

AGENDA
2:30 p.m. Thursday, October 24, 2013
Neatby-Timlin Theatre (Room 241) Arts Building

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2013-14 academic year marks the 19th year of the representative Council.*

Tribute to Dr. Allen Backman, and moment of silence.

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of September 19, 2013 – pp. 1-12
4. Business from the minutes
5. Report of the President – pp. 13-16
6. Report of the Provost – pp. 17-26
7. Student societies
 - 7.1 Report from the USSU (oral report)
 - 7.2 Report from the GSA (oral report)
8. Planning and Priorities Committee
 - 8.1 Report for Information: Vision 2025: *From Spirit to Action* – pp. 27-36
 - 8.2 Report for Information: *The Way Forward: Implementation Plan for the College of Medicine* – pp. 37-70
9. Academic Programs Committee – pp. 71-72
 - 9.1 Report for Information: Resolution of Challenge
10. Nominations Committee – pp. 73-76
 - 10.1 Request for Decision: Nominations to the Review Committee for the Vice-president Research
*That Council approve the following nominations to the Review Committee for the Vice-president Research:
 Four GAA members: Marie Battiste (Educational Foundations), Oleg Dmitriev (Biochemistry), Rob Scott (Chemistry), Charlene Sorenson (University Library)
 One member of Council who holds a senior administrative position: David Parkinson, Vice-dean,
 College of Arts and Science*
11. Governance Committee – pp. 77
 - 11.1 Request for Decision: Nomination to the Nominations Committee
That Council approve the nomination of Keith Walker to the Nominations Committee for a one-year term ending June 30, 2014.
12. Other business
13. Question period
14. Adjournment

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

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

A tribute to Prof. Lois Marie Jaeck, Department of Languages, Literatures and Cultural Studies was presented by Prof. Helena da Silva, Head of the Department of Languages, Literatures and Cultural Studies. A moment of silence was observed.

1. Adoption of the agenda

DOBSON /MICHELMANN: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and visitors, and introduced the Council committee chairs and university secretary. Dr. Kalra provided introductory comments and explained the procedures for debate. Council members are to sit in the center section and will be given the first opportunity to speak before comments are received from guests if time permits.

3. Minutes of the meeting of June 20, 2013

A Council member requested a correction to the minutes on the fourth page to change “balancing of power” to “imbalance of power”.

DOBSON/RIGBY: That the Council minutes of June 20, 2013 be approved as circulated with one correction indicated.

CARRIED

4. Business from the minutes

No business was identified as arising from the minutes.

5. Report of the President

The chair advised that he had received regrets from President Ilene Busch-Vishniac, and that the report would be presented by the provost.

6. Report of the Provost

Brett Fairbairn, provost and vice-president academic noted that the president’s report speaks to the College of Medicine restructuring and implementation plan, high-level visioning process and graduate education.

Dr. Fairbairn drew Council’s attention to his report and provided comments on the year ahead. He advised that there has been a close working relationship between his office and University Council, for which he is grateful. He advised that there were four matters that were particularly on his mind:

- Supporting the president's priority regarding the College of Medicine restructuring;
- Strategic hiring and development of the faculty complement;
- Focusing on students and learning outcomes in conjunction with strategic enrolment management;
- Matters relating to planning and budgeting including the continued implementation of IP3, work on financial sustainability, operating adjustments and TransformUS. This also includes developing a new annual budgeting process from a multi-year perspective.

Dr. Fairbairn advised that all universities are grappling with issues of how to remain financially sustainable. He noted that most of his colleagues were dealing with more difficult situations. Due to our planning practices, we have an opportunity at the University of Saskatchewan to look several years down the road. The work done in 2012-13 has closed about one-third of the gap in the budget shortfall predicted for 2016. There are a variety of risks faced by universities including the state of public finance in Canada and the perception of decisions that feed into university financing. To ensure we remain financially sustainable, Dr. Fairbairn noted that we need new ways of thinking, modes of leadership, and ways of managing and working together.

Dr. Fairbairn explained how the search for truth in open and respectful debate is a hallmark of universities. In university governance, and in dealing with university issues, there is a search for what is true and accurate. Things said at University Council are said in front of a cross-section of the most knowledgeable people in the university, from all different aspects of the university. Items brought are said openly where they can be discussed and people can respond. Things said at University Council count in the university and in its governance. He encouraged Council members to bring issues to University Council, raise them, ask questions and also to raise these issues at Council committees.

Regarding the operations forecast, Dr. Fairbairn noted that its' purpose is to assist the government to understand ways that the university contributes to the province's priorities, and it is used by the government to develop the provincial budget. The 2014/15 operations forecast is different in some ways to its predecessors, as it is shorter and more focused on the information the government requires for its purposes and will use for its decision-making. The message in the document is that we have priorities that we support and implement and that research makes an impact. The university is requesting an increase in its core operating grant from the province of 2%. The university is continuing to emphasize enhanced funding for capital renewal, deferred maintenance and assisting with debt coverage. The university has also raised the request for support around research funding for the College of Medicine. The document also raises a conversation about experiential learning and what that means to us. Dr. Fairbairn advised that later in the month, administration will speak with the treasury board and answer questions about the 2014/15 operations forecast. Dr. Fairbairn advised that we continue to seek a good relationship with the government through sharing information and discussing issues and challenges as well as opportunities.

Dr. Fairbairn invited questions. A Council member asked about the search for the dean of the College of Medicine, the expected timeline and interim leadership. Dr. Fairbairn advised that regarding interim leadership, one of his responsibilities is to ensure every college has outstanding leadership at all times so there will be no discontinuity. Regarding the search, there has been an outstanding response and the search committee was impressed with the quality and number of applicants. Dr. Fairbairn advised that any rumors about not being able to attract applicants are incorrect and hindering the search process and stressed the importance of accurate information. There are currently a half dozen applicants, and the search consultant is obtaining more information on each. Candidates will visit the university in late October and early November. .

A council member asked about the TransformUS final reports being tendered to the president on November 30th and what is expected to happen thereafter. The provost assured Council that the report will be provided in its entirety and not altered in any way. He advised that the president is

considering receiving the reports for a few days first to read them and think about communications and how stakeholders will be approached who may be sensitive to the report; then in December these reports will be provided to the university community. Dr. Fairbairn advised that he expects the president will send out a note prior to the next Council meeting regarding the process. Following communication of the task force reports there will be a period in January to receive comments from members of the campus community. The provost and PCIP will develop an implementation plan from the reports.

The provost received a question regarding the PCIP funding proposal for a new faculty position that was accepted incorporating indigenous knowledge in undergraduate classes in the area of Cree language, and why this position was placed in the Social Sciences rather than the Humanities. Dr. Fairbairn advised that the proposal came from Social Sciences and was connected to the Department of Native Studies, but there is the expectation for collaboration with other units of the university.

The provost received a question about TABBS noting that last year there was funding provided to colleges following a formula and would the formula be the same this year. Dr. Fairbairn advised that further steps in implementation of the new budget model are being developed, however the TABBS formula will not be substantially changed. He noted that once a year TABBS data is updated based on discussions with the university and there are tweaks to the model, but he expects no fundamental changes this year. Dr. Fairbairn advised increases or decreases to unit budgets will reflect factors identified through the TABBS model.

The provost was asked to provide an update on the proposed School of Rehabilitation Sciences (occupational therapy and speech language pathology) and the proposed School of Architecture. Dr. Fairbairn advised that there are two means to advance a new initiative at the university. One is to direct our own resources and the other is to interest the government in targeted funding. Last year the province indicated that its labour projections identified no shortages in the labour market for occupational and speech language therapists. Regarding the School of Architecture, Dr. Fairbairn advised that similarly the government would be responsive to an indication that the province has a shortage of architects. . As shortages have not been identified, these proposals have not advanced, despite advocacy by the university and community-based advocates.

A Council member noted that the university community has been challenged this week with an open and respectful debate following Prof. Kevin Flynn's article in the *On Campus News* and the response from the vice-president advancement. The Council member asked whether there will be some discussion or debate or some way of further learning from this so we do not either lose freedom of expression or respectful debate. Dr. Fairbairn invited Heather Magotiaux, vice-president advancement to respond to this question. Ms. Magotiaux advised that she was in a rather unique position in that her department publishes *On Campus News*, which provides a forum for the exchange of ideas and invites discussion. Her office also houses the services for our Aboriginal initiatives. She indicated that a segment of the university community felt very wounded by the article. Ms. Magotiaux advised that the values of freedom of expression and respectful debate are important values in a university. She indicated she is seeking ways to create dialogue and discussion. As the university becomes more diverse, questions of where religious and spiritual activity should be held will arise more frequently. Dr. Fairbairn noted that he was struck by the extent to which respect for all people is one of the core values that makes academic self-governance on the university possible. There is a need to work to understand respect for all people. A key point is respect for those key people who are keepers of knowledge and to seek knowledge from these individuals. A Council member of Indigenous background noted that circumstances like this wear a lot of her Indigenous colleagues down. As an example, she outlined how she personally responded to many emails on the opinion published, all of which she considered emergencies, which took her time away from the purpose for which she is here and that the same would be true for her Indigenous colleagues.

7. Student Societies

7.1 Report from the USSU

Jordan Sherbino, vice-president academic of the University of Saskatchewan Students' Union, presented an oral report on the work being done by the USSU executive. He advised that Welcome Week was a large success.

- The vice-president student affairs planned a number of events across campus and was heavily engaged with Protective Services and SESD in the creation of the Sexual Assault Awareness week which will be held in the upcoming week. She is also working with various campus groups on sustainability matters.
- The vice-president, finances is working with, and educating, college clubs. To date there are 60 ratified groups and the USSU expects twice that number in the future.
- President Max FineDay is working on establishing a tuition waiver for youth in care, a pilot project at the University of Winnipeg where 20 students had books and residence and living expenses paid to try to increase access to post-secondary education. President FineDay is also working on the open license textbooks initiative. A document describing this has been distributed to Council and Mr. FineDay will speak to this initiative at the October Council meeting. Mr. Sherbino invited anyone with questions to contact Mr. FineDay by email or set up a meeting to learn the benefits of the open licensing program on campus. He expressed hope that this would be a government funded program.
- Regarding his own work, Mr. Sherbino advised that he is focusing on teaching evaluations and referred to the document that had been circulated to Council. He advised that he has done quite a bit of research on this and the University of Saskatchewan is lagging behind our U15 peer group. He noted that there is so much more we can do to use teaching evaluations to improve the teaching and learning and to help enrich the student experience. He is currently working on a vision document on the purpose of teaching evaluations as a whole, which will provide recommendations to the university and governing bodies. Information is in the circulated document. Mr. Sherbino noted that the university needs to strive for a more holistic approach in improving teaching and learning at the university and a good way to do this is to ask students in a meaningful way as to their experience here.

The chair thanked Mr. Sherbino for sharing the USSU's priorities and invited him to bring his report on teaching evaluations to Council when complete.

7.2 Report from the GSA

Ehimai Ohiozebau, president of the Graduate Students' Association, and Reanne Ridsdale, vice-president student affairs, presented an oral report to Council. Ms. Ridsdale reported that this is the first time the GSA was able to utilize the bowl for an orientation event for graduate students, attended by approximately 1500 students and family members. The two notable guests were Adam Baxter-Jones, dean of the College of Graduate Studies and Research, and Don Atchison, mayor of Saskatoon. The city of Saskatoon Newcomer Welcome Services were also present. Regarding UPASS, this is the first year the GSA has offered a subsidized bus pass to the students. Ms. Ridsdale advised that over 200 students have successfully opted out and 1,752 have picked up their passes. The GSA considers this a successful outcome. Ms. Ridsdale informed Council of two new GSA committees: gender and pride committee and a child care committee.

Mr. Ohiozebau noted that the GSA will hold a confirmation referendum with a 30-day voting period in February to determine if graduate students want to continue with the UPASS. Mr.

Ohiozebau advised that the GSA has had tremendous support from the College of Graduate Studies and Research graduate council and has been working on many issues. They have increased health and dental coverage from \$500 to \$750 and also increased the maximum for eye exams and contact lenses by 25%, with no additional expense for GSA members. Mr. Ohiozebau reported they have a new initiative for a legacy fund providing up to \$65,000 to GSA members who start business initiatives from their research. The intent is that the fund will be an evergreen fund, as students pay back the funds received, to make them available for other students.

8. Planning and Priorities Committee

Prof. Fran Walley, chair of the planning and priorities committee, presented the report to Council.

8.1 Report for information: 2014-15 Operations Forecast

Prof. Walley advised that a memo had been sent to the President in June by the former chair of the planning and priorities committee regarding the 2014-15 operations forecast according to the committee's terms of reference. One of the committee's specific duties is to provide advice to the president on the operations forecast and report to Council. Ms. Walley advised that the Committee had many opportunities to provide comments on draft versions of the report.

There were no questions or comments by Council.

9. Governance Committee

Dean Carol Rodgers, chair of the governance committee, presented this item to Council.

9.1 Request for Decision: College of Agriculture and Bioresources Faculty Council membership

Dean Rodgers advised that this item relates to the faculty council membership of Agriculture and Bioresources. She noted that the written materials describe the consultation process and summarized the key changes made to the faculty council membership. There were no questions or comments.

RODGERS/DOBSON: That Council approve the revisions to the College of Agriculture and Bioresources Faculty Council membership.

CARRIED

10. Academic Programs Committee

Prof. Roy Dobson, chair of the academic programs committee, presented this item to Council.

10.1 Request for Decision: Increase in Enrolment Targets for College of Engineering

Prof. Dobson advised that the College of Engineering would like to increase its enrolment target to admit up to 700 first-year students, to be phased in over four years from 2014 to 2017. He advised that the college currently has an annual enrolment of 540 students which is above its target of 410. This request to increase its target is in response to provincial and national demand. The increase is consistent with recommendations made by PCIP. The admission numbers will increase commensurate with the capacity of the college to grow and provide other services as well as retention rates. Engineering wants to reach a target number of 2,170 for the college both through increased admission and improved retention.

DOBSON/TYLER: That Council approve the College of Engineering enrolment target for admission of up to 700 first-year students, to be phased in from 2014 to 2017.

The motion having been made and seconded, was debated. A number of questions were raised regarding the necessary resources from other colleges and it was indicated there has been little consultation with any of the service provider departments. It was also noted that quality cannot be made by mere declaration but can only be matched if financial support is given to all of the supporting departments. It was suggested that this is a premature presentation and that ideally the consultations necessary with the College of Arts and Science and Edwards School of Business would have already taken place.

Prof. Dobson noted that concerns were also raised by the academic programs committee but noted that Engineering is seeking approval of the target only at this time. Aaron Phoenix, associate dean, engineering, confirmed that the increase is only a target and will allow the College of Engineering to begin clarifying the numbers they would like to admit with detailed consultation with Mathematics and Statistics and other departments. He noted that the college has experienced unplanned growth and needs to control those numbers first. In the past the college has set a grade average for admission but now it would like to move to setting a number of students to be admitted in first year. Associate Dean Phoenix advised that Engineering wants to deal with the bottlenecks in its college, Arts and Science and other colleges. The multi-year proposal will allow Engineering to reach a number that is possible. He advised that even if Council approves the target they are not saying that Engineering will admit 700 first-year students in 2017.

Questions were raised regarding quotas and targets, and the necessity for Council to approve targets.

Dr. Fairbairn advised that the manner in which enrolment is managed is changing at the university. A generation ago, the focus was on enforcing quotas, and there are still colleges where quotas are important, but now we are increasingly interested in strategic student enrolment. This is a time of transition and a new foundational enrolment document is needed. PCIP is looking to talk to each planning unit in the university about its budget and projected expansion. As teaching is attributed to the unit that pays the instructor, the corresponding resources will flow to that unit. Regarding the question raised by Engineering, he indicated that he would look to discussion between the College of Engineering and the College of Arts and Science to take place.

Peta Bonham-Smith, vice-dean, college of arts and science, noted that Prof. Phoenix has been consulting with some departments in the Sciences, but there is the need for prior consultations not just about money but also about space and equipment. She advised there is also the need to see some flexibility in the engineering program as Arts and Science has difficulty fitting engineering students into the one or two courses they need from the science departments. Also, she noted that tuition earned through TABBS needs to flow to the department so faculty can be increased, particularly in the science departments.

Raj Srinivasan, department head of mathematics and statistics, noted he was also confused about the target number and enrolment and advised that consultation has been very minimal. His concern arises from the fact that his department has had to accommodate an additional 80 students from Engineering this year and was first informed of the increase in August.

Associate Dean Phoenix advised that the marked increase in students is due to rolling admissions in the past by setting a 78% entrance average so the college does not know the number of students entering the college until school begins. Seeing an increase in the number of admissions, the college increased the entrance rate which caused an increase in enrolment rather than a decrease. This process has been changed to provide Engineering with greater control over the number of students admitted next year. The target set permits Engineering to send the message that the college seeks to grow to meet student demand, and also permits the college to discuss with supporting departments the resource implications of this growth.

A Council member raised the question as to whether the TransformUS task force reports in November may affect this. Dr. Fairbairn noted that TransformUS will inform many university decisions as soon as the reports are out but as the information in those reports is not yet known they cannot be taken into account until December or as late as April when an implementation plan is determined. He did not think it would be wise for the College of Engineering to wait that long to lay the ground work and talk to departments and communicate to students and industry. Although it is possible TransformUS task force ranking may shape Engineering's enrolment goals. Dr. Fairbairn questioned whether Council approval was needed but recommended providing approval with the College of Engineering understanding from the discussion the degree of consultation required. He recommended that in the future as part of strategic enrolment management that one document address a collective enrolment approach for all of the colleges and schools.

There was a question raised about how the increase in enrolment addressed the diversity strategy as suggested by the College of Engineering. Associate Dean Phoenix informed Council that Engineering will be working with SESD as they would like more international students; however they may have to turn away domestic students to reach their international diversity goals.

Associate Dean Phoenix introduced Lisa Shepard from the College of Engineering and asked that she speak on his behalf as he had to go teach a class.

Due to the chair needing to leave the meeting, the role of chair was passed to vice-chair Hans Michelmann.

Lisa Shepard, Strategic Enrolment Management Project Manager, College of Engineering and Manager of Admissions and Transfer Credit, SESD, advised Council that the proposal was the result of work both by her and a steering committee. Much consultation and work within the college has informed a plan for the future. According to *The University of Saskatchewan Act*, her opinion is that the college requires Council's approval for its first-year enrolment target. Ms. Shepard advised she understood the former dean of engineering had consulted with the dean of arts and science, however the college understands there is follow up consultation to be done. Ms. Shepard advised that this is part of a larger project and larger framework of enrolment management.

A Council member noted there are many programs that are not in a position to speak to serving an increase in Engineering, and therefore recommended that the matter be tabled. In response, Prof. Dobson expressed concern regarding a delay which would stall the college's enrolment goals. Other points raised by Council members cautioned against approving enrolment targets in the midst of the early retirement incentive, the need for modeling through TABBS, and that many colleges may have enrolment goals higher than those approved by Council. Discussion ensued regarding whether the approval of quotas by Council was required as a compliance issue. w

A Council member recommended that she would be prepared to vote on a motion that this body authorize the College of Engineering to formally investigate the option of increasing enrolment. This would not block the college from proceeding with its goals, but would not signify Council approval at this time.

Another member recommended the motion be tabled to allow for the necessary consultation with the College of Arts and Science and the Edwards School of Business. The Provost noted that this discussion illustrated why it is difficult to deal with decisions when governance is unclear, so clarifying the governance would be one objective. He also questioned whether many of the colleges knew what their approved targets were and whether they were in compliance. He suggested that it would be unlikely that individual enrolment targets would be brought to Council for each college. He recognized that there is a need to clarify the consequences for Engineering of not proceeding and what Council desires the governance process to be.

RIGBY/BONHAM-SMITH: To amend the motion to be: Council encourages the College of Engineering to explore the resource implications of setting a target for admissions of up to 700 first-year students, to be phased in from 2014 to 2017.

There was a discussion on the amendment. Daphne Taras, dean of the Edwards School of Business, advised that her college had to make sure they could staff with quality instructors and she was prepared to work closely with Engineering and wanted to be a partner in the effort to have their enrolment increased.

The question was called to amend the motion.

CARRIED with one opposed.

The question was then called on the amended motion.

CARRIED with one opposed

11. Nominations Committee

Prof. Ed Krol, chair of the nominations committee, presented this report to Council.

11.1 Request for decision: Member for Research, Scholarly and Artistic Work Committee

Vice-chair Michelmann, as chair of the meeting, called three times for nominations from the floor. There were no nominations from the floor.

KROL/DOBSON: That Keith Willoughby, Associate Dean, Edwards School of Business, be nominated to the Research, Scholarly and Artistic Work Committee for a term ending June 30, 2014.

CARRIED

12. Other business

None

13. Question period

A Council member asked whether anyone had investigated the period in which we admit students. She noted that we are very late in admitting students, particularly in sending offers to graduate students. This limits our ability to attract students and send out scholarships and she had a sense we are not keeping up with practices at other universities.

Dr. Fairbairn advised that he would convey this question to David Hannah, associate vice-president, student affairs.

There were no other questions.

14. Adjournment

WALLEY/DOBSON: That the meeting be adjourned at 4:40 p.m.

CARRIED

Next meeting – 2:30 pm, October 24, 2013

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL – OCTOBER 2013

COLLEGE OF MEDICINE

On Friday, October 4, the College of Medicine received a planned telephone call from the Committee on Accreditation of Canadian Medical Schools/Liaison Committee on Medical Education (CACMS/LCME) indicating that the Undergraduate Medical Education program will be placed on “Accreditation with Probation.” The telephone call is designed as a courtesy prior to receipt of the official communication via a letter of transmittal regarding the college’s status. That letter, which outlines in detail the standards which found the college to be non-compliant, will arrive at the university by the end of October at the latest.

This result was not entirely unexpected, although it is still disappointing. The disappointment is compounded by the fact that the University of Saskatchewan’s College of Medicine is the first college in Canada to be placed on probation twice. As you all know, restructuring the medical college has been a top priority since my arrival, and this latest development makes it even clearer that the restructuring is a critical priority.

For discussion today is *The Way Forward*, an implementation plan for the restructuring of the College of Medicine. It is a product of months of consultation and collaboration with individuals and departments within the college and across campus, including nine working groups. In my opinion, *The Way Forward* is the definitive plan for affecting the much needed change in the college. The problems we face today are the result of decades of operating within a model that simply does not work for our medical school. The current state of the college is not one that has occurred overnight, nor will the implementation of changes to that state, but change must move expeditiously.

I would be remiss if I didn’t thank Dr. Lou Qualtiere for his leadership of the college during this time of change. Lou has been instrumental in the work you see before you today and, more importantly, in the work that few see behind the scenes. Lou’s term as acting dean will be completed at the end of October.

DRAFT VISION DOCUMENT

Over the summer, I have been working with senior leaders on campus to produce a draft vision document outlining the University of Saskatchewan’s high-level strategy for the coming decades. *Vision 2025: From Spirit to Action* is meant as a discussion document to enable input by all members of the university community.

While the document is formally being brought forward for discussion through the Planning and Priorities Committee, I thought I would take the opportunity in my report to outline the venues available to provide feedback. In addition to ongoing discussions with our three governing bodies (Senate, Council,



and the Board of Governors), student leaders, and senior leadership, there are opportunities for the campus community to provide feedback through the following mechanisms:

- 1) Online: The document is available for review at my new website, www.usask.ca/president, and there is also a link to a blog where comments may be posted online. E-mail comments are also welcome directly at uofs.vision2025@usask.ca.
- 2) Town Hall: I will be holding a town hall at noon on October 30 in Convocation Hall. I will make a brief presentation, but I hope to leave most of the time for questions and comments from the floor and through e-mail/twitter. The town hall will be live-streamed and recorded for those unable to participate at that time.
- 3) Breakfast Meetings: In addition to the monthly breakfast meetings I hold at the University Club, in November I will be organizing other morning meetings for more participants in an open-forum format to discuss the draft.
- 4) I have also enlisted the support of deans and administrative leaders to share the document with their faculty and staff for discussion and feedback.

I recognize that after November 30, our campus community will no doubtedly be preoccupied with TransformUS, so aside from online venues, I have not planned any further public consultations on the draft vision document for December and January. It is my hope that we will continue consultations on the vision in the spring with another town hall and other targeted discussions.

After I have assessed the feedback, a new draft of the document will go forward to Council, Senate, and the Board of Governors for endorsement. This document will serve as our key foundational document that will inform other foundational documents and institutional planning for years to come. I look forward to your feedback and participation in the process.

TRANSFORMUS

As I am sure you are aware, on October 2 I sent a letter to the university community describing the processes in place following receipt of the task force reports. Although the Provost will be discussing the entire process in more detail through his report, I wanted to reiterate the importance of the processes that have been outlined.

We are committed to an open and transparent process, but it is imperative to state that the posting of the reports of the task forces is only the beginning of our implementation plan.

I will be heavily involved in the consultation and feedback phase with close to 40 individual meetings booked with senior leaders in January. In addition to three public town halls and a meeting with all department heads, I will have the opportunity to discuss the reports at University Council as well. These consultations will be coupled with further analysis and data collection for PCIP to consider in the development of an implementation plan.

Please don't hesitate to ask further questions about the processes to come. The more informed everyone is, the better everyone will be able to participate in the processes.



GOVERNMENT RELATIONS

There is a new, but familiar, minister of advanced education, the Honourable Rob Norris. I've had the opportunity to meet with him on a few occasions since his new appointment, and he will also be in town in October with the caucus to discuss issues before the fall session starts. I look forward to engaging with Minister Norris in the coming months.

On September 26, the U of S presented to the provincial Treasury Board, following University of Regina, SIAST, and Northlands College as other representatives of the post-secondary sector. Our presentation gave a high-level overview of the university's priorities, goals and major actions underway and embedded information on issues we know to be of particular interest to the provincial government including Aboriginal student outcomes, labour market outcomes of graduates, and the program array within the province. We provided updates on the College of Medicine restructuring and the operating budget adjustments project as key challenges facing us going forward. We received a very good response from the ministers who were highly engaged in the substantive issues facing the institution and receptive to our messaging.

On October 8, I travelled to Regina for a few meetings, most notably with the leader of the opposition, Mr. Cam Broten, and other key opposition MLAs. I was also able to connect with senior officials in the Ministry of the Economy to discuss issues of mutual interest.

The U15 Executive Heads have prepared a pre-budget submission proposing the creation of a Research Excellence Program. Unlike the requests for increases in indirect costs and in granting agency funding, the research excellence program is aimed at allowing the top research schools in Canada to have a source of funding that could be used to move us faster to world leadership in specific areas of expertise. The proposal is to allocate research excellence funds according to Tri-Council funding received.

ONLINE ACTIVITIES

As part of efforts to ensure accountability and transparency, I have made some changes to my online presence. At my website www.usask.ca/president, you'll now find information on some of my day-to-day activities including photos and summaries of undertakings I've completed.

For even more timely updates, I have also joined the world of Twitter. You can follow me @UsaskPresOffice. My staff and I will be posting pictures and 140-character thoughts on my daily happenings. I am looking forward to using Twitter as another tool for the community to better understand and learn about my activities.

PROVOST'S REPORT TO COUNCIL

October 2013

I convey my regrets to council for October as I will be traveling to conferences at the time of the council meeting. Among other activities I will be making a panel presentation to my fellow provosts and vice-presidents to share the University of Saskatchewan's methods and experience in scenario modeling for institutional planning purposes.

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

The Provost's Committee on Integrated Planning met twice in September. On September 16, 2013, PCIP discussed major initiatives that each of the vice-presidents' offices has planned for 2013/14, the TransformUS transition plan and the *Operations Forecast*. On September 30, 2013, PCIP reviewed items slated for the Board of Governor's October meeting, discussed how the fourth integrated plan will take shape and revisited the PCIP terms of reference.

Fall Planning Parameter meetings

Meetings with all of the colleges, schools and units have been set for September through November to discuss the *Planning Parameters*. Seven of these meetings were held in September. In these meetings, the colleges, schools and units are discussing their progress against their plans and signaling their current priorities.

RESOURCE ALLOCATION

Transparent, Activity-Based Budget System (TABBS)

The 2012/13 TABBS model was released earlier this month and includes an updated scenario analysis tool, allowing units to produce forecasts of their TABBS figures. These figures will be used to determine trends in activity and funding levels for use in budget discussions at PCIP, and as part of the planning parameter meetings.

INSTITUTIONAL EFFECTIVENESS

Achievement Record

Preparation of the 2013 Achievement Record is ahead of schedule and is anticipated to be released in mid- to late October. It will be available [online](#) and, similarly to last year, it will contain comprehensive university-wide information with benchmarks and targets, and, where appropriate, will also include detailed college-level data.

Institutional Surveys

IPA has completed the data analysis of the Canadian Graduate and Professional Student Survey (CGPSS). A [summary report](#) has been posted on the IPA website.

The office is currently in the final stage of planning a Campus Climate Survey which is outlined in the *Third Integrated Plan*. The survey is intended to measure perceptions and attitudes regarding issues of diversity on campus and is expected to be launched in November.

Rankings

Both the QS and the Times Higher Education world university rankings were released in September. The U of S was not among the top 400 universities in both cases. [Summary reports](#) for both rankings are available on the IPA website.

OPERATING BUDGET ADJUSTMENTS (OBA)

The goal of Operating Budget Adjustments is to ensure that by 2016 we have continued financial sustainability in a changing post-secondary environment.

TransformUS Implementation Plan

On October 2, President Busch-Vishniac sent a letter to the university community outlining the process that will follow the receipt of the two task force reports on November 30, 2013. I fully support this process and want to reiterate my commitment to an open and transparent process regarding this initiative. President Busch-Vishniac's letter outlined a three-phase process. The key activities for each of these phases, including a visual depiction of the timeline, are outlined below.

1. Consultation and feedback

The president will release the task force reports, in their entirety, as provided by the task forces and with no alterations, on December 9, 2013. Following this, she will be hosting a series of meetings with members of the campus community to discuss the report and collect feedback. Town halls open to the campus community will be held on January 8 and 9, 2014 from 12:00 - 1:00 p.m. in Convocation Hall. A town hall specifically for students will be held on January 15, 2014, with details to follow. University Council and its committees will also be invited to comment on the reports, as will deans, associate vice-presidents and department heads.

In addition to these meetings, there will be an opportunity to submit comments and feedback online. I encourage Council members to actively participate in this vital stage in the process.

2. Analysis and implementation plan

Following the conclusion of the consultation and feedback phase, the Provost's Committee on Integrated Planning (PCIP) will be tasked with taking the information provided in the two task force reports, feedback provided by the campus community and advice from unit leaders, and conducting any further analysis needed to ensure evidence-informed decisions are made. This analysis, at a minimum, will include leadership meetings, research and financial modeling. Based on PCIP's analysis, an implementation plan will be developed with decisions for individual units, both academic and administrative, and for governing bodies.

3. Decisions and action (coordinated)

Decisions will be made at a variety of levels within the university based on information gathered in the previous two phases. The implementation plan developed by PCIP will coordinate decisions across units and governing bodies.

We know there will be some decisions we can implement immediately, while others may take until the end of the planning cycle (April 2016) to realize.

All decisions will follow the University of Saskatchewan governance process, with final decisions being made by PCIP and, where required, presented to University Council, Senate and the Board of Governors for approval.

At this time, we envision a staggered process for implementation of decisions, beginning with those decisions and outcomes which are in the sole discretion of the administration. Decisions related to academic programs will follow the processes outlined in the [University of Saskatchewan Act \(1995\)](#) and Council procedures.

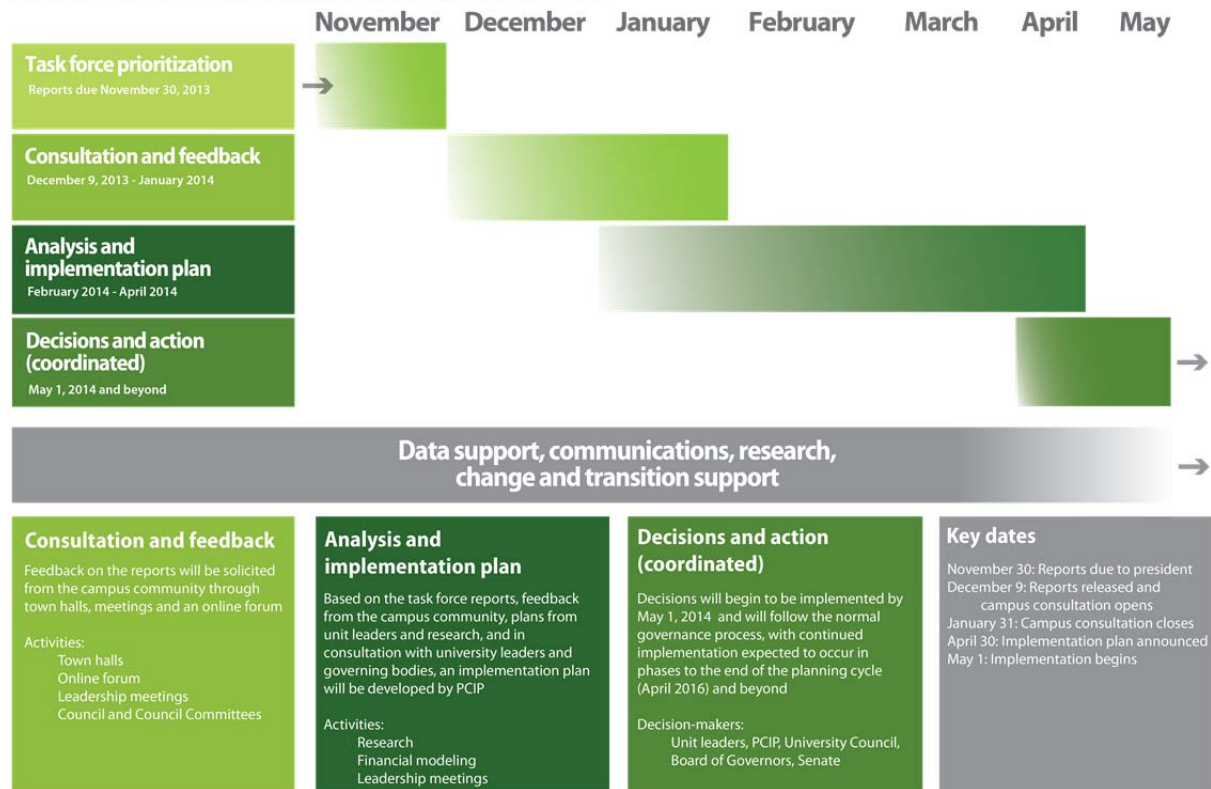
As a reminder, although 60 per cent of programs and services will be prioritized in categories that may indicate reduced resources, reconfiguration or elimination, we are looking for \$20-25 million in permanent savings, or approximately five per cent of our total operating budget. In addition, \$5 million will be reallocated to our top priority programs and services that would benefit from increased resources.

I want to reiterate what President Busch-Vishniac has already communicated, and assure you that all students currently enrolled in any affected programs will be given the opportunity to complete these programs within a reasonable time frame. As well, when faculty and staff are affected we will adhere to all legislated requirements, employment agreements and University of Saskatchewan policies.

TransformUS 2013-14 timeline

Version - final

Following receipt of the prioritization reports from the task forces, there will be a formal process for consultation and feedback prior to decisions, and the development of an implementation plan and timetable. The Provost's Committee on Integrated Planning (PCIP), on behalf of the president, will develop an implementation plan to coordinate decisions and outcomes within colleges, schools and units, and for the consideration of governing bodies (where appropriate). The implementation timetable will begin no later than May 1, 2014.



Lean Process Improvement Project Update

The university has been involved in a Lean process improvement project. During the pilot phase of this project, we focused on three process areas: procurement, contracts and research grants. A total of 127 opportunities for Lean process improvement were identified, however, 11 projects were launched as they were identified as short-term and fell within the timeframe of the pilot. Fourteen colleges and units were represented, with one or more employees involved in project work. Currently, there are two Lean projects in process outside of the pilot.

Due to additional government funding, the university was able to provide Lean training to 230 people on campus, representing 28 colleges and units. On a survey that was completed by 115 of these individuals, 92 per cent agreed that there are many processes across our university where correction, rework and delays are already a regular part of our day-to-day activities. Ninety-six per cent said they would be very supportive of any improvement initiative that can be demonstrated to improve our processes and enhance our customer service.

Financial Town Hall

The sixth in a continuing series of financial town halls will be held on November 5, 2013 from 12:30 - 1:30 pm in Convocation Hall where Vice-President Finance and Resources Greg Fowler and I will provide an update on budget adjustment initiatives underway, with a focus on

TransformUS and the steps that will be taken following the receipt of the prioritization reports from the two task forces. There will also be an opportunity for questions and discussion. I encourage you to join us.

SEM PROJECT UPDATE

As many of you are aware, the university embarked on a Strategic Enrolment Management Project in the Fall of 2011, in an effort to define enrolment goals to the end of the current planning cycle, and identify strategies and activities designed to help us achieve those goals. In the spring and early summer of 2013, three “Strategic Opportunity Teams” comprising about a dozen faculty and administrative staff were established to review current enrolment practices, and recommend (and prioritize) best practice strategies in three areas – undergraduate recruitment, undergraduate retention, and the graduate student lifecycle. These teams submitted their reports and recommendations in late April, and from these the SEM Project Team and Steering Committee selected the ten strategies that they thought had the greatest potential to move the university towards its enrolment goals. The final list of “Top Ten” strategies was finalized by the Steering Committee in May and June, and forwarded to our external SEM consultants, who integrated them into a comprehensive report that was developed over the summer. The SEM Report (and an accompanying “Executive Highlights” document) went through several drafts over the summer and early fall, and a final report was received from our consultants earlier this month. Plans are currently in progress to assign responsibility for implementing these recommendations to the appropriate people, offices or units.

A summary of the SEM Report and its recommendations will be presented at the November meeting of University Council, in conjunction with the annual Census Day enrolment report. The full SEM Report, Executive Highlights document, and several supporting documents from the SEM Project will be posted on the IPA website before the end of October (password protected for U of S faculty and staff only).

OFFICE OF THE VICE-PRESIDENT RESEARCH

Category	Highlights
Funding Successes	<ul style="list-style-type: none"> • NSERC Climate Change and Atmospheric Research Initiative (CCAR): <ul style="list-style-type: none"> ➤ Chris Holmden (Geological Sciences) is a co-investigator on <i>The Canadian Arctic GEOTRACES Program: Biogeochemical and Tracer Study of a Rapidly Changing Arctic Ocean</i> led by UBC which received \$4.9 million in funding. The U of S received \$22,377 for the first year of the grant, with an expectation of additional annual funding until completion in 2018. • NSERC Collaborative Research and Training Experience (CREATE): <ul style="list-style-type: none"> ➤ Safa Kasap (Electrical and Computer Engineering) is a co-investigator on <i>NSERC CREATE in Medical Imaging Detector Technologies</i>. The U of S will receive \$33,065 annually for 6 years for Dr. Kasap to support students. Note: The U of S recently received the first installment of NSERC support for this training program which was awarded in 2012. • NSERC Idea to Innovation (I2I): <ul style="list-style-type: none"> ➤ Daniel (Xiongbiao) Chen (Mechanical Engineering) was awarded \$10,000 to complete a <i>Market Assessment of the Development of a Novel System for Bio-Fabricating Tissue Engineering Scaffolds</i>. The market assessment will be conducted by the Industry Liaison Office and precedes a full application for a phase 1 NSERC I2I grant submission. • NSERC Industrial Research Chair (IRC): <ul style="list-style-type: none"> ➤ The U of S obtained a Research Chair in <i>Poultry Nutrition</i> through the NSERC IRC program. Hank Classen (Animal and Poultry Science) was named Chair-holder. Over a 5-year period \$3.45 million will be provided for the salary of the Chair and support of the IRC research program. NSERC is providing \$1,727,860 with matching contributions coming from nine industry organizations: Canadian Poultry Research Council (CPRC), Chicken Farmers of Saskatchewan, Saskatchewan Egg Producers, Saskatchewan Turkey Producers' Marketing Board, Aviagen Group, Saskatchewan Broiler Hatching Egg Producer's Marketing Board, Prairie Pride Natural Foods Ltd., and Poultry Industry Council. • Three U of S researchers received SSHRC Connections Grants (2012-13) to support event and outreach activities: <ul style="list-style-type: none"> ➤ Peter Robinson (English) received \$50,000 to support the <i>Social, Digital, Scholarly Editing Conference</i>. http://tinyurl.com/usask-ca; ➤ Virginia Wilson (Library) received \$16,781 to support the <i>7th International Evidence Based Library and Information Practice Conference</i>. http://tinyurl.com/cpardas; ➤ Graham Strickert (SENS), a post-doctoral fellow (supervisor: Douglas Clark), received \$45,843 to support <i>Performing Perspectives on Water</i>

Category	Highlights
	<p data-bbox="573 216 1114 247"><i>Security in the Saskatchewan River Basin.</i></p> <ul style="list-style-type: none"> <li data-bbox="480 296 1523 835"> <p>• The U of S received \$952,190 of funding from SSHRC Insight Grants:</p> <ul style="list-style-type: none"> <li data-bbox="529 327 1471 432">➤ Frank Klaassen (History) was awarded \$52,690 over 3 years for <i>The Reformation, The New Science, Vernacularization, and the Origins of Modern Magic</i>; <li data-bbox="529 443 1520 506">➤ Lisa Smith (History) was awarded \$216,652 for <i>Reconstructing the Lives of Doctor Slone and His Patients in Eighteenth-Century England</i>; <li data-bbox="529 516 1511 579">➤ Ryan Walker (Geography and Planning) was awarded \$343,968 for <i>City Planning and Aboriginality on the Prairies</i>; <li data-bbox="529 590 1507 726">➤ Linda Wason-Ellam (Education) with U of S co-investigators Audrey Kinzel (Education) and Laureen McIntyre (Education) were awarded \$154,210 for <i>Literacy and Language Profiles in Struggling Readers with Fetal Alcohol Spectrum Disorder</i>; <li data-bbox="529 737 1523 835">➤ Li Zong (Sociology) and U of S co-investigator Peter Li (Sociology) were awarded \$184,670 for <i>Ethnic Attachment and Economic Integration: Case of Chinese Enclave Economy in Vancouver</i>. <li data-bbox="480 884 1523 1167"> <p>• The U of S is also participating on two additional SSHRC Insight Grants as co-investigators:</p> <ul style="list-style-type: none"> <li data-bbox="529 957 1523 1062">➤ Keith Walker (Education) is a co-investigator on <i>Understanding Teacher Attrition and Retention: The Role of Teacher Induction and Mentorship Programs</i> led by Queen’s University; <li data-bbox="529 1073 1523 1167">➤ Peter Phillips (J-S Graduate School of Public Policy) is a co-investigator on <i>Rethinking Intellectual Property Rights for Open Innovation</i> led by the University of Ottawa. <li data-bbox="480 1209 1523 1864"> <p>• The U of S received \$268,441 in funding from the SSHRC Insight Development Grant. All grants are funded over two years, beginning June 1, 2013.</p> <ul style="list-style-type: none"> <li data-bbox="529 1325 1490 1461">➤ David Natcher (Agriculture and Bioresources) and co-investigator Margaret Olfert (J-S Graduate School of Public Policy) were awarded \$73,656 for <i>Northern Plainsmen Revisited: Adaptive Strategies of Agrarian Society in the 21st Century Major</i>; <li data-bbox="529 1472 1503 1535">➤ Ella Ophir (English) was awarded \$47,330 for the project <i>A Woman Alone: The Unmarried Working Woman in the Early Twentieth Century</i>; <li data-bbox="529 1545 1503 1713">➤ Maureen Reed (SENS) and co-investigators Mark Johnston (Soil Science and Sr. Research Scientist with SRC) and David Natcher (Agriculture and Bioresources) were awarded \$72,593 for <i>Linking Gender, Climate Change, Adaptive Capacity and Forest-Based Communities in Canada</i>; <li data-bbox="529 1724 1503 1864">➤ Post-doctoral fellow Graham Strickert (SENS) and co-investigators Douglas Clark (SENS) and Lori Bradford (SENS) were awarded \$74,862 for <i>The Human Dimensions of Water Security: Cultural Biases, Social Relations and Behavioral Strategies</i>.

Category	Highlights
	<ul style="list-style-type: none"> • The U of S is also participating on three additional SSHRC Insight Development Grants as co-investigators: <ul style="list-style-type: none"> ➤ Tim Claypool (Education) and Laureen McIntyre (Education) are co-investigators on <i>Improving Children's Working Memory with Cogmed and Strategy Training</i> led by Tammy Marche (St. Thomas More College); ➤ Tim Claypool (Education) is a co-investigator on <i>Exploring the Leadership Practices of Principals who Promote the Educational Success of First Nations, Métis, and Inuit High School Students</i> led by the University of PEI; ➤ Angela Lieverse (Archaeology) is a co-investigator on <i>Small Places of Large Importance: A Bioarchaeological Exploration of Small Prehistoric Mortuary Sites in the Lake Baikal Region of Siberia, Russia</i> led by Grant MacEwan University.
Reputational Successes	<ul style="list-style-type: none"> • Ali Rajput (Neurology) and Frederick Leighton (Veterinary Pathology) were elected Fellows of the Canadian Academy of Health Sciences.
Research Tools/ Facilities/Processes	<ul style="list-style-type: none"> • UnivRS – The inaugural kick-off sessions with AVEDAS took place from September 10-13. The meetings provided an overview of the system and facilitated discussions on the pre- and post-award module. Nearly 20 individuals representing key functional areas across campus participated in the initial two days of training. The following two days were spent providing hands-on configuration training to five ICT individuals who will be meeting over the next few months to further discuss the pre- and post-award module.
Partnerships	<ul style="list-style-type: none"> • ILO and the North Saskatoon Business Association partnered to organize a Connect event, inviting members in manufacturing and processing to meet with researchers interested in collaborating and applying for NSERC grants such as Engage. • The AVPR-H is collaborating with the architectural firm Flad and Associates (designers of the D Wing), University stakeholders, and National Institutes of Health consultants to evaluate the perspectives of academic researchers regarding their move to the D and E Wings of Health Sciences. The D Wing survey was launched in the spring of 2013, and will be re-distributed this fall along with the first distribution of the E wing survey.

COLLEGE OF MEDICINE

I congratulate the Deans' Advisory Council (DAC) on its work and particularly on the thorough research, open process, and extensive involvement. I have been very pleased for my office to support this work through Martin Phillipson, Vice-Provost, College of Medicine Organizational Restructuring (Term), who has worked closely with the dean.

I am immensely grateful to Dr Lou Qualtiere for his committed leadership in driving change in the college and bringing the implementation plan to its current state. As has been announced, Dr Qualtiere will be stepping down as dean by the end of this month. His 16 months in the role have been a transformative period in the college's history.

Also as previously announced, Dr Colum Smith has agreed to serve as acting dean until 1 July 2014 or a new dean takes office. In his time as vice-dean research and as a member of the College of Medicine senior leadership, Dr Smith had demonstrated the qualities of vision and determination that are required of all who sit in the dean's chair.

COLLEGE OF ARTS & SCIENCE

The following report is provided by the College of Arts and Science:

On October 11 we are having a curriculum renewal forum for all faculty, as a critical review and planning session. This occasion will mark a key milestone in our college-wide curriculum renewal achievements to date. It will serve as both an opportunity to acknowledge how far we've come and also to plan our steps for the future.

A gathering in August at the Diefenbaker Canada Centre celebrated the achievements of the 2013 Science Ambassador Program. Reaching 135 teachers and 2,841 students (80 per cent of whom have aboriginal ancestry), 2013 marked the program's biggest year yet.

The college signed an academic agreement to establish dual undergraduate degree programs in economics (2+2) between the U of S department of economics and the Beijing Institute of Technology.

The college welcomes new faculty: Colleen Bell (Political Studies); Adam Gaudry (Native Studies); Jim Clifford (History); Jeffrey Layne (Biology); and Patti McDougall, the university's Vice-Provost, Teaching & Learning, joins our department of Psychology.

The 2013-14 College of Arts & Science book club selection is Leonardo and the Last Supper, by Ross King. The book club will host several events with Ross King on November 4 and 5. For more information please visit: <http://artsandscience.usask.ca/bookclub/>

The College of Arts & Science is pleased to launch new research websites for faculty and staff, and for the public – both accessible from our homepage.

Saskatoon City Council appointed Dean Peter Stoicheff to the Mendel Art Gallery Board of Trustees.

Ingrid Pickering (Geological Sciences and Canada Research Chair in molecular environmental science) has been appointed as a director of the Canada Foundation for Innovation.

Arts & Science researchers receiving SSHRC insight grants are: Ryan Walker (Geography and Planning); Frank Klaassen (History); Li Zong (Sociology); Lisa Smith (History); Ella Ophir (English).

Guy Vanderhaeghe, author and department of History alumnus, was presented with the 2013 Lieutenant Governor's arts award for Lifetime Achievement.

Congratulations to Eric Dayton on being awarded an Honorary Lifetime Membership from the Canadian Philosophical Association for his contributions to the association and his years of service as Anglophone Editor of the CPA's journal dialogue.

Tasha Hubbard (English) launched her film "Buffalo Calling," at the Banff Centre this summer.

SEARCHES AND REVIEWS

Search, Dean, College of Medicine

The search committee for the Dean, College of Medicine met in early October. Candidates are scheduled to be on campus in late October and early November.

Search, Dean, College of Education

The search committee for the Dean, College of Education met in early October and will meet again in late October.

Search, Dean, College of Pharmacy and Nutrition

The search committee for the Dean, College of Pharmacy and Nutrition met in early October and will meet again in late October.

Search, Chief Information Officer and Associate Vice-President, Information and Communication Technology

The search committee for the Chief Information Officer and Associate Vice-President, Information and Communication Technology met in early October and will meet again in late October.

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Fran Walley, chair
Planning and priorities committee

DATE OF MEETING: October 24, 2013

SUBJECT: *Vision 2025: From Spirit to Action*

COUNCIL ACTION: For information only

DISCUSSION SUMMARY:

On behalf of President Ilene Busch-Vishniac, the planning and priorities committee submits to Council the draft discussion document, *Vision 2025: From Spirit to Action* for information and discussion. It is appropriate that the committee present this document to Council as the committee is responsible for university-wide planning and recommending to Council on the academic priorities of the university. The intent is to submit the vision document to University Council, Senate, and the Board of Governors in the spring of 2014 for endorsement.

The president, as the author of the document, has explicitly stated that the statement is very much a work in progress. An extensive period of consultation will inform the document and feedback has been invited on the direction and depth of the document. The intent is that the *Vision 2025* document will become an institutional statement of the university's broadest goals and objectives and lay the foundation for the university's future integrated plans.

The planning and priorities committee met with President Busch-Vishniac on October 9, 2013, to discuss the draft vision statement. In its initial consideration of the document, discussion focused on the reflection of student financial needs, the value statements in the document, and the degree of integration of Aboriginal support structures. A sense of place encompassing the North, in addition to "prairie resourcefulness" was also expressed.

CONSULTATION:

The draft discussion document was released to the university community on October 9, 2013. Following presentation of the draft vision statement to the university's governing

bodies this month, input and feedback will be sought through town halls, public meetings, and through external contact. A town hall on October 30th in Convocation Hall open to all members of the university community has been announced. Online feedback can be submitted and viewed at www.usask.ca/president. In addition, any individual may email comments to uofs.vision2025@usask.ca.

In developing the draft document, consultation occurred with senior leaders of the university; in particular, feedback was obtained at the senior leadership forum held in August. Council committee chairs were also consulted in early September.

ATTACHMENTS:

1. *Vision 2025: From Spirit to Action (discussion draft)*

University of Saskatchewan

Vision 2025: *From Spirit to Action*

Our Mission

Our mission is to excel in the scholarly activities of teaching, learning, thinking, and discovering, as well as in preserving, integrating, and applying knowledge. These endeavours enable students to become active and responsible global citizens, help drive the provincial economy, and promote social, health and policy innovation.

Our Vision

We will be recognized as being among the eminent research-intensive universities of North America and world-leading in areas of education and research that have a significant impact on our region, our nation and our globe. We will lead the nation in working with Aboriginal communities to identify their unique post-secondary education needs and to partner with them in meeting their goals.

Our Values

- Creativity, innovation, critical thinking and courage
- Appreciation of communities and a desire to work together with a sense of shared purpose
- A deep understanding of the land and place
- Prairie resourcefulness and respect for a history of achievement through perseverance and vision
- Diversity with equity built through relationships, reciprocity, respect and relevance
- Academic freedom, institutional autonomy and ambition

Our place in the post-secondary landscape:

The University of Saskatchewan is a member of the Canada's leading research-intensive universities, the U15, and our research has very broad disciplinary coverage, particularly in the health disciplines. Founded as Saskatchewan's first university, the U of S has always valued applied research leading to important gains for Saskatchewan farmers and businesses and has partnered well with external stakeholders to achieve these gains. We enjoy an unusually good relationship with the Saskatchewan government, in part because we excel in integrated planning and following through on our plans. Our original campus is located in Treaty 6 territory, and we are proud of our partnerships with Aboriginal communities that have led us to be a leader in Aboriginal student enrolment in Canada. We enjoy a close relationship with our federated college, St. Thomas More. We have the most beautiful campus in Canada and are endowed with significant land holdings. Uniquely among the Canadian universities, we are host to two national laboratories – the Canadian Light Source and VIDO-InterVac. These distinctive and enduring characteristics of our university will not change in the foreseeable future.

The University of Saskatchewan expects its graduates and employees to exhibit the following attributes: intelligence, curiosity, resilience, creativity, social responsibility, resourcefulness, confidence, dynamism, a respectful attitude, an ability to work as part of a team, and ambition.

Key principles that will guide our future:

- We recognize the importance of learning and discovery. We believe that each is best accomplished in the presence of the other, i.e. through experiential or problem-based education and research engaging students at all levels.
- We accept that career preparation is part of our mandate, but rather than training individuals for particular job opportunities or to work for specific companies, our role is to help students succeed in a field of endeavour and to equip them for the future with the ability to keep learning.
- We should not gratuitously duplicate research or educational programs that may be found elsewhere within the province.
- We value and reward both individual and team research efforts on some of the world's most vexing problems. We value both application-driven and curiosity-driven research.
- We partner where it is clear that such a partnership is in the best interest of all involved and preferable to competition. Partnerships are especially valued when they link to both our discovery and learning missions.

- We grow our academic programs and our student numbers only when we can do so while maintaining or improving upon our learning and discovery standards and the quality of our student experience.
- We serve Saskatchewan best by being a world-leading authority on globally significant issues with particular importance to our province.
- We honour a culture of planning, implementing plans, and evidence-based decision-making.
- We seek to position ourselves as a trusted and valued global partner on important matters of discovery and on teaching and learning innovation.
- We value entrepreneurial thinking, but we will only run businesses that are directly related to our learning and discovery missions.
- We seek to be as accessible as possible to qualified students in all locations of the province. We value diversity and actively promote equity in learning and discovery opportunities.
- We seek to be transparent and accountable.
- We will ensure that our resources are spread appropriately – neither massed in a narrow portion of our mission, nor spread so thinly that we are incapable of excelling in any part of our mandate.
- We must retain our autonomy so that decisions are based not on expediency but on our best judgments tempered by public discussion with interested parties.

Where do we want to leave our mark?

The University of Saskatchewan has unique, special and distinguishing attributes that create opportunities for us to leave a lasting legacy. Among them:

- *Two national science facilities that support team research and learning:* We are the only Canadian university to support two national science facilities and our external funding patterns reflect that our strengths are in our team efforts more than in individual research programs. In the future, we will choose to emphasize team research and learning experiences.
- *Multidisciplinary approaches to global challenges:* We are also the Canadian university with the broadest disciplinary coverage, particularly in the health sciences and in our College of Arts and Science, thus enabling us to consider the world's difficult challenges from many perspectives simultaneously. We will capitalize on the synergies that our unique breadth offers in both our learning and discovery missions.

- *Model for addressing Aboriginal needs:* We are the research-intensive university of Canada with the highest percentage of self-identified Aboriginal students. We will be the role model in successfully integrating the needs of Aboriginal peoples into the goals of our institution.
- *Commercialization impact:* We rank high in revenue from intellectual property given our size. This demonstrates our continuing commitment to research that powers innovation. We seek to continue to lead in management of intellectual property.
- *Areas of pre-eminence:* We have areas in which our research and academic programs are pre-eminent. We will continue to lead in these distinguishing areas of focus and expand our areas of academic world leadership by building on our strengths.

We value leadership and will be deliberate in assessing, developing, and rewarding leadership skills across the board. We could and should be doing more to groom people for leadership at all levels of the university. We will describe the characteristics needed to support innovation, creativity, nimbleness and responsiveness, and then create the opportunities that allow people to grow and exercise skills in these areas.

We will increase our efforts to ensure that people throughout the world are aware of our accomplishments. We will publish our results and we will publicize those accomplishments of particular importance to our local, provincial, national, or global community.

We seek to be distinguished as a leader in community-based scholarship and education, building strong partnerships with community-based organizations in order to achieve lasting improvements and involving our discovery mission as well as our learning mission. Our efforts must specifically address the social dilemma of educational access and success for Aboriginal peoples.

A particularly important domain in which the university interacts strongly with the public is through our health disciplines. A key goal for the coming decades is to improve the performance of our health colleges in education and research, particularly our medical and dental colleges. Once it is clear that our health fields have an appropriate governance structure to ensure a strong partnership with the health regions, we will

distribute high quality education, research and clinical service in the health fields throughout the province.

Saskatchewan under-performs relative to its Canadian peers in terms of participation in post-secondary education. It is incumbent upon us to address this issue, particularly in the Northern Saskatchewan Administration District, by making it possible for Saskatchewan people to pursue degrees without leaving their homes and family support structures. We have an opportunity to lead in this area.

What is our sense of place?

In a province with a fast-growing economy and a huge demand for highly trained personnel, we play a key role in attracting new talent to the province and in enabling Saskatchewan students to find employment in their home province. When students from outside the province attend university, a significant percentage choose to remain once graduated, thus serving as a means of attracting new, highly qualified citizens who contribute to the province.

We will be strategic in our student recruitment, seeking to raise our admission standards and be more attractive to Saskatchewan's top students and to high-performing students from outside the province. This approach serves the province, not only through attracting new highly educated personnel, but also by raising the degree completion rates across the board and by enhancing our visibility nationally and internationally.

We have a special role to play in partnership with Aboriginal communities in the province. Current approaches to the challenges faced by Aboriginal peoples often prompt us to create special programs for Aboriginal learners or employees. In the long run, we would strongly prefer to create an atmosphere in which, rather than two programs to achieve each goal – one for non-Aboriginal peoples and one for Aboriginal peoples – we are able to create a single program that allows everyone to flourish.

Our key partners will include: other U15 institutions and similar universities outside Canada; post-secondary institutions in the province; the Government of Saskatchewan and other provincial governments; the federal government; funding organizations, alumni and donors that support our mission; and prominent businesses and social agencies. Given our relationships outside Canada, partnerships with governments of our international partners are also important. It is critical that these partnerships reflect advantages to all parties so that the relationships are balanced. It is also crucial that the university retain its autonomy and integrity.

Our peers are the 14 other research-intensive universities of Canada. Our benchmarking will routinely be against this group of peers.

We expect our faculty, staff and students to participate in professional and social societies. In particular, we expect our employees to play leading roles in professional societies linked to their work.

How do we create and maintain the environment that enables us to reach our goals?

We choose to continually refer to our mission, vision and values in making hard decisions at all levels. We are prepared to take some difficult actions in the future to preserve integrity of mission.

Institutionally, we need to have a set of key performance indicators that provide a snapshot of performance and are regularly presented to the public and our governing bodies. For the future, we will ensure that measures reflect our vision and are used effectively as a tool for charting progress.

There has been a rising obsession by government and university administrators with funding at universities, complete with deleterious side effects such as directed funding that disproportionately determines strategic directions. We will resist the temptation to see funding as more than it is – a constraint rather than a driver of what we, as a public institution, should be doing.

It is essential that we address the issue of long-term financial, social and environmental sustainability of the university. We seek to model how a university achieves financial sustainability in the long term, through planning and attention to mission and priorities. A key challenge for us relates to provincial funding, which is debated and determined annually rather than being set for multiple years. We will work with government to seek multi-year funding agreements. Expanded external revenue sources are also important for financial sustainability.

A challenge is to identify mechanisms that would help us determine which opportunities (financial and otherwise) we should view as appealing and to respond to these in a timely fashion. We seek to craft such mechanisms.

As we move forward, we must change how we view technology – seeing technology as a means of changing the nature of our work and study. Of course, this will require us to train employees and students to welcome and be proficient in quickly changing technological skills.

We will identify areas in which risk-taking should be valued (as in conducting research which rejects old paradigms in favour of a new approach) but also be clear about areas in which we should be risk-averse (as in expansion of defined benefit pension plans).

We must consider how best to address the university workforce in an age of instantaneous information and rapid change. Our employees reflect the values of the university, and it is our responsibility to ensure that we embed sufficient professional development in our operations so that our personnel can grow their skills and expand their knowledge.

We must also ensure that our staffing structures do not ossify, that we have sufficient flexibility to respond to change and be nimble. In particular, the role of faculty members is evolving as pedagogies change and we seek to distribute programs geographically to provide greater access for learners.

Achieving this vision will require innovative thinking, a willingness to challenge established processes and governance structures, and commitment. This vision will need to speak to all facets of our institution and to all people associated with us. Our actions in the years to come must reflect the goals outlined in this vision. Our success will be judged by how well we mirror our vision in the coming decades.

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Fran Walley, chair
Planning and priorities committee

DATE OF MEETING: October 24, 2013

SUBJECT: *The Way Forward: Implementation Plan for the College of Medicine*

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

In December, 2012, Council approved in the principle the document *A New Vision for the College of Medicine*. The vision document represented a significant advancement for the college in presenting a unified vision for its future. However, in recognition that the vision document set forth a vision for the college but was not a renewal plan, Council required that it receive regular reports from the provost and acting dean of the college on the progress toward development of an implementation plan for the vision document. Further, Council required that the implementation plan address the criteria established by the planning and priorities committee for assessment of any renewal plan, as reported earlier to Council.

DISCUSSION SUMMARY:

The acting dean of Medicine and the vice-provost, College of Medicine organizational restructuring presented *The Way Forward: Implementation Plan for the College of Medicine* to the planning and priorities committee on September 11, 2013.

Members are of the opinion that the plan addresses the criteria set by the committee, as outlined below. The message conveyed to Council is therefore one of support for the plan. The committee also recognizes the limitation of the plan to some degree as the plan addresses what the college has termed as the “what”, that is what the plan needs to accomplish, and the “how”, that is those steps by which the college will realize its plans, has yet to be determined, and will require specific implementation plans to be developed in the future. The college has indicated that it is ready to begin to realize the goals set out in the implementation plan; the next 6 to 18 months is a critical period of time in which the college must demonstrate progress toward its stated goals. The planning and priorities committee encourages the college in its intent to begin to enact the changes required.

The criteria against which the plan was evaluated and the committee's assessment is as follows:

1. *The renewal plan will propose a governance structure that will address the concerns of accrediting bodies within one year. In the near term, the proposed structure will assure the accrediting bodies that accountability issues are being addressed effectively.*

Members viewed the implementation plan as providing a framework within which the college can begin to address the structural and cultural changes required to meet the standards of its accrediting bodies. The most significant change required is the establishment of a clear process for accountability of the university full-time clinical faculty in their teaching commitments to the M.D. undergraduate program (IS-9 accreditation standard). This week, the college received notice that its M.D. program has been placed on probation on the basis of the findings of the March 2013 site visit of the CACMS/LCME accrediting bodies. As a result of the extensive consultation undertaken in the college, which informed the implementation plan, the plan was not complete until September 2013, and therefore was unavailable to the site visit team in March.

Despite this setback, planning and priorities committee members are of the opinion that the plan makes significant progress in setting forth a clear path by which the college will address the IS-9 accreditation standard. The plan proposes a set of career pathways which supports the renewal of the college's faculty complement and clarifies the teaching expectations of the M.D. faculty complement. Although the implementation plan does not reference the accomplishment of the setting out of assignment of duties of clinical faculty by department heads, the fact that this has now occurred is a significant step towards meeting the IS-9 accreditation standard.

2. *The proposed governance structure will support the change process that the College must undergo if it is to increase its level of research activity substantially over the next five years.*

The college's implementation plan and strategic research plan *Toward 2020: Clarity – Vision - Application* has been discussed by the research, scholarly and artistic work committee of Council, and their response to these documents is attached for Council's information. Due to the timing of committee meetings, the response was not discussed in committee by the planning and priorities committee, but was circulated to members electronically to inform the committee's report.

The realignment of the college's resources to support its teaching and research mission, as opposed to clinical service delivery, is a fundamental change, which the college is in the midst of reconstituting with the province and health region. The plan outlines a strategy through the creation of a clinician scientist category of M.D. faculty, comprising a small but highly productive group of research leaders. The college has re-conceptualized how it envisions its research activity, through the establishment of teams of researchers focused on interdisciplinary and translational research, which translates into enhanced patient care.

The restructuring of the basic science departments as outlined in the implementation plan remains under discussion in the college. The response of a large majority of faculty members in the biomedical sciences to *The Way Forward* was submitted to the planning and priorities committee as attached. The committee discussed the response at its October 9th meeting; members also attended the College of Medicine special faculty council meeting on October 9.

At the October 9th faculty council meeting, a motion was carried to form a task force with additional representation from the basic sciences to review and revise the recommendations for the reorganization of the basic science departments and their program offerings. Despite the concerns raised by the basic science departments, which were echoed by a member of the committee, the planning and priorities committee continues to hold the view that the implementation plan proposes a governance structure that supports increased research activity. The plan reflects the recommendations of the basic sciences working group, which supported the amalgamation of the basic science departments and the creation of a single biomedical sciences undergraduate degree. Members noted the basic sciences working group met on nine occasions and consulted with the basic science department heads prior to submitting the group's recommendations. A town hall was also held on June 25 to discuss the basic sciences working group recommendations.

The committee also notes that the tabling of *The Way Forward* document with Council does not signify approval of any structural changes proposed in the document. Any structural changes to the college that affect academic units and academic programs will be open to debate and considered for decision by Council in the future. The administrative restructuring proposed is under the purview of the dean and dean's executive to enact.

3. *The renewal plan will provide Council with a reasonable level of confidence that the desired outcomes will be achieved, along with some sense of the milestones and metrics that will be employed to measure and monitor the extent and trajectory of progress over the next five years.*

The plan is realistic in its assessment of the time required to reverse the college's research performance to match that of its U15 competitors. Although the plan sets out milestones, specific timelines are not attached to these milestones. An expectation of the committee is that specific action plans with associated timelines will be developed as the college begins to implement its plan.

4. *The renewal plan can be implemented without additional resources from the University and it will include a strategy for resource reallocation among the College's responsibilities and among the respective agencies responsible for academic activities and provision of clinical services.*

The plan meets this expectation. The realignment of the faculty complement represents a reallocation of resources. Additional resources from the university have not been provided to the college.

5. *The renewal plan will include a description of the process employed in its development, including the degree of engagement of the College of Medicine Faculty Council. In addition, the level of College of Medicine Faculty Council support for the renewal plan will be documented.*

The college has undertaken an intense period of consultation, evidenced through the creation of 13 working groups, which reported to the dean's advisory committee, and whose recommendations formed the basis for the implementation plan. The plan was also discussed at a number of town halls in the college after the plan was tabled within the college on September 4, 2013 and submitted to the planning and priorities committee. The committee acknowledges the efforts of the College of Medicine working groups and dean's advisory committee.

The planning and priorities committee's assessment of the support of the College of Medicine Faculty Council is that the college has received the plan, and although concerns remain regarding specific details of the implementation plan, it generally is recognized that change is needed. The recommendations of the working groups were submitted to the dean's advisory committee and formed the basis for the plan. At the special faculty council meeting on October 9th the plan was not discussed in any depth, other than to record the objections of members of the basic science departments. At the meeting, members of the basic science departments committed to change. The engagement of the basic sciences faculty in determining what this change might look like remains open to the college to determine. To some extent, the plan remains a fluid document. This is appropriate in an implementation plan based on the view that the plan represents an important step along a continuum of steps the college must take to meet its goals.

ATTACHMENTS:

1. Research, scholarly and artistic work committee correspondence dated October 15, 2013
2. Response of the Biomedical Science departments dated October 3, 2013
3. Mandate of the Basic Sciences working group
4. Recommendations of the Basic Sciences working group
5. *The Way Forward*: Implementation plan for the College of Medicine

MEMORANDUM

TO: Fran Walley, Chair, Planning and Priorities Committee of Council

FROM: Caroline Tait, Chair, Research, Scholarly and Artistic Work Committee of Council

DATE: October 15, 2013

RE: **Research, Scholarly and Artistic Work Committee response to *The Way Forward: Implementation plan for the College of Medicine and Toward 2020: Clarity – Vision - Application***

I am writing on behalf of members of the Research, Scholarly and Artistic Work Committee of Council to provide members' views of *The Way Forward: Implementation Plan for the College of Medicine and the College of Medicine strategic research plan Toward 2020: Clarity – Vision – Application*. The committee met on September 26, 2013 with Colum Smith, Interim Vice-Dean Research and Martin Phillipson, Vice-Provost, College of Medicine Organizational Restructuring (term) regarding these two plans and on October 10, 2013 with Roger Pierson and Troy Harkness, CIHR co-university representatives. Please consider this correspondence as you wish in your consideration of *The Way Forward*.

It is evident by the minimal tri-council research funding awarded to the College of Medicine over the past decade that the College must make strategic changes to increase its capacity and success rates in obtaining tri-council and other research funding. While the College is home to a group of successful researchers and research teams, it is imperative for the College's success that these numbers increase significantly. The RSAW committee wishes to acknowledge the clinical pressures that the College's clinical faculty face and the complicated funding and organizational structures within which they work. However, our committee simultaneously recognizes that in order for the College of Medicine and the University of Saskatchewan to maintain their status as a U15 university, existing research deficits in the College of Medicine must be addressed across the college. We support the facilitation by the College of Medicine of an interdisciplinary and team science approach within the College and between researchers across UofS colleges and universities. This approach coincides with the Canadian Institutes of Health Research's focus on funding multi-disciplinary and inter-university teams and networks and its focus on patient-centered research and knowledge to action priorities. We believe this strategy will better situate new and established researchers to build competitive and sustainable research programs that will meet their career needs, and the needs of the college, university, and province. The RSAW committee also supports collective efforts by the College of Medicine and the OVPR Office toward strategic hiring as a means to increase research success within the College.

The three focal areas presented in the College of Medicine research plan—Aboriginal Health; Health Sciences Delivery; and Neurosciences have broad based application across the College, and overlap directly with three of the University’s signature areas of research (One Health, Aboriginal Engagement, and Synchrotron Sciences). The three priority areas also overlap with research currently taking place in other UofS colleges and schools. Examples of potential (although not exhaustive) cross college collaborations identified by the RSAW committee were in the areas of infectious diseases, neurosciences research, Kinesiology, Edwards School of Business [quality improvement and cost containment], Schools of Public Health, Environment and Sustainability and Public Policy, and Aboriginal research in the College of Arts and Science. The RSAW committee feels opportunities for dialogue with faculty across the college is required to better educate faculty about the depth and breadth of the priority research areas, for example, a “bench to community” understanding of the potential research scope of the three areas. This will assist in facilitating interest in the three areas and research team building, as faculty will have an opportunity to better understand where their and their colleagues’ research interests fit within the three areas.

The ability of clinical faculty to successfully undertake research within a 20% time commitment, shared with teaching commitments, has raised concern by RSAW members. Being successful in research, even as a co-investigator of a research team requires dedicated time that is simultaneously divided into grant writing, data collection and analysis, and writing/knowledge translation. The complexity of pursuing research goals (especially for those who are mid to late career faculty with limited or no research experience) coupled with clinical and teaching pressures presents a significant challenge to faculty and the college’s administration. Facilitating access to clinical populations as part of a multi-disciplinary team is one means by which clinical faculty can contribute towards research. This requires mechanisms for trusting and beneficial research partnerships and processes to be built, whereby faculty clinicians with no or limited research experience can be brought into existing or emerging research teams and make a significant contribution through knowledge about their clinical population and access to them. This will require team leaders to develop clear understandings of the team’s research division of labour, management, research outputs and designation of credit (e.g. authorship). Reduction in teaching and administration commitments is also a way to support junior faculty to quickly establish their research program and contribute to new and existing research teams.

The committee recognizes the challenge researchers and research teams at the University of Saskatchewan will face when adapting to the new CIHR peer review process. This process is highly competitive and rewards teams of researchers with strong research and publication records. As the CIHR funding envelope has not increased, competition for CIHR funding is fierce. The committee supports the steps taken to address the College’s research underperformance, including internal grant review, mentorship of faculty, and targeted renewal within the college. Importantly, the research plan acknowledges the deficits within the College, as the first step in affecting change, with emphasis placed on correcting misalignments within the College including a “time on task” reading of deficits and ways forward. The RSAW committee suggests that the College consider additional support for research management. Across campus, researchers report spending 40% of their research time strictly on administration of research grants (reporting, hiring and supervising staff, managing budgets etc.), time that would be better spent on data collection, analysis, publication and renewal. For post doctoral fellows and junior faculty, research management can be particularly time consuming pushing the percentage of “time on task” for research administration up considerably. Successful established research programs in the College characteristically have research coordinators/assistants (who have worked with the team over

multiple grants) who provide invaluable budget, grant writing, data collection, knowledge translation, and renewal support. Their contribution is invaluable to research team leaders and adds greatly to the team's ongoing success. The RSAW committee also wants to emphasize the need to put in place supports for faculty that facilitate publication outputs, as the new CIHR triage process emphasizes publication outputs as a key factor in their peer review process.

Mentoring graduate students, postdoctoral fellows, and junior faculty in grant writing, budget preparation and in general, creating a climate of acculturation to the tri-agencies for doctoral students and post-doctoral fellows is acknowledged to be lacking for the most part at universities across Canada, including our own. In addition to the steps to mentor new faculty hires to become successful researchers, the RSAW committee recommends that graduate student supervisors mentor their students in a similar fashion to that provided to junior faculty.

Sincerely,

A handwritten signature in blue ink that reads "Caroline L. Tait". The signature is written in a cursive, flowing style.

Caroline L. Tait

cc Colum Smith, Interim Vice-Dean Research, College of Medicine
Martin Phillipson, Vice-Provost, College of Medicine Organizational Restructuring (term)
Roger Pierson, co-CIHR University Representative
Troy Harkness, co-CHIR University Representative
Jay Kalra, Council Chair

**A RESPONSE TO “THE WAY FORWARD;
Implementation Plan for the College of Medicine.**

From the Biomedical Science Departments

October 3, 2013

Although we recognize the very tight time frame given the Working Group (Biomedical Sciences) to meet its mandate, we do not feel an appropriate collegial or consultative process was followed in devising the recommended plan for the future of the five Basic Science Departments currently within the Division of Biomedical Sciences.

Consequently there are numerous problems and omissions within “The Way Forward” document with some key concerns highlighted below.

- A strong rationale for recommended changes to the Biomedical Science Departments is not provided.
- There is no indication that the recommended changes to the Biomedical Science Departments are evidence based.
- There is no discussion on how the de-establishment/re-structure of the Biomedical Sciences Departments will affect faculty contribution to medical education and our teaching mandate to students in other professional colleges (Physical Therapy, Dentistry, Kinesiology, Pharmacy and Nutrition, and Nursing). This is particularly important as it is proposed that future faculty appointments will be related to research and not teaching needs.
- The document proposes that there will be only one academic undergraduate program delivered by the basic sciences faculty. The primary objective to de-establish the Basic Sciences Departments and their undergraduate programs is to provide administrative flexibility in future Faculty appointment. A review of the value of these programs to the students and the University was not done. This review is on-going by “TransformUS”.
- It is proposed that the College of Medicine awards the degrees in Biomedical Sciences without details on how the added administrative burden is to be met.
- There are no details related to how the five MSc and PhD graduate programs are to be re-structured.

Decisions affecting five Departments, over 70 Faculty, and hundreds of students should be made only after careful study, consultation and deliberation. We recommend a genuine consultative process in which all of the major stakeholders are included, to reassess the role and reorganization of the five Biomedical Science Departments.

Endorsed by the following faculty members of the five Biomedical Science Departments:

Anatomy and Cell Biology	Biochemistry	Microbiology and Immunology
Rosser, B <i>Professor and Head</i>	Roesler, B <i>Professor and Head</i>	Howard, P <i>Professor and Head</i>
Boughner, J <i>Assistant Professor</i>	Anderson, K <i>Assistant Professor</i>	Albritton, B <i>Professor</i>
Chapman, D <i>Professor</i>	Cygler, M <i>Professor</i>	Bretscher, P <i>Professor</i>
Chlan, J <i>Assistant Professor</i>	Dmitriev, O <i>Professor</i>	Bull, H <i>Assistant Professor</i>
Devon, R <i>Professor</i>	Khandelwal, R <i>Professor</i>	Chelico, L <i>Assistant Professor</i>
Doucette, R <i>Professor</i>	Leary, S <i>Assistant Professor</i>	Goldie, H <i>Professor</i>
Eames, B <i>Assistant Professor</i>	Lee, J <i>Professor</i>	Havele, C <i>Associate Professor</i>
Harkness, T <i>Professor</i>	Lukong, E <i>Assistant Professor</i>	Hayes, S <i>Professor</i>
Krone, P <i>Professor</i>	Luo, Y <i>Associate Professor</i>	Van den Hurk, S <i>Professor</i>
Kulyk, B <i>Professor</i>	Moore, S <i>Associate Professor</i>	Wilson, J <i>Assistant Professor</i>
Mohamed, A <i>Associate Professor</i>	Napper, S <i>Professor</i>	Xiao, W <i>Professor</i>
Nichol, H <i>Professor</i>	Pato, M <i>Professor</i>	
Popescu, B <i>Assistant Professor</i>	Stone, S <i>Associate Professor</i>	
Schreyer, D <i>Professor</i>	Wang, H <i>Professor</i>	
Verge, V <i>Professor</i>	Wu, Y <i>Assistant Professor</i>	

Pharmacology	Physiology
Gopalakrishnan, V <i>Professor and Head</i>	Desautels, M <i>Professor and Head</i>
Bekar, L <i>Assistant Professor</i>	Campanucci, V <i>Assistant Professor</i>
Desai, K <i>Assistant Professor</i>	Cayabyab, F <i>Assistant Professor</i>
Jadhav, A <i>Lecturer</i>	Fisher, T <i>Professor</i>
Liu, L <i>Associate Professor</i>	Howland, J <i>Associate Professor</i>
Moien-Afshari, F <i>Assistant Professor</i>	Lee, P <i>Assistant Professor</i>
Sawicki, G <i>Professor</i>	Mulligan, S <i>Associate Professor</i>
Taghibiglou, C <i>Assistant Professor</i>	Ndisang, J <i>Associate Professor</i>
	West, N <i>Professor</i>

Mandate of the Basic Sciences Working Group

1. Informed by the current mandates of this Division, the WG will develop a revised mandate which must be consistent with the new vision of the College of Medicine and the new strategy for enhancing research for the College of Medicine while recognizing the budgetary constraints and possible challenges the College will face in the future.
2. The WG will make recommendations to the College of Medicine's Dean's Advisory Committee and to the Dean regarding the array of programs and service teaching¹ that should be offered by the College of Medicine's basic science faculty. Importantly the WG should attempt to project the role that the Basic Science Faculty will play in increasing research intensiveness in the college.
3. This WG should make recommendations to the faculty numbers/distribution necessary to achieve the mandate outlined in 1), and 2).
4. The WG will make recommendations as to the academic structures required to reach the mandates outlined in 1) and 2) reflected in faculty complement numbers and distribution recommended in 3).
5. The WG will make all their recommendations based on *what* is the best mandate/structure for the Basic Science faculty, not on *how* any of this could or not be realized. Implementation of any or all these recommendations will be the job of the administration of the College and the University in collaboration with the affected faculty(present and future) and their departments, and the students currently in the programs now in existence.

¹ Service teaching is defined as teaching to students outside of the College of Medicine. The colleges are:

Agriculture and Bioresources
Arts and Science
Dentistry
Edwards School of Business
Kinesiology
Nursing
Pharmacy and Nutrition

RECOMMENDATIONS

OF THE BASIC SCIENCES WORKING GROUP

College of Medicine
University of Saskatchewan

OVERARCHING OBJECTIVES

1. To provide an environment in which all faculty, staff and students can attain international standards of excellence in their chosen area of inquiry. We expect: 1) all endeavours will be respected; 2) all will contribute to the vision; and, 3) all will be accountable and own the vision.
2. To provide a superior education for the best and brightest students pursuing graduate and health professional studies.
3. To be the center of research for the University of Saskatchewan's College of Medicine and to actively foster research collaborations among clinical professionals in the health sciences and those pursuing questions in the fundamental sciences.

STRUCTURE

Objective: To decrease the administrative load and increase flexibility in resource management.

Recommendation: The WG recommends that the basic science departments be realigned into one administrative unit, perhaps designation as a School of Medical Sciences would be appropriate.

There are no data supporting or refuting this structure as the best possible one for a medical college because the academic and research environment at the University of Saskatchewan is unique. Faculty within the College of Medicine face an entirely new working environment within the Academic Health Sciences Complex and within the Canadian national research funding domain.

Most significant among the changes are that: 1) 'Research Clusters' now dominate space assignment and hiring priorities; 2) governmental direction of research investment obviates many past practices in research funding; 3) the necessity for exploring new means of acquiring funding for research is accelerated with emphasis on transdisciplinary research; and, 4) a new emphasis on industry collaboration and commercialization of federally funded research. Academic Department Heads no longer exercise decision making power over faculty recruitment, space allocation, or research intensiveness of faculty. However, in the current iteration of their roles, they do have influence on the assignment of duties and faculty performance review. It is noteworthy that Academic Department Heads are currently housed away from their faculties and are housed in shared office space. This configuration is designed to foster interdepartmental communication and collaboration. The research clusters as currently implemented cut across the boundaries once represented by departmental lines, 'basic sciences' versus 'clinical sciences' lines, programmatic lines and collegial lines.

The desire of the College of Medicine is to foster an environment in which: 1) scientists may easily interact with clinicians in a vertically integrated framework; and, 2) in which scientists from different disciplinary backgrounds may move freely among research groups to collaborate on projects which will benefit from a more transdisciplinary approach to inquiry and problem solving. Similarly, we anticipate some fluidity in movement among areas as faculty progress through their careers. Maintaining existing administrative organization in the light of such changes is untenable.

The creation of a single administrative structure will facilitate flexibility in resource management required to enhance research and serve to significantly reduce administrative requirements. During the transition to the single administrative structure, the WG recommends that faculty be given the opportunity to join the new unit or to develop their research career in any and all clinical departments. It is expected that there will be fluidity and flexibility within and among structures over time as research programs ebb and flow.

The unit will be the entity responsible for both research and educational programs. The leader of this unit would ideally be part of the Dean's Executive; however, if this is not possible, faculty will need to be represented within the proposed governance structure through research, faculty complement, and educational streams .

|

PROGRAMS

Objectives: 1) To provide a superior undergraduate education for the best and brightest students pursuing graduate and health professional studies and 2) to decrease the administrative and teaching loads of faculty.

Recommendations: Undergraduate Programs

The existing array of programs offered should be reduced to a single degree which would be conferred by the College of Medicine, (Working title B.Sc. Medical Sciences or BMSc) It is expected that undergraduate and graduate degree programs will be modified as faculty complement changes and as research areas evolve.

The BMSc should be by admission only to attract the students best suited to research intensiveness and to excellent performance in academics. The program would be designed to attract the students best suited to graduate studies in the health sciences and/or successful entry into the health sciences professional colleges. An option should exist for excellent students to transfer into the program from other Colleges.

To that end, the structure of the program core should further emphasize research inquiry by providing instruction in professional writing and critical thinking earlier in the program. A core set of courses is recommended; however, we recommend less emphasis on discipline specific survey courses and increased development of research philosophy and techniques courses. The WG recommends that the BMSc include majors (e.g. Anatomy, Biochemistry or Microbiology, etcetera) currently in existence initially and then the major areas of concentration could be revised and reviewed as faculty complement changes to meet research needs and the pressures of evolving disciplines. In addition, the WG recommends that transdisciplinary Certificates of Proficiency be offered within the undergraduate program to demonstrate advanced training. The Certificates would be granted in areas developed by research groups and departmental faculty members². Students would be able to demonstrate proficiency in more than one area. All certificates and majors would be reviewed by the faculty in the administrative unit and at the college level in a course challenge similar to that which currently exists in the College of Arts and Science to maximize consultation, University community support, and to prevent duplication. In keeping with the core value of research education, emphasis should be placed on student experience in research and continue to include capstone research courses.³

² Please refer to University Council minutes for a comprehensive explanation of Certificates of Proficiency.

³ [Discussion point 2]: Placement of students enrolled in the research capstone course with faculty engaged in inquiry should not be limited to faculty within the departments but should include all scientists and clinical professionals on

Recommendations: Graduate Programs

Objectives: 1) To provide a superior graduate education for the best and brightest students pursuing advanced studies in health sciences and health professional streams of inquiry; **2)** to decrease administrative loads of faculty; and, to decrease the cost of supporting graduate students.

In keeping with the objective of an administratively simple model, thesis-based MSc and PhD programs in Medical Science[s] should be offered. There should be the possibility of direct entry to the PhD direct-entry program from the undergraduate programs by the best students provided that the students meet the requirements already outlined by Graduate Studies. In addition, the WG recommends that consideration be given to the idea of a combined, thesis-based 5 year BSc-MSc program for all majors. This degree program will decrease cost of funding MSc students and decrease administrative load.

SERVICE TEACHING

The WG recommends no major changes to the service teaching being done to support the degree programs of other colleges within the University of Saskatchewan framework at this time other than the change from teaching Arts and Science BSc programs to teaching a BSc within the College of Medicine. It is expected that changes to the service teaching activities will be made as faculty complement changes, as science evolves, and as the administrative structure of the broader university community changes. Availability of instructors will drive conversations and negotiations among the Deans with units outside, and within, the College of Medicine related to resources, TABBS, time, and quality of teaching.

RESEARCH INTENSIVENESS

Objective: To increase research intensity of the Health Sciences faculty.

Recommendation: The WG recommends that the college immediately and dramatically increase resources for: 1) funding of postdoctoral fellowship, salaries and related expenses; 2) technical support in the form of full time permanent research technician positions or research associate positions associated with faculty appointments; and, 3) the College will pursue significant additional funds to provide financial support for undergraduate research opportunities, especially those associated with upper year projects and summer studentships supervised by College of Medicine faculty. 4) reduce administrative workloads

and off of the University of Saskatchewan campus. These placements can be facilitated by adjunct and associate memberships of faculty to the departments.

FACULTY PRODUCTIVITY/ACCOUNTABILITY

Objective: To increase accountability of faculty engaged in the Medical Sciences for national and international levels of research achievement.

Recommendation: The WG recommends comprehensive review and intensification of the current tenure and promotion standards. As developed for clinical faculty, the basic sciences faculty should have professional [alt., career] “streams” designed to fit the focus of the work of each faculty member. To achieve the best possible working model, streaming paths should be amenable to change in focus and/or departmental home as faculty progress through different phases of their career.

Complement Planning and Assignment of Duties exercises can utilize analyses of standardized performance metrics in the various streams to maintain critical mass in the areas of research specialization. Promotion and tenure standards should be standardized and aligned with the expectations of the College of Medicine. The WG expects that standards for time used for research and the value of time be modified such that both are increased. Standards must be strictly promulgated and applied.

The Way Forward
Implementation Plan for the College of Medicine
Martin Phillipson (Vice-Provost) and Lou Qualtiere (Dean)
September 4th, 2013

Introduction

The College of Medicine is vital to the University of Saskatchewan; we define ourselves as a medical-doctoral university and the College of Medicine is central to our identity. In a medical-doctoral university holding membership in the U15, the medical school is the flagship college, an academic powerhouse making a significant contribution to the success of the entire institution. The College of Medicine is also important to the province; as the only medical school in Saskatchewan, we have a responsibility to train the next generation of physicians to serve the current and future healthcare needs of the people of the province and produce research that contributes to improved patient outcomes.

A New Vision for the College of Medicine (<http://www.medicine.usask.ca/renewal.html>) highlighted several significant challenges that have plagued the College of Medicine. First, its undergraduate medical education program is on warning of probation and may well become the first College of Medicine in Canada to be placed on probation twice. Second, student performance in national exams is at the bottom of all Canadian medical schools and our graduates now fall below the mean score for all applicants. Third, the College of Medicine lags far behind its peers in research productivity despite significant investments in world-class facilities. Approval, in principle, of the new vision by faculty council and university council confirms a compelling case was made for a significant restructuring and a paradigmatic cultural shift.

The root cause of these challenges is a structural flaw – underlying structures place priority on clinical service delivery to the detriment of the teaching and research missions of the college. This has created a culture that pits clinical service delivery against teaching and research and which is perpetuated by a misalignment in the amount of resources and the time devoted to these activities.

Without changes to the underlying structures that align resources and priorities, and a reformed and robust governance structure, the college will not advance. In order to change behavior, structure must change. Structure, in this context, is more than an organizational chart or a governance model and includes all the norms, policies, processes and relationships that influence behavior.

While this realignment is primarily designed to strengthen the teaching and research missions of the college it will also be of benefit to our service delivery partners as the overall goal is to improve patient outcomes via the training of outstanding clinicians and the generation and dissemination of new knowledge. It is to our mutual benefit to create a culture where teaching and research and clinical service co-exist and are mutually supportive.

This restructuring presents a significant opportunity to re-position the college for future success. Provincial geography and demographics mean that the college is uniquely positioned to lead in areas of first nation's health, rural and remote education, inter-professional education, and service delivery partnerships. In fact, the college has a responsibility to lead in these areas in partnership with health regions and government.

The purpose of this document is to further articulate how the College of Medicine must realign underlying structures in order to achieve the new vision.

The Changing Environment

The environment in which the college operates has changed significantly over the last twenty years. In particular, the following changes (and a concomitant failure to respond) have profoundly affected the college and contributed to the current misalignment:

- Establishment of health districts and loss of separate charter for Royal University Hospital (RUH) resulted in service being delivered in a clinically focused environment less connected to the university. This also brought with it a shift in focus from the university mandate of teaching and research to predominantly clinical service delivery.
- Restructuring of clinical practice plans and the introduction of “business mode” for faculty allowed them to take their practice outside the university and significantly reduced the ability of the college/department to pool and direct clinical earnings to support faculty heavily involved in teaching and research.
- Hiring of faculty in the Clinical departments has historically concentrated on service delivery and in the Biomedical departments to support service teaching in Arts and Science.

These changes provided incentives for clinical faculty to pursue more clinical work to the detriment of the academic mission. The consequences of such a move have been recognized by many medical schools, including Canada’s leading school:

“Competitive and financially unrestricted private practice is incompatible with academic goals. Group practices with distributed earnings to support the academic mission are the norm to ensure academic productivity.” (University of Toronto faculty of medicine procedures manual for policy for clinical faculty, 2008, p. 3)

In tandem with these changes, demands on the teaching and research mission were also increasing:

- The growth of distributed medical education (DME) is a significant and on-going commitment of the college. Accreditation visits have highlighted the unsuitability of historic structures to successfully deliver on this key commitment.
- Increased class size from 60 students in 1993 to 100 students beginning in 2012. This increase placed additional stress on undergraduate medical education, particularly teaching. Accreditors identified structural issues of how clinical teaching is organized and assigned and highlighted the need to ensure a comparable educational experience across all instructional sites, as is expected at all other accredited medical schools in North America.
- Increased number of residents from 244 in 1992 to 437 in 2013 which has resulted in more time being dedicated to resident training.
- Increasingly competitive and challenging research funding environment with focus on team science, translational research and patient outcomes.

To compete with our peers, and address these challenges, we must fundamentally restructure the college. The structures that served us well in the past no longer support our aspirations nor do they equip us to address our current challenges and to take advantage of the opportunities present. Through a process of extensive internal and external consultation, research and study we know that three

fundamental aspects of the college must change: faculty, research and governance. We must also develop mechanisms to demonstrate progress in the change process.

Development of the Implementation Plan

The development of the implementation plan was heavily informed by the Dean's Advisory Committee (DAC) and the working groups (WGs) established by the DAC. The Dean's Advisory Committee was initially established in August 2012 to advise the dean on the elaboration, refinement and implementation of the concept approved by University Council on May 17, 2012. Deliverables included the establishment of a number of working groups, determining membership for each working group, determining deliverables for each working group including timelines, and overseeing and ensuring appropriate integration of all the working groups. The terms of reference for the DAC were amended slightly in January 2013 and the purpose shifted to providing advice to the dean on the development of an implementation plan for the vision described in *A New Vision for the College of Medicine* approved by University Council on December 20th, 2012. The deliverables added included review of interim and final reports from existing working groups, supporting the work of the working groups, and providing ongoing advice and guidance to the dean on the development of an implementation plan. A full description of the DAC and the WGs can be found at <http://www.medicine.usask.ca/renewal/committee.html>

As of September 4th, there have been 19 meetings of the Dean's Advisory Committee. A full record of these meetings can be found at <http://www.medicine.usask.ca/renewal/meetings.html> A half day retreat was held on August 19th specifically to discuss the implementation plan prior to its publication.

In addition to participation in the various working groups, input from members of the College of Medicine community was received through four town hall meetings in Saskatoon (3) and Regina (1) and two special faculty council meetings. These face-to-face meetings provided a forum for debate and discussion of WG reports as they were received by the DAC.

Information was disseminated to the College of Medicine community via regular updates from the Dean's Advisory Committee co-chairs. A fulsome record of communication can be found at <http://www.medicine.usask.ca/renewal/communications.html>

The DAC was established to provide advice to the dean on the development of an implementation plan. Once this plan is tabled at University Council, the DAC's mandate will be deemed complete and the executive of the college will assume responsibility for carrying out the steps required to restructure the college. It is envisaged that a number of working groups (Distributed Medical Education, Change and Transition, Financial Management, and Faculty Engagement) will continue, but they will report to the executive of the college.

Towards Alignment

The overarching principle informing this restructuring is that of alignment. In particular, we must align the three fundamental aspects of faculty, research, and governance and partnerships.

We must:

- Align clinical resources with clinical work and academic resources with academic work, although we recognize that these functions overlap to some extent

- Align our research priorities with provincial, national and international population needs and health priorities
- Align governance structures and partnerships with the priorities of the college providing flexibility to respond to the dynamic environment

The plan must deliver on alignment and to do so we have set out three clear objectives.

Objective #1: Re-align Faculty Complement

The faculty complement outlined in this document (Table 1) will bring the College of Medicine in line with its peers. While the current situation requires a “made-in-Saskatchewan” solution tailored to the particular needs of the college, this plan reflects best practices at other successful medical schools in Canada. While every medical school is unique there is one fundamental reality that must be recognized. **MD faculty represent a unique category of university appointees.** While they are entitled to many of the same rights as “typical” university faculty (academic freedom, career development opportunities, role in college governance, etc.) they have the ability to earn significant clinical income due to a combination of the pressure of clinical service obligations, market incentives and the exercise of personal choice. This ability should preclude most from an automatic entitlement to a full-time academic appointment and a corresponding full academic salary. At present, however, while many obtain a full academic salary, a lack of operational accountability metrics results in the University receiving only a part-time academic commitment. The resulting reality is that the University assists in backfilling clinical service. While clinical service is the *milieu* in which teaching and research occurs in a College of Medicine, current clinical service pressures and compensation structures distort the academic mission by misaligning priorities and incentives to strongly favour clinical practice over teaching and research. The current state of the College of Medicine is a direct result of a failure to recognize and correct this reality.

On a go-forward basis the **MD faculty** complement of the College of Medicine will be informed by the following principles:

1. Academic pay is for academic work
2. Academic freedom applies to academic work
3. Protected time commitment for academic work is determined by one’s career pathway
4. One’s career pathway determines one’s predominant source of income
5. The ability to gain tenure is an aspect of all career pathways
6. Tenure is independent of compensation
7. Retention of an academic position is contingent on continuing commitment to academic work

Many of the principles outlined above have long been recognized at other Canadian medical schools and in academic literature; they also reflect the reality of hiring at the majority of North American medical schools:

“Academic freedom and security of appointment are provided by tenure whereas income security is provided primarily through the linked clinical appointment.” (Tenure for clinical faculty at Queens. Report of a working party and recommendations from the faculty of medicine, 1999, p. 6)

“Tenure should be disassociated from the guarantee of permanent economic support.”
(Recommendations of sub-group on remuneration and tenure for MD faculty, McGill University Faculty of Medicine, 2010)

“Financial compensation should be based on individual contributions to scholarship.”
(Recommendations of sub-group on remuneration and tenure for MD faculty, McGill University Faculty of Medicine, 2010)

“The large majority of US and Canadian medical schools provide either limited or no financial guarantees for tenured clinical faculty. Hence, there is ample precedent for the concept of dissociating tenure from salary for rank for a medical schools clinical faculty.”
(Tenure for clinical faculty at Queens. Report of a working party and recommendations from the faculty of medicine, 1999, p. 6 citing Jones, R.F. and Sanderson, S.C., *Academic Med* 69: 772-778, 1994)

For those faculty (including MD faculty) whose predominant focus is academic work, the university must ensure both income and academic security. For those whose predominant focus is clinical work income security is derived from clinical work while academic security is derived from academic position.

In order to align the faculty complement with the new vision we must also jettison old thinking and old terminologies such as “university-based faculty” and “community-based faculty”. We must adopt a new and original all inclusive definition of “faculty” as a body of teachers, scholars and administrators in a college or university. The new definition of “faculty” encompasses the entire teaching and administrative workforce of the college distinguishable only by their career paths (see Table below). Furthermore, we must jettison the notion that initial career pathways are static and remain fixed throughout a faculty member’s career. The key to alignment is having a flexible faculty complement that responds to the ever-changing needs of a dynamic teaching and research environment and also reflects the clinical service realities of the province of Saskatchewan.

All faculty require clear career pathways with accountabilities to which they are held and responsibilities on which they must deliver. New college standards will be developed to achieve that outcome. Compensation will be commensurate with the chosen career pathway. A successful College of Medicine needs a blend of clinicians, educators and scientists. Different skill sets lend themselves to different career pathways and we have developed a faculty complement plan that allows everyone to contribute by playing to their strengths. We do not require a homogenous faculty; rather, we require a diverse faculty that works together to deliver the mandate of the college we need (*A New Vision for the College of Medicine*, 2012, pp. 5 – 6). As well, academic rank is an element of faculty status. The opportunity for advancement in all ranks would be made available to all faculty regardless of their career path.

Given the new vision and the principles outlined above, and recognizing best practices at our peer institutions, the following complement is required with demonstrable progress being made over the next four years:

Career Pathway	Qualifications	Literal Descriptor	Time on Task (Academic)	Time on Task (Clinical)	Predominant Source of Income	Current Complement	Desired Complement
Clinician Teacher	MD	Clinical faculty with a predominant commitment to clinical service	1 day/week (maximum)	4 days/week	Clinical	107	350 (minimum)
Clinician Educator	MD/MEd or EdD	Clinical faculty with a career path in medical education	4 days/week	1 day/week (maximum)	Academic	5	20
Clinician Scientist	MD/PhD	Clinical faculty with a career path in biomedical research	4 days/week	1 day/week (maximum)	Academic	4	15-20
Clinician Administrator	MD/maybe other (MBA)	Clinical faculty with a career path in academic administration	4 days/week	1 day/week (maximum)	Academic	24	25 (minimum)
Scientist (teacher/scholar)	PhD	Non-clinical faculty with a career path in research	5 days/week		Academic	78	60
Educator (teacher/scholar)	PhD	Non-clinical faculty with a career path in medical education	5 days/week		Academic	4	5
Administrator Scientist	PhD	Non-clinical faculty with a career path in academic administration	5 days/week		Academic	10	8

Table 1: Proposed Career Pathways and Faculty Complement

Clinician Teachers

As with most other medical schools in Canada, this pathway will make up the majority of the faculty complement in the College of Medicine. It is comprised of faculty who wish to devote the majority of their time to clinical practice, but who also wish to make an ongoing commitment to teaching. The table above recommends a minimum cohort of 350 clinician teachers who commit between 10 and 20% of their professional time to academic work (most likely or predominantly teaching). 350 represents a 300% increase in the membership of this cohort with the new membership being comprised of those current “community-based” faculty who have provided teaching for the college on a consistent basis. Currently, over 40% of our undergraduate teaching is delivered by these individuals and it is time to formally recognize their ongoing commitment. This new and all-inclusive definition of faculty and realigned career pathway will be the mechanism by which we deliver on our promise to professionalize our relationship with “community-based” faculty and eliminate the archaic and debilitating town/gown divide that has plagued the college for a generation (*A New Vision for the College of Medicine*, 2012, p. 5). Via this new designation, erstwhile “community-based” faculty will become fully-fledged MD faculty members. A significant proportion of these new faculty, and thus the cohort, will be based outside of Saskatoon and the Saskatoon Health Region and their addition to the faculty complement is further evidence of the increasingly province-wide scope of the college. The predominant source of income for this cohort will be derived from clinical sources reflecting the chosen priority of the individual to focus on clinical service delivery. In return for a written commitment of a minimum amount of academic service, compensation will be via the provision of a fixed stipend (supplemented by a regular and

predictable payment system for additional academic work) or by physician membership in an approved payment plan that makes provision for protected academic time. For those current “community-based” faculty who do not wish to change their status, and continue to provide instruction on a more casual basis, we will maintain opportunities to do so, but commit to improving payment mechanisms and other supports.

The recruitment of several hundred new clinician teachers is a major undertaking. Therefore, it is imperative that the college adopt innovative methods to recruit, engage, retain, and reward clinician teachers. Through the office of the vice-dean faculty engagement and the ongoing work of the faculty engagement working group, we will consult widely with physicians to identify those key strategies and methods that will ensure we recruit a high-quality and motivated clinician teacher cohort.

Building a new cohort of clinician teachers is essential to reinvigorating our undergraduate medical education program and ensuring the continued development of our residency training programs. The clinician teacher represents the foundation of our faculty complement.

Clinician Educator

This pathway is designed for professional medical educators (MDs with either a MEd or PhD in Education). These individuals will be responsible for conducting research on the pedagogy and effectiveness of medical education and publishing the results of their work. In addition, they will be actively involved in:

- enhancing student engagement
- designing curricula
- preparing course materials
- developing assessment tools
- delivering significant amounts of teaching
- being academic and educational leaders for the clinician teacher cohort

In order to succeed, they will be expected to devote at least 80% of their professional time to their role as professional medical educator. Given this commitment to academic work their income will be derived from academic sources either university-based or via membership in an approved payment plan that makes provision for such a significant commitment to academic work. It is anticipated that a cohort of 20 such educators will be sufficient to deliver on the vision. It is further anticipated that much of the membership of this cohort will be sourced from existing faculty ranks and the college is prepared to invest funds to retrain existing faculty to prepare them for these roles. Additional expertise in areas not covered by existing faculty will be recruited at the senior level.

Clinician Scientist

Clinician scientists represent the research leaders of the college. They are the foundation of the research enterprise and will be the leaders of translational, inter- and multi-disciplinary research teams and clusters. Clinician scientists will be the key drivers of the research mission of the college. They must generate significant research income, publish their research results in top journals and be able to attract HQP to build research capacity. Only by devoting the vast majority of their professional time to research will these goals be met. The existence of a small, but highly productive cohort of clinician scientists is a hallmark of successful research-intensive Canadian medical schools. Given the pivotal nature of these individuals, compensation levels are high and start-up costs are significant. In return for such significant investment, expectations are correspondingly high. If the college is to begin reversing current trends in

research productivity this pathway must begin to be populated quickly; predominantly through external recruitment initiatives.

Clinician Administrator

A key component of the new structure for the college is a highly functional senior administrative cohort. Both individually, and as members of the college executive, clinician administrators will be responsible for the efficient operation of the college. The clinician administrator pathway will be populated by individuals who wish to devote the majority of their professional time to academic administration and includes such roles as vice-deans, associate deans, department heads and program directors. The administrative leaders of the college will be tasked with ensuring the continued alignment of time and resources with the new vision. Consequently, a significant time commitment is warranted.

The three pathways discussed above represent the desired clinical cohort of the College of Medicine faculty complement. While each of these pathways will have clearly defined roles, accountabilities and career progression opportunities, an overarching imperative is that membership of these pathways is not static. The significantly altered environment discussed above eschews notions of permanent occupancy of one career pathway. The life-cycle of clinical faculty in the current environment, and likely into the future, will be characterized by changing foci at different career stages. For example, the possibility of a faculty member holding significant research funding for their entire career is increasingly unlikely. Therefore, clinician scientists who have reached the apex of their funding career must be able to transition into other career pathways. Conversely, individuals who demonstrate genuine research productivity in other pathways must have the ability to be considered for clinician scientist positions. Similar arguments can be made in relation to the other clinician pathways; individuals who show interest and demonstrable promise in education, research or administration should have the opportunity to move into a pathway that reflects their personal goals, priorities and skills. The ability to move between pathways maximizes institutional flexibility while simultaneously providing significant career incentives for motivated faculty. As well, if placement in initial career pathways is permanent, this will eventually create a misalignment within the faculty complement.

It should be noted that the move towards more flexible career trajectories is an emerging trend in American medical schools:

For the last 30 years, financial uncertainty, changes in health care delivery and reimbursement, and changing workforce needs have prompted medical schools to depart from faculty employment norms that were developed in a different era and to continually refine their appointment and tenure policies. [We] would expect to see continued growth of flexible policies such as probationary period extensions, track changes, and flexible career pathways. An institutional environment and culture that support the use of flexible policies are also important in encouraging a match between academic structure and faculty career needs.

(Bunton S.A., and Mallon, W. T., "The Continued Evolution of Faculty Appointment and Tenure Policies at U.S. Medical Schools," *Academic Med* 82: 281-289, 2007)

The other three career pathways of Scientist (currently populated by the Biomedical Scientists), Educator and Administrator Scientist will conform to the "teacher-scholar" model that currently exists at the University of Saskatchewan. However, it is proposed that faculty in the Scientist pathway that currently populate the five basic science departments will work in a significantly different administrative structure, as advocated by the Basic Sciences Working Group (see below for a fuller discussion of this proposal). These scientists are crucial to the future research success of the college, but we must be

more flexible in how we recruit them and how we place them in research teams and clusters. The move to a new administrative model will significantly improve flexibility in that regard. The new administrative unit will also have enhanced standards for tenure and promotion that will place a renewed emphasis on research participation and productivity. This cohort of faculty represents the foundation of the team-based science model that the College *MUST* adopt if it is to be competitive.

Key Transition Strategies:

Transition strategies to move towards the new faculty complement fall into three broad categories:

- **Redeploy** faculty to the new career pathways
- **Retrain** faculty to equip them for new and/or different pathways
- **Recruit** outstanding faculty into the new complement

In deploying these strategies, and any others that will re-align our faculty complement, we will always respect collectively bargained rights, entitlements and their legal representatives.

In addition, a new clinical pathway will be developed for those who wish to spend more than 1 day/week on academic work, but at present, are either not qualified or not sure they wish to pursue a clinician educator or clinician scientist pathway. The intent of this new pathway would be to allow faculty the opportunity to explore the potential of another pathway and allow the college to assess their suitability for placement in another pathway. In keeping with the need for flexibility, this pathway will not be a permanent career pathway for any faculty member. The development of new pathways, and the standards that accompany them, is part of the ongoing role of the college review committee (CRC) and they will be actively engaged in the development of new pathways.

An essential element of realigning our faculty complement is the development of a province-wide academic clinical funding plan (ACFP). A successful ACFP will improve accountability by clearly establishing academic and clinical deliverables and aligning compensation to reflect the commitment of the individual to their chosen pathway. An ACFP that supports increased accountability and assures better alignment of resources will be a significant driver of change. We are committed to working with our partners in government to develop a successful ACFP.

What will be achieved?

Teaching

The College of Medicine is currently on warning of probation and faces the real possibility of being the first medical school in Canada to be placed on probation twice. The accrediting bodies (LCME and CACMS) identified in Standard IS-9 structural issues of how clinical teaching is organized and assigned. They found that our existing model of clinical instruction, with regards to “university paid full-time faculty”, does not provide sufficient accountability to meet accreditation standards. They found no such issues with our “clinical faculty in the community”. Over the last eighteen months, we have identified several factors that contribute to this accountability problem; however, the end result is an apparent inability, for a myriad of reasons, on the part of university-based faculty to devote sufficient time to their assigned educational tasks. A conservative estimate indicates that the majority spend less than 20% of their time on undergraduate teaching and research despite holding a “full-time” time academic position. Over the last year a revitalized assignment of duties process has, for the first time, allowed the Undergraduate Program to have a fully filled commitment from faculty for the teaching sessions in the curriculum. This major step in answering the accrediting bodies concerns could not have been completed without a strong commitment from department heads and faculty, but much more needs to

be done. The steps outlined in this plan will allow this progress to be sustained and improved. In time both processes will correct the accountability issues identified by the accreditors.

This plan has proposed career pathways that reflect the realities of the practice of medicine in Saskatchewan, by combining the majority of our university-based clinical faculty with their counterparts in the community and across the province, into one cohort of clinician teachers whose primary focus is clinical service delivery. Clinician teachers would commit to providing up to a **maximum** of 20% of their time to academic work. The size of this new cohort, when combined with a reasonable time commitment, on the part of clinicians, will address our accreditation problems by ensuring sufficient resources to meet our curricular needs. While our current accreditation problems are focused on undergraduate medical education this plan will also assist in the delivery of post-graduate medical education as the creation of this unified cohort fulfills our commitment to “professionalize” our relationship with our community-based faculty thus ensuring a steady supply of committed teaching faculty across the province.

In addition, this plan recommends that the clinician educator complement be significantly increased and that those in this pathway devote the vast majority of their time to the study and delivery of our medical education program. These faculty will represent the educational leaders of our teaching mission and will be a significant resource for students and clinical teaching faculty and make sure our curriculum is vital, meets the educational standards of accrediting bodies, and keeps pace with innovations in medical education.

Research

The college is under-performing on its research mission and lags far behind its U15 peers. We must begin to address this issue by building a faculty complement that is better equipped to produce high-quality research. This plan recommends that the clinician scientist complement be significantly increased and that those in this pathway devote the vast majority of their time to the development of translational research and the building of research teams and clusters. External recruitment of established researchers must begin immediately to kick-start the reinvigoration of our research mission and begin to reverse current trends in research performance. In addition, this plan advocates the creation of a new flexible pathway where clinicians with research potential can be given an opportunity to develop a research program with a view to future placement in a more research-intensive pathway.

While this plan recommends radical changes to our MD faculty complement, and the principles that will inform their future hiring, they must be placed in the context of the Canadian and North American medical school experience. These changes will bring us much closer to the standard practices at our peer institutions.

Objective #2: Re-conceptualize Research

We have already identified a clear misalignment in the allocation of time and resources between the research mission of the college and the provision of clinical service. While research and clinical service are inextricably linked they must complement each other. In order to produce translational research that improves patient outcomes, the time and resources allocated between research and clinical service must reflect our role as an academic health sciences centre. The historical and current absence of an appropriate alignment has resulted in the following state of affairs:

- The college lags far behind its peer institutions in research funding success. The college ranks 16th out of 17 in Canada and needs to increase research funding by 600% to approach an acceptably comparable level of funding.
- This poor performance is not only of concern to the College of Medicine. Medical schools are the bedrock of medical-doctoral university research success in that they routinely generate upwards of 40% of total university research funding. At the University of Saskatchewan, the College of Medicine currently generates less than 10% of total university research funding. This places us last in the country on this metric and prevents the university from engaging in meaningful competition with our U15 peers against whom we are judged.
- Significant public investment in research infrastructure has led to legitimate expectations on the part of government and the public that the College of Medicine will produce significant research of value to local, national and international populations. Our current level of performance represents abject failure to meet those expectations.

Viewed in isolation our comparatively weak research performance would alone warrant a major intervention. However, when this performance is combined with the changing nature of the funding environment, the need for a radical reconceptualization of our entire approach to research is nothing short of an institutional imperative. Failure to address this aspect of the college's performance will have a long-term and highly detrimental impact on the survival of the College of Medicine and the future of the university as a research intensive institution.

Therefore, as a college, we **must**:

- Increase research intensiveness through the development of interdisciplinary research and the fostering of a team-based science approach
- Improve our research performance in comparison with our U15 peers
- Deliver improved health outcomes for the people of Saskatchewan, and beyond, by ensuring research findings are translated into enhanced health care outcomes

In order to meet these core research goals we must address, in the context of research, the three fundamental objectives outlined in this document, faculty, research and governance.

Faculty: To kick-start the research mission, the recruitment of established high quality and highly productive clinician scientists and biomedical scientists is an immediate priority. These individuals will form the research nucleus of the college and lead large research teams and clusters. In the long term, we will continue with strategic external recruitment, but we must nurture research talent from within. The introduction of a new flexible career pathway that provides an opportunity for individuals with a genuine commitment to academic research to develop a research program will help populate these teams and clusters from within.

Research: Radically redesigning the research infrastructure of the college including provision of enhanced levels of support to successful researchers to recruit HQP and to build sustainable research teams and clusters. In addition, we will provide bridge funding to support research between grants as the temporary loss of grant funding is likely a reality for most researchers in the new funding environment. Furthermore, we must develop a more diverse range of research funding sources that help create and sustain a critical mass of research activity within the college. While CIHR and tri-agency funding remain our top priority, the new funding environment necessitates a significant effort to diversify and enhance total levels of funding support. Finally, we will develop a coherent and focused research strategy that capitalizes on the unique research opportunities presented by our geographic and

demographic characteristics. This process is well underway via the development of *Toward 2020: Clarity – Vision – Application* spearheaded by the interim vice-dean research. This strategy will dictate future investments in research by providing much needed focus and direction to the research mission of the college. We will not attain our goals without a radical change in the research architecture of the college.

Governance: Redesigning the governance of research including the establishment of the office of the vice-dean research to act as the focal point for research within the college. The vice-dean research will have significant decision-making and budgetary authority and be tasked with moving the college's research mission forward. The interim vice-dean research was appointed March 1, 2013 and is actively engaged in designing the permanent office of the vice-dean. In addition, the college will submit a proposal to university council to restructure the biomedical science departments to provide a more flexible administrative structure, more adapted to the needs of a team-based science approach to research. Finally, the college will reach out to its partners in the health regions to develop closer relationships with regards to clinical research.

The above strategies will begin to address our research challenges at the broader college level. They represent the key first steps to addressing research performance. However, addressing this challenge requires a multi-faceted approach and we must also:

- set expectations for research intensity and use metrics in all aspects of evaluating progress, both for the college and individuals
- monitor and reward excellence in research, particularly work that is published in well regarded journals
- encourage development of team-based science environment and reward results based on contributions not just on individual primary investigator successes
- explicitly create a culture which values research grant activity and that values research equally with teaching and clinical service
- emphasize the transition of research into clinical practice in order to deliver improved health outcomes
- ensure research opportunities at all stages of medical education and at all sites
- focus on research issues with global impact and that are also provincially important

Key Goals

In cultural terms, the key goal is to make team-based science the foundational approach to research with the college. This will prepare the college for the challenges of the new research funding environment.

In terms of metrics, the short-term goals of this new approach to research are that over a four-year period we will double external funding, double the number of peer reviewed publications and double the impact of publications (as measured by increase in citations and 4-year h-factor). Additional factors for benchmarking will be significant increases in co-authored publications and grants, the percentage of internationally co-authored publications, and percentage of international citations relative to total citations.

The long-term goal is for the college to produce high quality translational research at levels that allow us to compete favourably with our peers and help position the university as a productive and competitive medical-doctoral institution and member of the U15. If we are successful, we will deliver on our mandate to improve patient outcomes via the generation of new knowledge.

What will be achieved?

The changes recommended in this plan will bring a much needed focus to our research mission. These changes will also ensure that we capitalize on the unique opportunities that the college has to produce significant research on matters of pressing concern to local, national and international populations. We must build a strong foundation for the next generation of researchers; a foundation that embraces team-based science and the need for clinicians and scientists to work together to produce research that improves the educational experience of our students and the health outcomes for our patients. We can begin to build this foundation by hiring a new cohort of research leaders and significantly enhancing the support we provide to those faculty who wish to devote their time to research.

Objective #3: Re-structure College Governance and Partnerships

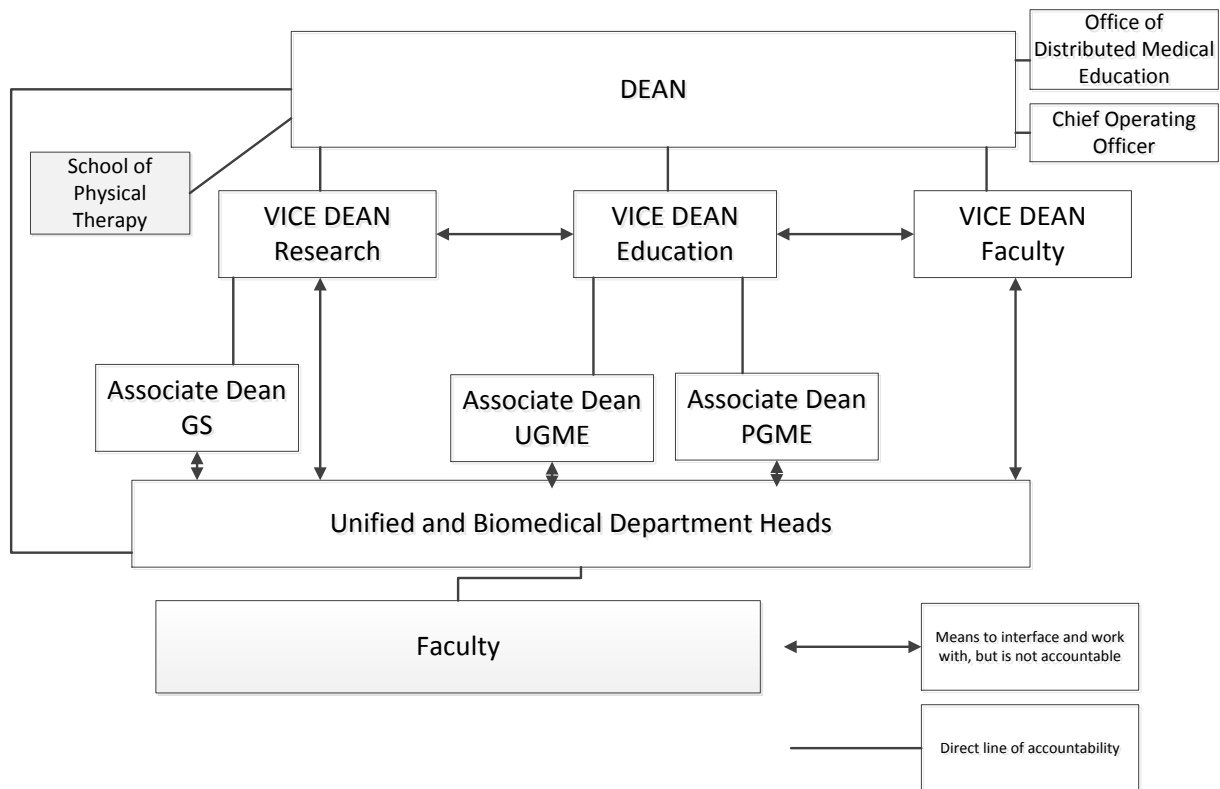
A New Vision for the College of Medicine articulated the challenging and dynamic environment in which the college now operates. This document has described the need for our faculty complement and our research mission to be much more flexible and responsive to the demands of the new realities of medical education and translational team-based research. Our governance structures and partnerships must display similar attributes.

One consequence of this new environment is that medical school deans play an increasingly external role liaising with other health related disciplines on campus, health regions, governments, funding agencies, donors, etc. The current College of Medicine governance structure as described in *A New Vision for the College of Medicine* (p. 7) was designed for a different era and supports the structural misalignment described earlier. Since July 1, 2012 the college has been overseen by a revitalized executive comprised of the acting dean, vice dean and associate deans. Given the increasing demands placed on the dean and the realities of the current environment, this plan recommends the formal adoption of an executive model of governance for the college. An institution as dynamic and complex as the College of Medicine cannot be run effectively by one individual to whom everyone reports and who is responsible for everything from setting the strategic directions of the college to approving minor purchasing decisions.

The current College of Medicine governance structure also lacks explicit mechanisms to deal with the myriad issues that distributed medical education (DME) raises. Of particular concern is the lack of a “champion” within the governance structure which has clear responsibility for ensuring the success of DME and is available to the broad range of stakeholders (health regions, clinician teachers, etc.) who represent the DME community across the province.

The governance model described in this plan addresses the key challenges of leadership of the college, integration of distributed medical education into the fabric of the college and gives more explicit recognition to our key partnerships.

The following organizational chart depicts the new governance model for the College of Medicine and is comprised of an executive and a senior leadership forum:



The executive will be comprised of associate deans and above while the senior leadership forum incorporates the unified department heads and biomedical science heads. In addition, a key facet of any new governance structure must be the provision of opportunities for both Undergraduate and Post-Graduate students to participate fully in the governance of the college. Discussions with both groups will commence in the fall to ensure their active and on-going participation in college decision making.

Key features of the new governance model include:

- Creation of three vice dean positions
- Commitment to the unified headship model
- Identification of a focal point for DME and other distributed academic activities (research) and the creation of a dedicated office within the new governance structure to fulfill that role effectively.
- Reconfiguration of Biomedical Sciences faculty into one or two departments

Vice-Deans

A New Vision for the College of Medicine recommended the creation of three vice dean positions which are a common feature of medical school governance in Canada. The issues covered by the three new portfolios, namely education, research and faculty engagement, are all central to the success of the college. The vice deans exercise authority over budget, faculty and staff, and collegial processes. What is intended is to create accountability through better assignment of duties, closer oversight of the academic missions, and the collegial processes that support those missions.

As of June 1, 2013 three interim vice deans have been appointed:

- Dr. Colum Smith – interim vice dean research
- Dr. Femi Olatunbosun – interim vice dean faculty engagement
- Dr. Gill White – interim vice dean education

Part of the mandate of the interim vice deans is to develop position profiles and organizational structures that will enable the permanent vice deans to fulfill their mandate. This work is ongoing.

Unified Heads

The department and the department head remain key figures in the governance structure. The college is committed to the unified clinical headship model recommended in the Noseworthy Report (1998). The model was introduced in 2003 and gives the head responsibility for both the academic program provincially and for clinical service in one health region. As such, the unified head represents one of the most significant leadership positions in the new college structure and within our key partner institutions.

The CoM restructuring facilitated an examination of the Unified Head positions. As discussed below, the working group findings clearly indicate that we are committed to the retention of these positions. However, we also believe that the examination of these positions has provided a timely opportunity to review their efficacy and a significant opportunity to highlight the pivotal nature of these positions. As we go forward, the Unified Head positions must be strengthened and supported as they are key figures in ensuring:

- Effective alignment of Health Region and CoM priorities
- Accountability of faculty including those who are members of the ACFP
- Greater communication between key partners
- Effective alignment of the “academic” and the “clinical”
- Province-wide leadership in academic and clinical matters
- The effective distribution of quality medical education across the Province

A New Vision for the College of Medicine formally stated our commitment to these positions. Given their centrality to the functioning of the college, a working group was established to examine the role of the unified head and the nature of this position. The working group looked at previous studies relating to the unified headships including the PostI Report and the Noseworthy Report. The group also felt it important to obtain the perspectives of current and former unified heads and of the CEO of the Saskatoon Health Region where all unified heads have been based thus far. These consultations were crucial in developing a new job profile for unified heads (which was also shared with the CEOs of all the health regions). The profile represents a comprehensive description of the multi-faceted nature of the position and raised a number of issues that must be addressed including:

- Full-time nature of the position – a recognition that the position requires at least 75% protected time
- Support
 - In large departments there may well be a need for a deputy positions to assist unified head in dealing with day-to-day operational issues
 - For those who wish to maintain some active research, additional financial and logistical support may be required
 - In order to increase available talent pool, mechanisms need to be developed to ensure clinical and research rehabilitation at the end of an individual’s headship
- Commitment to provincial role – all incumbents must embrace the province-wide nature of the role and be held accountable for same

- Commitment to DME – a key component of the provincial role is a clear commitment of time, effort and resources to distributed medical education

Distributed Medical Education

A New Vision for the College of Medicine explicitly recognized DME as a governance challenge (p. 11) and promised the establishment of a working group to address this issue. While the work of the group is ongoing, a consensus quickly emerged regarding the need for a “champion” for DME to be a part of the governance structure of the college. The working group discussed three alternative models, none of which were able to elicit consensus at the DAC. It became apparent during discussions over this position that one individual could not assume operational and strategic responsibility for an endeavor as complex as DME. Furthermore, it became clear that to become a truly province-wide medical school more than UGME and PGME need to be distributed. If high-quality academic programming is to take root at all sites, research must also be a part of academic activities at all distributed sites. These insights led to a rethinking of the notion of a “champion” for DME. Initially it was thought that only faculty and staff at distributed sites needed a “champion”, it is now clear that many actors at the main Saskatoon site also need a “champion” for distributed academic activity. In other words, if the distribution of our academic programming and research mission is to be uniformly successful across the province there needs to be a dedicated resource centre within the college governance structure that is accessible to all. Therefore, this plan recommends the establishment of an office of distributed medical education which will act as the focal point for all distributed academic activity within the college. This office will serve as the one-stop shop for faculty and staff at all sites but will also have a larger strategic role including strengthening relationships with our partners in inter-professional education. In order to fulfill this role, this office must carry a high degree of authority and therefore have a senior academic leader who has a direct reporting relationship to the dean. This individual must work closely with the vice-deans, associate deans and unified heads. Key to this proposal is an acknowledgement that the successful distribution of academic activity (which will lead to a maturation of all distributed sites) is the responsibility of many actors within the college, notably vice-deans, associate deans and in particular, unified heads who have a clear province-wide role. In addition, larger distributed sites will require senior academic leaders who will report to the vice-dean education. The office of distributed medical education will act as a key support to these many actors in fulfilling their role in relation to distributed medical academic activity. The establishment of this office, with a direct reporting relationship to the dean, is a clear statement to our partners that we are committed at the highest levels to the distribution of the college’s academic mission across the province.

Biomedical Sciences

One of the major governance changes that this plan recommends is the dis-establishment of the five basic science departments and their amalgamation into one or two departments. This recommendation is one of several considered by the biomedical sciences working group. While several models were discussed it is clear that the *status quo* is not serving the current needs of the college and will inevitably fail to meet future needs. The group made several recommendations in relation to structure and programming, all of which will have to be approved through established college and university academic governance procedures. However, any governance model for the basic science departments must address the key objectives of this plan: faculty, research and governance.

The Biomedical Sciences Working Group noted:

The desire of the College of Medicine is to foster an environment in which: 1) scientists may easily interact with clinicians in a vertically integrated framework; and, 2) in which scientists

from different disciplinary backgrounds may move freely among research groups to collaborate on projects which will benefit from a more trans-disciplinary approach to inquiry and problem solving. Similarly, we anticipate some fluidity in movement among areas as faculty progress through their careers. Maintaining existing administrative organization in the light of such changes is untenable.

Ultimately, the biomedical sciences working group recommended the creation of a single academic unit. The DAC preferred the creation of two new departments given that this proposal would likely have the support of the faculty within the biomedical science departments. Regardless of administrative structure, it is critical that the working group recommendation of a single biomedical science undergraduate program, based in the College of Medicine, be implemented in a timely fashion. This recommendation is key as we must avoid competition between the departments and ensure that flexibility in hiring is not compromised by calls for additional disciplinary specific teaching faculty.

If the College is to meet the research demands of the new environment and to take its place as a strong and productive member of the U15 we must integrate our biomedical faculty into a team based science model. Successful integration requires a high degree of flexibility in hiring. As stated above, our governance structures must align with and support our goals in relation to faculty complement and research thus necessitating the adoption of a more flexible model. The one or two department model will result in the basic science faculty having no dedicated voice at the college executive and their interests will be represented by the vice-deans. The department heads will have voice at the senior leadership forum.

The challenge for biomedical science faculty is to reinvigorate their undergraduate programming in the context of the new admission standards to the College of Medicine and to reconfigure their graduate programming. Furthermore, they must significantly improve their research productivity and actively participate in interdisciplinary research teams and clusters.

Partnerships

A successful restructuring of the college is predicated on strong, clear and effective relationships with our key partners in the health regions and provincial government. Given the changing environment in which the college operates and the challenges faced by our partners in meeting the current and future healthcare needs of the people of the province it is essential to strengthen and revise these relationships and ensure that they are mutually supportive, beneficial and appropriately aligned. Our partnerships are essential to the success of the college.

The college restructuring presents an opportunity to examine these partnerships with a view to enhancing and enriching them. This will involve the creation of a permanent advisory body to the dean (based on the success of the DAC) and a thorough examination of any agreements that address the key interactions between the college and its primary partners. The process by which these agreements are reviewed and revised will provide a strategic opportunity for broad ranging and frank discussions on the nature of these partnerships including their financial and administrative impacts. The Saskatchewan Academic Health Sciences Network can also provide a forum for discussions of this nature. If the goal of this restructuring is to develop an optimal alignment of resources, the only way this can be achieved in such a complex environment is to have structured discussions leading to concrete written outcomes with these partners.

Beyond these essential primary partnerships the partnerships working group identified over 50 groups and organizations that could be classified as desirable, essential or high level partners. In the short term it is imperative that the college engage with its primary partners as discussed above. In the longer term, the college should adopt a similar engagement process with the broader range of partners identified by the working group.

One of the key successes in the restructuring process was the establishment of the dean's advisory committee (DAC). The DAC membership reflects a highly representative group of stakeholders whose role was not to advocate formally for their stakeholder, but who were to provide advice and perspective to the dean as the restructuring unfolded. This plan recommends the creation of a similar forum of stakeholders that will act as a permanent resource for the dean of the College of Medicine. This plan explicitly recognizes the fact that we are now a truly province-wide College of Medicine. This acknowledgement means we need to rethink the nature of our partnerships and engage our partners in a more systematic and thorough way. We must establish a formal mechanism for ensuring regular, timely and frank conversation between the dean and our provincial partners. This plan therefore recommends the establishment of a permanent, representative dean's advisory committee.

Key Goals:

1. Proceed with search for permanent vice-deans
2. Refinement of unified head model and its implementation
3. Creation of a new DME office within the governance structure
4. Adoption of new governance structure and academic teaching program for the amalgamated biomedical sciences
5. Establishment of a permanent advisory body to the dean
6. Finalize a financial management system to support the new governance structures and the introduction of the TABBS model for financial accountability and planning

What will be achieved?

The changes recommended in this plan will significantly increase and enhance accountability mechanisms and improve the efficiency of the senior leadership of the college by diffusing responsibility for key components of the mission to vice-deans with genuine authority and budgetary responsibility. It will also bring our administrative structures into alignment with the new vision. It will strengthen our partnerships and more accurately reflect our province-wide role by enhancing the governance structures surrounding distributed medical education.

The changes recommended to the biomedical science departments will significantly increase flexibility in hiring practices and the delivery of their academic programming. Maximizing flexibility is imperative as we strive to build a strong research foundation for our future as a competitive research institution focused on team-based, translational research.

Conclusion

The College of Medicine has failed to keep pace with the changing landscape of medical education and research. A successful College of Medicine in the 21st century is asked to perform a significantly different set of tasks than one opened in the mid-20th century. This inability to keep pace has resulted in the college facing a crisis in the core aspects of its mission. A fundamental re-alignment of the time and resources dedicated to teaching, research and clinical service is necessary. This plan represents the beginning of a process to change our structures and realign our resources. It also represents the

minimum necessary to catch up to our peers. However, catching up or even keeping pace are not acceptable long-term goals. We have the resources, infrastructure and opportunities to lead in many aspects of medical education and research. If we realize these opportunities, we will fulfill our potential and meet the expectations of the university community and the province. Discussions over the restructuring of the College of Medicine began eighteen months ago. In the interim, we have engaged in wide consultation both within the college and with our partners and key stakeholders. This plan represents the culmination of this consultation process. It is one step on the long road to a revitalized College of Medicine. Now is the time for action.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: October 24, 2013

SUBJECT: Item for Information: Resolution of Challenge

COUNCIL ACTION: For information only

BACKGROUND:

The University of Saskatchewan is one of the few universities in North America which approves most curricular changes through the University Course Challenge procedure. This procedure combines collegiality and autonomy in making decisions about curricular changes. Since 1998, when the Procedure was implemented, the University of Saskatchewan has approved hundreds of curricular initiatives and changes with fewer than 15 Challenges being made. These challenges have been based on substantive issues relating to academic rationale, program direction, interdisciplinarity, and use of resources. Of those, only six Challenges could not be resolved informally and had to be referred to the Academic Programs Committee for resolution.

SUMMARY:

In the April, 2013 University Course Challenge, the College of Arts and Science submitted for approval a curricular change to allow students in Bachelor of Arts programs in Humanities and Fine Arts to use PHIL 140 Critical Thinking and PHIL 241 Symbolic Logic toward their Science Requirement. This curricular change was challenged by the Division of Science.

RESOLUTION:

Following discussions over several meetings, the Academic Programs Committee approved the following motions:

That PHIL 140 and 241 be listed as meeting the distribution requirement in BA programs in the Humanities (Type A) and Fine Arts (Type D), provided that the label of the requirement is changed to reflect the nature of the range of classes available to students in this category, such as "Science, Mathematics or Logic".

In view of the difficulty APC experienced in adjudicating this issue due to lack of discussion at the college level about the academic and jurisdictional issues raised, the committee also approved the following motion

That the Committee strongly recommend the College of Arts and Science revisit its bylaws regarding requirements for inter-divisional consultation on curriculum matters.

The Committee also agreed to encourage the divisions in Arts & Science to undertake a review of distribution requirements.

The rationale for these motions follows:

1. Discussions about the academic rationale of college distribution requirements, the label of these requirements, and the list of courses to meet the requirements should more appropriately have been held within the College of Arts and Science, before this curricular change was approved. However, it appeared that the college bylaws or procedures did not allow such discussion to occur. Therefore, the Committee recommends that the college review its bylaws so that these discussions can be held within the college in the future.
2. Despite the jurisdictional and administrative issues identified, the Committee agreed that its resolution of this Challenge should be based on the academic issue of whether logic courses could meet a "science" requirement. The Committee had a number of questions about other courses already permitted in this requirement, such as mathematics, statistics and computer applications. The courses listed for the requirement already seemed to be broader than "science" as described by the Division of Science, which defined science courses as those which teach "the scientific approach to solving problems." Therefore, the Committee agreed that it would be a misnomer to continue to label the requirement as a "science" requirement when it includes courses outside this definition. The Committee agreed that the label of this requirement should be changed.
3. The Committee agreed that it was the prerogative of the Division of Humanities and Fine Arts to define its own degree requirements for Type A and Type D programs. Whether these requirements should include any science courses at all, and what kind of courses should be listed in these programs, is up to the division itself, based on its understanding of Canadian and international norms for Bachelor of Arts degrees. Therefore, the Committee also encouraged the division of Humanities and Fine Arts to continuously monitor its degree requirements to ensure they are in line with national and international standards.

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol Chair,
Nominations Committee of Council

DATE OF MEETING: October 24, 2013

SUBJECT: **Nominations for Review Committee for the Vice-President
Research**

DECISION REQUESTED:

That Council approve the following nominations to the Review Committee for the Vice-President Research:

GAA members: Marie Battiste, Educational Foundations, College of Education
Oleg Dmitriev, Biochemistry, College of Medicine
Robert Scott, Chemistry, College of Arts and Science
Charlene Sorensen, Library

Member of Council: David Parkinson, Vice-Dean, College of Arts and Science

Background

University search procedures for senior administrators call for the nomination of four members of the General Academic Assembly (GAA) and a member of Council who is a senior administrator to serve on the Review Committee for the Vice-President Research.

As outlined in the search and review procedures for senior administrators, the Nominations Committee of Council nominates the Council member and the GAA members for this search committee and these nominations are voted on by Council. Nominations can also be made from the floor.

Following the practice established last year, the Committee issued a Call for Nominations for this Review Committee membership.

ATTACHMENT:

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

Review Committee membership:

VICE-PRESIDENT Research Chair - the President	Ilene Busch-Vishniac
One member of the Board selected by the Board	TBA
One member of Senate selected by the Senate Nominations Committee	Nominated: Vera Pezer
One member of Council who holds a senior administrative position in the university	Nominated: David Parkinson
Four members of the GAA selected by Council	Nominated: Marie Battiste, Oleg Dmitriev, Robert Scott, Charlene Sorensen
Two members of Administration and/or Support Staff appointed by the President	TBA
The Provost and Vice-President Academic	Brett Fairbairn
The Dean, College of Graduate Studies and Research	Adam Baxter-Jones
One graduate student selected by the GSA	TBA
One undergraduate student selected by the USSU	TBA

Definitions

The University of Saskatchewan Act 1995 part seven, section 64 defines members of the General Academic Assembly as:

- (a) the president;
- (b) the vice-presidents;
- (c) the secretary;
- (d) the registrar;
- (e) all deans and directors employed by the university or an affiliated or federated college;
- (f) all faculty members; and
- (g) a number, set pursuant to subsection (2), of full-time students who are to be elected by the full-time students.

Part one, section 2 (h) defines “faculty member” as

a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a professor, associate professor, assistant professor, lecturer, full-time special lecturer, full-time instructor, librarian or extension specialist

Availability

The Vice-President Review Committee will be chaired by President Busch-Vishniac and intends to begin meeting in early November, 2013. Meetings will continue throughout the winter of 2013-14.

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

October, 2013

Review Committee for VP Research

GAA representatives:

Council representative:

January, 2013

Search Committee for VP Finance and Resources

GAA representatives:

Dean McNeill, Music

Andrew Van Kessel, Animal and Poultry Science

September 22, 2011

Review Committee for Provost and Vice-President Academic

GAA representatives: Richard Schwier, Curriculum Studies

Susan Whiting, Pharmacy & Nutrition

Alex Moewes, Physics & Engineering Physics

Gerald Langner, Music

Council representative: Trever Crowe, Associate Dean CGSR

May 19, 2011

Search Committee for President

GAA representatives: Keith Walker, Educational Administration

Winona Wheeler, Native Studies

Michel Desautels, Physiology & Pharmacology

Ingrid Pickering, Geological Sciences

February 26, 2009

Search Committee for Vice-President Research

Senior administrator who is member of Council: Janusz Kozinski, Dean of Engineering

4 GAA members: Marie Battiste, Educational Foundations, College of Education; Karen Lawson, Psychology, College of Arts & Science; Nazeem Muhajarine, Community Health and Epidemiology, College of Medicine; Stephen Urquhart, Chemistry, College of Arts & Science

Sept. 20, 2007

Review Committee for the President

Roger Pierson, Obstetrics, Gynecology & Reproductive Sciences

Sheila Schmutz, Animal & Poultry Science

Bob Lucas, Economics

Joan Borsa, Women's & Gender Studies

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Carol Rodgers, Chair
Governance Committee

DATE OF MEETING: October 19, 2013

SUBJECT: **Request for Decision - Appointment to the Nominations
Committee for 2013/14**

DECISION REQUESTED:

That council approves the appointment of Keith Walker, to the Nominations Committee for a one-year term ending June 30, 2014.

BACKGROUND:

This appointment is the result of a vacancy on the Nominations Committee. The Governance Committee has reviewed and considered the Council Membership and recommends that Keith Walker be nominated to this Committee, for a term ending June 30, 2014.