply or have access to that program or its courses until a year from the date of the withdrawal. The applicant must re-apply and meet the admission criteria for the appropriate academic year.

#2 - If a student is required to withdraw they can immediately apply to another program within the university and if they meet the specific admission criteria for that program they will be admitted. As each program at MacEwan has specific admission criteria some programs do not have minimum AGPA for admission and make no specific mention of previously RTW'd applicants.

#3 - Many of our programs have a probation category of admission which would allow applicants with a less than the normally required AGPA to be admitted into the program within this category. Again, each program's probation category may be different and there may be restrictions placed on the number of courses that students admitted in this category can take along with remedial course work that may have to be completed.

St. Mary's University

Our policies on required to withdraw are university-wide. That is, a student is required to withdraw from Saint Mary's, not a particular program or faculty. After staying out one year they can reapply to their faculty for readmission. Reinstatement is essentially automatic if it is the first time dismissed. If the second, then it is the Dean's call.

University of Guelph

1. Students who have been required to withdraw from their program due to poor performance are placed on a 2-semester rustication - they must sit-out for a minimum of 2 semesters. When they are ready to come back they must apply for readmission to the University. They can apply for readmission to any program, not just the one from which they were RTW'd. We also have 1 professional program which requires students to be withdrawn from that program when the student has failed the same course 3 times.

2. Students who have been RTW'd for poor performance will not meet the transfer average of any other degree program but they could apply for admission to an associate diploma program. Students who have been RTW'd due to multiple failures may apply for transfer to another program immediately.

3. Students who have been RTW'd may take up to 1.00 credits at another institution and use their performance in those courses to support their application for readmission. The credits will be

applied to the student's program as transfer credits if the student is readmitted to the University. Some of our degree programs specify the type of courses the student should take to support their application for readmission and 1 professional program requires the students to do a full-time semester of upgrading at the college level.

Readmission to the University of Guelph is not automatic for any program.

University of Lethbridge

The answer to the three questions below is yes. We have an open studies program that students can participate in until they meet the requirements of the faculty that they wish to obtain a degree from. We do have a one year restriction from that faculty.

University of Moncton

Moncton does not have such a policy, but we are just starting to think about it. Currently, students who do not meet the academic requirements of their program are either readmitted with conditions or are excluded from the program and must find another that will take them. This has led to some significant issues, with some programs becoming a haven for under-performing students.

Thompson Rivers University

1. TRU has a pan institutional academic probation policy that cuts across all of our credit programs at TRU (certificate, diploma, bachelor). As a mainly 'open' institution when students don't meet a 1.50 GPA over the course of consecutive semesters they are unable to return to the institution - so it's not college/faculty specific. We only have a few 'competitive entry' Bachelorette programs, i.e., Nursing, Social Work, Education, and they set higher academic entrance and progression standards.
2. No. However, students can and do apply for 'exemptions' to their time out and this often entails them switching to a more academically suitable program.
3. No - students generally sit out 1 semester (a Fall or Winter/Spring semester) and then can return. They generally don't reapply.

University of Winnipeg

1. At U of W, a student who does not maintain a C average while on probation is suspended for one year. They would then automatically be eligible for readmission to Arts, Science, Business, or Kinesiology. In our Education Faculty, a student is removed from the program if they go on probation.
2. Other than for Education, students are admitted initially to “the Faculties of Arts, Business, Science, and Kinesiology,” and are free to move around and change their programs; there isn't a further application process/admission requirement.

3. Students who are suspended may do something of an academic nature, such as our Intro to University course, and appeal to return early from the suspension.

University of Alberta

1. This varies by Faculty. Some Faculties require students discontinue studies for an academic year (2 terms a year) and apply for readmission to that Faculty after the one year period. Some Faculties require the student to complete 18 OR 24 units of transferable course work with an AGPA of 2.7 OR 2.0 before applying for readmission. Admission is competitive and there is no guarantee of reinstatement to their original faculty or another. As well there are different provisions where a students has more than once been required to withdraw
2. No, usually if a student has been given an RTW from one Faculty they would not be eligible to 'transfer' to another Faculty without providing the same criteria as above (stay out a year and/or upgrade GPA).
3. Some Faculties permit a student to attempt to re-establish satisfactory standing by enrolling in our Fresh Start Program in Open Studies.



MEMORANDUM

TO: Gordon Desbrisay,
Designated Dean of Open Studies

FROM: Alison Renny,
Associate Dean, Edwards School of Business

DATE: April 12, 2013

RE: Open Studies Faculty Council Proposal

This memorandum is to confirm that the Edwards School of Business supports the Open Studies Faculty Council proposals set forth in the *Reforming Open Studies* document dated April 7, 2013.

Our college has or soon will have in place the admission and promotion policies and protocols, academic services, and other resources necessary to serve, as outlined in the document, the cohorts of students currently enrolled in Open Studies, including full-time students at risk of being RTD from our college as well as any part-time explorer students admitted to our classes.

Sincerely,

A handwritten signature in blue ink, appearing to read 'A. Renny'.

Alison Renny,
Associate Dean
Edwards School of Business



15 April 2013

Gordon DesBrisay
Designated Dean of Open Studies
230 Arts Building
University of Saskatchewan

Dear Dean DesBrisay:

Re: Open Studies Faculty Council Proposal

By this letter we confirm that the College of Education supports the Open Studies Faculty Council proposals set forth in the *Reforming Open Studies* document dated April 7, 2013.

Our college has or soon will have in place the admission and promotion policies and protocols, academic services, and other resources necessary to serve, as outlined in the document, the cohorts of students currently enrolled in Open Studies, including full-time students at risk of being RTD from our college as well as any part-time explorer students admitted to our classes.

Sincerely,

A blue ink signature of Robert Regnier, written in a cursive style.

Robert Regnier
Acting Dean
College of Education

A blue ink signature of Lynn Lemisko, written in a cursive style.

Lynn Lemisko
Assistant Dean, Undergraduate Programs & Research
College of Education



UNIVERSITY OF
SASKATCHEWAN

College of Engineering

Dean's Office
College of Engineering

57 Campus Drive
Saskatoon, SK S7N 5A9 Canada
Telephone: (306) 966-5273
Facsimile: (306) 966-5205

April 15, 2013

Gordon DesBrisay
Designated Dean of Open Studies
230 Arts Building
University of Saskatchewan

Dear Dean DesBrisay:

Re: Letter of Endorsement - Open Studies Faculty Council Proposal

By this letter we confirm that the College of Engineering supports the Open Studies Faculty Council proposals set forth in the *Reforming Open Studies* document dated April 7, 2013.

Our college has historically directed approximately 20 students per year to Open Studies through RTD faculty actions. Because of the nature of engineering programs, we have often continued to provide academic counseling to these students while they worked for readmission to engineering. Being aware of the direction Open Studies has proposed in their April 7 document, the College has been careful in our messaging to students at risk of an RTD and we are in a position to advise them appropriately if the Open Studies route is not available to them.

The College of Engineering has always accepted non-degree students into our College and are, thus, already in a good position with advising, policies and procedures to support any part-time explorer students.

Sincerely,

Ernie Barber, P.Ag., P.Eng., PhD
Interim Dean
College of Engineering

Dr. Aaron Phoenix, P.Eng., FEC
Assistant Dean, Teaching and Learning
College of Engineering



UNIVERSITY OF
SASKATCHEWAN

College of Agriculture
and Bioresources

Office of the Dean

51 Campus Drive Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-4056 Facsimile: (306) 966-8894
Email: agbio.reception@usask.ca Web: www.agbio.usask.ca

April 15, 2013

Gordon DesBrisay
Designated Dean of Open Studies
230 Arts Building
University of Saskatchewan

Dear Dean DesBrisay:

Re: Open Studies Faculty Council Proposal

By this letter we confirm that the College of Agriculture and Bioresources supports the Open Studies Faculty Council proposals set forth in the *Reforming Open Studies* document dated April 7, 2013.

Our college has or soon will have in place the admission and promotion policies and protocols, academic services, and other resources necessary to serve, as outlined in the document, the cohorts of students currently enrolled in Open Studies, including full-time students at risk of being RTD from our college as well as any part-time explorer students admitted to our classes.

Sincerely,

Mary M. Buhr, Ph.D.
Dean and Professor
College of Agriculture and Bioresources

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

April 15, 2013

Gordon DesBrisay
Designated Dean of Open Studies
230 Arts Building
University of Saskatchewan

Dear ^{Gordon} Dean DesBrisay:

Re: Open Studies Faculty Council Proposal

By this letter we confirm that the College of Arts and Science supports the Open Studies Faculty Council proposals set forth in the *Reforming Open Studies* document dated April 7, 2013.

Our college has or soon will have in place the admission and promotion policies and protocols, academic services, and other resources necessary to serve, as outlined in the document, the cohorts of students currently enrolled in Open Studies, including full-time students at risk of being RTD from our college as well as any part-time explorer students admitted to our classes.

Sincerely,



Peter Stoicheff
Dean and Professor
College of Arts and Science

UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Stephen Urquhart, Chair

DATE OF MEETING: May 16, 2013

SUBJECT: *Human Research Ethics Policy*

COUNCIL ACTION: For input only

PURPOSE

The *Human Research Ethics Policy* articulates the requirements for ethical conduct of research with human participants in any capacity at the University of Saskatchewan and applies to all members of the University as defined in the policy. The policy document is intended to replace the policy on *Research Involving Human Subjects* approved by Council in 2000.

DISCUSSION SUMMARY

The University of Saskatchewan follows the national standards articulated in the current *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans* under the new agreement on the *Administration on the Administration of Agency Grants and Awards by Research Institutions*. The new policy brings the University into compliance with this Tri-Agency policy statement.

The previous policy committed the University to the national standards for research involving human subjects and laid out an administrative structure for the ethical review of such research. The new policy sets forth the requirements for ethical conduct of research for those involved in any capacity in research with humans under the auspices of the University and commits the University to following the national standards and principles articulated in the current Tri-Agency policy. The new policy also outlines the principles for research involving human participants as articulated in the Tri-Agency policy statement. These are respect for persons and their autonomy, concern for the welfare of research participants, and justice related to the fair and equitable treatment of all people. The new name reflects that participants in research are no longer referred to as subjects.

The policy outlines the responsibilities of the University, University Council, the University Committee for Ethics in Human Research, the Research Ethics Office, the University's Research Ethics Boards and the responsibility of researchers to ensure research at the University of Saskatchewan is conducted under the highest standards of

ethical integrity. The policy refers to the Responsible Conduct of Research policy for non-compliance and the Research Ethics Office Standard Operating Procedures, which outline the day-to-day working of the Research Ethics Office and Research Ethics Boards.

CONSULTATION:

The University Committee on Ethics in Human Research undertook the policy revisions in consultation with the Policy Oversight Committee, the Associate Deans Research and the Research, Scholarly and Artistic Work Committee of Council. The policy was also made available for comment on the University website.

FURTHER ACTION REQUIRED:

The revisions to the policy and procedures will be incorporated into graduate student academic integrity and ethics education and the ongoing educational efforts of the Research Ethics Office. The policy will be available on the Research Ethics Office website, the policy website and communicated to the Associate Deans Research.

ATTACHMENTS:

1. *Human Research Ethics Policy*

The University's existing policy on *Research Involving Human Subjects* can be found at: http://www.usask.ca/university_secretary/policies/research/8_02.php

1 **Human Research Ethics Policy (effective July 1, 2013)**

2 Category: Research and Scholarly Activities

3 Responsibility: Vice-President Research

4 Authorization: University Council

5 Approval Date: (proposed) June 20, 2013, effective date July 1, 2013

6

7 **1.0 Purpose:**

8

9 To set forth the requirements for ethical conduct of research with human participants for all
10 those involved in any capacity in research under the auspices of the University of

11 Saskatchewan

12

13 **2.0 Principles:**

14

15 When humans, human tissues or human data are used in the course of research or other
16 comparable activities, it is the primary concern of the University that the rights of the
17 participants are respected and protected and that the procedures followed comply with
18 ethical, scientific, methodological, medical, and legal standards.

19

20 The University of Saskatchewan follows the national standards articulated in the current *Tri-*
21 *Council Policy Statement on Ethical Conduct for Research Involving Humans*. The guiding
22 principles of this policy statement are:

23

- 24 • Respect for persons, including the recognition of the intrinsic value of human beings
25 and respect for the autonomy of research participants. Respect for autonomy is
26 normally reflected in the requirement to seek free and informed consent from
27 participants both prior to and during their participation in a research project.
- 28 • Concern for welfare is broadly construed to mean all aspects of a person's life,
29 including their physical and mental health, spiritual well-being, and other elements
30 of their life circumstances. Concern for welfare includes respect for the person's
31 privacy and confidentiality and requires that Research Ethics Boards (REB) and
32 researchers adopt an attitude that aims to protect the welfare of research
33 participants, minimize foreseeable risks to those participants and their communities,
34 and inform research participants of those risks.
- 35 • Justice requires that people be treated equitably and fairly. The principle of justice
36 takes into account the vulnerability of the person, the difference in power between
37 participant and researcher, and seeks to equitably distribute the risks and benefits of
38 research participation.

39

40 **3.0 Scope of this Policy:**

41

42 For the purposes of this policy, research is defined as "an undertaking intended to extend
43 knowledge through a disciplined inquiry or systematic investigation".

44

45 This policy applies to all members of the University involved in research with human
46 participants, tissues or data. Members of the University of Saskatchewan include but are
47 not limited to, faculty, professors emeriti, sessional lecturers, staff, trainees, clinical faculty,
48 graduate and undergraduate students, adjunct professors, visiting professors, visiting
49 scholars, professional affiliates, associate members, residents, and postdoctoral fellows
50 (PDFs) at the University of Saskatchewan.

51
52 This policy also applies to research with human participants, tissues or data undertaken by
53 any person or Institute/Centre associated with the University of Saskatchewan, or using any
54 University of Saskatchewan resources inclusive of persons (i.e., students, staff, faculty), or if
55 funds for such purposes be accepted or accounts established.

56
57 In addition, this policy applies to those institutions that have entered into affiliation
58 agreements with the University of Saskatchewan for purposes of ethics review of research
59 with human participants.

60

61 4.0 Policy:

62

63 Research at the University of Saskatchewan will be conducted under the highest standards
64 of ethical integrity and in accordance with the following responsibilities:

65

66 4.1 Responsibilities:

67

68 a. The University of Saskatchewan is responsible for establishing the Research Ethics
69 Boards, defining their reporting relationships, ensuring the REBs have sufficient
70 support to carry out their duties and supporting and promoting the independence of
71 the REBs in their decision making.

72

73 b. University Council, through the Research, Scholarly and Artistic Work Committee of
74 Council is responsible for receiving annual reports of the Research Ethics Boards, and
75 for maintaining governance oversight over University research ethics policies.

76

77 c. The University Committee for Ethics in Human Research (UCEHR) reports to the Vice-
78 President, Research through the Director, Research Ethics and is responsible for
79 adopting codes, guidelines, standards, and policies, with respect to research ethics
80 review. In this adoption, the Committee must adhere to the Tri-Agency guidelines
81 and other applicable policy and legislation. UCEHR is responsible for hearing appeals
82 of REB decisions.

83

84 d. The Research Ethics Office (REO) is responsible for supporting the University's
85 Human and Animal Research Protection Programs to ensure the rights of research
86 participants and animals are protected and that the University is in compliance with
87 funding agencies, national guidelines, and international standards.

88

89 e. Research Ethics Boards (REB) are responsible for the review of the ethical
90 acceptability of research under the auspices of or within the jurisdiction of the

91 University of Saskatchewan, including approving, rejecting, proposing modification
92 to, or terminating any proposed or ongoing research involving humans. The
93 University of Saskatchewan REBs will adhere to the Tri-Agency MOU, the Tri Council
94 Policy Statement on the Ethical Conduct for Research Involving Humans and, where
95 required, to provincial, national and international guidelines and regulations.
96

97 f. Researchers are responsible for conducting their research according to the principles
98 and procedures found in the relevant university, provincial, national and
99 international guidelines including:

- 100 i. obtaining all the required approvals prior to the inclusion of human
101 participants, tissues or data in the research.
- 102 ii. ensuring that their research, scholarly, and artistic work is conducted in
103 accordance with these approved protocols.
- 104 iii. adhering to all reporting requirements.
- 105 iv. ensuring that students and research staff are carefully trained and supervised
106 in the conduct of research.
- 107 v. protecting the privacy of any individuals whose personal information has
108 been obtained as part of any research activities as required under the
109 University's Freedom of Information and Protection of Privacy Policy, *the*
110 *Local Authority Freedom of Information and Protection of Privacy Act* and *the*
111 *Health Information Protection Act* and any other relevant legislation.
- 112 vi. Adhering to the University of Saskatchewan Responsible Conduct of Research
113 Policy and the Procedures on the Stewardship of Research Records at the
114 University of Saskatchewan.

115

116 5.0 Non-Compliance:

117

118 Failure to comply with pertinent federal, provincial, international, or University guidelines
119 for the protection of human research participants and/or failure to conduct research in the
120 manner in which it has been approved by the University's Research Ethics Boards is defined
121 as a breach of the Responsible Conduct of Research Policy and will be handled under the
122 procedures of that policy.
123

123

124 6.0 Procedures:

125

126 Application guidelines, composition of the REB's, review procedures, appeal procedures,
127 activities requiring REB review, and information pertaining to all aspects of the review of
128 research protocols are described in the Research Ethics Office Standard Operating
129 Procedures (SOPs). SOPs are issued and maintained by the Research Ethics Office.
130

130

131 7.0 Contact:

132

133 For further information please contact the Director, Research Ethics, phone: 966-2975;
134 email: ethics@usask.ca
135

135

UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Stephen Urquhart, Chair

DATE OF MEETING: May 16, 2013

SUBJECT: *Responsible Conduct of Research Policy* and related procedures

COUNCIL ACTION: For input only

PURPOSE

The *Responsible Conduct of Research Policy* articulates the standards for integrity, accountability, and responsibility for all those involved in any capacity in research at the University of Saskatchewan and provides a process to fairly address allegations of misconduct. The policy document is intended to replace the University's *Research Integrity Policy* approved in 2010.

DISCUSSION SUMMARY

The University of Saskatchewan is a signatory to the *Tri-Agency Agreement on the Administration of Agency Grants and Awards by Research Institutions*, effective January 1, 2013, which requires compliance with *The Tri-Agency Framework: Responsible Conduct of Research* (the Framework), and the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans*. The new policy brings the University into compliance with these Tri-Agency policies.

Accompanying and supporting the *Responsible Conduct of Research Policy* are the *Procedures for Addressing Allegations of Breaches of the University of Saskatchewan Responsible Conduct of Research Policy* and the *Procedures for Stewardship of Research Records at the University of Saskatchewan*. The *Procedures for Addressing Allegations of Breaches of the U of S Responsible Conduct of Research Policy* outlines the course of action to be followed within the University's administrative structures and in accordance with the principles of natural justice when an allegation of research misconduct is made. The *Procedures for Stewardship of Research Records at the U of S* are written in response to the Tri-Agency requirement for universities to state their responsibilities and expectations for the retention of research data and records.

The revisions resulting in the new *Responsible Conduct of Research Policy* were substantial as outlined below. The policy benefited from legal review. Significantly, the policy now deals only with allegations of breaches, with any disciplinary action

administered through the administrative offices responsible for the employee within the context of collective agreements that apply. For students, discipline is a matter determined under Council's *Regulations for Academic Misconduct*.

Substantive changes to the policy include:

- Defining breaches as they are described in the Tri-Agency Framework;
- The inclusion of the requirement to inform the relevant Tri-Agency or Secretariat immediately of any allegations related to activities supported by Tri-Agency funds that may involve significant financial, health or safety risks and to keep the Secretariat informed of the response of the institution to the allegations and of outcomes of investigations and hearings;
- The requirement to include at least one external member who has no current affiliation with the institution on all hearing and appeal boards dealing with research integrity;
- Identification of the Associate Vice-President Research as the central point of contact for the University concerning confidential enquiries, allegations of breaches of the policy and information related to allegations;
- Restructuring of the procedures to reflect the progression from reporting of breaches to an initial inquiry into allegations prior to the initiation of a formal hearing;
- A statement that when the respondent is the President, that the Board of Governors will be responsible for determining whether a formal investigation will occur and directing and overseeing any inquiry;
- The inclusion of a reporting requirement to Council of numbers of allegations received, those proceeding to a hearing and the numbers and findings of policy breaches;
- The removal of the opportunity for the complainant or respondent to appeal to the Associate Vice-President Research the Senior Administrator's decision regarding whether a hearing is warranted. If a hearing is incorrectly called for, this can be remedied by the hearing board.
- For students, that the determination of whether or not an alleged breach is considered under the *Responsible Conduct of Research Policy* or under Council's *Regulations on Student Academic Misconduct* is a decision made by the Dean of the College or School where the activity took place or the Vice-Provost Academic if the activity was outside of a College or School.
- The advocate for the complainant/respondent at the hearing must be from the complainant/respondent's designated bargaining unit, if the complainant/respondent is a member of a bargaining unit. The collective bargaining relationship demands the university and the employee respect the

unions as the exclusive agent for the purposes of workplace disputes. Formerly the procedures indicated the advocate at the hearing could be from the appropriate bargaining unit, a friend, advisor or legal counsel.

- The timelines indicate that an action occur within a reasonable timeframe or provide for the extension of the timeline under exceptional circumstances rather than prescribing a set time period in order to provide flexibility in the event of complicating factors.
- The procedures state the chair of the original hearing board “may be invited” to the appeal hearing to provide discretion in the determination of whether or not the chair should be involved. Formerly, the procedures stated the chair “is invited” to the appeal hearing.
- The decision of the hearing board as to whether or not a breach of the *Responsible Conduct of Research Policy* occurred is final. Any reference to the Senior Administrator having the choice of accepting or not accepting the decision of the hearing board has been removed.
- That the authority of hearing/appeal boards constituted under the *Responsible Conduct of Research Policy* is limited to the determination of whether or not a breach of the policy occurred and not what sanction, if any, should apply. Formerly, hearing/appeal boards determined whether or not misconduct occurred and the penalty applied. This was counter to responsibility of Council for any disciplinary action against students and the authority of the University as the employer to set out disciplinary measures for employees. The avenues for appeal of any disciplinary action are now also clearly set out in the procedures.
- That any disciplinary action against students be determined by a hearing board constituted under Council’s *Regulations on Student Academic Misconduct* which requires that there be a student member of Council on the hearing board as set out in the *University Act*; likewise any appeal by a student of disciplinary action will follow the procedures outlined in Council’s *Regulations on Student Academic Misconduct*;
- The types of penalties associated with a disciplinary action were removed as the sanctions available are dictated by employment law and any collective agreement in place. For students, the types of sanctions available are outlined in Council’s *Regulations on Student Academic Misconduct*.

CONSULTATION:

Consultation took place with the following groups and individuals: Policy Oversight Committee; Associate Deans Research; the Research, Scholarly and Artistic Work Committee of Council; the Associate Dean, College of Graduate Studies and Research; University Archivist; Chief Information Officer and Vice-President Information and Communications Technology; Vice-Provost Faculty Relations; Manager, Contracts and Legal Services, Corporate Administration; Director of Research Services; USSU President; GSA President; Human Resources; University Secretary; McKercher LLP.

The policy was made available to members of the University for comment by distribution of an email request for input sent out to all researchers included in the three institutional list serves for CIHR, NSERC, and SSHRC communities, and was posted on the OVPR website for three weeks beginning in December, 2012.

IMPLICATIONS:

Cases of alleged academic misconduct that are currently in progress will proceed under the existing *Research Integrity Policy* and procedures; any new cases that are brought forward after July 1, 2013, regardless of when the alleged misconduct occurred, will be subject to the *Responsible Conduct of Research Policy* and related procedures.

Oversight of the procedures with respect to future amendments will be the responsibility of the Office of the Vice-President Research, with any subsequent revisions reported to Council for information. Future amendments to the policy document will be submitted to Council for approval. Council will also receive an annual report documenting the numbers of allegations received, the numbers of those proceeding to a hearing, and the numbers and nature of findings of breach of the policy.

FURTHER ACTION REQUIRED:

The policy and procedures will be incorporated into graduate student academic integrity and ethics education. Ongoing educational opportunities will be provided under the direction of the Office of the Vice-President Research to promote the highest standards of research integrity and accountability. The new policy and procedures will be distributed to all members of the University.

The new policy has implications for Council's *Regulations on Student Academic Misconduct* in terms of referring student allegations of breaches to the *Responsible Conduct of Research Policy*. Corresponding revisions to these regulations are intended to be presented to Council in June. Student discipline will remain under the jurisdiction of Council through its *Regulations on Student Academic Misconduct*.

ATTACHMENTS:

1. *Responsible Conduct of Research Policy*
2. *Procedures for Addressing Allegations of Breaches of the University of Saskatchewan Responsible Conduct of Research Policy*
3. *Procedures for Stewardship of Research Records at the University of Saskatchewan*

The University's existing *Research Integrity Policy* can be found at:

http://www.usask.ca/university_secretary/policies/research/8_25.php

1 **Responsible Conduct of Research Policy (effective July 1, 2013)**

Category: Research and Scholarly Activities
Responsibility: Vice-President Research
Authorization: University Council
Approval Date: (proposed) June 20, 2013, effective date July 1, 2013

2

3 **1.0 Purpose:**

4 To set forth the standards for responsible conduct of research for all those involved in
5 any capacity in all research conducted at the University of Saskatchewan.

6 **2.0 Principles**

7 The research, scholarly and artistic work of members of the University of Saskatchewan
8 must be held in the highest regard and be seen as rigorous and scrupulously honest.
9 Scholarly work is expected to be conducted in an exemplary fashion, be ethically sound,
10 and contribute to the creation, application and refinement of knowledge. Stewardship
11 of resources associated with research must be transparent and comply with all
12 University and funding agency policies and regulatory requirements.

13 Allegations of breaches of the Responsible Conduct of Research Policy at the University
14 of Saskatchewan will be dealt with by prompt, effective procedures that ensure fairness
15 and protect both those whose integrity is brought into question and those who bring
16 forward allegations of breaches or misconduct. The University of Saskatchewan will
17 provide an environment that supports the best research and that fosters researchers'
18 "abilities to act honestly, accountably, openly and fairly in the search for and
19 dissemination of knowledge"¹ including but not limited to providing ongoing
20 educational opportunities in research integrity.

21 If the allegation is found to have been made in good faith, no disciplinary measures or
22 retaliatory action shall be taken against the complainant. If the allegation is found to
23 have been made in bad faith, the Senior Administrator or designate will investigate the
24 action under the University Policy on Discrimination and Harassment. Any acts of
25 retaliation (including threats, intimidation, reprisals or adverse employment or
26 education action) made against the complainant or any individual who participated in
27 any manner in the investigation or resolution of a report of a breach of the Responsible
28 Conduct of Research Policy are subject to the University Policy on Discrimination and
29 Harassment.

¹ From the CCA (2010). Honesty, Accountability and Trust: Fostering Research Integrity in Canada.
Ottawa: Council of Canadian Academies as cited in The Tri-Agency Framework: Responsible Conduct of
Research www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/

30 3.0 Scope of this Policy

31 For the purposes of this document, “research” encompasses the creation and
32 application of new knowledge and understanding through research, scholarly, and
33 artistic work. This policy applies to all members of the University involved in research,
34 in any capacity whatsoever. Members of the University of Saskatchewan include but are
35 not limited to faculty, professors emeriti, sessional lecturers, staff, trainees, clinical
36 faculty, graduate and undergraduate students, adjunct professors, visiting professors,
37 visiting scholars, professional affiliates, associate members, residents, and postdoctoral
38 fellows (PDFs) at the University of Saskatchewan. Nothing in these procedures will limit
39 or amend the provisions of any existing collective agreement at the University of
40 Saskatchewan. Subject to existing collective agreements, the formal resolution
41 procedures in this Policy will not be used if an allegation is, or has been addressed using
42 another University procedure such as a grievance, or non-academic student discipline
43 and appeal.

44 Lack of awareness of the policies, cultural differences, and/or impairment by alcohol or
45 drugs are not a defense for a breach of the Responsible Conduct of Research Policy. If it
46 can be demonstrated that a university member knew or reasonably ought to have
47 known that he or she has violated the University’s Responsible Conduct of Research
48 policy, then the violation may be dealt with under the provisions of this policy.

49 4.0 Policy

50 Research, scholarly, and artistic work at the University of Saskatchewan will be
51 conducted in accordance with the following assigned responsibilities:

52 4.1 Responsibilities of Members of the University

53 **University Members:** University members are responsible for conducting their research,
54 scholarly, and artistic work according to the highest standards of research integrity.
55 University members are also responsible for:

- 56 a. obtaining all the required University of Saskatchewan and respective agency
57 approvals and training for research including, but not limited to, research involving
58 human participants or animal subjects, fieldwork, biohazards, radioisotopes,
59 environmental impact.
- 60 b. ensuring that their research, scholarly, and artistic work is conducted in
61 accordance with approved protocols and that they adhere to all reporting
62 requirements.
- 63 c. ensuring students and research staff are carefully supervised and trained in the
64 conduct of research, scholarly, and artistic work, including experiments,

- 65 processing of acquired data, recording of data and other results, interpretation of
66 results, publication, and the storage of research records and materials.
- 67 d. exercising scholarly and scientific rigour and integrity in obtaining and analyzing
68 data, including being able to verify the authenticity of all data or other factual
69 information generated in their research while ensuring that confidentiality is
70 protected where required.
- 71 e. protecting the privacy of any individuals whose personal information has been
72 obtained as part of any research activities as required under the University's
73 *Freedom of Information and Protection of Privacy Policy*, the *Local Authority*
74 *Freedom of Information and Protection of Privacy Act*, the *Health Information*
75 *Protection Act*, and the *Tri-Council Policy Statement: Ethical Conduct of Research*
76 *Involving Humans (TCPS 2)*.
- 77 f. managing funds acquired for the support of research as required by the terms of
78 Tri-Agency guidelines, research funding agreements and the university policies on
79 the *Administration of Research Funds*² and the *Administration of Research Grants*
80 *and Contracts*³.
- 81 g. ensuring that individuals who have made a substantive intellectual contribution to
82 research being reported in a publication, and only those individuals, are included
83 as authors. Specific requirements for authorship and acknowledgement will be
84 determined by the ethical guidelines or procedures established by a researcher's
85 discipline (i.e. set out by the journal(s) where publication is sought or by the
86 leading journals in the researcher's discipline).
- 87 h. reporting conflicts of interest as per the University's policy on *Conflict of Interest*⁴.
- 88 i. disclosing to the relevant Senior Administrator any breach of the Responsible
89 Conduct of Research Policy of which they have become aware.
- 90

91 **University Officials:** University Officials (Senior Administrators, Department Heads,
92 Directors, and Managers) are responsible for promoting and overseeing research,
93 scholarly, and artistic work at the University of Saskatchewan that is conducted with the
94 highest standards of research integrity. They are also responsible for:

- 95
- 96 a. dealing expeditiously and fairly with any known instances or allegations of a
97 breach of the Responsible Conduct of Research Policy; and
- 98 b. encouraging activities that support research integrity among University Members.

99 **Senior Administrators:** Under this policy, Senior Administrators include: Deans (when
100 respondents are faculty members, sessional lecturers or students in a college); Directors
101 or Associate Vice-Presidents in charge of an administrative Unit (when respondents are

² www.usask.ca/university_secretary/policies/research/8_22.php

³ www.usask.ca/university_secretary/policies/research/8_20.php

⁴ www.usask.ca/university_secretary/policies/operations/4_01_01.php

102 employees); the Provost (when respondents are Deans or visiting professors); the Dean
103 of Graduate Studies and Research (when respondents are adjunct professors, post
104 doctoral fellows, graduate students, professional affiliates or visiting
105 scholars/professors); Vice-Presidents (when respondents are Directors of an
106 administrative unit or Associate Vice-Presidents), the President (when respondents are
107 Vice-Presidents); and, the Board of Governors (when the respondent is the President).
108 These individuals (or their designees) are responsible for:

- 109
- 110 a. determining whether a formal investigation will occur; and
 - 111 b. directing and overseeing any inquiry, as outlined in the *Procedures for*
112 *Addressing Allegations of Breaches of the Responsible Conduct of Research Policy*.

113

114 5.0 Breaches of the University of Saskatchewan 115 Responsible Conduct of Research Policy

116 Breaches of the Responsible Conduct of Research Policy (as drawn from the Tri-Agency
117 Framework: Responsible Conduct of Research⁵) include, but are not limited to:

- 118 a. Fabrication: making up data, source material, methodologies or findings, including
119 graphs and images.
- 120 b. Falsification: manipulating, changing, or omitting data, source material,
121 methodologies or findings, including graphs and images, without
122 acknowledgement and which results in inaccurate findings or conclusions.
- 123 c. Destruction of research records: the destruction of one's own or another's
124 research data or records to specifically avoid the detection of wrongdoing or in
125 contravention of the applicable funding agreement, institutional policy and/or
126 laws, regulations and professional or disciplinary standards.
- 127 d. Plagiarism: presenting and using another's published or unpublished work,
128 including theories, concepts, data, source material, methodologies or findings,
129 including graphs and images, as one's own, without appropriate referencing and, if
130 required, without permission.
- 131 e. Redundant publications: the re-publication of one's own previously published
132 work or part there of, or data, in the same or another language, without adequate
133 acknowledgment of the source, or justification.
- 134 f. Invalid authorship: inaccurate attribution of authorship, including attribution of
135 authorship to persons other than those who have contributed sufficiently to take
136 responsibility for the intellectual content, or agreeing to be listed as author to a
137 publication for which one made little or no material contribution.
- 138 g. Inadequate acknowledgement: failure to appropriately recognize contributions of
139 others in a manner consistent with their respective contributions and authorship

⁵ Tri-Agency Framework: Responsible Conduct of Research www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/

- 140 policies of relevant publications.
- 141 h. Mismanagement of Conflict of Interest: failure to appropriately manage any real,
142 potential or perceived conflict of interest, in accordance with the University's
143 policy on *Conflict of Interest*⁶.
- 144 i. Failure to comply with relevant policies, laws or regulations for the conduct of
145 certain types of research activities, or failure to obtain appropriate approvals,
146 permits or certifications before conducting these activities, including, but not
147 limited to:
- 148 i. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans
149 (TCPS 2);
- 150 ii. Canadian Council on Animal Care guidelines and policies;
- 151 iii. Canadian Environmental Assessment Act;
- 152 iv. Licenses from appropriate governing bodies for research in the field;
- 153 v. Laboratory Biosafety guidelines;
- 154 vi. Canadian Nuclear Safety Commission (CNSC) regulations, and Radiation Safety
155 guidelines;
- 156 vii. Controlled Goods Program;
- 157 viii. Public Health Agency of Canada guidelines;
- 158 ix. Canada Food Inspection Agency guidelines and Canada's Food and Drugs Act;
159 and
- 160 x. University policies relevant to research and scholarly activities.
- 161 j. Misrepresentation in a Funding Application or Related Document: providing
162 incomplete, inaccurate, or false information in a funding application or related
163 document, such as a letter of support or progress report; listing of co-applicants,
164 collaborators, or partners without their agreement; or applying for or holding an
165 award when deemed ineligible by the funder.
- 166 k. Mismanagement of Funds: failure to use funds for purposes consistent with the
167 policies of the funding agency, misappropriation of funds, contravention of
168 financial policies and agency guidelines, or inaccurate or false documentation for
169 expenditures from grant or award accounts.
- 170
- 171 Breaches of the Responsible Conduct of Research Policy should not be interpreted as
172 including differences of opinion regarding research methodologies, analyses of data,
173 and theoretical frameworks.

174

175 6.0 Confidentiality

176 University Officials, Senior Administrators, Department Heads, Directors, and Managers
177 will protect the confidentiality of information regarding a potential violation of this
178 Policy to the fullest extent possible. If the allegation is substantiated, the University

⁶ www.usask.ca/university_secretary/policies/operations/4_01_01.php

179 reserves the right to use or disclose information in accordance with the *Local Authority*
180 *Freedom of Information and Protection of Privacy Act*, which may include disclosing the
181 discipline, if any, imposed on members of the University.

182 7.0 Education

183 To promote a greater understanding of research ethics and integrity issues, the
184 University will offer workshops, seminars, web-based materials, courses, and research
185 ethics training for University members along with orientation for those members who
186 are new to the university. When examples of investigations at the University of
187 Saskatchewan are used for the purpose of educating University members on acceptable
188 practices for scholarly integrity and research ethics, personal identifiers will be removed
189 from these cases in an effort to maintain confidentiality.

190 8.0 Procedures

191 This policy document is supported by two procedural documents entitled *Procedures for*
192 *Addressing Allegations of Breaches of the Responsible Conduct of Research Policy at the*
193 *University of Saskatchewan* and *Procedures for Stewardship of Research Records and*
194 *Materials at the University of Saskatchewan*.

195 Responsibility for the policy and the implementation and maintenance of the associated
196 procedures is delegated to the Office of the Vice-President Research. Revisions to the
197 procedures will be reported to Council. An annual report will be provided to Council
198 documenting the numbers of allegations received, the numbers of those proceeding to
199 a hearing, and the numbers and nature of findings of breach of this policy.

200 9.0 Contact

201 For further information please contact the Director, Research Ethics at 966-8585 or the
202 Director, Research Services at 966-8575.

203 *Effective date July 1, 2013*

204 Procedures for Addressing Allegations of 205 Breaches of the University of Saskatchewan 206 Responsible Conduct of Research Policy

207

208 1.0 Application

209 These procedures accompany the Responsible Conduct of Research Policy and apply to
210 all allegations of breaches of the Responsible Conduct of Research Policy by members of
211 the University of Saskatchewan. Responsibility for the development, maintenance and
212 oversight of the procedures is delegated to the Office of the Vice-President Research.

213 For the purposes of this document, “research” encompasses the creation and
214 application of new knowledge and understanding through research, scholarly, and
215 artistic work conducted by members of the University of Saskatchewan. Members of
216 the University of Saskatchewan include but are not limited to faculty, professors emeriti,
217 sessional lecturers, staff, trainees, clinical faculty, graduate and undergraduate students,
218 adjunct professors, visiting professors, visiting scholars, professional affiliates, associate
219 members, residents, and postdoctoral fellows (PDFs) at the University of Saskatchewan.

220 Procedures shall be consistent with appropriate clauses in Collective Agreements
221 including University of Saskatchewan Faculty Association (USFA), Canadian Union of
222 Public Employees (CUPE) Local 1975, the Administrative and Supervisory Personnel
223 Association (ASPA), Canadian Union of Public Employees (CUPE) Local 3287, the
224 Professional Association of Interns and Residents (PAIRS).

225 2.0 Reporting Breaches of the Responsible Conduct of 226 Research Policy

227 Any person including a representative of a funding agency who believes that he or she
228 has knowledge of a breach of this policy should immediately report their allegation in
229 writing to a Senior Administrator or a University Official. Anonymous allegations will be
230 considered only if all relevant facts are publicly available or otherwise independently
231 verifiable. If all relevant facts are verifiable, the Senior Administrator may pursue the
232 complaint on his or her own initiative, and the University will endeavour to maintain
233 confidentiality of the complainant, subject to applicable law. Allegations that students
234 may be in breach of this policy will be referred by the Senior Administrator or University
235 Official to the Dean of the College or School that is responsible for the activity to which
236 the allegation relates, or in the case of an allegation not relating to a College or School,

237 to the Vice-President (Academic) to determine whether the allegation relates to a
238 breach of the Responsible Conduct of Research Policy or is a matter under Council's
239 Student Academic Misconduct Regulations.

240 **Reporting to a University Official:** Incidents may be reported to a University Official
241 (Department Heads, Directors, and Managers). When these individuals receive an
242 allegation of a breach of the Responsible Conduct of Research Policy or become aware
243 of an incident, it is their responsibility to refer the allegation to the relevant Senior
244 Administrator to determine an appropriate course of action.

245 **Reporting to a Senior Administrator:** Incidents may be reported directly to a Senior
246 Administrator. When an allegation is reported to a Senior Administrator or relayed by a
247 University Official, it is their responsibility to inform the Associate Vice-President
248 Research (AVPR), who is the central point of contact for the University concerning
249 confidential enquiries, allegations of breaches of this policy, and information related to
250 allegations.

251 **Reporting to the Associate Vice-President Research:** Incidents may be reported directly
252 to the Associate Vice-President Research. The AVPR is responsible for determination of
253 the seriousness of alleged breaches of the Responsible Conduct of Research Policy in
254 accordance with best practice, and for determination of the requirement to report to
255 the Tri-Agencies as outlined in section 8.0 of these Procedures and/or consideration of
256 whether any immediate action may be required.

257 3.0 Inquiry into Allegations

258 Subject to the provisions in section 3.0 of the Responsible Conduct of Research Policy,
259 the Senior Administrator will conduct a confidential consultation to aid in the
260 assessment of the allegations of breaches of the Responsible Conduct of Research
261 Policy, to determine whether they fall under this policy, and to outline options for
262 resolution. Individuals who consult with the Senior Administrator may choose:

- 263 a. to ask the Senior Administrator to facilitate a resolution or resolve the matter
264 informally;
- 265 b. to request a hearing under this Policy; or,
- 266 c. to take action to resolve the issue directly or address it using another University
267 procedure.

268 The Senior Administrator will inform the AVPR of the outcome of their inquiry into the
269 allegations, and the recommended course of action.

270 Reports and allegations of breaches of the Responsible Conduct of Research Policy can
271 be resolved using informal and/or formal procedures. Informal approaches focus on

272 resolving the problem as opposed to determining right or wrong or taking disciplinary
273 action. This type of resolution may include consultation, raising the matter directly with
274 the offending party, or mediation.

275 In the case of request to proceed to a formal hearing, the AVPR will authorize the Senior
276 Administrator to determine the merits of proceeding with a hearing and if warranted to
277 proceed with the hearing.

278 Hearings may be requested by complainants, respondents, or University Officials. A
279 request for a hearing is initiated by filing a written allegation of a breach of the
280 Responsible Conduct of Research Policy and submitting it to the relevant Senior
281 Administrator, who will report the allegation to the Associate Vice-President Research
282 and undertake an initial Inquiry in order to determine whether a hearing is
283 warranted. The decision will be made after the Senior Administrator has reviewed the
284 written allegation, shared it with the respondent(s), provided an opportunity for the
285 respondent(s) to respond to the allegation, and consulted with the Associate Vice-
286 President Research.

287 The Senior Administrator will assess whether the allegation:

- 288 a. is outside the jurisdiction of these procedures as outlined in section 3.0 of the
289 Responsible Conduct of Research Policy;
- 290 b. involves allegations that, even if proven, would not constitute a breach as defined
291 in section 5.0 of the Responsible Conduct of Research Policy;
- 292 c. is frivolous, vexatious, or in bad faith;
- 293 d. warrants a hearing; or
- 294 e. may involve significant financial, health and safety or other risks and is related to
295 activities funded by the Tri-Agencies. This finding will require the Senior
296 Administrator to inform the Associate Vice-President Research, who shall advise
297 the relevant Tri-Agency or the Secretariat on the Responsible Conduct of Research
298 (SRCR) as outlined in section 8.0 of the Procedures of this Policy.

299 The Senior Administrator will inform the complainant, the respondent, and the
300 Associate Vice-President Research of his or her decision in writing within a reasonable
301 period of time of having received the written allegation. If deemed necessary, the
302 Senior Administrator may restrict research and/or related activities until the allegation
303 is resolved.

304 **4.0 The Rights and Responsibilities of Parties to a Hearing**

305 Hearings provide an opportunity for a balanced airing of the facts before an impartial
306 board of decision-makers. All hearings of alleged breaches of the Responsible Conduct
307 of Research Policy will respect the rights of members of the university community to fair

308 treatment in accordance with the principles of natural justice. In particular,

- 309 a. A university member against whom an allegation is made is to be treated as being
310 innocent until it has been established, on the balance of probabilities and before a
311 board of impartial and unbiased decision-makers, that he/she has committed a
312 breach of the Responsible Conduct of Research Policy.
- 313 b. The parties have a right to a fair hearing before an impartial and unbiased
314 decision-maker. This right includes the right for either party to challenge the
315 suitability of any member of the hearing board based on a reasonable
316 apprehension of bias against the complainant's or respondent's case. The Senior
317 Administrator or designate will determine whether a reasonable apprehension of
318 bias exists. Reasonable written notice will be provided for hearings, and hearings
319 will be held and decisions rendered within a reasonable period of time. It is the
320 responsibility of all parties to ensure that the University has current contact
321 information for them. If a notice is not received because of a failure to meet this
322 requirement, the hearing will proceed.
- 323 c. Hearing board procedures and protocols will be communicated to all parties prior
324 to the hearing.
- 325 d. All information provided to a hearing board in advance of a hearing by either party
326 will be shared with both parties prior to the hearing.
- 327 e. Neither party will communicate with the hearing board without the knowledge
328 and presence of the other party. This right is deemed to have been waived by a
329 party who fails to appear at a scheduled hearing or to send an advocate in her/his
330 place.
- 331 f. The complainant and the respondent have a right to bring an advocate (where the
332 person is a member of a bargaining unit, the advocate will be selected by the
333 appropriate bargaining unit) to a hearing, and to call witnesses, subject to the
334 provisions below in keeping with the rights of the hearing board to establish its
335 own procedures. This right is subject to the provision that the names of any
336 witnesses and/or advocates are provided to the Senior Administrator or designate
337 at least two (2) days prior to the hearing.
- 338 g. Parties to these proceedings have a right to a reasonable level of privacy and
339 confidentiality, subject to provincial legislation on protection of privacy and
340 freedom of information.
- 341 h. The hearing board has a right to determine its own procedures subject to the
342 provisions of these Procedures, and to rule on all matters of process including the
343 acceptability of the evidence before it and the acceptability of witnesses called by
344 either party. Hearing boards may at their discretion request further evidence or
345 ask for additional witnesses to be called.

346

347 5.0 Procedures for Formal Hearings

348 When it has been determined that a formal hearing should proceed, the following steps

349 will be taken.

- 350 a. The Senior Administrator or designate shall convene a hearing board within a
351 reasonable time frame composed of at least four members, one of whom will be
352 designated as Chair, at least two of whom will be senior members of the
353 University¹, and at least one of whom will be external and with no current
354 affiliation to the University². The Chair will be appointed by the Senior
355 Administrator. The members of the hearing board will have no actual, apparent,
356 reasonable, perceived, or potential conflicts of interest or bias and will jointly have
357 appropriate subject matter expertise and administrative background to evaluate
358 the allegation and the response to it. If the complainant or respondent have any
359 objection to the composition of the hearing board, an objection must be made to
360 the Senior Administrator well before the hearing date, and the Senior
361 Administrator will make the final decision as to the objection.
- 362 b. The role of the hearing board is to receive the evidence, decide whether a breach
363 of the Responsible Conduct of Research Policy has been committed and if so,
364 recommend proportionate disciplinary action. The Senior Administrator or
365 designate shall co-ordinate suitable administrative support to the hearing board.
- 366 c. The Chair will consult with the parties regarding scheduling the hearing date and
367 will provide reasonable notice in writing of the hearing date. Whenever
368 reasonably possible the hearing will be held within thirty (30) days from the time
369 the hearing board is constituted. If the respondent does not respond to the
370 written notification of the hearing, or chooses not to appear before the hearing
371 board, the hearing board has the right to proceed with the hearing. An absent
372 respondent may be represented by an advocate who may present his or her case
373 at the hearing.
- 374 d. Generally, hearings will be held with all parties present. If any of the parties to the
375 hearing, or any advocate, witness, or observer is unable to attend in person, the
376 hearing board may at its discretion and where circumstances demand proceed on
377 the basis of written submissions. The hearing board may allow evidence to be
378 provided by telephone or video conference provided that this does not
379 significantly prejudice any of the parties or the hearing board from hearing and
380 responding to the evidence. Provision must be made for all parties to the
381 proceedings to know when a party participating by telephone is signing on and
382 signing off.
- 383 e. The hearing board is not bound to observe strict legal procedures or the rules of
384 evidence, but shall establish its own procedures subject to the following:
- 385 i. Hearing boards under these regulations have an adjudicative role. It is the

¹ Senior members of the university include senior administrators, full professors, associate professors and adjunct professors of equivalent seniority.

² Tri-Agency Framework: Responsible Conduct of Research www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/

386 responsibility of the complainant(s) to provide a rationale for the allegation
387 and to present the evidence in support of it, and it is the responsibility of the
388 respondent(s) to answer the charge.

389 ii. Both complainant and respondent shall be given full opportunity to
390 participate in the proceedings other than the deliberations of the hearing
391 board.

392 iii. The hearing shall be restricted to persons who have a direct role in the
393 hearing as complainant or respondent or their advocates, members of the
394 hearing board, persons who are acting as witnesses. At the discretion of the
395 chair, other persons may be admitted to the hearing for training purposes,
396 or other reasonable considerations.

397 iv. When the hearing board meets, the complainant and the respondent or
398 their advocates shall have the opportunity to be present before the hearing
399 board at the same time. Either side may call witnesses, who would normally
400 be present only to provide their evidence. Exceptions may be made at the
401 discretion of the chair. Hearing boards may at their discretion request
402 further evidence or ask for additional witnesses to be called.

403 v. The allegation and the evidence allegedly supporting it, along with
404 supporting documentation and/or witnesses, shall be presented by the
405 person who made the allegation, or that person's advocate.

406 vi. The chair may at his or her discretion grant an opportunity for the
407 respondent or the respondent's advocate and members of the hearing
408 board to ask questions of the person presenting the allegation and any
409 person giving evidence allegedly supporting it.

410 vii. The respondent or the respondent's advocate shall then be allowed to
411 respond to the allegation and to present supporting documentation and/or
412 witnesses.

413 viii. The chair may at his or her discretion grant an opportunity for the person
414 presenting the allegation and members of the hearing board to ask
415 questions of the respondent and any witness for the respondent.

416 ix. Both the complainant and the respondent will have the opportunity to
417 explain their respective interpretations of the evidence presented in a
418 closing statement.

419 f. If, during the course of the investigation, the evidence discloses a new related
420 instance of a breach of the Responsible Conduct of Research Policy that was not
421 part of the original allegation or which suggests additional respondents, the
422 hearing board may expand the investigation, provided that the complainant and
423 respondent are notified and the respondent is allowed to respond. If the
424 expanded investigation involves new respondents, they will be provided with
425 reasonable notice and shall for the purpose of this framework, be treated as
426 respondents.

427 g. Once a hearing concludes, the hearing board may not consider any additional
428 evidence without re-opening the hearing to ensure that the parties have an
429 opportunity to review and respond to the new evidence.

430 h. The Chair shall notify both the Senior Administrator (or Designate) and the
431 Associate Vice-President Research of interim findings, if any, that he/she believes
432 should be reported because of the University's obligations to students, staff, and
433 faculty members, funding agencies and sponsors or, where there are compelling
434 issues of public safety. Any interim report shall be in writing and copied to all
435 members of the hearing board, to the complainant and respondent, the Senior
436 Administrator and the Associate Vice-President Research. The report shall set out
437 the findings, the reason for the interim report, and a recommendation regarding
438 appropriate administrative action.
439

440 5.1 Decision of the Hearing Board and Determination of 441 Consequences

442 After all questions have been answered and all points made, the hearing board will
443 meet *in camera* to decide whether a breach of the Responsible Conduct of Research
444 Policy has been committed. These deliberations are confidential³. The hearing board
445 has the sole authority to determine whether or not the respondent has committed a
446 breach of the Responsible Conduct of Research Policy.

- 447 a. The standard of proof shall be whether the balance of probabilities is for or
448 against the respondent having committed the offense.
- 449 b. Within sixty (60) calendar days of being appointed, the hearing board shall
450 complete its hearing and shall submit a report on its reasoned decision in writing
451 to the complainant, the respondent, the relevant Senior Administrator, and the
452 Associate Vice-President Research. Under exceptional circumstances, the board
453 may extend this period. If there is more than one respondent or complainant,
454 reasonable efforts will be made to provide each with parts of the report that are
455 pertinent to him/her. It is recommended that the format of the hearing board
456 report contain the following:
- 457 i. the full allegation of a breach of the Responsible Conduct of Research Policy;
 - 458 ii. a list of hearing board members and their credentials;
 - 459 iii. a list of the people who contributed evidentiary material to the investigation
460 or were heard as witnesses;
 - 461 iv. a summary of relevant evidence;
 - 462 v. a determination of whether a breach of the Responsible Conduct of
463 Research Policy occurred;
 - 464 vi. if a breach has occurred, its extent and seriousness;
 - 465 vii. recommendations on any remedial action to be taken in the matter in
466 question; and,

³ Records of deliberations may be subject to a Freedom of Information request

- 467 viii. recommendations of changes to procedures or practices to avoid similar
468 situations in the future (for example, in the case of a breach of the
469 Responsible Conduct of Research Policy or if a serious scientific error has
470 been made which does not constitute a breach).
- 471 c. Recommendations of the hearing board may also include, without limitation:
472 i. withdrawing all pending relevant publications;
473 ii. notifying publishers of publications in which the involved research was
474 reported;
475 iii. notifying co-investigators, collaborators, students and other project
476 personnel of the decision;
477 iv. ensuring the unit(s) involved is informed of appropriate practices for
478 promoting the proper conduct of research;
479 v. informing any outside funding sponsor(s) of the results of the inquiry and of
480 actions to be taken.
- 481 d. Members of the hearing board must sign a statement indicating that they agree to
482 the release of the report based on majority rule. No minority reports shall be
483 allowed.
- 484 e. The report of the hearing board is final and not subject to revision.
- 485 f. If it is established that the respondent has breached the Responsible Conduct of
486 Research Policy, the Senior Administrator shall, upon receipt of this advice of the
487 hearing board, determine whether or not formal disciplinary action is to be taken
488 or where appropriate recommend formal disciplinary action to the President,
489 taking into consideration contractual and other obligations to external
490 organizations and prior offenses under this policy. The respondent and
491 complainant will have seven (7) calendar days from the receipt of the hearing
492 board report to make submissions to the Senior Administrator regarding the
493 findings, in advance of any disciplinary action recommended by the Senior
494 Administrator. Decisions about disciplinary action shall be made and
495 communicated in writing to the complainant, the respondent, the relevant Senior
496 Administrator, and the Associate Vice-President Research within fourteen (14)
497 calendar days of the date that the Senior Administrator receives the hearing board
498 report.
- 499
- 500 For students: If an undergraduate or graduate student is found to have breached
501 the Responsible Conduct of Research Policy, the discipline decision will be
502 determined by a hearing board under Council's Regulations on Student Academic
503 Misconduct⁴, which will include one or more of the outcomes described in section
504 VII of the regulations.
- 505
- 506 g. If the hearing board advises that the allegation should be dismissed, the Senior
507 Administrator shall so advise any person identified in the allegation, the

⁴ www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf

- 508 respondent, other appropriate Deans or Directors, and the Associate Vice-
509 President Research. In addition, the notification requirements of the applicable
510 Collective Agreement shall be followed.
- 511 h. Where the allegation is not substantiated, the Senior Administrator, in
512 consultation with the respondent and the hearing board that conducted the
513 investigation, shall take all reasonable steps to repair any damage that the
514 Respondent's reputation for scholarly integrity or research activities may have
515 suffered by virtue of the allegation. The Senior Administrator shall ensure that a
516 letter confirming the finding that no breach of the Responsible Conduct of
517 Research Policy has occurred is sent to the respondent, with a copy to the
518 complainant, and to the Associate Vice-President Research. With the consent of
519 the respondent, a letter confirming the finding of no breach may be sent to other
520 persons with knowledge of the allegation. These persons may include co-authors,
521 co-investigators, collaborators, and others who may have been notified by the
522 Senior Administrator.
- 523 i. The respondent(s) and the complainant who brought the allegation shall be
524 advised of the right to appeal as set out in section 6.0. Any penalties that are the
525 outcome of a hearing board remain in force unless and until they are overturned
526 by an appeal board or through a grievance process.
- 527

528 6.0 Appeals under this Policy

- 529 a. Either the complainant or the respondent may appeal the decision of the hearing
530 board by delivering to the Associate Vice-President Research a written notice of
531 appeal within thirty (30) days of receipt of a copy of the hearing board report. The
532 notice should include a written statement of appeal that indicates the grounds on
533 which the appellant intends to rely, and any evidence the appellant wishes to
534 present to support those grounds.
- 535 b. An appeal will be considered only on one or more of the following grounds:
- 536 i. That the decision maker(s) had no authority or jurisdiction to reach the
537 decision it did;
- 538 ii. That there was a reasonable apprehension of bias on the part of one or
539 more of the decision makers;
- 540 iii. That the original hearing board made a fundamental procedural error that
541 seriously affected the outcome;
- 542 iv. That new evidence has arisen that could not reasonably have been
543 presented at the initial hearing and that would likely have affected the
544 decision of the original hearing board.
- 545 c. Upon receipt of a notice of appeal, the Associate Vice-President Research or
546 designate will review the record of the original hearing and the written statement
547 of appeal and determine whether or not the grounds for appeal are valid. If the
548 Associate Vice-President Research determines that there are no valid grounds
549 under these Procedures for an appeal, then the appeal will be dismissed without a

550 hearing. If the Associate Vice-President Research determines that there may be
551 valid grounds for an appeal, then the appeal hearing will proceed as provided for
552 below. The decision of the Associate Vice-President Research with respect to
553 allowing an appeal to go forward is final, with no further appeal.

554
555 d. The appeal under this Policy relates only to the original hearing board's
556 determination of whether a breach of this Policy occurred. The subsequent
557 determination of discipline imposed for the breach of this Policy is not appealable
558 under this Policy. For students who breach this Policy the process for determining
559 discipline is under Council's Regulations on Student Academic Misconduct.
560 Employees may access their available employment or grievance remedies in
561 relation to discipline imposed for breaching this Policy.
562

563 6.1 Appeals Board

564 The appeal board will normally be constituted by the Associate Vice-President Research
565 within twenty-one (21) calendar days and will be composed of at least four members,
566 one of whom shall be designated as Chair, at least two of whom will be senior⁵
567 members of the University or of another academic institution, and at least one member
568 who is external and with no current affiliation to the University of Saskatchewan⁶. The
569 Chair will be appointed by the AVPR. Individuals appointed to serve on an appeal board
570 shall exclude anyone who was involved in the original hearing of the case. The
571 members of the appeal board will have no actual, apparent, reasonable, perceived, or
572 potential conflict of interests or bias and will jointly have appropriate subject matter
573 expertise and administrative background to evaluate the allegation and the response to
574 it. The complainant and the respondent will be advised of the composition of the
575 appeal board and will have seven (7) calendar days to advise the Associate Vice-
576 President Research of their intent to challenge the suitability of any member of the
577 appeal board based on a reasonable apprehension of bias against the complainant's or
578 respondent's case.
579

580 6.2 Appeal Procedure

581
582 a. The Chair will consult with the parties regarding scheduling the hearing date and
583 will provide reasonable notice in writing of the hearing date. Whenever
584 reasonably possible the hearing will be held within twenty-one (21) days from the
585 time the appeal board is constituted.

⁵ Senior members of the university include senior administrators, full professors, associate professors and adjunct professors of equivalent seniority.

⁶ Tri-Agency Framework: Responsible Conduct of Research www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/

- 586 b. If any party to these proceedings does not attend the hearing, the appeal board
587 has the right to proceed with the hearing, and may accept the written record of
588 the original hearing and the written statement of appeal and/or a written
589 response in lieu of arguments made in person. An appellant who chooses to be
590 absent from a hearing may appoint an advocate to present his/her case at the
591 hearing.
- 592 c. The appeal board is not bound to observe strict legal procedures or rules of
593 evidence but shall establish its own procedures subject to the following principles:
- 594 i. Appeal boards under these regulations will not hear the case again but are
595 limited to considering the grounds of appeal prescribed in 6.0 b.
- 596 ii. The parties to the hearing shall be the appellant (who may be either the
597 original complainant or the original respondent) and the other party to the
598 original hearing as respondent. The chair (or another member designated
599 by the chair) of the original hearing board may be invited to attend and at
600 the discretion of the chair will be permitted to participate in the hearing and
601 to answer questions of either party or of the appeal board. The chair cannot
602 discuss the in camera deliberations but can provide facts regarding the
603 process followed.
- 604 iii. Except as provided for under 6.0 b. iv. above, no new evidence will be
605 considered at the hearing. The record of the original hearing, including a
606 copy of all material filed by both sides at the original hearing, and the
607 written statement of appeal, will form the basis of the appeal board's
608 deliberations.
- 609 iv. It shall be the responsibility of the appellant to demonstrate that the appeal
610 has merit.
- 611 v. Hearings shall be restricted to persons who have a direct role in the
612 hearing. Witnesses will not normally be called, but the appellant and
613 respondent may request the presence of an advocate (where the appellant
614 is a member of a bargaining unit, the advocate will be selected by the
615 appropriate bargaining unit) or observer. At the discretion of the chair,
616 other persons may be admitted to the hearing for training purposes, or
617 other reasonable considerations.
- 618 vi. The appellant and the respondent shall be present before the appeal board
619 at the same time.
- 620 vii. Both the appellant and the respondent will have an opportunity to present
621 their respective cases and to respond to the submissions from the other
622 party and from members of the appeal board.
- 623

624 6.3 Disposition by the Appeal Board

- 625 a. After all questions have been answered and all points made, the appeal board will
626 meet in camera to decide whether to uphold, overturn or modify the decision of
627 the original hearing board. The deliberations of the appeal board are confidential.

- 628 b. The appeal board may, by majority,
629 i. Conclude that the appellant received a fair hearing from the original hearing
630 board, and uphold the original decision; or
631 ii. Conclude that the appellant did not receive a fair hearing, but that the
632 outcome determined remains appropriate and the original decision is
633 upheld; or
634 iii. Conclude that the appellant did not receive a fair hearing, and dismiss or
635 modify the original decision; or
636 iv. Order that a new hearing board be struck to re-hear the case. This provision
637 shall be used only in rare cases such as when new evidence has been
638 introduced that could not reasonably have been available to the original
639 hearing board and is in the view of the appeal board significant enough to
640 warrant a new hearing.
- 641 c. The chair of the appeal board shall prepare a report of the board's deliberations
642 that shall recite the evidence on which the board based its conclusions. The
643 report shall be delivered to the Associate Vice-President Research and distributed
644 as provided for in section 6.5.
- 645 d. If the decision of a hearing board is successfully appealed, the chair of the appeal
646 board shall ask the relevant Senior Administrator to take all reasonable steps to
647 repair any damage that the appellant's or respondent's reputation for academic
648 integrity may have suffered by virtue of the earlier finding of the hearing board.

649

650 6.4 No Further Appeal

651

652 The findings and ruling of the appeal board shall be final with no further appeal.

653

654 6.5 Reports

655 Not later than fifteen (15) days after a hearing board or an appeal board has completed
656 its deliberations, the chair shall deliver a copy of the report to the appellant, the
657 respondent, the relevant Senior Administrator, and the Associate Vice-President
658 Research. If there is more than one appellant or respondent, reasonable efforts will be
659 made to provide each with parts of the report that are pertinent to him/her.

660

661 7.0 Records

662 Records pertaining to allegations that result in disciplinary action will be retained in the
663 respondent's official file in accordance with existing University policies, procedures and
664 collective agreements.

665

666 No record of an allegation of a breach of the Responsible Conduct of Research Policy will
667 be kept in the complainant's official file except the record of disciplinary action resulting

668 from a complaint that is made in bad faith.

669

670 Subject to the provisions of the Responsible Conduct of Research Policy and Procedures
671 and the requirements of law, any and all records pertaining to charges and/or hearings
672 and/or sanctions under these Procedures are confidential and should be kept in a file
673 accessible only to the Associate Vice-President Research and their confidential assistants
674 for a period of fifty (50) years or while any legal or official proceedings are pending.
675 After this time, the records may be destroyed. These records are strictly confidential
676 and will be disclosed only when disclosure is required by law or by a legal or official
677 proceeding.

678

679

680 8.0 Reporting to Funding Agencies

681 a. Tri-Agency Funded Research⁷

682 i. Reporting allegations of a breach of the Responsible Conduct of Research
683 Policy to the Tri-Agencies:

684 Subject to any applicable laws, including privacy laws, the Associate Vice-
685 President Research shall advise the relevant Tri-Agency or the Secretariat on
686 the Responsible Conduct of Research (SRCR) immediately of any allegations
687 related to activities funded by the Agency that may involve significant
688 financial, health and safety, or other risks.

689

690 ii. Reporting of a Hearing to the Tri-Agencies:

691 If the Secretariat on the Responsible Conduct of Research (SRCR) was copied
692 on the allegation or advised of an allegation related to activities funded by
693 the Agencies, the Institution shall write a letter to the SRCR confirming
694 whether or not the Institution is proceeding with an investigation within two
695 (2) months of the receipt of the allegation.

696

697 iii. Reporting Results of a Hearing to the Tri-Agencies:

698 The Institution shall prepare a report for the SRCR on each investigation it
699 conducts in response to an allegation of policy breaches related to a funding
700 application submitted to an Agency or to an activity funded by an Agency. A
701 report will be submitted to the appropriate Agency within seven (7) months
702 of the receipt of the allegation by the institution.

703

704 Subject to any applicable laws, including privacy laws, each report shall
705 include the following information:

⁷ Tri-Agency Framework: Responsible Conduct of Research www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/

- 706 ○ the specific allegation(s), a summary of the finding(s) and reasons for
707 the finding(s);
708 ○ the process and time lines followed for the inquiry and/or
709 investigation;
710 ○ the researcher's response to the allegation, investigation and findings,
711 and any measures the researcher has taken to rectify the breach; and
712 ○ the institutional investigation committee's decisions and
713 recommendations and actions taken by the Institution.

714 The Institution's report should not include:

- 715 ○ information that is not related specifically to Agency funding and
716 policies; or
717 ○ personal information about the researcher, or any other person, that is
718 not material to the Institution's findings and its report to the SRCR.

719 The Institution and the researcher may not enter into confidentiality
720 agreements or other agreements related to an inquiry or investigation that
721 prevent the Institution from reporting to the Agencies through the SRCR⁸.

722 b. Other Sponsors and Funding Agencies

723
724 Other sponsors or funding agencies that require similar notification will be notified in
725 accordance with the procedures identified by the specific agency.

726
727 In instances involving researchers and research collaborators associated with other
728 institutions, the Senior Administrator or the Associate Vice-President Research shall
729 inform the Senior Administration of the collaborator's institution of the substantiated
730 allegation of a breach of the Responsible Conduct of Research Policy.

731

732

Effective date July 1, 2013

⁸ Tri-Agency Framework: Responsible Conduct of Research www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/

733 Procedures for Stewardship of Research Records at the 734 University of Saskatchewan

735 Members of the University [defined below] involved in research at the University of
736 Saskatchewan must create and retain records in accordance with these procedures. The
737 purpose of these procedures is to ensure that the authenticity of all data and other
738 factual information generated in research can be verified and to ensure that any
739 research records containing personal and personal health information about identifiable
740 individuals are stored in a manner which protects the privacy of such personal and
741 personal health information in accordance with the University's *Freedom of Information
742 and Protection of Privacy Policy*¹ and the appropriate freedom of information and
743 protection of privacy acts. Research records must be recorded appropriately, archived
744 for defined time periods or for reasonable longer periods [described below], and made
745 available for review if required in the following situations:

- 746 a. to ensure the appropriate use of human and animal participants in research and
747 compliance with biosafety, radiation safety, environmental and other regulations or
748 requirements;
- 749 b. to ascertain compliance with research sponsorship terms;
- 750 c. to protect the rights of students (undergraduate and graduate), postdoctoral
751 fellows, staff, and other research team members, including rights to access records
752 from research in which they participated as a researcher;
- 753 d. to assist in proving and/or securing intellectual property rights;
- 754 e. to enable investigations of allegations of breaches of the Responsible Conduct of
755 Research Policy or conflict of interest; and,
- 756 f. to assist and enable other administrative or legal proceedings involving the
757 University and/or researchers, or its/their interests, related to their research.

758

759 1.0 Application

760 These procedures apply to all members of the University involved in research, in any
761 capacity whatsoever. Members of the University of Saskatchewan, include but are not
762 limited to, faculty, professors emeriti, sessional lecturers, staff, trainees, clinical faculty,
763 graduate and undergraduate students, adjunct professors, visiting professors, visiting
764 scholars, professional affiliates, associate members, residents, and postdoctoral fellows
765 (PDFs) at the University of Saskatchewan. Nothing in these procedures will limit or
766 amend the provisions of any existing collective agreement at the University of
767 Saskatchewan.

¹ www.usask.ca/university_secretary/policies/operations/Freedom-of-Information.php

768 Research records are those documents and other records and materials recorded by or
769 for a researcher that are necessary to document, reconstruct, evaluate, and validate
770 research results and the events and processes leading to the acquisition of those
771 results. Research records may be in many forms including but not limited to laboratory
772 notebooks, survey documents, questionnaires, interview notes, transcripts, machine-
773 generated data or performance outputs, recruitment materials, consent forms,
774 correspondence, other documents, computer files, audio or video recordings,
775 photographs including negatives, slides, X-ray films, samples of compounds, organisms
776 (including cell lines, microorganisms, viruses, plants, animals) and components of
777 organisms.

778

779 2.0 Collection and Retention

780 The Principal Investigator² (PI) is responsible for the collection, maintenance, privacy,
781 and secure³ retention of research records in accord with these procedures and
782 applicable privacy legislation. The PI should also ensure that all personnel involved with
783 the research understand and adhere to established practices that are consistent with
784 these procedures.

785 Research records must be recorded or preserved in accordance with the highest
786 standard of scientific and academic practice and procedures. Research records must be
787 retained in sufficient detail to enable the University and the involved researchers to
788 respond to questions about research accuracy, authenticity, compliance with pertinent
789 contractual obligations, and University of Saskatchewan and externally imposed
790 requirements and regulations governing the conduct of the research.

791 Human research ethics applications require a statement outlining the procedures
792 researchers will use to securely store research records including the length of time the
793 research records will be stored, the location of storage, the identity of the person
794 responsible for storage of research records, and the procedures that will ensure secure
795 storage. Research participants must be informed of the purpose, use and retention of
796 the records as part of the information provided to them to make an informed decision

² A Principal Investigator (PI) is a person responsible for performing, directing, or supervising research, or who signs a research sponsorship agreement in acknowledgement of the obligations of himself, herself, or the University.

³ Research records must be stored securely and protected with all the precautions appropriate to its sensitivity and privacy. Highly sensitive records may need to be held on computers not connected to networks and located in secured areas with restricted access. Secure storage may mean encryption of research records sent over the internet or kept on a computer connected to the internet; adherence to guidelines on data storage on mobile drives, digital recording devices or laptop computers; the use of computer passwords, firewalls, back-ups, and anti-virus software; off-site backup of electronic and hard-copy records; and other measures that protect research records from unauthorized access, loss or modification.

797 about whether to consent to participate in the study. Research participants must also
798 be informed about any potential for secondary use of research records. Research record
799 retention periods will vary depending on the research discipline, research purpose and
800 type of records involved.

801 Research records must be retained for not less than:

- 802 a. five (5) years after the end of a research project's records collection and recording
803 period;
- 804 b. five (5) years from the submission of a final project report;
- 805 c. five (5) years from the date of publication of a report of the project research; or
- 806 d. five (5) years from the date a degree related to a particular research project is
807 awarded to a student;
- 808 for whichever occurs last.

809 Research records must be retained for longer periods:

- 810 a. if required to protect intellectual property rights;
- 811 b. if such research records are subject to specific federal or provincial regulations⁴
812 requiring longer retention periods;
- 813 c. if required by the terms of a research sponsorship agreement; or,
- 814 d. if any allegations regarding the conduct of the research arise, such as allegations of a
815 breach of the Responsible Conduct of Research Policy or conflicts of interest.

816 Research records may be retained for longer periods if retention is required for the
817 continuity of scientific research or if the research records are potentially useful for
818 future research by the PI or other researchers⁵. The Tri-Agencies place the following
819 responsibilities on grant holders:

- 820 a. The Social Sciences and Humanities Research Council (SSHRC) Policy on Data Sharing
821 states that all research data collected with the use of SSHRC funds must be
822 preserved and made available for use by others within a reasonable period of time⁶.
- 823 b. Canadian Institutes of Health Research (CIHR) grantees must deposit bioinformatics,
824 atomic and molecular coordinate data into the appropriate public database
825 immediately upon publication of research results⁷.
- 826 c. CIHR grantees must retain original data sets arising from CIHR-funded research for a

⁴ For example: *Canada's Food and Drug Regulations* require certain clinical trial records to be stored for twenty-five (25) years and research conducted in provincial hospitals may be subject to *The Hospital Standards Regulations, 1980* (Saskatchewan).

⁵ Future use of research records may be subject to the provisions of applicable privacy legislation and/or the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) www.pre.ethics.gc.ca/eng/policy-politique/tcps-eptc/readtcps-lireeptc

⁶ www.sshrc.ca/site/apply-demande/policies-politiques/edata-donnees_electroniques-eng.aspx

⁷ www.cihr-irsc.gc.ca/e/34846.html#8

827 minimum of five years after the end of the grant. This applies to all data, whether
828 published or not⁸.
829 d. Collections of animal, culture, plant or geological specimens, or archaeological
830 artifacts (“collections”) collected by a grantee with Tri-Agency grant funds are the
831 property of the University⁹.

832 3.0 Destruction of Research Records and Materials

833 Where appropriate, destruction of research records must be carried out so that
834 personal information cannot practicably be read or reconstructed¹⁰. In some cases it
835 may be advisable to document the manner and time of destruction.

836 4.0 Leaving the University

837 When a researcher (including a student) involved in a research project leaves the
838 University, she or he may take a copy of the research records related to her or his
839 research.

840 If a PI leaves the University of Saskatchewan or a project is to be moved to another
841 institution, the University must be notified of the location of the original research
842 records. In some instances (e.g., where University of Saskatchewan intellectual property
843 or other interests are involved), such transfer may not be permitted. Any agreement to
844 move research records may require diligent retention by the recipient and continued
845 access by the University of Saskatchewan.

846 The obligations of researchers set out in these procedures continue to apply if an
847 individual takes copies of research material to his/her new institution.

848 *Effective date July 1, 2013*
849

⁸ www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/Responsibilities-Responsabilites_eng.asp

⁹ www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/Responsibilities-Responsabilites_eng.asp

¹⁰ Paper documents containing personal information should be burned, pulverized or shredded into very small shreds. Erasing electronic files from a computer will not remove the information in that file from the computer. Applications are available that provide for secure erasure and will remove the records. When a computer is decommissioned, the disks must be erased using a secure disk erasure application or physically destroyed

Responsible Conduct of Research (RCR) Policy, simplified flow chart

Breach by student	Breach by member other than a student
Allegation is made and first referred to the Dean or VPA to determine whether the allegation is heard under Council's Regulations on Student Academic Misconduct or the RCR Policy	Allegation is made
If referred to the RCR Policy, the Dean or Associate Vice-President Research determines if the allegation warrants a hearing.	Dean or Associate Vice-President Research determines if the allegation warrants a hearing.
Hearing held under RCR Policy	Hearing held under RCR Policy
If the hearing board determines the student is guilty of a breach, the matter is referred to the Student Academic Misconduct Regulations for determination of disciplinary actions	If the hearing board determines the member is guilty of a breach, the matter is referred to the Senior Administrator for determination of penalty/disciplinary action
Student may appeal the decision of the hearing board under the RCR Policy, as the RCR Board does not determine disciplinary action. Any procedure under the Student Academic Misconduct Regulations is suspended until resolution of the Appeal under the RCR Policy.	Member may appeal the decision of the hearing board under the RCR policy. Assignment of penalty/disciplinary action is suspended until resolution of the Appeal.
Appeal held under the RCR policy	Appeal held under the RCR policy
If the appeal upholds the original decision, then the procedure under the Student Academic Misconduct Regulations is resumed for determination of disciplinary action. If the appeal is successful, then the matter is withdrawn from consideration under the Student Academic Misconduct Regulations. Students may appeal any disciplinary action under the Student Academic Misconduct Regulations.	If the appeal upholds the original decision, then the Senior Administrator proceeds with determination of disciplinary action. If the appeal finds that there has been no breach of the RCR Policy, then the matter is considered no further by the Senior Administrator, except to take reasonable steps to repair any reputational damage. Disciplinary action may be grieved by unionized members under the terms of their collective agreements.

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carol Rodgers
Member, Governance Committee

DATE OF MEETING: May 16, 2013

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

DECISION REQUESTED: *It is recommended:*

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

PURPOSE:

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

CONTEXT AND BACKGROUND:

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

CONSULTATION:

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

SUMMARY:

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

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

ATTACHMENTS:

1. Proposed change to Council Bylaws

5. Council Meetings

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

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Carol Rodgers
Member, Governance Committee

DATE OF MEETING: May 16, 2013

SUBJECT: **Change to Part Two, Section I, VII of Council Bylaws
– Research, Scholarly and Artistic Work Committee
terms of reference**

DECISION REQUESTED: *It is recommended:*
That Council approve the proposed changes to Part Two,
Section I, VII of the Council Bylaws, the membership
and terms of reference of the research, scholarly and
artistic work committee, effective May 16, 2013.

PURPOSE:

The purpose of this change to the Council Bylaws is to clarify the role and responsibility of the research, scholarly and artistic work committee.

CONTEXT AND BACKGROUND:

The proposed revisions were made in response to the committee's desire to clarify its role and relationship with the vice-president research office and the College of Graduate Studies and Research. There was also a need to reference the receipt of an annual report from the university's research ethics board, in accordance with the Tri-agencies requirement that these reports be submitted to a governing body and not the vice-president research.

CONSULTATION:

The research, scholarly and artistic work committee endorsed these proposed changes on April 12, 2013 and were reviewed by the governance committee on April 30, 2013.

ATTACHMENTS:

1. Proposed membership and terms of reference of the research, scholarly and artistic work committee

CURRENT TERMS	PROPOSED TERMS
<p data-bbox="186 399 771 472"><u>RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE</u></p> <p data-bbox="186 493 365 535"><u>Membership</u></p> <p data-bbox="186 567 812 766">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.</p> <p data-bbox="186 766 771 829">One undergraduate student appointed by the U.S.S.U.</p> <p data-bbox="186 829 787 871">One graduate student appointed by the G.S.A.</p> <p data-bbox="186 903 324 934"><i><u>Ex Officio</u></i></p> <p data-bbox="186 934 779 966">The Vice-President (Research)</p> <p data-bbox="186 966 779 1029">The Dean of the College of Graduate Studies and Research</p> <p data-bbox="186 1029 657 1060">The President (non-voting member)</p> <p data-bbox="186 1060 738 1102">The Chair of Council (non-voting member)</p> <p data-bbox="186 1134 495 1165"><i><u>Administrative Support</u></i></p> <p data-bbox="186 1165 706 1197">Office of the Vice-President (Research)</p> <p data-bbox="186 1197 682 1228">The Office of the University Secretary</p> <p data-bbox="186 1270 787 1333"><u>The Research, Scholarly and Artistic Work Committee is responsible for:</u></p> <ol data-bbox="186 1365 812 1774" style="list-style-type: none"> 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. 	<p data-bbox="836 399 1421 472"><u>RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE</u></p> <p data-bbox="836 493 1015 535"><u>Membership</u></p> <p data-bbox="836 567 1461 766">Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom one will be Chair. Two of the nine members will be Assistant or Associate Deans with responsibility for research.</p> <p data-bbox="836 766 1429 829">One undergraduate student appointed by the U.S.S.U.</p> <p data-bbox="836 829 1445 871">One graduate student appointed by the G.S.A.</p> <p data-bbox="836 903 974 934"><i><u>Ex Officio</u></i></p> <p data-bbox="836 934 1226 966">The Vice-President Research</p> <p data-bbox="836 966 1429 1029">Dean of the College of Graduate Studies and Research</p> <p data-bbox="836 1029 1307 1060">The President (non-voting member)</p> <p data-bbox="836 1060 1388 1102">The Chair of Council (non-voting member)</p> <p data-bbox="836 1134 1144 1165"><i><u>Administrative Support</u></i></p> <p data-bbox="836 1165 1404 1197">The Office of the Vice-President Research</p> <p data-bbox="836 1197 1274 1228">The University Secretary's Office</p> <p data-bbox="836 1270 1437 1333"><u>The Research, Scholarly and Artistic Work Committee is responsible for:</u></p> <ol data-bbox="836 1365 1461 1816" style="list-style-type: none"> 1) Recommending to Council on issues and strategies to support research, scholarly and artistic work. 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly and artistic work.

<p>4) Promotion and recognizing opportunities for community engagement and partnership with the research, scholarly and artistic work activities of the University.</p> <p>5) Providing advice on issues relating to the granting agencies which provide funding to the University.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>3) Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.</p> <p>4) Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.</p> <p>5) Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.</p> <p>6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University and providing advice to the Planning and Priorities Committee of Council.</p> <p>7) Receiving annual reports from the Vice-President Research and the Dean of Graduate Studies and Research and the University's research ethics boards.</p> <p>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.</p>
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UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Carol Rodgers
Member, Governance Committee

DATE OF MEETING: May 16, 2013

SUBJECT: **Change to Part Two, Section I, I of Council Bylaws –
Academic Programs Committee terms of reference**

DECISION REQUESTED: *It is recommended:*
That Council approve the proposed changes to Part Two, Section I, I of the Council Bylaws, the membership and terms of reference for the Academic Programs committee, effective May 16, 2013.

PURPOSE:

The purpose of these changes to the Council Bylaws is to update the terms of reference of the academic programs committee to ensure more consistent alignment of responsibilities within the membership, and to add a statement of principle that was recently added to the new teaching, learning and academic resources committee terms of reference.

CONTEXT AND BACKGROUND:

The following changes were made: replacing the Provost & Vice-president Academic or designate with the Vice-Provost Teaching and Learning; replacing the Registrar with the Director of Enrolment and Student Affairs; adding a statement of principle (#13 of the terms of reference) recognizing the importance of Aboriginal issues in regards to curriculum and curricular proposals.

CONSULTATION:

The academic programs committee endorsed these proposed changes on April 10, 2013, and were reviewed by the governance committee on April 30, 2013.

ATTACHMENTS:

1. Proposed changes to the membership and terms of reference of the academic programs committee

Suggested changes to membership and Terms of Reference:
ACADEMIC PROGRAMS COMMITTEE

<u>Membership</u>	<u>Rationale for suggested changes</u>
<p>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.</p> <p>One sessional lecturer</p> <p>One undergraduate student appointed by the U.S.S.U.</p> <p>One graduate student appointed by the G.S.A.</p>	
<p><i>Ex Officio</i></p> <p><u>The Vice-Provost Teaching and Learning</u></p> <p>The University Registrar and Director of Student Services</p> <p>The Vice-President (Finance & Resources or designate (non-voting member)</p> <p>The President (non-voting member)</p> <p>The Chair of Council (non-voting member)</p>	<p>The committee agreed that now that the Vice-Provost position has been created and filled on a permanent basis, this position should be assigned to the Academic Programs Committee</p>
<p><i>Resource Personnel (Non-voting members)</i></p> <p><u>The Director of Enrolment and Student Affairs</u></p> <p>The Director of Institutional Planning</p> <p>The Director of Budget Planning</p>	
<p><i>Administrative Support</i></p> <p>The Office of the University Secretary</p>	<p>The Registrar had informed the committee that his area of expertise no longer includes enrolment issues and he advised the Director of Enrolment be invited to attend committee meetings.</p>
<p><u>Terms of Reference</u></p> <ol style="list-style-type: none"> 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 	

Deleted: The Provost & Vice-President Academic or designate¶

<p>Priorities and other Council committees as appropriate.</p> <p>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.</p> <p>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.</p> <p>8) Reporting to Council on the academic implications of quotas and admission standards.</p> <p>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.</p> <p>10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.</p> <p>11) Recommending to Council classifications and conventions for instructional programs.</p> <p>12) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.</p>	
<p><u>Suggested addition:</u></p> <p>13) 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.</p>	<p>This statement of principle is also included in the terms of reference of the new Teaching, Learning and Academic Resources Committee. It represents an overall statement of philosophy to recognize the importance of Aboriginal issues in University of Saskatchewan curriculum and to authorize review curricular proposals with these issues in mind.</p>

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Carol Rodgers
Member, Governance Committee

DATE OF MEETING: May 16, 2013

SUBJECT: **Revisions to the College of Education Faculty Council membership**

DECISION REQUESTED: *It is recommended:*
That Council approve the revisions to the College of Education Faculty Council membership.

PURPOSE:

To update the membership to reduce the size and increase the relevancy of members on the faculty council and to clarify the distribution of student members to reflect current student numbers.

CONTEXT AND BACKGROUND:

The College of Education made the following changes: removed 'Extension Specialist, Lecturers, or Instructors and Special Lecturers' as these positions exist in the college; reduced the membership numbers to better reflect current working relationships; clarified student membership; and updated administrative titles.

CONSULTATION:

These membership changes were approved by the College of Education's faculty council on January 18, 2013, and were approved to bring forward to Council at the governance committee meeting of April 30, 2013.

ATTACHMENTS:

1. College of Education Faculty Council membership

Move the following amendments to the membership of Faculty Council of the College of Education

Current Membership of the College's Faculty Council

Proposed Membership

*** denotes non-voting members
(a-o as per University Council Bylaws)**

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

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

(p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Education;

(q) Dean of Arts and Science and one other from Arts and Science; Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); one representative from each of the major departments in Arts and Science which are engaged in teaching or disciplines commonly found on the curriculum of elementary and secondary schools where such departments are not represented through joint appointments; Fine Arts - heads of Art and Art History, Drama, and Music, and all members of the departments who teach education classes; Education Head Librarian; Director of Media and Technology Services;

(r) Five undergraduate students from the College of Education and two Education graduate students, to have voting privileges on all matters at meetings of the Faculty Council.

(s) The Indian Teacher Education Program (ITEP), Northern Teacher Education Program (NORTEP), and Northwest Territories Teacher Education Program (NWTEP), Directors and the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert and SUNTEP Saskatoon Coordinators, to have voting privileges on all matters at meetings of the Faculty Council.

(p) Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education.

(q) Dean of Arts and Sciences (or nominee) and the Vice Deans of Arts and Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education Head Librarian (or nominee) as non voting members.

(r) Five undergraduate students comprised of the president of the Education Students Society and two named ESS officers (or named designates); the president of the SUNTEP student society (or named designate); the president of the ITEP student society (or named designate); and three education graduate students named by the Education Graduate Student Association, to have voting privileges on all matters at meetings of the Faculty Council.

(s) Directors (or designates) of the Indian Teacher Education Program (ITEP), Northern Teacher Education Program (NORTEP), and Northwest Territories Teacher Education Program (NWTEP);Coordinator (or designates) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert and SUNTEP Saskatoon, to have voting privileges on all matters at meetings of the Faculty Council.

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

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

DATE OF MEETING: May 16, 2011

SUBJECT: **Committee Nominations for 2013-14**

DECISION REQUESTED: That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2013-14, as described in the attached list.

ATTACHED:
List of committees and members

May, 2013

UNIVERSITY COUNCIL COMMITTEES 2013-14

VICE-CHAIR OF COUNCIL

Nomination

Hans Michelmann **Political Studies** **2015**

Term completed

John Rigby Management and Marketing 2013

ACADEMIC PROGRAMS COMMITTEE

Reviews and approves curriculum changes from all college; recommends major curriculum changes to Council; oversees policies relating to students and academic programs. Meets twice a month.

Nominations

For Chair **Roy Dobson (reappointment)**

New members (from Council)

Jim Greer **University Learning Centre** **2016**

Nick Ovesnek **Biomedical Sciences** **2016**

(sessional)

Jarita Greyeyes **Native Studies** **2014**

Continuing members

Council Members

Roy Dobson (Chair) Pharmacy & Nutrition 2014

Kevin Flynn English 2015

Robert Johanson Electrical and Computer Engineering 2015

~~Jim Greer~~ ~~University Learning Centre~~ ~~2013~~

~~Ludmilla Voitkovska~~ ~~English~~ ~~2013~~

General Academic Assembly Members

Sina Adl Soil Science 2015

Alec Aitken Geography and Planning 2015

Michael Bradley Physics & Engineering Physics 2014

Dean McNeill Music 2014

Ian McQuillan Computer Science 2014

Yandou Wei Biology 2014

Sessional Lecturer

~~Catherine Neumann Boxer~~ ~~Education~~ ~~2013~~

Other members

Undergraduate Student member

Graduate Student member

Patti McDougall [Provost designate] Vice-Provost, Teaching & Learning

Russ Isinger University Registrar and Director of Student Services

Jeff Dumba [VP Finance designate] Director, Student Accounts & Treasury

Pauline Melis Assistant Provost, Institutional Planning and Assessment

Jacquie Thomarat [Budget Director designate] Financial Planning and Projects Officer
 Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

GOVERNANCE COMMITTEE

Reviews Council bylaws including committee terms of reference; develops policies relating to student academic appeals and conduct. Meets as required.

Nominations

For Chair **Carol Rodgers**

New members (from Council)

Lorne Calvert **St. Andrews College** **2016**

Continuing members

Ex-Officio voting:

Jay Kalra	Chair, Council	
Bob Tyler Fran Walley	Chair, Planning & Priorities Committee	
Roy Dobson	Chair, Academic Programs Committee	
Heather Heavin	[President's designate]	

Council Members

Louise Racine	Nursing	2014
Carol Rodgers	Kinesiology	2014
Gordon Zello (Chair)	Pharmacy & Nutrition	2013

Other members

University Secretary (Ex-Officio) Beth Williamson
 Secretary: Lesley Leonhardt, Office of the University Secretary

INTERNATIONAL ACTIVITIES COMMITTEE

Develops and reviews the policies,, programming and strategic directions for international activities and programs. Meets once a month.

Nominations

For Chair **Gap Soo Chang**

New members (from Council)

Bill Albritton **Microbiology & Immunology** **2016**

Continuing members

Council Members

Gap Soo Chang	Physics & Engineering Physics	2014
Claire Card	Large Animal Clinical Sciences	2014
Hans Michelmann (Chair)	Political Studies	2013

General Academic Assembly Members

Michael Cottrell	Educational Administration	2015
Nadeem Jamali	Computer Science	2014
Angela Kalinowski	History	2015
Mabood Qureshi	Pathology	2015
Stella Spriet	Languages & Linguistics	2014
Phil Thacker	Plant Science	2015

Other members

Undergraduate Student member
 Graduate Student member

Patti McDougall [Provost designate] Vice-Provost Teaching and Learning
 Harley Dickinson [designate for Vice-President Research] Strategic Advisor, International
 Alison Pickrell Director of Enrolment Services

Administrative support

Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

PLANNING & PRIORITIES COMMITTEE

Reviewing and advising Council and the university administration on planning, budgeting, and academic priorities. Meets every two weeks.

Nominations

For Chair **Fran Walley**

New members (from Council)

Dirk DeBoer	Geography and Planning	2016
Chary Rangacharyulu	Physics & Engineering Physics	2016 (reappointment)
Bill Bartley	English	2016
<i>(from General Academic Assembly)</i>		
Greg Wurzer	Library	2016
<i>Dean</i> Sanjeev Anand	College of Law	2016
<i>Sessional</i> Leslie Walter	Mathematics and Statistics	2014

Continuing members

Council Members

Peta Bonham-Smith	Biology	2015
Lisa Kalynchuk	Psychology	2014
Ramji Khandelwal	Biochemistry	2015
Venkatesh Meda	Chemical & Biological Eng	2014
Fran Walley	Soil Science	2015
Lois Jaeck	Languages & Linguistics	2013
Chary Rangacharyulu	Physics & Engineering Physics	2013
Bob Tyler (Chair)	Food & Bioproduct Sciences	2013

General Academic Assembly Members

David Janz	Vet Biomedical Sciences	2014
Jeremy Rayner	Public Policy	2014
Mobinul Huq	Economics	2013
Dean Lorna Butler	Nursing	2013

Sessional

Martin Gaal	Political Studies	2013
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Other members

Undergraduate Student member

Graduate Student member

Brett Fairbairn	Provost & Vice-President Academic
James Basinger	[VP Research representative] Associate Vice-President Research
Laura Kennedy	[VP Finance & Resources representative] Associate VP (Financial Services) and Controller
Heather Magotiaux	VP University Advancement
Pauline Melis	Assistant Provost, Institutional Planning & Assessment
Ginger Appel	Director of Budget, Planning and Strategy
Bryan Bilokreli	Director of Integrated Facilities Planning
Colin Tennent	Associate VP Facilities Management
Rick Bunt	CIO and Associate VP ICT
Joan Greyeyes	Special Advisor to the President on Aboriginal Initiatives

Secretary: Sandra Calver Coordinator University Governance, Office of the University Secretary

RESEARCH SCHOLARLY AND ARTISTIC WORK COMMITTEE

Reviews and advises Council on issues related to research, scholarly and artistic work including advising on research grant policies and the establishment of research centres. Meets twice a month.

Nominations

Chair **Caroline Tait**

New members (from Council)

Ranier Dick	Physics and Engineering Physics	2016
<i>(from General Academic Assembly)</i>		
Paul Jones	SENS	2016
Julita Vassileva	Computer Science	2016

Continuing members

Council Members

Yu Luo	Biochemistry	2015
Jaswant Singh	Vet Biomedical	2015
Daniel Beland	Public Policy	2014
Stephen Urquhart (Chair)	Chemistry	2013

General Academic Assembly Members

Pamela Downe	Archaeology and Anthropology	2015
Tim Nowlin	Art and Art History	2015
Graham Scoles	Plant Sciences	2015
Caroline Tait	Psychiatry	2016
Tony Kusalik	Computer Science	2015

Other members

Undergraduate Student member

Graduate Student member

Karen Chad	Vice-President Research
Adam Baxter-Jones	Acting Dean of Graduate Studies & Research

Administrative Support

Kathryn Warden	Director of Research Communications
Susan Blum	Director of Research Services
Laura Zink	Special Projects and Operations, Office of the Vice-President Research

Secretary: Sandra Calver, Coordinator University Governance, Office of the University Secretary

SCHOLARSHIPS AND AWARDS COMMITTEE

Grants awards, scholarships and bursaries which are open to students of more than one college or school, advises Council on scholarship and awards policies and issues.

Nominations

For Chair **Gordon DesBrisay (reappointment)**

New members (from Council)

Gordon DesBrisay	History	2014 (reappointment)
James Montgomery	Small Animal Clinical Sciences	2015
Curtis Pozniak	Plant Sciences	2016
Kathleen Solose	English	2016
<i>(from General Academic Assembly)</i>		
Suji Unniappan	Veterinary Biomedical Sciences	2014
Alexey Shevyakov	Mathematics and Statistics	2016

Graduate Student member
Patti McDougall Vice-Provost, Teaching and Learning
Rick Bunt CIO and Associate Vice President ICT
Dave Hannah Associate Vice-President Student Affairs
Vicki Williamson Dean, University Library
Jim Greer Director, University Learning Centre and Academic Lead, Gwenna Moss Centre for Teaching Effectiveness
Bob Cram Executive Director, Centre for Continuing and Distance Education
By invitation:
To be determined
Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

STUDENT ACADEMIC HEARING AND APPEALS PANEL

From this roster, the faculty representatives for student disciplinary and appeal committees are selected. This panel is mandated by Council policies on Student Appeals in Academic Matters and Student Academic Misconduct, and by Senate Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals. Only members of Council are eligible for membership on this panel.

Nominations

New members

Moira Day	Drama	2016
Dirk de Boer	Geography and Planning	2016
Ranier Dick	Physics and Engineering Physics	2016
Yen Han Lin	Chemical and Biological Engineering	2016
Michael Macgregor	Psychology	2016
Bram Noble	Geography and Planning	2016
Michelle Prytula	Educational Administration	2016
Kathleen Solose	Music	2016

Continuing members

William Albritton	Microbiology and Immunology	2015
Ravi Chibbar	Plant Sciences	2015
Susan Fowler-Kerry	Nursing	2015
Liz Harrison	Physical Therapy	2015
Ramji Khandelwal	Biochemistry	2015
Ed Krol	Pharmacy & Nutrition	2015
Dwight Makaroff	Computer Science	2015
James Montgomery	Small Animal Clinical Sciences	2015
Nic Ovsenek	Medicine	2014
Bev Pain	Education	2014
Louise Racine	Nursing	2014
Regina Taylor Gjevre	Rheumatology	2015
Fran Walley	Soil Science	2015
Terry Wotherspoon	Sociology	2015

Term on the panel is completed and/or leaving Council:

Angela Bowen — Nursing	Don Drinkwater — Kinesiology
Joel Bruneau — Economics	Lois Marie Jaek — Languages & Linguistics
Bruce Coulman — Plant Sciences	Mark Lees — Academic Family Medicine
Signa Daum Shanks — Law	Richard Schwier — Curriculum Studies

COLLECTIVE AGREEMENT COMMITTEES 2013-14

UNIVERSITY REVIEW COMMITTEE

Reviews College recommendations for awards of tenure, renewals of probation, and promotions to Professor. Its recommendations are made to the Board of Governors.

This committee is mandated by the **Collective Agreement (15.9.4)**:

The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

Nominations

New members

Roger Pierson	OBGYN	2014
Donna Rennie	Nursing	2015
Eric Salt	Electrical and Computer Engineering	2014
Bob Tyler	Food and Bioproduct Sciences	2016
Cheryl Waldner	Large Animal Clinical Sciences	2016
Scott Walsworth	HR and Organizational Behaviour	2016

Continuing members

Chair: Jim Germida, Vice-Provost, Faculty Relations

Dwight Newman	Law	2014
Rob Pywell	Physics and E P	2015
Barry Ziola	Pathology	2015
Chris Adams	Library	2013
Jim Merriam	Geological Sciences	2013
Gillian Muir	Vet Biomedical Sciences	2013
Eric Neufeld	Computer Science	2013
Linda Wason Ellam	Curriculum Studies	2013
Donna Goodridge	Nursing	2015

Secretary: Anna Okapiec, Assistant to the Vice-Provost, Faculty Relations

RENEWALS AND TENURE APPEAL PANEL

From this roster, the members are chosen for committees on Sabbatical Appeal, Promotion Appeal, and Tenure Appeal Committees, and for the President's Review Committee.

This panel is mandated by Collective Agreement (15.9.5.2):

An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of

membership. Additional members may be chosen, if necessary, to staff appeal committees. Membership shall be restricted to tenured faculty with past experience on tenure committees, who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years. The following criteria shall govern the selection of the Panel:

- a) The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;
- b) The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

Nominations

To June 30, 2016

Marilyn Baetz	Psychiatry
Shauna Berenbaum	Pharmacy and Nutrition
Ron Bolton	Electrical and Computer Engineering
Bruce Coulman	Plant Sciences
Maria Copete	Dentistry
Ralph Deters	Computer Science
Joanne Dillon	Biology
Amin Elshorbagy	Civil and Geological Engineering
Sherif Faried	Electrical and Computer Engineering
Dianne Miller	Educational Foundations
Nazeem Muhajarine	Community Health and Epidemiology
Mehdi Nemati	Chemical and Biological Engineering
Bill Roesler	Biochemistry
Jeff Taylor	Pharmacy and Nutrition

(14)

Two vacancies remaining for three-year terms

Three vacancies remaining for two-year terms

Continuing members

to June 30, 2015

Sabina Banniza	Plant Sciences
James Brooke	Mathematics and Statistics
Fionna Buchanan	Animal and Poultry Science
Phil Chillibeck	Kinesiology
Gary Entwistle	Accounting
Rob Flanagan	Law
Rob Hudson	Philosophy
Ramji Khandelwal	Biochemistry
Karen Lawson	Psychology
Brian Pratt	Geological Sciences
Donna Rennie	Nursing
Bill Roesler	Biochemistry
Bing Si	Soil Science
Jaswant Singh	Veterinary Biomedical Sciences
Lisa Vargo	English
Fran Walley	Soil Science
Gordon Zello	Pharmacy and Nutrition

(16)

to June 30, 2014

Andy Allen	Veterinary Pathology
Daniel Beland	Public Policy
Vicki Duncan	Library
Xulin Guo	Geography and Planning
Pam Haig Bartley	Drama
Judith Henderson	English
Mehran Hojati	Finance and Management Science
Lisa Kalynichuk	Psychology
Suren Kulshreshtha	Bioresource Policy, Business & Economics
Yen-Han Lin	Chemical and Biological Engineering
Karen Semchuk	Nursing
Phyllis Shand	Food and Bioproduct Sciences
Ray Stephanson	English
Susan Whiting	Pharmacy & Nutrition

(13)

to June 30, 2013

Al Barth	Large Animal Clinical Sciences
John Campbell	Large Animal Clinical Sciences
Dean Chapman	Anatomy & Cell Biology
Ralph Deters	Computer Science
Don Gilchrist	Economics
Glen Gillis	Music
Deborah Haines	Veterinary Microbiology
Jill Hobbs	Bioresource Policy, Business & Economics
Peter Howard	Microbiology & Immunology
George Khachatourians	Food & Bioproduct Sciences
Hans Michelmann	Political Studies
Lyall Petrie	Large Animal Clinical Sciences
Roger Pierson	Obstetrics, Gynecology & Reproductive Sciences
Klaas Post	Small Animal Clinical Sciences
Chary Rangacharyulu	Physics & Engineering Physics
Rajini Sankaran	Physical Medicine
Walerian Szyszkowski	Mechanical Engineering

OTHER COMMITTEES 2013-14

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Brings the approving bodies of Council and the Board of Governors to a joint table to ensure the academic and financial concerns regarding Chairs and Professorships can be addressed simultaneously.

Jim Basinger	[VP Research designate] Associate VP Research	
Sandra Calver	[University Secretary designate] Coordinator University Governance	
Ravi Chibbar	Council representative	2015
Jim Germida	Vice-Provost Faculty Relations (Chair)	
Laura Kennedy	Associate Vice-President, Financial Services	
	Jim Traves, Alternate designate	
Healthier Magotiaux	Vice-President, University Advancement	
	Doug Clark, Alternate designate	
Grit McCreath	Board of Governors representative	
Amit Shukla	Associate Director, Research Services (resource person)	
Secretary: Anna Okapiec, Assistant to the Vice-Provost Faculty Relations		

POLICY OVERSIGHT COMMITTEE

Chary Rangacharyulu	Physics & Engineering Physics	2014
Hans Michelmann	Vice-Chair of Council	2015

RECREATION AND ATHLETICS ADVISORY COUNCIL

Recommends on the recreation and athletic fees charged to students and reviews reports on expenditures. Committee includes three faculty members (at least two of whom are not members of the College of Kinesiology) Members may serve a maximum of two consecutive terms.

Nominations

New member

Nancy Gyurcsik	Kinesiology	Second term	2016 reappointment
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Continuing members

Doug Degenstein	Physics & Engineering Physics	First term	2014
Nancy Gyuresik	Kinesiology	First term	2013
Jim Merriam	Geological Sciences	First term	2015

SENATE ROUND TABLE ON OUTREACH & ENGAGEMENT

This is an initiative of the Foundational Document on Outreach & Engagement. It includes four faculty representatives:

Nominations

New members

Phyllis Shand	Food and Bioproduct Sciences	2016
One TBA		

Continuing members

Vicki Duncan	Library	2014
Grant Wood	Plant Sciences	2015
Glenn Hussey	Physics & Engineering Physics	2013
Kathleen James Cavan	English	2013

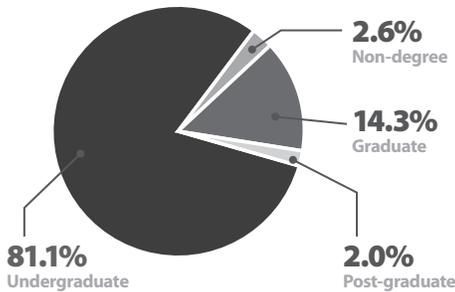
U of S Enrolment Snapshot



February 7, 2013

Each February, at the end of the fifth week of classes, a census of our enrolment is taken. This highlight sheet is to provide our stakeholders with an overview of trends as compared to 2012 in our recruitment and retention progress. We are encouraged by the growth in enrolment we have seen in the last five years and look to maintain this momentum moving forward. We seek students beyond traditional and geographical boundaries and are working hard to retain them.

Overall Enrolment



+2.3%

overall enrolment compared to 2012

16,508

Undergraduate

2,900

Graduate

543

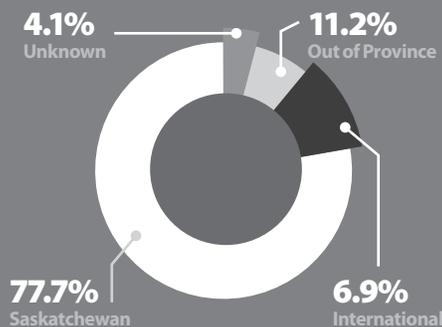
Non-degree

406

Post-Graduate
Clinical

Total winter-term enrolment is the highest ever at 20,348 for all student groups. This continues a trend of moderate overall growth over the last five years. Since 2008 our overall enrolment has grown by 9.1%

Undergraduate Direct-entry Programs and Open Studies Enrolment



International Enrolment

Overall

2,115

10.4%

Undergraduate and Non-degree

1,168

6.9%

Graduate

947

32.6%

Aboriginal Enrolment

Overall

1,723

8.5%

Undergraduate, Non-degree and PGCL

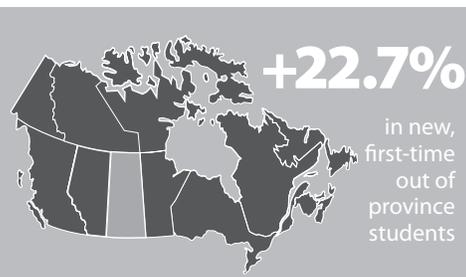
1,581

9.1%

Graduate

142

4.9%



Top 3 Countries by enrolment

	China*	789 (576 UG, 213 G)
	Nigeria	142 (99 UG, 43 G)
	India	139 (28 UG, 111 G)

*Includes Hong Kong



Retention

Fall to winter term overall retention rate for direct-entry programs

93.6% Overall

90.1% International

92.1% Aboriginal

Winter Teaching Activity



+4.1%

in credit units taught on campus

+12.6%

in credit units taught off campus