

**AGENDA**  
**2:30 p.m. Thursday, November 21, 2013**  
**Neatby-Timlin Theatre (Room 241) Arts Building**

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

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of October 24, 2013
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Student societies
  - 7.1 Report from the USSU (oral report)
  - 7.2 Report from the GSA
8. Item for Information: Fall Census Day Enrolment Report  
David Hannah, Association Vice-president, Student Affairs
9. Planning and Priorities Committee
  - 9.1 Item for information: Strategic Enrolment Management (SEM) Report Summary
10. Academic Programs Committee
  - 10.1 Request for Decision: College of Medicine replacement program  
  
*That Council approve the revised Doctor of Medicine program for the College of Medicine.*
  - 10.2 Request for Decision: School of Environment and Sustainability Certificate in Sustainability  
  
*That Council approve the Certificate in Sustainability as a certificate of proficiency from the School of Environment and Sustainability.*
11. Teaching, Learning and Academic Resources Committee
  - 11.1 Item for Information: Academic Advising Charter

12. Joint Committee on Chairs and Professorships

12.1 Request for Decision: Global Institute for Food Security (GIFS) Enhancement Chairs Program

*That Council authorizes the Board to establish the GIFS Enhancement Chairs Program.*

12.2 Request for Decision: University of Saskatchewan Centennial Enhancement Chair

*That Council authorizes the Board to establish a University of Saskatchewan Centennial Enhancement Chair.*

13. Policy Oversight Committee

13.1 Item for Information: Policy Oversight Committee Year-End Report

14. Nominations Committee

14.1 Request for decision: Member for University Review Committee (report to be distributed)

15. Other business

16. Question period

17. Adjournment



*Minutes of University Council  
2:30 p.m., Thursday, October 24, 2013  
Neatby-Timlin Theatre*

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

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

A tribute to Dr. Allan Backman, School of Public Health, was presented by Dr. John Rigby, associate professor and head of the Department of Management and Marketing. A moment of silence was observed.

1. Adoption of the agenda

KULSHRESTHRA/D. BRENNNA: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and visitors and explained the process for debate and discussion at the Council meeting. Voting members were invited to sit in the center section and non-voting members and guests to sit on the side sections. The chair advised that those individuals wanting to speak are to be recognized by the chair and are to identify their name and whether they are a member of Council. Generally, Council members have first priority to speak. Dr. Kalra noted the items to be addressed at Council and introduced the student representatives on Council.

3. Minutes of the meeting of September 19, 2013

D'EON/ALBRITTON: That the Council minutes of September 19, 2013 be approved as circulated.

CARRIED

4. Business from the minutes

In response to a request by the chair, Elizabeth Williamson, university secretary, provided comments on admission numbers. She advised that under *The University of Saskatchewan Act, 1995*, Council has the power to prescribe and limit the number of students who may be admitted to a college and also has the ability to delegate this power. University Council has delegated the setting of admission numbers to faculty councils under its bylaws. Target numbers need not be submitted to University Council for approval, but need to be approved at the faculty council level and then reported to Council. The university secretary advised that her office is working with the Provost's office to determine an efficient way to collect reports from faculty councils regarding admission numbers, and the reporting will likely come through the planning and priorities or academic programs committee. She also noted that there is an expectation that a foundational document on strategic enrolment management (SEM) will come to University Council for approval within the next two years. Once the SEM foundational document is approved by University Council and Senate in accordance with Council's and Senate's bylaws, colleges are to manage their enrolment in accordance with the approved plan.

The university secretary encouraged colleges in the meantime to continue to take a collegial approach with consultation regarding enrolment changes occurring among affected colleges.

5. Report of the President

President Ilene Busch-Vishniac spoke briefly about the College of Medicine being put on probation, noting the college is the only medical school in Canada to be placed on probation twice. The president noted that there are great faculty, clinicians and scientists in the College of Medicine, but that changes are needed, and these will take time. She informed Council that the university chose to be transparent with the public and announced the college being placed on probation upon being informed by the accrediting bodies. The president noted that the model for the College of Medicine that was created 60 years ago is not working in current times and has resulted in a broken governance structure because the responsibility for health care belongs to the health regions rather than the university. The president noted that there is a good understanding with the provincial government that change is necessary and that the university continues to work with its partners to find a win for everyone.

The president noted that there is a new former provincial Minister of Advanced Education, Rob Norris, who knows the university and the leadership of the institution and is familiar with the role. There is also a new federal Minister of Industry, James Moore, who obtained his master's degree at the University of Saskatchewan; the president noted she met with Minister Moore recently in Ottawa as well as with the new Minister of State for Western Economic Diversification, Minister Rempel. The president noted that post-secondary education was not featured in either of the recent federal and provincial throne speeches.

The president noted that October is a very busy month in terms of governance for the university as Board, Senate and Council all meet in October. This provides a good opportunity to be in touch with every constituency that plays a role in governance at the university. She noted that at the upcoming Fall Convocation the university's new Chancellor, Blaine Favel, will be installed in the morning and there are a number of people receiving awards and two honorary degrees at the ceremonies. The president encouraged faculty to attend Convocation noting that this is a time of celebration.

A Council member inquired about the transmittal letter regarding the College of Medicine and was advised that the letter is on the College of Medicine website and was posted the day it was received, Friday, October 18, 2013.

A Council member asked a question regarding TransformUS noting that at the General Academic Assembly in Spring he had asked for assurances that the costs of service teaching would be provided properly. He noted that in August the co-chairs directed the template preparers to roll those costs into items that had nothing to do with teaching and asked what assurances could be given that this would be corrected. The president noted that no one above the level of department head has been allowed to serve on the task forces so she did not have information regarding this and asked whether one of the co-chairs present wished to respond. Lisa Kalynchuk, co-chair of the academic task force, informed Council that the template has a section where units can indicate the amount of teaching done in each unit and the task force feels certain that it has enough information to assess service teaching in each program and this will be reflected in the task force reports.

A Council member commended the process for development of the Vision 2025 statement as an open process. He suggested that the word "spirit" in the title be replaced with "aspiration" as he believed this word to be closer to the nature of academic teaching.

## 6. Report of the Provost

As Brett Fairbairn, provost and vice-president academic, was unable to attend the meeting, the president indicated she would answer any questions on behalf of Dr. Fairbairn regarding his written report. No questions or comments were raised.

## 7. Student Societies

### 7.1 Report from the USSU

Max FineDay, president of the University of Saskatchewan Students' Union, presented an oral report on the Open Textbook Program campaign. He explained that open textbooks, as implemented in British Columbia, put the 40 most popular textbooks online for students to access online with no cost. The USSU is lobbying the provincial government and is having conversations with administration regarding how to do something similar in Saskatchewan. He noted that there is a petition with nearly 800 signatures so far from students, faculty and others in our campus community supporting open textbooks. Mr. FineDay advised that the way textbooks are available now is not working for students.

Mr. FineDay spoke to the following implications to professors and faculty:

- Faculty will continue to choose which textbooks they use;
- There is agreement that we want to see students succeed, and an open textbook program is a way to do that;
- The cost for post-secondary education is prohibitive and the cost of textbooks is among the top three to four costs for students;
- Professors will be able to customize textbooks allowing more local content;
- Both the governments of Washington State and British Columbia have invested approximately \$1.0 M to similar initiatives, and Washington State has already seen savings of \$3.5M for their students;
- The hope is that professors will have open discussions with students in their classrooms regarding open textbooks;
- The petition being circulated by the USSU will be presented to Minister Norris and is available at the meeting today if anyone would like to sign it.

A Council member asked Mr. FineDay if he would prefer free tuition or an open textbook situation, to which Mr. FineDay advised that he would like to have both but noted tuition is the biggest cost for students. The USSU believes in affordable tuition and if ever the possibility of free tuition became available, the USSU would be very happy to see this.

A Council member noted that the front page story in the Sheaf on October 17<sup>th</sup> was about freedom of expression on campus and expressed his appreciation and thanks to the USSU for what they are doing in support of freedom of expression.

### 7.2 Report from the GSA

Ehimai Ohiozebau, president of the Graduate Students' Association reported to Council. He supported the USSU in regards to the open textbook policy on campus noting that he believes it would be beneficial to all stakeholders.

He noted that there are both thought-based and research-based graduate students as part of

the GSA, and those in the thought-based programs have partnered with Student and Enrolment Services Division to have a series of industry talks that would be of interest to those in thought-based programs. Mr. Ohiozebau also noted that the GSA is organizing a congress on March 6-7, 2014, with a gala on March 8<sup>th</sup>. The purpose of the congress is to provide a forum for University of Saskatchewan and Canadian graduate students to present their scholarship and research in a peer-reviewed session. The desire is to create an event where all graduate students will be able to display their research.

## 8. Planning and Priorities Committee

Dr. Fran Walley, chair of the planning and priorities committee, presented the committee reports to Council.

### 8.1 Report for information: Vision 2025: *From Spirit to Action*

Dr. Walley advised that the planning and priorities committee is submitting the Vision 2025 document to Council for information and discussion on behalf of President Busch-Vishniac. She noted that bringing it here is also a signal that the author is seeking input on direction and depth from all corners of the university to ensure it is a vision of our university collective. Dr. Walley advised that the document is a work in progress and will become an institutional statement for the university's broadest goals and objectives and lay a path for future plans. The intention is for the vision document to come back to Council for endorsement in Spring 2014.

Dr. Walley advised that the planning and priorities committee met with the president to discuss the draft vision statement. The committee's discussion focused on the reflection of student's financial needs, the value statements in the document, the degree of Aboriginal support structures, and that a "sense of place" should encompass the North, in addition to "prairie resourcefulness".

The chair asked President Busch-Vishniac to come forward to provide comments on the vision document. The president advised that her key aims are to make sure the document reflects institutional aims and not her aims alone. The desire is to think far enough out to reflect institutional goals and aspirations to help guide the development of the university's fourth and fifth integrated plans. She expressed she would like to make the vision reflect the university and its uniqueness. The president described the process she followed in developing the document, including creating a list of questions which was circulated to senior leaders of the university. From that list the president wrote a 17 page document that was reviewed by the Senior Leadership Forum in August. Based on comments from this body, the vision document was edited significantly and then shared again with the Senior Leadership Forum and Council chairs. It has also gone to the Board, Senate and now University Council--all in October. The vision document is also posted on the university website, with an invitation for comments and feedback. A town hall to present the draft vision document is scheduled for next week, and the aim is to finalize the document by Spring 2014.

The president noted that she believed the process is working, as one paragraph in the document has prompted the vast majority of responses. She drew Council's attention to the paragraph on the fifth page of the document speaking to partnership with Aboriginal communities and noted that it is not being interpreted in the sense she had intended, and therefore the paragraph will be rewritten. The paragraph currently says that the university presently has programs for Aboriginal students and programs for non-Aboriginal students. Having integrated programs for Aboriginal and non-Aboriginal students has been suggested as

a future goal. The president advised that this has been perceived as a threat to some of the university's very successful Aboriginal programs, which was not what she had intended. The president noted that as a woman in the male-dominated fields of engineering and science disciplines, she knows that the intended end-state is to have equal pay for equal work and equal representation of women in all fields. However, with respect to equity of Aboriginal peoples, we do not yet know the desired end state. The aim is not to cut highly successful programs but to ask what will equity look like many years down the road in a province that will be majority Aboriginal with a university that will also likely be majority Aboriginal. The president noted that she is open to all comments on this issue and any others in the document.

A Council member noted that he was surprised to see no reference to trusts or endowments in the document and felt that they are linked as universities use their trusts and endowments to support their research. Another member was struck by the fact that there is no reference to the Fine Arts or artistic work in the document. He expressed that he thought it important to include this because this province and city have had a very strong historical record as ground breakers in this area and therefore it should be included in the sense of place of this university. In support of his statement, he provided examples of where the university, the city, and the province have been at the forefront of artistic endeavours, including the creation of the Kenderdine campus in 1936. He noted that he believed this has led to a city that is vibrant in its arts environment with art museums and theatres often funded by alumni. The president noted that when she shortened the document, this reference was inadvertently lost, and the document should refer to research, scholarly and artistic work.

A Council member asked that the president clarify the process around approval of the document and whether it will be revised and come back to University Council for approval. The president advised that she is seeking as many comments as possible and will revise the documents in response, noting that she will not be able to make everyone happy. She also does not want to lose the edge that the vision document currently has. The document will come back to Board, University Council and Senate for endorsement of all three governing bodies.

A Council member recommended that the paragraph under "our place in the post-secondary landscape" about attributes be removed as it suggests we are legislating how people ought to behave.

A Council member noted that on page two the document refers to principles that will guide our future and includes "learning and discovery"; he suggested that these are outcomes rather than activities.

A Council member noted that his major concern is that the document has come out of the blue and the process is already one of talking back to the document. He noted that a vision should come from the people, not top-down but bottom-up and his suggestion was to start from scratch and ask the people that work and study here what their fundamental values are. He also advised that he thought the vision document should be a set of principles and this document reads as a planning document not a vision document.

A Council member noted that he was sensitive to the portion of the document speaking to gratuitous duplication and asked the president what she meant by the reference to gratuitous duplication on page two of the document. The president advised that this has also been identified as a sensitive point and needs to be rewritten. She noted that there are many reasons why having more than one program in the province is justified in that they serve different purposes, take different approaches or the program demand is too high to be met by one institution. The president noted that her point was that she did not want to grow

programs just to grow programs but rather there needs to be a clear business case to grow a program.

There being no further comments, the president invited Council members to go to her website and provide comments online.

## 8.2 Report for information: *The Way Forward: Implementation Plan for the College of Medicine*

The chair, being a member of the College of Medicine, asked the vice-chair, Hans Michelmann to chair this portion of the Council meeting.

Dr. Fran Walley advised that the implementation plan for the College of Medicine was being presented for information to Council as a follow-up to Council's previous decision to approve in principle the college's vision document. In December 2012 the document, *A New Vision for the College of Medicine*, was presented to University Council and approved in principle. At that time it was recognized, the vision document set forward a vision for the college but was not a comprehensive plan. Council therefore required the development of an implementation plan, which would address the criteria established by the planning and priorities committee for assessment of any renewal plan for the college.

Dr. Walley advised that the implementation is the responsibility of the dean and dean's executive. Council is concerned with academic programs and college structures that house the academic programs. Although the plan paints a picture of what may be implemented, the steps taken to implement the plan still need to be determined. Council has already approved in principle the vision for the changes, but as these changes are either not within the purview of Council or are not fully formed, the report is being presented to Council for information rather than approval.

Dr. Walley listed the criteria against which the committee evaluated the plan as reported earlier to Council as follows:

- The renewal plan will propose a governance structure that will address the concerns of the accrediting bodies within one year. In the near term, the proposed structure will assure the accrediting bodies that accountability issues are being addressed effectively.
- 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 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 renewal plan can be implemented without additional resources from the university and it will include a strategy for resource allocation from the college's responsibilities and among the respective agencies responsible for academic activities and provisional of clinical services.
- 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.

Dr. Walley advised that members of the planning and priorities committee were of the opinion that the plan addresses the criteria set out and conveys the message of general support. She noted that the plan sets out the 'what' and the 'how' is yet to be determined. There is the expectation that explicit plans arising from the plan will be developed in the future and brought to Council.

Vice-chair Michelmann invited the acting dean of the College of Medicine, Lou Qualtiere, and vice-provost, College of Medicine organizational restructuring, Martin Phillipson, to provide comments. Mr. Phillipson provided an oral presentation to Council. He explained the extensive consultation process utilized to develop the plan, which included numerous meetings of the dean's advisory committee and the working groups, and a number of town halls prior to the development of the plan and after the release of the draft plan. He advised that *The Way Forward* document speaks to how to address the key issues of accreditation, student outcomes on national exams, and research underperformance. These are the symptoms of the problems at the College of Medicine. The cause is the underlying structures of the college, which have resulted in the misalignment of resources and priorities. Mr. Phillipson stressed that the College of Medicine needs to be reformed as it is being asked to do different things than when it was first established. There is a need to realign time and resources dedicated to teaching, research and clinical services. This is not a question of resources as the college has been well-funded and has renewed infrastructure to do leading research.

Mr. Phillipson advised that the process has been difficult at times, and there is a need for further consultation, which may be controversial. However, the status quo is not acceptable, and therefore the college must proceed. This document sets out the start of the 'how' to solve the issues. There is a need to realign with our teaching and research missions looking at the following three areas: realign faculty complement; re-conceptualize research; restructure college governance and partnerships. Mr. Phillipson spoke to the issues in each of these areas and the progress to date.

Regarding accreditation, one of the main problems is that the college and the university have failed to deal with accountability of full-time faculty and the authority of the dean. There is a need to design a different governance structure with a more diffused power structure. As positive sign is that much progress has been made over the last few months regarding the assignment of duties of the college's full-time clinical faculty members.

Regarding the faculty complement, the medical faculty represents a unique category of university appointments as they do not fit the model of the majority of academic appointments on campus, due to their delivery of clinical services and limited capacity to perform teaching and service. As a result, the college intends to formalize its relationship with community-based clinical part-time faculty members, who teach to undergraduates, and provide these members with a greater say regarding the college's curriculum. The plan proposes to recruit clinical educators and clinician scientists. The university has requested \$10 M from the provincial government to assist in the recruitment of highly successful clinician scientists to build the college's research outputs. There is a need to increase the college's research intensiveness and identify research priorities via the college's *Towards 2020* research plan. The college must align its research priorities with provincial imperatives and existing research strengths on campus. This is an ongoing process. There is a need to balance the compensation system so research is valued at the same level as teaching and clinical services, and discussions are underway with the province regarding a new clinical compensation model.

The plan introduces the concept of three vice-deans with the authority to address education, research and faculty engagement, thereby reinforcing accountability and providing a leadership model which will reduce the number of direct reports to the dean. The college is committed to the unified headship model which will be a focal point for distributed medical education to ensure quality academic programming is produced by the college across the province. The biomedical sciences require reconfiguration as these five departments have 90% of their teaching outside the College of Medicine. In comparison to key peers, the biomedical sciences departments are achieving 50% of the CIHR funding. Therefore, there is a need to rationalize programming and improve the research performance of these departments in support of the College of Medicine. The faculty members within the biomedical sciences have acknowledged that there is a need for change, but have indicated additional consultation is needed. Therefore, the current acting dean, incoming acting dean and Mr. Phillipson will form a task force to meet with the biomedical sciences departments within the next two weeks to set out a process and timeline for discussion to involve faculty from these departments in the redesign of their departments.

Mr. Phillipson advised that the university continues to be open with the government and health regions regarding the changes necessary to ensure that clinicians have protected time for teaching and research. The health regions in Saskatoon and Regina are lined up to partner with the college and have acknowledged that the College of Medicine is a fundamental part of the provision of provincial health care services.

Mr. Phillipson advised that any proposal to reconfigure the biomedical sciences and any changes to their associated academic programs will be submitted to Council, and that this process will take 12-18 months and will include consultation with the College of Arts and Science.

Questions and comments were invited from Council. A Council member noted that the College of Medicine has been focused on the preparation of future physicians and not on the preparation of future biomedical scientists. He questioned who has the responsibility to develop biomedical scientists, and noted that this question requires further consideration between the College of Arts and Science and the College of Medicine regarding the College of Medicine's present mandate for its faculty members to teach students enrolled in the college's M.D. undergraduate program and students enrolled in the biomedical sciences.

A Council member commented on the mechanism and principles referred to in the report to increase research intensiveness and decrease administration and teaching loads of faculty. He noted that this is being done from the principle that there is limited time available for people to realign these goals. He noted that the focus on being research intensive affects teaching. He also noted that the performance of undergraduate students on national exams being low in comparison to other medical schools is due to the curriculum being outdated and directing students' activity to areas not in line with the exam questions. This is a problem with the curriculum and not a problem with the college's admissions process or student ability. Next month Council will be introduced to a new curriculum for the college's undergraduate program to be introduced in August 2014, which makes significant steps in the right direction.

A Council member noted that he was unclear about the changes to the clinical educator model that will address the problems we have identified and questioned how the accrediting body will view keeping the unified heads that tie the Saskatoon Health Region with the College of Medicine. Mr. Phillipson advised that there will be twenty faculty that will spend most of their time as professional educators and that we need to make the College of Medicine and

the clinical environment mutually supportive and balanced. A significantly enhanced job profile has been developed for the unified heads and we have to meet with government and the health regions to make that work.

Dr. Bill Roesler, head of the biochemistry department, provided comments to Council noting that the five biomedical science faculties are not against change and realize the status quo is not sustainable in light of the last few years, due to not being able to re-hire retirements and hiring based on research rather than discipline needs for teaching. However, Dr. Roesler noted he did not agree with the recommendations of the working group and noted further that the composition of the working group included only one member of the biomedical sciences departments. Although there was ample opportunity for consultation and input, the original proposal varies little from the final recommendations of the group, illustrating that the working group was able to elicit very little change. Regarding the final structure of one unified department or unit, within the medical schools across Canada, there is no one consistent model and Dr. Roesler noted that there are a variety of successful models. While the chasm between the biomedical science departments and the College of Medicine may seem wide at this time, he indicated that in his view these groups were not that far apart. The five department heads have met as a group to discuss the parameters of the proposed task force and contacted the in-coming acting dean to indicate they would like to meet with him as soon as he is in his new position. Dr. Roesler indicated that the biomedical science department heads realize they must proceed expeditiously and embrace change.

Dr. Benjamin Rosser, head of the Anatomy and Cell Biology Department, agreed with Dr. Roesler, advising that the biomedical science faculty members are not obstructionists and do understand the need for change and to move forward. However, faculty in these departments do not feel they have been part of the process and the development of the implementation plan, which suggests that the faculty complement in the biomedical sciences division be reduced to 60 faculty members from 78 faculty members, and from five departments to two departments. Dr. Rosser read the motion from the College of Medicine Faculty Council; “that the College of Medicine form a task force with meaningful and significant representation from the five basic science departments within the Division of Biomedical Sciences to review and revise the recommendations for the reorganization of these departments and their program offerings.” He noted that this motion was passed at the College of Medicine Faculty Council and the formation of a task force is a very positive step forward.

Mr. Phillipson agreed that there is a need to work together to find an optimal structure. Part of the purpose of the implementation plan was to provoke key discussions. Although some of the discussions have been fractious, the goal is to have the right discussions and come to the right conclusions. He noted that he is happy to work with the biomedical science departments and believes in pushing together in the right direction to achieve desired results. In order for this to occur, the college must work across the entire collegium within the college.

## 9. Academic Programs Committee

Dr. Jay Kalra resumed the role of chair. Dr. Roy Dobson, chair of the academic programs committee, presented the academic programs committee report to Council.

### 9.1 Request for Information: Resolution of Challenge

Dr. Dobson advised that a course challenge was submitted by the College of Arts and Science regarding the college’s science requirement. The change was challenged by the

division of science primarily on the definition of what is a science requirement. This led to extensive discussion that spanned four committee meetings. The resolution was to allow two philosophy classes to be listed as needing the science distribution requirement in the bachelor of arts programs in the humanities and fine arts 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 regarding the resolution of this issue, the committee has strongly recommended that the College of Arts and Science review its bylaws on how inter-curricular matters are reviewed. Peter Stoicheff, the dean of the College of Arts and Science thanked the committee for its resolution and advised that the review of the college’s bylaws will be addressed at the faculty council meeting in February.

10. Nominations Committee

Dr. Ed Krol, chair of the nominations committee, presented the report.

10.1 Request for decision: Nominations to the Review Committee for the Vice-president Research

Ed Krol described the process followed to identify the individuals proposed for the review committee. The chair called for nominations from the floor three times.

KROL/DOBSON: 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 Sorensen (University Library)

One member of Council who holds a senior administrative position: David Parkinson, vice-dean, College of Arts and Science

CARRIED

11. Governance Committee

Roy Dobson, member of the governance committee presented this item to Council as Dean Carol Rodgers, chair of the governance committee was unable to attend.

11.1 Request for Decision: Nomination to the Nominations Committee

The chair called for nominations three times from the floor.

DOBSON/WALLEY: That Council approve the nomination of Keith Walker to the Nominations Committee for a one-year term ending June 30, 2014.

CARRIED

12. Other business

There was no other business.

13. Question period

There were no other questions.

14. Adjournment

DESBRISAY/DOBSON: That the meeting be adjourned at 4:30 p.m.

CARRIED

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





COUNCIL ATTENDANCE 2013-14

**Non-voting participants**

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Chad, Karen	A	R								
Cram, Bob	p	P								
Downey, Terrence	P	P								
FineDay, Max	R	P								
Fowler, Greg	P	R								
Isinger, Russ	P	P								
Krismer, Bob	P	P								
Magotiaux, Heather	P	R								
Schriml, Ron	A	A								
Sherbino, Jordan	P	P								
Vlahu, Isabela	A	A								
Williamson, Elizabeth	P	P								

## PRESIDENT'S REPORT TO COUNCIL – NOVEMBER 2013

## VISION2025 CONSULTATIONS

I am extremely pleased with the consultation process for vision 2025 and with the feedback we've received to the draft document. In addition to the town hall and emails received on the website, we've been able to connect directly with our three governing bodies with a specifically facilitated session on the issue at the University Senate. I've personally met with senior leaders including deans, associate vice presidents, and department heads to solicit their feedback. I've asked these leaders to take the document to their leadership teams/faculty/students and have received thoughtful and reflective comments and ideas. I've connected with the student leaders of the GSA, USSU, University Student's Council and students through the Aboriginal Student's Centre.

We are still collecting feedback individually from members of the internal and external community through our blog and e-mail account [uofs.vision@usask.ca](mailto:uofs.vision@usask.ca) and will continue to do so throughout the winter. As time permits, I am also visiting colleges and schools to engage directly in the dialogue.

I am proud to say the comments are constructive and are truly engaging in the consultation process. Individuals and units are providing feedback on what works for them and providing thoughts and wording changes in areas that do not. I want to take this opportunity to thank all who have taken the time to thoughtfully reflect on what the University could be in the coming decades.

Over the coming months we will be connecting with external stakeholders as well and begin to integrate the feedback into a new version of the document that can be taken to our three governing bodies for endorsement in the spring.

## CONVOCATION

Convocation occurred once again this fall with over 1000 graduates listed and almost 600 walking across stage. A special highlight of the two ceremonies was the official installation of our 14<sup>th</sup> Chancellor Mr. Blaine Favel. If you have not had a chance to read it in the Star Phoenix or online I recommend you go to the University Secretary's website ([www.usask.ca/university\\_secretary](http://www.usask.ca/university_secretary)) to see a copy of Chancellor Favel's inspirational and poignant remarks.

Although many awards were given to well deserving and accomplished individuals during the ceremonies, one of the awards is specifically administered by my office – the President's Service Award. This year's recipient is Lennard Fox from Student Accounts and Treasury. The award honors non-academic staff who have enhanced the work environment by providing extraordinary service to the University community, who have inspired, supported and respected the endeavours of others and have achieved this distinction through dedication and commitment. Lennard definitely embodies the spirit of this award and I want to, once again, extend congratulations to him.

## GRADUATE EDUCATION REVIEW

As of the writing of this report, it is expected that an interim report of the Graduate Education Review committee will be released outlining the next steps in this important project.



While the committee has reached consensus on many important points, there is still much work to be done and we are assembling a phase two committee to pursue these details.

## PRESIDENTIAL TRAVELS

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### U15 MEETINGS

In the last month I've travelled both to an AUCC Executive Heads meeting and to a meeting of the U15 Executive Heads. In those two meetings I was presented with an opportunity to meet twice with Min. Rickford, Min. of State for Science and Innovation. Minister Rickford will be visiting campus in January. U15 Executive Heads were also able to meet with Howard Alper, Chair of STIC, to discuss how to boost Canada's visibility in research by being more aggressive in pursuing awards for our terrific faculty. Finally, U15 and AUCC have revised the original U15 proposal for a research excellence fund, and that document will be formally submitted to the Finance Committee during the week of Nov. 11.

### PRESIDENTIAL INSTALLATIONS

In conjunction with travel for the U15 meetings, I had the pleasure of attending the installations of Dr. Suzanne Fortier, Principal of McGill University and Professor Meric S. Gertler, President of the University of Toronto. I was glad to be able to support my peers and interact with the many President's and senior administrators who were present for both ceremonies.

### ASSOCIATION OF PUBLIC AND LAND-GRANT UNIVERSITIES (APLU)

We have recently joined the APLU and I attended their annual meeting in Washington in November. Also in attendance were Dean Mary Buhr and Dean Doug Freeman. I attended the sessions organized for and hosted by the Council of Presidents. While the current focus remains on US government relations, the APLU are making a very real attempt to become a North American oriented organization.

### ROYAL SOCIETY OF CANADA

I was able to attend the Royal Society of Canada's (RSC) induction ceremony where I was privileged to witness University of Saskatchewan researchers Sakej Henderson and Marie Battiste, two of the country's top Aboriginal scholars and Indigenous knowledge advocates, inducted into the Royal Society of Canada. As well, our own John Giesy was present to receive the RSC Miroslaw Romanowski Medal. Kudos to Sakej, Marie and John for their newest accolades.

### PRESIDENTIAL TOURS

I will be resuming the tradition of the fall Presidential tour with a trip to Yorkton on November 19 and Ille La Crosse/Canoe Lake on November 22. These tours traditionally connect with local alumni, bands, businesses and community organizations in the area and are an important way to build community relations within Saskatchewan.

***PROVOST'S REPORT TO COUNCIL***

*November 2013*

***INSTITUTIONAL PLANNING***

**Provost's Committee on Integrated Planning (PCIP)**

The Provost's Committee on Integrated Planning met on October 28, 2013 and discussed funds for Student Support at Northlands College, the Co-operative Affiliation MOU with Wanuskewin Heritage Park and the updated TABBS model including the recently added trend information (based on data from five years).

**Fall Planning Parameter Meetings**

Meetings with the colleges, schools and units were set for September through November to discuss the *Planning Parameters for the Third Planning Cycle*. Ten of these meetings were held in October. In these meetings, the colleges, schools and units are discussing their progress against their plans and signaling their current priorities. We are also discussing a process for periodic review of college/school/unit budgets and I hope to be in a position to provide an indication of direction associated with this initiative in the coming term.

***INSTITUTIONAL EFFECTIVENESS***

**Achievement Record**

The 2013 Achievement Record was released in October and is now available online at [www.usask.ca/achievementrecord](http://www.usask.ca/achievementrecord). In its fifth annual release, the Achievement Record website contains a series of university-wide metrics with various benchmarks, detailed breakdowns of the data, definitions and sources, and an opportunity for users to provide feedback on its contents. All members of council are encouraged to visit this website to learn about institutional performance against some key goals and metrics.

**Institutional Surveys**

The office is currently in the final stage of planning a "Campus Climate Survey" which is one of the commitments outlined in the *Third Integrated Plan*. The survey is intended to measure perceptions and attitudes of students regarding issues of diversity on campus and will be launched in November. An overview of the project can be found on the IPA [website](#).

**Rankings**

In the recently released *Maclean's* rankings, the U of S placed 12th among the 15 Canadian medical/doctoral universities. This represents a drop from last year's overall ranking of 9th place. Compared to last year, the U of S ranked higher in the area of operating budgets and student scholarships/bursaries, while receiving lower rankings in the areas of research dollars and expenditures on student services. Additionally, the U of S received low rankings in the area of faculty awards, although this is consistent with the previous three years. The overall year-to-year drop can be largely attributed to the institutional reputation survey score which accounts for

20 per cent of the ranking. In this area, the U of S was ranked 14th this year compared to 9th last year. A summary report of the results of the *Maclean's* rankings, including performance in previous years, is available on the [IPA website](#).

## ***OPERATING BUDGET ADJUSTMENTS (OBA)***

The goal of OBA is to ensure we have continued financial sustainability beyond the third planning cycle (April 2016). Three updates related to specific initiatives within the overall OBA project are important for council this month: TransformUS, revenue generation and diversification, and reduce the institutional footprint.

### **TransformUS**

To ensure we are making the best decisions for the future of our university, we will follow a three phase process following the receipt of the TransformUS reports from the task forces. These phases are “consultation and feedback” (December 2013-January 2014), “analysis and implementation plan” (February-April 2014), and “decisions and action (coordinated)” (May 2014 and beyond).

The president will provide the two task force reports to the campus community on December 9 (with no alterations) which will kick off several weeks (not including Christmas) of opportunities for campus community reaction to the reports. From February to April 2014, the Provost’s Committee on Integrated Planning (PCIP) will take the reports and feedback, and meet with leaders to begin to develop an implementation plan. All possible decisions which may form part of this implementation plan will be carefully considered to ensure they are the best decisions for the future of the university. The plan will be shared with the university community in late April and decisions will be implemented through the normal governance procedures beginning May 1, 2014.

### Key Dates

November 30	Task force reports with recommendations due to president
December 9	Reports released and campus consultation opens
January 31	Campus consultation closes
April	Implementation plan announced
May 1	Implementation begins

### Decision and action (coordinated)

Decisions will begin to be implemented by May 1, 2014 and will follow normal governance processes. Continued implementation is expected to occur in several phases up to and beyond the end of the planning cycle.

The changes we undertake are anticipated to transform our university, and to entrench prioritization processes within our institutional psyche. The result will be a stronger university - more focused, more accountable and ultimately more successful in fulfilling our mission of teaching and research, our priorities such as research intensity and Aboriginal engagement.

Decision makers include: unit leaders, PCIP, University Council, Board of Governors and Senate.

## **Revenue Generation and Diversification**

The university recently issued a request for proposals (RFP) for Phase 5 of Preston Crossing Regional Retail development, which will provide approximately 13 acres of additional retail space, and will allow the full build out of the development. This follows a recent rezoning of the lands by the City of Saskatoon, allowing for further retail development. The proceeds from Phases 1 to 4 of Preston Crossing presently provide approximately \$2 million annually in undergraduate and graduate student scholarships.

Arrangements are close to being finalized for the lease of land in College Quarter to allow for the development of a hotel. The hotel will provide much needed accommodation for many user groups associated with the U of S, Innovation Place and Royal University Hospital, as well as the general public. The vision for College Quarter started with Phase 1, which was the construction of undergraduate and graduate student housing. Phase 5 will provide services and amenities to the campus with no requirement for the university to expend any financial resources on the construction or the operation of the hotel as that is the responsibility of the developer. The funds from the lease agreement will be reinvested in the next phase of College Quarter to develop the north east precinct, which includes plans for a new rink.

Options for the governance of our land development activities are being evaluated to determine the optimal structure in realizing the financial value of our land holdings, as outlined in [Vision 2057](#).

## **Reduce the Institutional Footprint**

### *Environmental Footprint*

In recent months, progress on the strategy to reduce the institution's environmental footprint has focused on the alignment of a number of closely related initiatives. Alignment of these initiatives will result in collectively minimizing our environmental impact and reducing costs.

The institutional initiatives include:

- OBA – Reducing the institutional footprint
- IP3 – Sustainability commitment
- PCIP approved “Key Sustainability Transitional Strategies”
- Climate action plan
- Campus sustainability revolving fund

The IP3 commitment, “Model Sustainability and Practice Effective Stewardship of Institutional Resources,” resulted in establishment of a sustainability committee, the facilitation of final consultations and approval of the Campus Sustainability Plan (CSP), and identification of key initiatives from the CSP. By consolidating the work of each of these interrelated initiatives, our intention is to maximize progress on campus sustainability.

On October 28, 2013, the sustainability committee convened its first meeting. The committee is a permanent campus-wide body established to provide leadership and oversight of the CSP. Over the next month, plans will continue to evolve.

The Climate Action Plan was approved by PEC in October 2012. Strategies currently being implemented are the energy management plan, transportation demand management study, work green, campus living lab and water stations. Reducing our carbon footprint will be largely achieved through reducing energy consumption, thereby reducing energy consumption costs.

The recent PCIP approval for the campus sustainability revolving fund will provide support for sustainability projects and initiatives. Resulting utility and operating cost savings will repay the fund and then be used to finance additional projects. A four-member executive committee that oversees the fund will evaluate proposals and make decisions on appropriate uses and repayment terms. Larger projects will continue to utilize the appropriate governance model.

As communicated in previous updates, work to establish reductions in leased space commitments continues. Our intent is to reduce reliance on leases to accommodate U of S functions by renewal, adaptation and reallocation of existing space on campus, both in conjunction with the various consolidated institutional initiatives noted above and through the RenewUS program.

### **Maximize the value of university spend (MVUS)**

Through a number of projects highlighted on [www.usask.ca/finances](http://www.usask.ca/finances), MVUS will involve a review of all areas of expenditure (excluding salary and benefits expenses) to ensure the university obtains optimum value for dollars spent. The project includes a review of not only direct costs of goods and services purchased, but also an examination of our processes, including how we acquire, store, distribute and dispose of materials across campus. The complex, multi-faceted project will take at least three years and will rely heavily on the involvement of faculty and staff across campus.

Currently activity is centred on two areas:

1) The implementation of the new travel and expense system is underway. Pilots have been completed in several administrative units and are commencing in academic units, starting with the Western College of Veterinary Medicine. Roll-out of the system across campus is planned for April 2014, with travel savings to be realized across all colleges, schools and units.

2) Ensuring best value for goods and services purchased by the university also extends to internal fee-for-service activities. Elimination of the internal fee assessed on endowments was approved by the board in December 2012, effective with the 2013/14 fiscal year. Internal billings for voice mail and long distance were eliminated May 1, 2013. Currently the Information and Communications Technology fee assessed on electronic payments is being reviewed as a strong candidate for elimination. Additionally, a major project is underway in the Facilities Management Division (FMD) where the majority of fees-for-service charged by the unit are being considered for elimination, in keeping with the funding structure changes that were implemented under the unit's new service delivery model. To date, FMD's fees have been reviewed and prioritized based on desire to eliminate. The funding implications of these changes are being assessed and a PCIP proposal is being developed.

An opportunity for a campus-wide inventory software system, AiM™, is being explored through the Enterprise Asset Management project. Senior leaders received a letter advising them of the opportunity and goal of consolidating inventory systems for the university. A consultative

process is being followed and a representative group of individuals from various campus units that maintain inventory will be invited to participate in an assessment of the system.

Necessary supports and information for MVUS are being put together prior to implementing a procurement system (for example, identification of savings opportunities). These opportunities can be enhanced through collaboration with other post-secondary institutions. Greg Fowler, vice-president, finance and resources, is chairing a working group that includes the University of Regina and SIAST. By working together on various procurement agreements, the whole sector can benefit from streamlined processes, volume discounts and access to more competitive pricing.

### ***MASTER TEACHER AWARDS***

The University of Saskatchewan recognizes teaching as one of its primary functions, and it expects its faculty members to strive for excellence in teaching and learning. Faculty invest in their teaching so our students can receive a rich and satisfying educational experience in an academically vibrant learning environment. The university wishes to encourage investment in outstanding teaching and the Master Teacher Award provides one tangible acknowledgement of exceptional pedagogy at the U of S. [http://www.usask.ca/gmcte/awards/master\\_teacher](http://www.usask.ca/gmcte/awards/master_teacher)

Awards are presented at both Spring and Fall Convocations. This year's winners are:  
Norman Sheehan – Accounting, Edwards School of Business (Spring)  
Debbie Pushor – Curriculum Studies, College of Education (Fall)

### ***USURJ: UNIVERSITY OF SASKATCHEWAN UNDERGRADUATE RESEARCH JOURNAL***

The USURJ is a new online, faculty-reviewed journal where University of Saskatchewan undergraduates can publish their original work. The concept of a dedicated U of S undergraduate research journal was first proposed in January 2012 by a group of undergraduate students. Now supported by the Office of the Vice-President Research and the University Learning Centre and run by approximately 20 students, the journal celebrates undergraduate contributions to research. It affords undergraduate students an opportunity to develop their research, editing, and writing skills and to participate in scholarly discourse. To date the biannual journal has received a substantial number of submissions which faculty are currently reviewing. The first issue will be published in February 2014.

### ***THE PROVOST'S PRIZE AND GRANT FOR INNOVATIVE PRACTICE IN COLLABORATIVE TEACHING AND LEARNING***

This year there were 7 nominations for the Provost's Grant and 5 nominations for the Provost's Prize. A committee of Patti McDougall, Sheryl Mills, Jay Wilson and Jim Greer unanimously agreed to recommend that the \$10,000 grant be awarded to the group from the Colleges of Nursing and Dentistry for the project "Caring for Kids where they Live" - a project that engages northern Aboriginal nursing students in supporting oral health care for children.

The members of this committee also unanimously agreed to recommend that the \$5000 prize be awarded to Mike Bradley and colleagues in the Department of Physics and Engineering Physics for the project creating an "Innovative Laboratory for Engineering Physicists and Physicists in the 21st Century" for a 4th year Experimental Physics course.

Congratulations to both groups of winners.

## ***COLLEGE AND UNIT UPDATES***

### **College of Arts and Science**

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

84 faculty and staff members attended the college's half-day **Curriculum Renewal Forum** in October. We analyzed the results of surveys and group work regarding our program goals, and we discussed foundational and capstone courses.

Associate Dean of Aboriginal Affairs Kristina Bidwell coordinated a session on "**Honoring Aboriginal Women's Voices**" where a dozen student, faculty, and staff women shared stories, art, and music with those who attended.

Fall 2013 Spring Convocation saw approximately 250 students graduate from the college. We congratulate the following award winners: **Alexander K. Deighton** (Rose Litman Medal in the Humanities); **Lindsay Michele Klassen** (University Medal in the Fine Arts); **Yichen Dang** (University Medal in the Sciences and Dean's Medal); **Julie Elizabeth Gailius** (The President's Medal and Fall Convocation Three-Year Degree Medal); **Tooba Zahid** (University Medal in the Social Sciences).

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's **Aboriginal Student Achievement Program** (ASAP) was featured in an article in *The Globe and Mail* (the 2014 University Report supplement) about how universities help their students succeed.

<http://artsandscience.usask.ca/news/news.php?newsid=3870>

**Jim Miller** (History) has been recognized with the Saskatchewan Order of Merit for his crucial role in helping raise public awareness of treaty rights, residential schools and other important issues in Aboriginal history.

The Department of Economics is hosting the **Timlin Public Lecture** on November 5: "Can Green Power Save Us From Climate Change?". The Timlin Lecturer will be Professor Scott Taylor, a senior Canada Research Chair in International, Energy and Environmental Economics from the University of Calgary.

**The Department of Drama** was well-represented in the recently announced **Saskatchewan Professional Theatre Awards**. Winners were announced on September 30.

### Edwards School of Business

The Edwards School of Business accreditation standards alignment plan was approved by the AACSB initial accreditation committee. The next step is a self-evaluation report leading to a peer review team visit.

### *OFFICE OF THE VICE-PRESIDENT RESEARCH*

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

Category	Highlights
<b>Funding Successes</b>	<ul style="list-style-type: none"> <li>• 6 U of S researchers were successful in establishing <b>NSERC Collaborative Research Development (CRD) Grants</b>. <b>CRD Grants</b> award researchers with NSERC funding while establishing partnerships with industrial partners who match NSERC’s contributions. <ul style="list-style-type: none"> <li>➤ <b>Randy Kutcher</b> (Crop Development Centre) was awarded \$138,006 for the project “<i>An integrated pest management approach to control stripe rust of wheat</i>” with matching funds from Western Grains Research Foundation.</li> <li>➤ <b>Rosalind Bueckert</b> (Plant Sciences) was awarded \$184,000 for the project “<i>Improvement of pea yield in heat by phenology and physiology</i>” with co-investigators <b>Tom Warkentin</b> and <b>Bunyamin Tar’an</b> (Plant Sciences) and matching funds contributed by Western Grains Research Foundation and Saskatchewan Pulse Growers.</li> <li>➤ <b>Tim Jardine</b> (Toxicology Centre) was awarded \$274,029 for the project “<i>Identifying Flood-and Food-Related Limits to Fish and Wildlife Production in the Saskatchewan River Delta</i>” with matching funds from SaskPower.</li> <li>➤ <b>Peter Park</b> (Civil and Geological Engineering) was awarded \$50,000 for the project “<i>Development of Safety Performance Functions for High Speed Roadways in Saskatchewan</i>” with matching funds from Saskatchewan Government Insurance (SGI).</li> <li>➤ <b>Darren Korber</b> (Food and Bioproduct Sciences) was awarded \$549,621 for the project “<i>Diversity and Potential Activity of Microorganisms Present in Natural Clay and Bentonite: Key Components of Deep Geological Repositories for Used Nuclear Fuel</i>” with co-investigator G. Wolfaardt (Ryerson University) and matching funds from Nuclear Waste Management Organization.</li> <li>➤ <b>Susantha Gomis</b> (Veterinary Pathology) was awarded \$130,000 for the project “<i>Incidence, Pathogenesis and control Measures of Enterococcus Infections in Chicken Embryos and Neonatal Broiler Chickens</i>” with matching funds contributed by Alberta Livestock and Meat Association and Chicken Farmers of Saskatchewan.</li> </ul> </li> <li>• <b>Kirstin Bett</b> (Plant Sciences) has received a research contract of \$897,000 from the Saskatchewan Pulse Growers for her project “<i>Lentil</i>”</li> </ul>

	<p><i>Genome Sequencing (LenGen) Establishing a Comprehensive Platform for Molecular Breeding”.</i></p> <ul style="list-style-type: none"> <li>• 2 U of S researchers were awarded funding from the <b>International Development Research Centre (IDRC)</b> as co-investigators on projects with partners in Africa. <ul style="list-style-type: none"> <li>➤ <b>Lou Hammond-Ketilson</b> (Centre for the Study of Cooperatives) is a co-investigator on the \$450,000 project, “<i>Examining Success Factors for Sustainable Rural Development through the Integrated Co-operative Model in Uganda</i>”, with partners in Tanzania and Rwanda. The U of S received a sub-grant for \$95,169 through the Canadian Co- operative Association (CCA).</li> <li>➤ <b>Bunyamin Tar’an</b> (Agriculture and Bioresources) is a co-investigator on “<i>Promoting Adoption of Chickpea Technologies in Southern Ethiopia</i>” with Hawassa University, Ethiopia which received \$400,000 in funding. The U of S will receive \$43,868.</li> </ul> </li> <li>• Awards were made from 2 <b>internal OVPR funding programs</b>. A list of funding opportunities can be found here: <a href="http://ow.ly/qieiO">http://ow.ly/qieiO</a> <ul style="list-style-type: none"> <li>➤ The <b>Visiting Lecturers Fund</b> received 8 applications of which 5 were successful, providing assistance with the travel expenses and honorarium costs of visiting lecturers.</li> <li>➤ All 9 applicants to the <b>Publications Fund</b> were successful, including a new \$3,500 per year subsidy to support the <i>Native Studies Review</i> journal housed on campus, and 8 awards to assist in defraying journal article publication costs.</li> </ul> </li> </ul>
<p><b>Research Tools / Facilities / Processes</b></p>	<ul style="list-style-type: none"> <li>• <b>Dairy research facility opens</b> – The state-of-the-art Rayner Dairy Research and Teaching Facility officially opened on October 15. The facility enables U of S researchers to continue pursuing innovative agricultural research, which helps Canadian producers stay competitive and further enhances the U of S’ reputation as one of Canada’s top research- intensive universities. Named after John G. Rayner, the facility was funded with contributions from SaskMilk, and the provincial and federal governments.</li> <li>• <b>New governance arrangements for 2 centres</b> – The International Centre for Northern Governance and Development and the Centre for the Study of Co-operatives have begun formal affiliation with the Johnson-Shoyama Graduate School of Public Policy (JSGS). The new mutually beneficial arrangements will foster inter-unit collaboration and expand research, programming and outreach opportunities for all 3 units.</li> <li>• <b>New International Office website</b> – The International Office has launched a new website which will act as the first point of contact for international students, partners, and agencies. <a href="http://ow.ly/qi8Xe">http://ow.ly/qi8Xe</a></li> </ul>
<p><b>Partnerships</b></p>	<ul style="list-style-type: none"> <li>• The U of S signed <b>agreements with 2 international partners</b>. <ul style="list-style-type: none"> <li>➤ The Governor General of Canada and the President of Mongolia were present for the renewal of a memorandum of understanding between the U of S and the Mongolian State University of Agriculture on October 25.</li> <li>➤ An undergraduate exchange agreement was signed on October 18 with the Mission Interuniversitaire de Coordination Échanges Franco-Américains, a consortium of universities in and around Paris, France.</li> </ul> </li> </ul>

<b>Other</b>	<ul style="list-style-type: none"> <li>• <b>Susan Blum</b> and <b>David Harris</b> (Research Services) presented at the international conference <i>Consortia Advancing Standards in Research Administration Information</i>. Their presentations included a showcasing of the U of S' data warehouse, a leader in the field of research administration.</li> <li>• <b>Bram Noble</b> (Geography and Planning/School of Environment and Sustainability) has been appointed SSHRC Leader in the Office of the Vice-President Research. Noble will provide mentorship on developing grant proposals to researchers in the social sciences, humanities and fine arts.</li> </ul>
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## ***SEARCHES AND REVIEWS***

### **Search, Dean, College of Medicine**

Candidates for the Dean, College of Medicine were on campus in late October and early November.

### **Search, Dean, College of Education**

The search committee for the Dean, College of Education met in late October.

### **Search, Dean, College of Pharmacy and Nutrition**

The search committee for the Dean, College of Pharmacy and Nutrition met in late October. Candidates are expected to be on campus in November.

### **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 late October. Candidates are expected to be on campus in November.

### **Review, Dean, College of Agriculture and Bioresources**

The review committee for the Dean, College of Agriculture and Bioresources met in late October.

## November 2013 GSA Report

### **A. Events**

#### 1. Halloween Event

On October 31<sup>st</sup> a Halloween event was held at the GSA Commons. The event was well attended and thanks to numerous volunteers, went very smoothly. Prizes were given for the pumpkin carving competition and costume contest. Feedback from students during this event was extremely positive, and will be encouraging for future social events.

### **B. Services**

#### 1. New GSA Website

On October 28<sup>th</sup>, the GSA launched its new website. In order to ensure a smooth transition from the previous website, the GSA Commons staff and the VP Operations and Communications were trained by a Cascade representative. While there are still minor glitches to be worked out, the new website has proven to be a vast improvement from its predecessor. Not only is the website easier to navigate, but its design is in line with the University of Saskatchewan's website. We are currently working on developing certain aspects of the website to greater support graduate students. For example, a new section of the website will be devoted to advertising events run by graduate student groups. There is also a greater capacity for posting pictures of GSA events; photographs from the Fall 2013 GSA BBQ have already been posted. In order to keep the website current, we are looking for feedback from graduate students on how the website can continue to be improved.

#### 2. GSA Fall bursary

The call for applications for the GSA fall bursary was issued in early October, with the deadline set for October 31<sup>st</sup>. The Bursary Selection Committee received 63 completed applications, representing thirty different departments across the University. Successful applicants will be awarded \$1,000 each. These applicants were chosen based on a number of criteria, but was primarily based on financial need. Of the fifteen students awarded the bursary:

- Ten were international students;
- 73% were Master's students and 27% PhD students;
- Male and female students were almost equally represented;
- And ten different academic departments were represented.

#### 3. Vending Machine at the GSA Commons

The GSA used the funds from Cold Beverage Agreement to purchase a vending machine to sell pop, juice and other items at a reduced cost. The vending machine was recently delivered and will soon be up and running.

### **C. Student Representation**

#### 1. Canadian Association of Graduate Studies (CAGS) Conference

This conference was held in Montreal, QC and was attended by the VP External and VP Student Affairs. In attendance were student representatives from most parts of Canada. Major issues that were discussed at this event included funding, childcare and mental health.

2. Canadian Federation of Students (CFS) lobby week

This event, held in Ottawa, was attended by the VP External.

#### **D. Policy Review**

The Policy Review Committee recently made a number of changes to GSA policies. Some highlights of the policy changes included:

- An honorarium will be provided to the Chief Electoral Officer and Chief Returning Officer during the election and referendum process respectively.
- Changes to the honorarium for the Course Council Chair to better reflect the hours required to prepare for meetings
- Ensuring a smoother transition for incoming Executives
- Ensuring GSA Councillors have time to provide motions before for Council meetings
- Clarifying process for booking GSA Commons

UNIVERSITY COUNCIL  
**PLANNING AND PRIORITIES COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Fran Walley, Chair, Planning and Priorities Committee

**DATE OF MEETING:** November 21, 2013

**SUBJECT:** **Strategic Enrolment Management (SEM) Report Summary**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The 2003 foundational document on Enrolment Planning set the university's enrolment goals of having a student body by 2010 comprising 18,500 undergraduate students and 2,500 graduate students. As this goal was met, the SEM project was launched in 2011 to identify enrolment opportunities and develop new enrolment goals to 2015-16. The consulting firm SEM Works was contracted to assist the university in reviewing the university's enrolment management and in setting these goals.

Historically, the planning and priorities committee has been involved in the discussion of enrolment targets and goals as part of its mandate to report to Council on university-wide planning, and in recognition of the importance of strategic enrolment planning. The planning and priorities committee discussed and received updates on the university's Strategic Enrolment Management (SEM) project in December 2011 and October 2012. On October 2, 2013, the committee invited members of the academic programs committee to a joint meeting to discuss the Strategic Enrolment Management Report highlights (as attached) with Dr. Dave Hannah, associate vice-president student affairs.

**DISCUSSION SUMMARY:**

The SEM report uses data to understand enrolment patterns and inform goals and strategies. The report is based on much detailed analysis of the university's enrolment trends over the past five years and the enrolment goals of the colleges and schools as outlined in their strategic plans. The report also builds on the university's institutional positioning project, which defines those unique characteristics that differentiate the University of Saskatchewan from its competitor institutions.

The enrolment goals to 2015 approved by PCIP are to increase undergraduate enrolment by 3.4%, increase graduate enrolment by 28.6%, and continue to diversify the student profile. The SEM report targets modest undergraduate growth and aggressive graduate student growth, with a total enrolment of approximately 23,000 students by 2015-16, comprising 18,500 undergraduate students and 4,450 graduate students.

The SEM report contains ten key recommendations as outlined in the attached summary, which address student recruitment within an environment of increasing competition among universities as most areas in the country experience declining post-secondary student enrolment. To implement the recommendations, strategic opportunity teams will be built around three strategies: undergraduate recruitment, undergraduate retention, and graduate student lifecycle.

The report is presented for information to Council as any academic policy changes that result from the adoption of the recommendations in the report will be presented to Council separately as individual items. In their discussion of the report, the committees focused on the resources required to increase graduate student enrolment, the need for classroom space planning to accompany any consideration of enrolment increases, and the need for the professional colleges to consult with their associated professional bodies on planned enrolment increases.

#### **ATTACHMENTS:**

1. Summary of executive highlights of the Strategic Enrolment Management Report

The full SEM report can be found at:

<http://www.usask.ca/plan/areas-of-focus/innovation-in-academic-programs-and-services/index.php>

(click on the projects bar)

# University of Saskatchewan

## Strategic Enrolment Management Report

### Executive Highlights

#### Introduction

In November 2011, the U of S initiated an enrolment planning process under the strategic leadership of the Associate Vice-President of Students Affairs with a view to developing a comprehensive, integrated and actionable strategic enrolment management (SEM) plan that is aligned with the University's strategic plans and directions. In doing so, the expertise and assistance of SEM Works, a higher education enrolment management consulting firm, was secured to support this process. The resultant SEM Report is the product of a SEM planning initiative that spanned more than 16 months and involved over 150 faculty, staff, students and administrators in the process.

SEM is largely about changing the campus culture to adopt a heightened marketing, recruitment, retention, service orientation, and academic program relevance—at both the tactical and strategic levels. Four strategic points of leverage and ten primary strategies have been identified to advance our strategic enrolment goals and competitive positioning, with an initial focus on six priority target student segments. Presented herein are highlights from the SEM Report, which will shape our enrolment management efforts at the undergraduate and graduate levels over the plan period from 2013-14 through to 2016-17.

This executive highlights begins with an overview of the SEM planning context, process and enrolment goals that were foundational to the development of the SEM Report; followed by a synthesis of the recommended ten priority strategies for implementation over the next three-year period, including action steps and an indication of the relative resource intensity of these efforts. Finally, next steps are presented for the review and approval of the recommendations presented herein. A copy of the full version of the SEM Report, which includes details on the SEM planning foundational elements, as well as best practice considerations, effectiveness measures and

antecedents for success in the implementation process will be available shortly.

### **SEM Planning Context**

In recent years, the U of S has embarked on numerous strategic initiatives in order to address the foundational elements to position the University for success in realization of its vision. Strategic Enrolment Management (SEM) is among the foundational elements identified for continued institutional success.

The University's leadership has determined the need to develop a comprehensive, integrated and strategic approach to enrolment management with a focus on meeting the needs of students and the Province into the future. Indeed, enrolment management becomes 'strategic' when it is an integral component of institution-wide planning and resource planning processes, fused with the academic enterprise, and when it advances transformative change.

SEM Works was contracted to undertake a comprehensive review of the University of Saskatchewan's enrolment management function, as well as to work in partnership with the University in facilitating an inclusive and data-driven planning process leading to the development of an actionable strategic enrolment management (SEM) Report—the result of which is presented herein.

The scope of the consultancy was threefold:

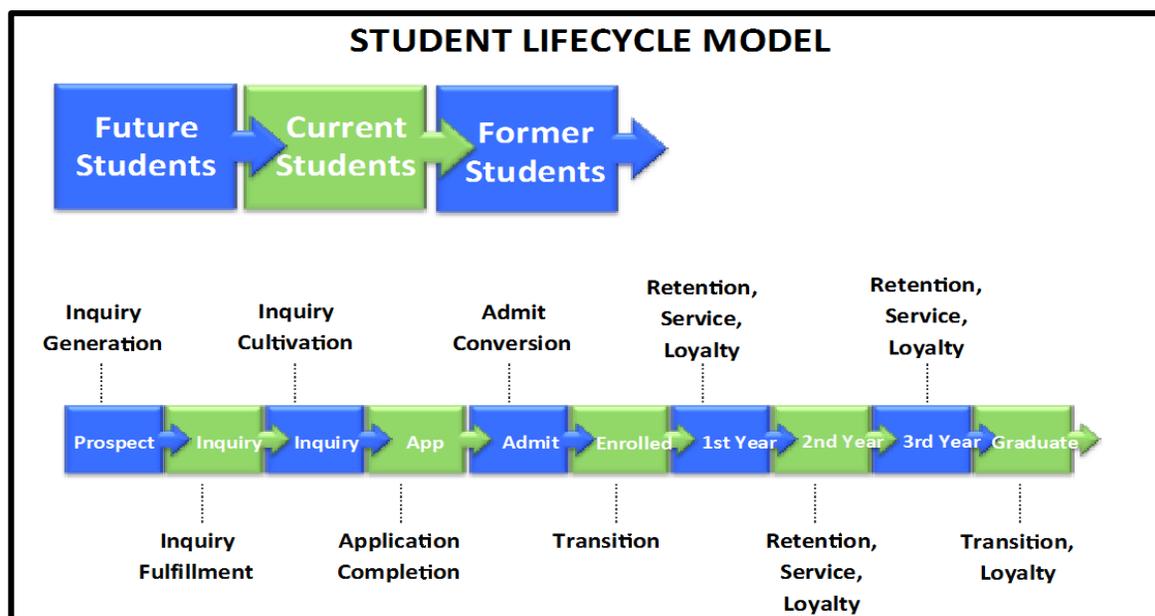
1. A *SEM Audit* of undergraduate and graduate enrolment operations (i.e., structures, strategies, systems, information, policies, and processes);
2. An *Enrolment Goals Analysis* involving a review of enrolment goals, aspirations, processes and capabilities at the college and institutional levels; and
3. A review of *Enrolment Intelligence* capabilities and capacity conditions (i.e., data collection, data management, analytics, reporting systems, organizational structures) to support SEM planning, strategy development, performance management and decision-making.

### **SEM Planning Process**

Mobilizing a campus community around a **common purpose** is the secret to producing dramatic, sustainable enrolment results. Therefore, the U of S adopted a SEM planning process that was designed to be highly consultative and participatory. Through this process, the campus community was engaged in identifying, defining, and organizing around a common purpose—what are referred to as **strategic opportunities** throughout the SEM Report.

To achieve a **seamless service experience** for students, planning and decision-making structures must be in places that promote collaboration and coordination across functions and divisional boundaries in the delivery of programs and services relative to the needs of target student segments. Through such planning and decision-making processes, a campus-wide commitment to a student-centred purpose shapes institutional strategic directions, priorities, and decision processes; redefines operational processes, systems, policies, and practices; and ultimately, permeates the organization’s culture.

High performing enrolment organizations continuously evaluate the frequency and nature of touch points at each stage of the student lifecycle to determine the adequacy of each related to a goal of maximizing enrolment yield and student retention. The student lifecycle model shown below served as a cornerstone for conducting the *SEM Audit* undertaken by the consultants.



In application, the student lifecycle model served as the framework for identifying strategic opportunities, and for informing the subsequent stages of SEM planning. Following from the audit process, four primary strategic points of leverage have been identified to advance the U of S' strategic enrolment goals and competitive positioning, with an initial focus on six primary target student segments including: students direct from high school, Aboriginal students, mature learners, transfer students, international students, and graduate students. The strategic points of leverage are encapsulated within the following four broad thematic areas:

1. Undergraduate student recruitment
2. Undergraduate student retention
3. Optimizing the graduate student lifecycle
4. Strategic enrolment intelligence (use of research and data)

### **Enrolment Goals**

SEM is about bringing alignment between the University's enrolment (i.e., size, quality, diversity, mix) and the changing external environment within the context of the institution's strategic development directions, capacity conditions and financial imperatives. The U of S is currently among the **smallest of the research/medical** universities in the country. Therefore, the realization of the University's aspiration to gain positioning as a research-intensive university is contingent in large measure on our ability to strategically manage undergraduate enrolment at a sufficient level to fuel planned graduate enrolment growth.

In consideration of this imperative, the following enrolment goals to 2015 were approved by PCIP:

- ❖ Increase undergraduate enrolment by **3.4%**
- ❖ Increase graduate enrolment by **28.6%**
- ❖ Continue to **diversify the student profile** (undergraduate and graduate) with particular attention to *Aboriginal* and *international* student segments have also been defined.

Within the context of a declining traditional population of university-going students, changing population demographics, and intensifying competition, the U of S will need intentional, targeted, and aggressive interventions directed to:

- ❖ At least maintain (and ideally increase) the University's provincial **market share** of traditional university-going students;
- ❖ Arresting undergraduate **student attrition** particularly within the College of Arts and Science and with attention to Aboriginal and international student populations; and
- ❖ **Diversifying** the student mix through innovations in program and services that address the needs of targeted student segments at both the undergraduate and graduate levels.

### Priority Strategies and Action Plans

In considering the many strategies identified to advance the University's enrolment goals and competitive positioning, the following ten (10) were identified as critical in addressing **foundational problems** of our "current state" before proceeding with innovation and enhancement strategies. These ten foundational elements are building blocks to our success, and include.

1. **Create administrative processes for graduate students that are better than our U15 peers** in order to respond to the University's ambitious graduate student enrolment goals and thus, to attract, admit and graduate high quality graduate students. Students, staff and faculty have indicated current processes are inefficient, fragmented, disjointed and frustrating. Key processes include:
  - a. Streamline admissions procedures including processes for application, assessment, and decision-making
  - b. Coordinate scholarship administration including application, deadlines, promotion and decision-making
  - c. Coordinate graduate student lifecycle communications beginning with the creation of a single acceptance package that includes institution, department and supervisor information
  - d. Create student-supervisor partnership agreements that are mutually beneficial, enhancing academic student success and faculty research goals
  - e. Standardize, proceduralize and communicate grade conversion practices to ensure consistency in the selection of the best students for admission and scholarship purposes
  - f. Revise time to completion and delayed completion policies and procedures
  
2. Establish a **coordinating infrastructure for undergraduate student retention**. This includes the selection of an Undergraduate Student

Retention Champion and the establishment of a representative Undergraduate Student Retention Committee; the work of the Committee will be guided by terms of reference that clarifies responsibilities and authorities.

3. Determine principles, priorities and authority for making decisions around the strategic allocation of **graduate level scholarship funding**. This would include examining the allocation of existing scholarship funding for graduate students to ensure it is being used to maximize graduate student enrolment priorities (including Masters versus PhD enrolment goals and Thesis versus non-Thesis enrolment goals). Priorities for seeking new graduate level funding should also be identified and communicated.
4. **Student recruitment role clarification** between SESD, USLC, CGSR and colleges, schools, departments is required to better coordinate recruitment activities and maximize recruitment resources across the campus. A comprehensive and coordinated recruitment strategy that includes undergraduate, graduate and English language training is recommended.
5. Select and implement a **customer relationship management (CRM) system** to coordinate strategic, effective, targeted, and timely communications with students through the student lifecycle, to track student interactions with the University, and to track the effectiveness of recruitment activities. A CRM would serve both graduate and undergraduate needs.
6. Prioritize and ensure implementation of a **university-wide transfer credit policy and accompanying procedures** to address student mobility issues. These procedures should also include standardized administrative processes for establishing and tracking transfer articulation agreements (course by course, 2+2, and block transfer arrangements).
7. Establish an **expanded centralized student experience function**, ideally building upon the capacity of the existing Student Central office. This function would hold responsibility for coordinating with other campus partners the student experience function (for both undergraduate and graduate students) including enhanced student awareness of available services and supports, common student orientation components across colleges, provision of programs such as financial literacy and resolution of student complaints/concerns.

8. Create **competitive graduate and undergraduate admission packages and offers** for targeted student persona groups – Aboriginal students, international students, IB/AP students, and high quality graduate students. These offers would contain not only an acceptance letter and relevant transition information, but would also leverage student residences, financial aid, and daycare spaces to enhance the admission offer.
9. Select and implement an **early alert system**; the system will enable early identification of undergraduate and graduate students who are just beginning to experience difficulties and would promote timely and more effective intervention.
10. Establish a **centralized strategic enrolment intelligence team** to identify and prioritize key quantitative and qualitative data requirements to support the strategic enrolment management plan. Establish a mechanism for regular reporting on SEM data, SEM plan implementation progress, and subsequent communication to key stakeholders.

The specific action steps associated with each of the aforementioned priority strategies that are recommended for implementation over the next three-year period are summarized in the **chart appended** to this document.

There are many recommendations identified in the SEM planning process as “**quick wins**” that can be implemented to demonstrate immediate progress. Strategy owners are encouraged to take the initiative to act on identified opportunities as appropriate, assess and account for the impact of actions taken. Through a process of continuous improvement, we will heighten our acumen as a *learning organization* of international preeminence.

Finally, it should be noted that the strategies and related actions for implementation presented in the SEM Report do not reflect the good work that is already underway in the strategic opportunity areas. Rather, the strategies in the Report are new initiatives that build on existing efforts and related institutional and operational strengths.

## **Conclusion**

While the University engages in SEM planning partially as a defensive measure to mitigate threats in the environment, it does so primarily to seize

opportunities—to pursue a bold vision, to fulfill the University's mission to serve the needs of its constituents and the Province, and to be a leader among universities throughout Canada and beyond. By being increasingly strategic in thinking and action, the U of S will control its own destiny. The University will fulfill the promise it makes every day to those it serves.

The SEM planning process requires leadership, strategic thinking, a focus on students, data-driven decisions, campus-wide involvement, and a willingness to let go of the old ways of doing things. Equally important is university-wide buy-in and engagement in SEM efforts. Without this buy-in, then cultural change, innovations in academic programs and program delivery, improved student retention, and meeting the demographic challenges we face, will not be possible to the extent necessary. Put simply, adopting a SEM philosophy requires **commitment to organizational change** in culture, systems and practices. The impact and success of this SEM Report over time will be determined in large measure by the collective will to explore new possibilities and let go of the old models and practices. The process of organizational change requires persistence and sustained attention over time.

While this plan will be modified based on changing conditions and new opportunities, in general, the focus must be on staying the course. This is a journey, not a quick fix or a solution for some immediate crisis facing the University. The plan is intended to be strategic in nature—meaning long-term, systemic, comprehensive, and based on data regarding environmental factors that may affect enrolment as well as our own enrolment ambitions and constraints. To successfully execute this plan, the antecedents for success to support implementation must be in place, as well as broad buy-in from the University community.

As we move forward, it will be imperative that a coordinated, collaborative and integrated approach to SEM planning is adopted that brings into alignment our academic and enrolment planning processes, maintains a focus on the needs of the students we serve, and fosters a student experience that engenders student loyalty and affinity.

### **Next Steps**

Over the next few weeks the U of S will identify next steps in the roll-out of the report.

**U of S SEM Report**  
**Summary of Recommended Strategies and Actions**

Priority Strategy	Related Objective(s)	Target Student Groups	Action Items	Timelines			Resource Implications
				Yr1	Yr 2	Yr3	(L, M, H)*
1. <b>Create administrative processes for graduate students that are better than our U15 peers</b>	❖ To ensure administrative processes for graduate students are better than U15 peers	Graduate students	1. Streamline the admissions procedures:	1a-f, 2a-c	2d, 3, 5a	4, 5b, 6	L
			a. Conduct focus groups with current U of S students to assess their admissions experience with the University relative to competitors	<input type="checkbox"/>			L
			b. Review the existing application to identify areas of improvement	<input type="checkbox"/>			L
			c. Utilize the automated workflow feature of a document imaging system to forward applications for review by the appropriate evaluator	<input type="checkbox"/>			L
			d. Integrate automated prompts to alert evaluators that a decision is due	<input type="checkbox"/>			L
e. Request that program directors or associate deans hold evaluators accountable	<input type="checkbox"/>			L			



Priority Strategy	Related Objective(s)	Target Student Groups	Action Items	Timelines			Resource Implications
				Yr1	Yr 2	Yr3	(L, M, H)*
			3. Develop a high quality, customizable acceptance package that integrates relevant institutional, departmental, and supervisor information (student lifecycle communications). 4. Create and promote student-supervisor partnership agreements. 5. Standardize, proceduralize and communicate grade conversion practices: a. Adopt a standard methodology for converting grades b. Provide graduate chairs and others with data to actively monitor student progression, leaves from coursework, and the length of leaves 6. Engage in a systematic review of time to completion and delayed completion policies and procedures.		<input type="checkbox"/>	<input type="checkbox"/>	L  L  L  L
2. <b>Establish a coordinating infrastructure for</b>	❖ To develop capacity, empowerment,	UGs with an emphasis on direct from high	1. Establish a position for a <i>Student Retention Champion</i> and recruit/appoint a qualified and	1,2a <input type="checkbox"/>	2b-c	2c-d	M

Priority Strategy	Related Objective(s)	Target Student Groups	Action Items	Timelines			Resource Implications
				Yr1	Yr 2	Yr3	(L, M, H)*
<b>undergraduate student retention.</b>	self-efficacy, and resilience among our students	school students	experienced retention leader (as appropriate).				L
	❖ To ensure that our policies and procedures reflect our culture		2. Establish a Retention Committee that is charged with responsibility and accountability for developing and implementing an integrated Student Retention and Success Model. Responsibilities include:				M
	❖ To foster an evidence-based approach to retention planning and decision-making		a. Establish and seek approval for an integrated and coordinated Student Retention and Success Model.	<input type="checkbox"/>			L
			b. Oversee and coordinate implementation of the model.		<input type="checkbox"/>		L
			c. Assess the impact of strategies implemented.		<input type="checkbox"/>	<input type="checkbox"/>	L
			d. Determine pathways for continuous improvement and resource allocation.			<input type="checkbox"/>	L
3. <b>Determine principles, priorities and authority for</b>	❖ To ensure U of S scholarship offers are competitive by program	Graduate students	1. Conduct a competitor analysis benchmarking against each graduate program's top five competitors.	1,2,3 <input type="checkbox"/>	4,5	4 cont'd	M
			2. Identify programs with enrolment	<input type="checkbox"/>			L

Priority Strategy	Related Objective(s)	Target Student Groups	Action Items	Timelines			Resource Implications
				Yr1	Yr 2	Yr3	(L, M, H)*
making decisions around the strategic allocation of graduate level scholarship funding.			capacity or the desire to grow the applicant pool in order to improve selectivity.				L
			3. Identify programs most closely aligned with the University's research agenda.	<input type="checkbox"/>			L
			4. Address identified competitive gaps over time with priority given to programs with enrolment capacity or an interest in improving selectivity and alignment with the University's research agenda.		<input type="checkbox"/>	<input type="checkbox"/>	L
			5. Evaluate the feasibility and desirability of each of the <i>Graduate Student Lifecycle Team's</i> recommendations.		<input type="checkbox"/>		TBD
4. Student recruitment role clarification.	❖ To more effectively use existing resources	All students with a segmented approach by student population	1. Identify critical strategy areas where efficiency and effectiveness improvements are needed.	1, 2, 3, 4 <input type="checkbox"/>	5		L
			2. Engage in a strategy mapping process associated with identified strategy areas.	<input type="checkbox"/>			L
			3. Based on findings from the strategy mapping analysis, define roles, responsibilities, process improvements,	<input type="checkbox"/>			L



Priority Strategy	Related Objective(s)	Target Student Groups	Action Items	Timelines			Resource Implications
				Yr1	Yr 2	Yr3	(L, M, H)*
			system 3. Ensure adequate IT support for the selected system is in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L
6. <b>Prioritize and ensure implementation of a university-wide transfer credit policy and accompanying procedures.</b>	❖ To increase the number of new transfer students enrolling at the University	Transfer students	1. Develop and approve policies and procedures for transfer credit evaluations and transfer articulation agreements. 2. Create a list of feeder schools. 3. Assess the curriculum alignment in consultation with U of S faculty and academic leaders. 4. Contact the sender institution to determine pathways and protocols for the agreement review and approval. 5. Promote the articulation agreement to potential transfers.	1, 2, 3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	L  L L L L
7. <b>Establish an expanded centralized student experience function.</b>	❖ To develop capacity, empowerment, self-efficacy, and resilience among our students ❖ To ensure that our	All students	1. Establish a <i>Student Experience Team</i> with responsibility for conducting a comprehensive review of current services for students (undergraduate and graduate). a. Identify information and service delivery gaps	1a-d, 2a <input type="checkbox"/>	1e-f, 2b	1e-f, 2c	L



Priority Strategy	Related Objective(s)	Target Student Groups	Action Items	Timelines			Resource Implications
				Yr1	Yr 2	Yr3	(L, M, H)*
			impact and ROI			<input type="checkbox"/>	
8. <b>Create competitive graduate and undergraduate admission packages and offers for targeted student persona groups.</b>	<ul style="list-style-type: none"> <li>❖ To increase the number of new students enrolling at the University</li> <li>❖ To continue to diversify the student profile</li> </ul>	All students with a segmented approach by student population	<ol style="list-style-type: none"> <li>1. Determine the package ingredients that will resonate best with each target population.</li> <li>2. Form a cross-functional team to oversee coordination and integration of the admissions package.</li> <li>3. Reengineer processes and reallocate staff time to ensure on-time delivery of package items.</li> <li>4. Design a package that will convey the quality of the U of S and compel the recipient to respond positively to the offer.</li> </ol>	1,2,3,4 <input type="checkbox"/>	Refine as change warrants		<p><b>TBD</b></p> <p>L</p> <p>L</p> <p><b>TBD</b></p>
9. <b>Select and implement an early alert system.</b>	<ul style="list-style-type: none"> <li>❖ To develop capacity, empowerment, self-efficacy, and resilience among our students</li> <li>❖ To ensure that our policies and procedures reflect</li> </ul>	Initially UGs with an emphasis on direct from high school students	<ol style="list-style-type: none"> <li>1. Establish an <i>Early Alert Team</i> with a mandate to:               <ol style="list-style-type: none"> <li>a. Clarify the desired functions and features of an early alert system</li> <li>b. Research best practices</li> <li>c. Assess internal capacity</li> <li>d. Recommend a solution</li> <li>e. Identify and acquire an early</li> </ol> </li> </ol>	1a-d <input type="checkbox"/>	1e-i	1i	<p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>H</p>

Priority Strategy	Related Objective(s)	Target Student Groups	Action Items	Timelines			Resource Implications
				Yr1	Yr 2	Yr3	(L, M, H)*
	our culture ❖ To foster an evidence-based approach to retention planning and decision-making		alert system f. Pilot the system g. Develop an intervention strategy h. Create an information and intervention process flowchart i. Develop and implement a plan for campus-wide application		<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>		TBD M  L TBD
<b>10. Establish a centralized strategic enrolment intelligence team to identify and prioritize key quantitative and qualitative data requirements to support the strategic enrolment management plan.</b>	❖ Develop enrolment intelligence to understand the student lifecycle ❖ Increase ease of access to enrolment intelligence based on needs of staff and faculty ❖ Build capacity to apply enrolment intelligence to inform	All student segments	1. Establish a standing cross-divisional <b><i>Strategic Enrolment Intelligence Team</i></b> that is responsible for: a. Creating an enrolment intelligence vision, strategy and plan b. Facilitating an inclusive and consultative process in confirming the research questions and elements underlying the draft <i>Strategic Intelligence Blueprint</i> c. Establishing standard institution-wide data definitions for enrolment	1a-e  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	1f-g  <input type="checkbox"/>  <input type="checkbox"/>	1f-g cont'd	L  L  L



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** November 21, 2013

**SUBJECT:** College of Medicine replacement program

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the revised Doctor of Medicine program for the College of Medicine.

**PURPOSE:**

The Doctor of Medicine degree program is an academic program at the University of Saskatchewan. Implementation of replacement programs requires approval by University Council.

**SUMMARY:**

The College of Medicine is revising its curriculum from a model of 2 ½ years of courses and 1 ½ years of clerkship, to a 2 + 2 model, where students will take classes and undertake supervised clinical experiences for two years, then spend the next two years in clerkship. This is the model followed by all other medical schools in Canada.

The revised curriculum contains all of components in the existing curriculum, rearranged to provide more integrated and sequential study. The revised program provides appropriate depth of knowledge needed at specific points in the student's program, which will be achieved by revisiting topics at different depths. For example, basic concepts in the Principles course will be covered in greater depth in the systems in the Foundation courses as well as being integrated into the Clinical Skills and Medicine & Society courses. The new curriculum also uses innovative practices within the classes such as 'flipped classrooms', includes appropriate technological educational innovations, and provides faculty development support. In this way, the college is able to condense the time frame of first year knowledge-based courses without losing content, and can enable students to master the material more deeply over the years of the program. At the end of the clerkship, students will undertake additional concentrated study to prepare for licensing exams.

**REVIEW:**

Associate Dean Sheila Harding and Curriculum Renewal project manager Joan Forder attended the Academic Programs Committee meeting on October 15 to explain the revised program and answer questions about implementation. It was noted at this meeting that the 2 + 2 model and the integration of biomedical and clinical content allows the curriculum to be better aligned with accreditation expectations and will reduce unintended redundancies. It was also noted that the

college is working with the College of Dentistry so that the dentistry students can continue to receive the biomedical course content needed in that program.

The Committee agreed to recommend that Council approve the revised program.

**ATTACHMENTS:**

Proposal documentation:

List of courses in the 2+2 curriculum

Comparison between current and revised curriculum

Schedule

Comprehensive Curriculum Document

Letters of support



## 2+2 Curriculum

COM Curriculum Committee Approved: May 16, 2013

COM Budget, Programs, & Priorities Committee Approved: September 09, 2013

College of Medicine Approved: September 25, 2013

**[NOTE: all course proposals are completed and on file]**

**Course Title:** MEDC 111.0 Success in Medical School I

Year 1, term 1, 0 credit units

**Catalogue Description:**

This non-credit course is designed to assist the medical student in orientating to the medical program while also providing information that will assist with personal wellness, stress management, study tips, and schedule organization. This course will be offered for two days before the start of classes as well as just-in-time short sessions throughout the school year. Materials will be posted corresponding to current topics.

**Course Title:** MEDC 211.0 Success in Medical School II

Year 2, term one, 0 credit units

**Catalogue Description:**

This non-credit course is designed to assist the medical student in orientating to the second year of the medical program while also providing information that will assist with personal wellness, stress management, study tips, and schedule organization. This course will be offered before the start of classes as well as just-in-time short sessions throughout the school year. Materials will be posted corresponding to current topics.

**Course Title:** MEDC 102.7 Medicine and Society I

Year 1, full year, 7 credit units

**Catalogue Description:**

Through classroom and community-based learning experiences, students will learn to determine and meet the diverse health needs of specific and significant populations in Saskatchewan and Canada. These populations may be determined by chronological age, gender, geography, ethnic and cultural background, and other criteria. Students will explore the determinants of health and disease prevention, public policy, environmental hazards, relevant ethical and legal issues, and culturally safe and modified care.

**Course Title:** MEDC 202.7 Medicine and Society II

Year 2, full year, 7 credit units

**Catalogue Description:**

Through classroom and community-based learning experiences, students will further refine their ability to determine and meet the diverse health needs of specific and significant populations in Saskatchewan and Canada. These populations may be determined by chronological age, gender, geography, ethnic and cultural background, and other criteria. Students will further explore the determinants of health and disease prevention especially from a global perspective, public policy with respect to Canada's health care system in particular, and environmental and occupational hazards.

**Course Title:** MEDC 114.4 Clinical Integration I

Year 1, term 1, 4 credit units

**Catalogue Description:**

Working in small groups, students will learn to integrate their knowledge and clinical reasoning skills from courses offered during the first term of the program focused on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes as well as legal and ethical reasoning and medical infomatics will be emphasized.

**Course Title:** MEDC 124.4 Clinical Integration II

Year 1, term 2, 4 credit units

**Catalogue Description:**

Working in small groups, students will learn to integrate their knowledge and clinical reasoning skills from all courses during the first year of the program focused on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes as well as legal and ethical reasoning and medical infomatics will be emphasized.

**Course Title:** MEDC 214.4 Clinical Integration III

Year 2, term 1, 4 credit units

**Catalogue Description:**

Working in small groups and using more complex cases, students will learn to integrate their knowledge and clinical reasoning skills from all courses during the program to date, focused on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes as well as legal and ethical reasoning and medical infomatics will be emphasized.

**Course Title:** MEDC 224.4 Clinical Integration IV

Year 2, term 2, 4 credit units

**Catalogue Description:**

Working in small groups and using more complex cases, students will learn to integrate their knowledge and clinical reasoning skills from all courses during the medical program, focused on addressing issues raised in cases related to the care of patients, families, communities and populations. Major vertical themes as well as legal and ethical reasoning and medical infomatics will be emphasized.

**Course Title:** MEDC 115.18 Principles of Medical Science

Year 1, term 1, 18 credit units

**Catalogue Description:**

This course will provide basic concepts related to biomedical sciences to include: Introduction to Homeostasis, Anatomy & Histology, & Physiology; the Cell, Genetics & Neoplasia; Nutrition; and Pharmacology, Therapeutics & Toxicology. It will provide the requisite scientific knowledge framework for the Clinical Foundations of Medicine Course.

**Course Title:** MEDC 126.18 Foundations of Clinical Medicine I

Year 1, term 2, 18 credit units

**Catalogue Description:**

This course is an integration of four of the eleven human body systems modules running over Terms 2, 3, and 4. The four modules explored in this course include: Hematology; Respiratory; Cardiovascular; and Gastrointestinal. Students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major vertical themes will be emphasized. Students will be prepared to enter their clerkship where they will expand and deepen their knowledge and skills in these areas.

**Course Title:** MEDC 216.18 Foundations of Clinical Medicine II

Year 2, term 1, 18 credit units

**Catalogue Description:**

This course is an integration of 3 of the eleven human body systems modules running over Terms 2, 3, and 4. The three modules explored in this course include: Endocrine; Reproductive; Renal and Urinary Tract. Students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major vertical themes will be emphasized. Students will be prepared to enter their clerkship where they will expand and deepen their knowledge and skills in these areas.

**Course Title:** MEDC 226.18 Foundations in Clinical Medicine III

Year 2, term 2, 18 credit units

**Catalogue Description:**

This course is an integration of 4 of the eleven human body systems modules running over Terms 2, 3, and 4. The four modules explored in this course include: Musculoskeletal; Neurological; Mental Health; Skin. Students will learn to care for patients with common and/or urgent medical conditions by acquiring and applying knowledge and clinical reasoning skills to generate reasonable differential diagnoses and management plans, select and interpret appropriate investigations, and explain the pathogenesis and pathophysiology of the subject conditions. Major vertical themes will be emphasized. Students will be prepared to enter their clerkship where they will expand and deepen their knowledge and skills in these areas.

**Course Title:** MEDC 113.8 Clinical Skills I

Year 1, term 1, 8 credit units

**Catalogue Description:**

Learning in Clinical Skills I is designed to assist the student in developing fundamental clinical skills upon which they will build throughout their professional lives. Interviewing, communication skills, basic physical examination skills, and foundations of clinical reasoning are the focus of the course. The development of effective and caring relationships with patients is fundamental to the success of this course and all future clinical experiences.

**Course Title:** MEDC 123.8 Clinical Skills II

Year 1, term 2, 8 credit units

**Catalogue Description:**

Learning in Clinical Skills II will enable students to improve their basic clinical skills, including patient-centered communication and physical examination through a combination of assessment of 'real-life' patients and structured learning sessions. Students will further develop clinical reasoning skills including development of differential diagnoses. The course will include the following components: Advanced Communication Skills, Clinical Scenarios/Simulations, Emergency Medicine, Family Medicine, Internal Medicine, Pediatrics, and Surgery. When appropriate and possible, sessions will be organized around content students are learning in other courses. This course includes a two week rural clinical placement in May.

**Course Title:** MEDC 213.8 Clinical Skills III

Year 2, term 1, 8 credit units

**Catalogue Description:**

Learning in Clinical Skills III will enable students to further refine their clinical skills, including patient-centred communication and physical examination through a combination of assessment of 'real-life' patients and structured learning sessions. Students will further develop clinical reasoning skills including differential diagnosis and management planning. The course will include the following components: Advanced Communication Skills, Clinical Scenarios/Simulations, Emergency Medicine, Family

Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, and Surgery. When appropriate and possible, sessions will be organized around content students are learning in other courses.

**Course Title:** MEDC 223.8 Clinical Skills IV

Year 2, term 2, 8 credit units

**Catalogue Description:**

Learning in Clinical Skills IV will enable students to further refine their clinical skills and to become increasingly proficient at establishing rational differential diagnoses and developing appropriate patient-centred management plans. The course will include the following components: Clinical Scenarios/Simulations, Structured Interviewing and Physical examination sessions, Geriatrics, Neurology, Ophthalmology, Orthopedics, Physical Medicine and Rehabilitation, and Psychiatry. When appropriate and possible, sessions will be organized around content students are learning in other courses. This course may involve a rural clinical placement at the end of the term.

**Course Title:** MEDC 307.50 Core Clinical Rotations

Year 3, full year, 50 credit units

**Catalogue Description:**

During this full clerkship year, students will participate in the care of patients in the office, clinic, or hospitals under the direct supervision of faculty and residents within seven core, mandatory rotations in Anesthesia, Family Medicine, Emergency Medicine, Internal Medicine, Obstetrics & Gynecology, Pediatrics, Psychiatry, and Surgery. Students will experience a broad range of clinical exposure, including a mandatory minimum of four weeks of clinical training in a rural community. They will also experience an opportunity to conduct research relevant to medical practice. Students who fail to complete the requirements of any portion of the clinical clerkship will be required to complete remedial work at the end of the clerkship.

**Course Title:** MEDC 308.16 Selected Topics in Medicine

Year 3, full year, 16 credit units

**Catalogue Description:**

This course consists of topics selected to address the general knowledge base required for completing clinical rounds and to ensure students attain a broad basis of learning that will help them as physicians, whatever their chosen career path.

This course is held every Tuesday morning and the sessions are coordinated across all three sites through video conferencing. Attendance is mandatory and students are to be excused from all other clinical duties in order to attend these sessions. Students will be relieved from all call duties by midnight on Mondays to allow adequate rest prior to the sessions.

**Course Title:** MEDC 407.33 Elective Clinical Rotations

Year 4, term 2, 42 credit units

**Catalogue Description:**

This course is designed to allow medical students to pursue their own interests and to design programs in keeping with their individual goals. Students will complete an electives application form and submit it to the department in which they wish to do the elective.

**Course Title:** MEDC 408.8 Selective Clinical Rotations

Year 4, term 1 & 2, 8 credit units

**Catalogue Description:**

This course is designed to allow medical students to further pursue their own interests in the areas of internal medicine and surgery in keeping with their individual goals. The two Selective opportunities are available throughout a 24 week period.

**Course Title:** MEDC 409.8 Preparation for Medical Practice

Year 4, term 2, 8 credit units

**Catalogue Description:**

This capstone course will provide topics selected to address any gaps in information acquisition that may have occurred during the pre-clerkship curriculum. Sessions will focus on preparing students for the LMCC Part 1 qualifying examination.

**Course Title:** MEDC 100.0 Extra-Curricular Medical Experience I

Year 1, non-mandatory

**Catalogue Description:**

Self-directed clinical learning experiences help medical students to consolidate and integrate their learning. Such experiences also help them to make more fully informed career decisions. Many students choose to take advantage of invitations by clinicians to join them in clinical practice settings. The extra-curricular Medical Experience course is intended to formalize such learning while supporting students in their quest for medical experience. Such formalization will facilitate clear communication among the various participants concerning the level of training and current skill set of each student; the absolute requirement for direct supervision of all patient-related student activities; and the expectation of patients' knowledge of, and assent to, the inclusion of first year medical students in their care.

Extra-curricular medical experience is arranged by agreement between medical students and volunteer supervisors of the student's choosing. Supervisors are not remunerated. All involvement of students in clinical situations must take into account their current level of training.

**Course Title:** MEDC 200.0 Extra-Curricular Medical Experience II

Year 2, non-mandatory

**Catalogue Description:**

These extra-curricular self-directed clinical learning experiences will build on the first year experience and help medical students to consolidate and integrate their learning while taking a more active part in the experience. Such experiences also help them to make more fully informed career decisions. Many students choose to take advantage of invitations by clinicians to join them in clinical practice settings. The extra-curricular Medical Experience course is intended to formalize such learning while supporting students in their quest for medical experience. Such formalization will facilitate clear communication among the various participants concerning the level of training and current skill set of each student; the absolute requirement for direct supervision of all patient-related student activities; and the expectation of patients' knowledge of, and assent to, the inclusion of first year medical students in their care.

Extra-curricular medical experience is arranged by agreement between medical students and volunteer supervisors of the student's choosing. Supervisors are not remunerated. All involvement of students in clinical situations must take into account their current level of training.

## Comparison of Current Medical Curriculum to Proposed New 2+2 Medical Curriculum

### EDUCATIONAL PHILOSOPHY

The educational philosophy underlying our curricular planning is learner centered, making use of increasingly complex and relevant cases within the following broad approaches: Cooperative, Active, Self-Directed and/or Experiential learning (i.e., CASE-based). Students benefit from early and frequent patient contact, solid grounding in basic biomedical sciences and the frequent use of integrated case studies to link basic and clinical science learning.

Current model: 2 ½ years Pre-Clerkship + 1 ½ years Clerkship

New model: 2 Years Pre-Clerkship + 2 years Clerkship

<b>CURRENT</b>		<b>NEW 2+2</b>	
<b>PHASE A</b>		<b>YEAR 1</b>	
<b>Course #</b>	<b>Current Course Names</b>	<b>Becomes</b>	<b>New Course Names</b>
MED 100.0	Pre-Clerkship Electives		Success in Medical School I
MED 102.1	General Pathology		Extra-curricular Medical Experience II
MED 103.2	Civic Professionalism		Medicine & Society I
MED 104.4	Life Cycles & Humanities		Clinical Integration I
MED 104.6	Nutrition (part of LC&H)		Clinical Integration II
MED 105.10	Professional Skills I		Clinical Skills I
MED 106.20	Form & Function		Clinical Skills II
MED 108.4	Introductory Neuroanatomy		Principles of Medical Science
MED 110.1	Medical Genetics		Foundations of Clinical Medicine I
<b>PHASE B</b>		<b>YEAR 2</b>	
MED 200.0	Pre-Clerkship Electives		Success in Medical School II
MED 207.3	Community Health & Epidemiology		Extra-curricular Medical Experience II
MED 202.3	Microbiology & Infectious Diseases		Medicine & Society II
MED 201.4	Pharmacology		Clinical Integration III
MED 202.3	Systemic Pathology		Clinical Integration IV
MED 204.20	Professional Skills II		Clinical Skills III
MED 205.16	Systems II		Clinical Skills IV
			Foundations of Clinical Medicine II
			Foundations of Clinical Medicine III
<b>PHASE C</b>		<b>YEAR 3 (clerkship begins)</b>	
MED 300.0	Pre-Clerkship Electives		
MED 301.3	Community Health & Epidemiology		
MED 303.2	Microbiology & Infectious Diseases		
MED 302.2	Systemic Pathology		
MED 304.10	<b>Professional Skills III</b>		
MED 305.8	<b>Systems III</b>		
<b>PHASE D (clerkship begins)</b>		<b>YEAR 4 (clerkship continues)</b>	

<p>Medicine and Society I First year, full year, two terms, 5 credit units</p> <p>Integration Medical Problem-Solving I First year, full year, both terms, 5 credit units</p> <p>Principles of Medical Science Term 1, first year, 16 credit units</p> <p>Clinical Skills I Term 1, first year, 6 credit units</p> <p>Clinical Skills II Term 2, first year, 7 credit units</p> <p>Foundations of Clinical Medicine Term 2, first year, 18 credit units</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Hematological System Term 2, first year</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Respiratory System Term 2, first year</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Cardiovascular System Term 2, first year</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Gastrointestinal System Term 2, first year</p> <p>Succeeding at Medical School I Terms 1 and 2, first year, 0 credit units</p>	<p>Medicine and Society II Second year, full year, two terms, 5 credit units</p> <p>Integration of Medical Problem-Solving II Terms 1 and 2, second year, 5 credit units</p> <p>Clinical Skills III Term 1, second year, 6 credit units</p> <p>Clinical Skills IV Term2, second year, 6 credit units</p> <p>Foundations of Clinical Medicine Terms 1 and 2, second year, 34 credit units</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Endocrine System Term 1, second year</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Reproductive Systems Term 1, second year</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Renal and Urinary Tract Term 1, second year</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Musculoskeletal System Term 2, second year</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Neurological System Term 2, second year</p> <p style="padding-left: 20px;">Foundations of Medical Practice: Mental Health Term 2, second year</p> <p style="padding-left: 20px;">Foundations of Clinical Medicine: Skin Term 2, second year</p>
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## Year One

Aug	September	October	November	December	January	February	March	April	May	June					
<b>Orientation</b>	<b>Early Clinical Experience</b>	Principles of Biomedical Science			<b>Integrative Cases</b>	<b>Integrative Exams</b>	<b>Break</b>	Foundations I		<b>Integrative Cases</b>	<b>Integrative Exams</b>	<b>Rural Clinical Experience</b>			
								Heme	Resp				Resp	CV	GI
								Med & Society I					Medicine & Society I		
								Clinical Int II					Clinical Integration II		
Clinical Skills I		Clinical Skills II		Clinical Skills II											

## Year Two

Aug	September	October	November	December	January	February	March	April	May	June				
<b>Orientation</b>	Foundations II			<b>Integrative Cases</b>	<b>Integrative Exams</b>	<b>Break</b>	Foundations III		<b>Integrative Cases</b>	<b>Exams</b>	<b>Rural Clinical Placement</b>			
	Endo	Reproductive	Renal / Urinary				MSK	Neurology				Neurology	Mental Health	Dermatology
	Medicine & Society II		Med & Society II				Medicine & Society II							
	Clinical Integration III		Clinical Int IV				Clinical Integration IV							
Clinical Skills III		Clinical Skills IV		Clinical Skills IV										

### Year Three

Aug	September	October	November	December	January	February	March	April	May	June
<b>Orientation</b>	<b>Core Rotations (9 x 6 weeks each)</b>									
	<b>Advanced Topics in Medicine (Tuesday mornings)</b>									

### Year Four

Aug	September	October	November	December	January	February	March	April	May	June
<b>Orientation</b>	<b>Elective Rotations</b>				<b>Preparation for Medical Practice</b>					

# COMPREHENSIVE CURRICULUM DOCUMENT



2013

College of Medicine  
University of Saskatchewan

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## Statement of Educational Philosophy

It is the responsibility and privilege of physicians to be agents of health and healing.

Therefore our graduates will embody the finest personal and professional qualities and exhibit the most effective practices; be fully prepared to learn and improve their practice of medicine over the course of their entire careers; and contribute to the physician human resource needs of Saskatchewan. While still learners they will actively engage in their own learning and support the learning of other students; they will think broadly and act ethically and professionally. The formation, education, and training of our medical students will be directed towards these five core learning goals: discovery, knowledge, integrity, skills, and citizenship and will be built on three pillars: (1) patients, (2) effective teaching, and (3) expert assessment.

(1) Our curriculum starts with and is rooted in patients, their families and communities, and populations reaching the health issues and conditions of the people our graduates will eventually serve; and

integrates into the student's growing expertise in the practice of medicine knowledge frameworks from the bio-medical and social sciences and humanities; ethics, ethical behaviour, and the values and qualities of civic professionalism and medical leadership; intra- and inter-professional team work and collaborative practices, and health promotion, disease prevention, and skills at resource management;

(2) The curriculum employs learning experiences that directly contribute to the development of their growing expertise in the practice of medicine based on sound pedagogical principles and evidence-based approaches to learning such as cooperative, active, self-directed, and experiential.

(3) There is a major emphasis on formative assessment and the alignment of all student assessment with stated goals, objectives, competencies, and instruction.

Flowing out of our aspiration to be the best medical school in Canada we commit to providing high quality learning opportunities, to building a safe and inclusive environment, and to fully supporting the optimum learning of our undergraduate students.

We also expect that our instructors will (1) exemplify learning in their disciplines and with respect to their competence as teachers, (2) teach effectively, (3) assess fairly and accurately, and (4) solicit and respond to feedback on their teaching.

Finally, we will take a scholarly approach to curriculum development and design. We will use the most advanced and effective practices of evaluation to determine at both the course and program levels the extent to which

- (1) the intended curriculum has been implemented and
- (2) the goals and objectives of our curriculum have been realized.

## **Medical Student Graduation Objectives**

### **Broad Goals for the MD Program**

#### **Medical Expert**

The graduate, under appropriate supervision, will be able to:

- Diagnose and initiate management of patients in all age groups with common and urgent conditions.
- Gather information and/or order investigations that contribute to the diagnosis and care of patients.
- Promote health and prevent illness for patients, families, communities and populations.

#### **Communicator**

The graduate, under appropriate supervision, will be able to:

- Engage in effective therapeutic and patient-centred communication with patients, families, other health care providers, and caregivers.
- Provide information effectively to patients, other health care providers, and administrators.

#### **Collaborator**

The graduate will be able to:

- Especially in interprofessional teams, collaborate effectively within and outside of the health care system.

#### **Manager**

The graduate, under appropriate supervision, will be able to:

- Explain the best use of resources when making patient-centred clinical and population health decisions.
- Explain and participate effectively in a QI PDSA cycle.

## **Health Advocate**

The graduate, under appropriate supervision, will be able to:

- Recognize, and advocate for addressing the needs of patients, families, communities, and populations in all areas that affect health and well-being.
- Take a leadership role and/or act in concert with individuals and agencies and groups to address systemic issues and conditions that impact the health of patients, their families and communities, and populations.

## **Scholar**

The graduate will be able to:

- Demonstrate skills of and disposition towards self-directed and life-long learning for physician roles.
- Apply evidence in clinical decision-making.
- Participate effectively as a member of a team in a research project (including clinical trial and/or QI projects, knowledge translation and distribution).
- Teach effectively.

## **Professional**

The graduate will be able to:

- Consistently act responsibly, respectfully, and ethically and encourage others to do the same.
- Explain and internalize the evolving social contract between physicians and society.
- Balance self-care with professional responsibilities.

## Detailed Graduation Objectives for the MD Program

### Medical Expert

The graduating physician will demonstrate enduring ability to apply and integrate medical knowledge, clinical skills (both cognitive and procedural), and professional attitudes to provide medical care to patients across the spectrum of health (wellness, acute illness, chronic illness) and along the continuum of life. The graduating physician will integrate an understanding of the determinants of health and the modifiers of illness, together with an understanding of the unique characteristics and circumstances of each patient, to guide diagnosis and patient- and family-centered clinical decision-making.

<b>Domains</b>	<b>Competencies</b>
<b>Recognition of Wide Variability of “Normal” Human Health</b>	-integrate knowledge of normal human development, structure and function from a biological, physical, psychological, cognitive and social perspective within the context of the individual’s age, life stage, personal, family and community situation
	-apply basic principles of surveillance and screening to the normal/healthy population
<b>Health Promotion</b>	-integrate knowledge of evidence to help patients make informed decisions about healthy personal habits (diet, exercise, appropriate use of dietary supplements, etc.)
	-integrate longitudinal knowledge of an individual patient with knowledge of family history and other factors to predict modifiable health risks; develop appropriate mitigation strategies
<b>Illness Prevention</b>	-integrate knowledge of determinants of health with knowledge of patient’s life circumstances and clinical context; develop patient-, family-, and community-centered interventions as required
	-integrate knowledge of principles of public health (hygiene, immunization, harm reduction, etc) with knowledge of patient’s life circumstances and clinical context; develop

	patient-, family-, and community-centered interventions as required
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<b>Diagnosis of Acute Illness</b>	-Safety first: develop and apply appropriate skills for triage and immediate intervention in acute, life-threatening situations
	-integrate knowledge of natural laws, medical concepts, principles, methods and procedures, the natural history and pathology of a discrete number of common and important diseases, and how illness presents differently in various personal/clinical settings; develop a reasoned and reliable approach to the diagnosis of undifferentiated illness
	-procure relevant and necessary information in each clinical situation, including: -patient- and family-centered interview and history-taking; -detection and interpretation of physical signs, both positive and negative, by performing an appropriate and focused physical examination that minimizes patient discomfort; -development of initial working diagnostic hypotheses based upon history and physical examination; -selection and interpretation of appropriate diagnostic tests, including laboratory, imaging, electrophysiologic and other modalities, using evidence-informed decision-making together with patient and family preferences and risk tolerance to determine the relative appropriateness and necessity of such tests based upon the working diagnostic hypotheses; -integrate ancillary information; -integrate relevant elements of the foregoing to test the working diagnostic hypotheses and arrive at a final presumptive diagnosis
<b>Treatment of Acute Illness</b>	-integrate knowledge of presumptive diagnosis, prognosis, disease progression, and evidence for and against efficacy of proposed remedies
	-within the context of the patient-centered approach to care, develop appropriate therapeutic interventions, using both pharmacological and non-pharmacological

	techniques as appropriate to the diagnosis and the patient's circumstances and preferences
<b>Informed Consent</b>	- using ethical principles, assist patients to understand the risks and benefits of accepting or refusing suggested therapeutic interventions
<b>Safe and Effective Use of Medications</b>	-integrate knowledge of pharmacotherapy (matching diagnosis to therapy; pharmacology, including kinetics, dynamics, therapeutic window, important potential adverse events and drug interactions) with knowledge of patient circumstances and preferences, to recommend illness- and patient-specific drug therapies
	-assist patients and families to mitigate the risks of polypharmacy, including the risks of cross-reaction to self- or other-prescribed drugs, over-the-counter medications, and herbal, "natural" or nutraceutical products
	-revision and re-evaluation of the presumptive diagnosis and/or treatment plan based on new information and/or response to treatment
<b>Chronic Disease Management</b>	-integrate a functional conceptualization of "dis-ease" (effect on patient within patient's personal context) and static vs. progressive problems into clinical approach to patients with chronic illness or disability; promote patient autonomy and independence to greatest degree possible and/or desired by patient/family
	-integrate knowledge of acute illness to inform approach to interventions in "acute on chronic" situations
	-integrate concepts of community-based care and self-monitoring (by patient or family caregiver) into clinical approach to care
<b>Palliative Care/End of Life Support</b>	-integrate a functional approach to determining medical futility of interventions; within patient- and family-centred care plans and in accordance with ethical principles, assist patients and families to avoid futile and harmful interventions
	-using a multi-dimensional understanding of "suffering", strive to relieve suffering and assist patients and families through the process

	of dying in disease-specific and person-specific context
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<b>Compliance and Adherence to Treatment</b>	-integrate knowledge of pathophysiology of specific disease process, risks/benefits of treatment and non-treatment (including limitations of knowledge) with patient's/family's understanding, fears, risk tolerance, economic and social circumstances, to negotiate care that is acceptable to patient, family and providers
	- if unable to negotiate a mutually acceptable approach to care provide information about alternative providers and/or transfer care according to relevant ethical principles and policies
<b>Patient, Family and Provider Safety</b>	-demonstrate self-knowledge and recognition of limits of knowledge/experience or limits imposed by personal, cultural, religious, or other constraints; enlist appropriate assistance and/or ensure transfer of care to an appropriate caregiver according to relevant ethical principles and policies
	-ensure coordination and continuity of care and clear delegation of responsibility or authority; accept or refuse responsibility or authority within scope of competence; minimize duplication and role confusion
	-identify and mitigate potential sources of error in assessment and management of clinical conditions
	-integrate a functional approach to cultural safety that respects the uniqueness and diversity of all persons, the power differentials inherent in the delivery of all types of health care, adjusts for those factors, and recognizes "safe care" as a patient-specific perception
	-maintain accurate, complete and timely records of patient care

## Communicator

The graduating physician will use effective communication skills and modalities to build and sustain a positive therapeutic relationship with patients and their families. Positive therapeutic relationships are characterized by trust, compassion, respect, empathy, honesty, and openness. The graduating physician will communicate the right information, at the right time, to the right person for the primary benefit of the patient, particularly where shared care, transfer of care, or additional opinions are required. The graduating physician recognizes that communication is a skilled process which will continue to evolve and develop throughout the clinician's career.

<b>Domains</b>	<b>Competencies</b>
<p><b>Conduct Patient-Centered Interviews</b> <b>(A) elicit information effectively</b></p>	<p>-use principles of FIFE (feelings, ideas, function, expectations) to explore and understand the impact of the patient's symptoms or diagnosis on his/her life and circumstances; recognize the difference between illness and disease, and explore both dimensions</p>
	<p>-use skills of active listening, silence, observation of non-verbal communication, and active reflection to ensure understanding of the patient perspective</p>
	<p>-adjust personal communication style (verbal and non-verbal) including pace, volume and timbre of voice, physical proximity and adjustment of personal space, to suit the patient's reactions and the nature and content of the communication</p>
	<p>-adjust personal communication style in accordance with the patient's cultural practices or traditions</p>
	<p>- listen and respond to full range of problems and issues presented by patients, including those that are not traditional biomedical problems</p>
	<p>- manage specific challenging communication situation such as: breaking bad news, medical error and adverse events, disclosure of abuse, sexual history, and suicide risk</p>
<p><b>(B) provide information effectively</b></p>	<p>-respect and adjust communication style to reflect functional literacy as well as psychological and other factors in patients' and</p>

	families' comprehension of information; use effective teaching techniques such as simplification, repetition, restatement and question/response to assess and ensure comprehension
	-assess, build, and reinforce understanding and retention of information over time

<b>(C)develop care plans effectively</b>	-use negotiating skills to “find common ground” with patients in defining the nature of the problem, the goals of management, and the roles of the patient, family and provider(s) in care
<b>Respect the Principles of Autonomy, Privacy, and Confidentiality as They Apply to the Acquisition, Use and Disclosure of Personal Health Information</b>	-integrate knowledge of principles with knowledge of statutory or other regulated requirements for the collection, use or disclosure of personal health information, irrespective of the method of data collection and record-keeping
	-recognize the difference between primary and secondary use of personal health information; apply higher standards for patient protection in any secondary use or disclosure, including explicit consent for such disclosures
	-recognize and respect disease-, patient-, or culture-specific variables that affect the relative sensitivity of personal health information
	-maintain written records securely; share patient information with other providers in a manner that ensures relevancy, timeliness, and security
	-respect doctor-patient boundaries; use patient- and family-specific information to identify factors that affect personal and cultural safety; develop and apply strategies to avoid or mitigate risk of boundary violations
<b>Negotiates Informed Choice</b>	-integrate knowledge of legal and ethical principles and requirements when communicating with patients for the purposes of negotiating patient choice in a broad variety of clinical situations <b><i>for which the student is competent</i></b>

## Collaborator

The graduating physician recognizes that he/she is one member of a team whose goal is to achieve optimal care for each patient. Care teams are patient-, family-, diagnosis- and situation-specific and their characteristics and composition are fluid over time and across multiple sites or locations. Patients, their families and support systems are integral members of the care team. In addition to patients, families, physicians and other health professionals, the care team may include community and social agencies, educators, faith/cultural support persons, and traditional/alternative healers or service providers.

<b>Domains</b>	<b>Competencies</b>
<b>Collaboration Within the Health Care System</b>	-intraprofessional collaboration: using a wide variety of physician colleagues, apply patient- and situation-specific knowledge to engage the right practitioners for the right reasons at the right time
	- understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and meet patient, family, and community goals*  *National Interprofessional Competency Framework, Canadian Interprofessional Health Collaborative
	-understand the principles of team dynamics and group processes to enable effective interprofessional team collaboration*
	- actively engage self and others including the patient and family, in dealing effectively with interprofessional conflict*
	- work together with all participants, including patients and families, to formulate, implement, and evaluate care/services to enhance health outcomes*
	-use hospital-, community-, or ambulatory care- based teams as appropriate to the circumstances
	-accept public health responsibilities, particularly with respect to reportable illnesses
<b>Collaboration Outside the Health Care System</b>	-recognize role and function of educational, social, community, faith- or culturally based supports, and liaise with these as appropriate
<b>Patient and Family Engagement</b>	-empower patients as active participants in their care

	<p>-find common ground on the identification of problems, and the goals, priorities and methods of intervention</p>
<p><b>Maintain Effective and Positive Work Environment</b></p>	<p>-articulate, revise and update the agreed care plan so that it remains focused on meeting the patient's (evolving) needs</p>
	<p>-communicate regularly and effectively with all members of the care team and with patients/families; attend team meetings as appropriate</p>
	<p>-utilize principles of team dynamics, recognize own limitations, work with others to prevent conflicts, respect team ethics and confidentiality, provide and receive focused and effective feedback, demonstrate professionalism, reflect upon and adjust team function in interests of optimal patient outcomes and/or resolution of patient problems</p>

## Manager

Physicians are integral participants in the health care of individuals and in the function of healthcare organizations. Physicians have a primary fiduciary responsibility to each individual patient but also a broader societal responsibility for prudence and wisdom in the use of scarce resources. Physicians are a resource to patients, their families, communities and populations. Physicians manage their personal, family and professional lives and their working relationships with employees, colleagues and other health care workers using effective processes of human resource and financial management. Physicians use information systems and practice management tools to coordinate care and ensure efficient and effective care. The graduating physician will have foundational knowledge of these principles and emerging competence in the areas of self-directed and self-managed professional practice.

<b>Domains</b>	<b>Competencies</b>
<b>Primacy of the Patient-Physician Relationship</b>	-ensure that decisions regarding the investigation and treatment of illness are made jointly with patients and their families, informed by evidence of risks and benefits, in the best interests of the patient
<b>Management of System Resources</b>	-integrate knowledge of the structure and function of the health care system, the role of physicians within the system, and the needs of patients, families and communities, to: -determine the appropriate level of care (inpatient, hospital ambulatory, outpatient, community, long term care, rehabilitation) for the patient; and -advocate for patients where external pressures threaten or affect clinical decision-making
<b>Models of Clinical Practice and Remuneration</b>	-understand various models of professional practice and remuneration, allowing graduating physician to recognize how these choices: -allow flexibility for special clinical interests and expertise, -support shared professional responsibilities, including provision of on-call services and coverage for vacation, illness, educational and other leaves; and -provide fair and reasonable compensation while meeting business and personal obligations

## **Health Advocate**

Physicians use their expertise (knowledge) and influence (social, political, financial) to advance the health and well-being of individual patients, communities, and populations. Physicians contribute actively to the development of public policy, particularly in the areas affecting the determinants of health and access to care. Graduating physicians will recognize and attempt to balance competing backgrounds, interests and needs as they develop personal professional competency in this domain.

<b>Domains</b>	<b>Competencies</b>
<b>Recognition of Vulnerability</b>	-integrate knowledge of patients' and providers' social, cultural, educational, and personal backgrounds and the impact of these on the dynamics of care relationships, as well as on system and community responses to individual needs - advocate for change where possible and appropriate
<b>Balance of Competing Needs</b>	-integrate knowledge of patient as individual, as member of family and community, and knowledge of system drivers and effects; apply ethical principles to inform decisions where needs of individuals and larger groups or systems are not synchronous
<b>Reliance on External Support Networks</b>	-liaise with, or facilitate patient and family connection to community support networks, disease-specific patient support groups, and other external agencies for advocacy and direct service to patients
<b>Disease Prevention/Health Promotion</b>	-integrate knowledge of communities, illness prevalence, determinants of health and other local factors with evidence to support specific interventions in order to advocate for the provision of services appropriate to the specific person/population/community/location

**Scholar**

The graduating physician recognizes the need for and commits to the process of lifelong reflective learning. The graduating physician accepts the responsibility to share, translate, teach, and enhance medical knowledge for the benefit of patients, students, colleagues, and society as a whole.

<b>Domain</b>	<b>Competencies</b>
<b>Demonstrate Self-Directed Learning</b>	-within practice/training experience, identify learning needs within all CanMEDS roles, find appropriate resources to address identified needs, and integrate new knowledge in practice/training setting; use quality improvement projects to enhance learning within training/clinical practice
<b>Apply Evidence in Clinical Decision-Making</b>	-integrate existing and emerging evidence for and against planned investigation or treatment; work with patients/families to formulate an evidence-informed and patient-centered plan -support and value the work of scientists as vital to the health of individuals and populations
<b>Engage in Research</b>	- use appropriate search strategies to find pertinent information - critique sources of information and apply basic principles of critical appraisal to research reports -apply ethical principles to the design and execution of research protocols; - plan a worthwhile and feasible QI project for a practice or study setting and/or participate in and contribute to a QI project <u>OR</u> - participate and make a contribution as a member of a research team
<b>Dissemination of Knowledge</b>	-integrate knowledge of patients' educational and literacy levels to provide patient teaching at an appropriate level; recognize need for and contribute to provision of knowledge and practices related to underserved and disadvantaged groups or individuals -integrate principles of patient-centered communication to assess understanding and retention of information -use learner-centered methods for student or peer educational activities and presentations

	and provide constructive feedback for presentations and activities
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## Professional

The graduating physician accepts the tenets of the profession: commitment to the health and well-being of individuals and society through ethical practice, profession-led regulation, and high standards of personal behaviour. Physicians are guided by codes of ethics, committed to clinical excellence, and embrace appropriate attitudes and behaviours, including honesty, altruism, integrity, commitment, compassion, respect, and the promotion of the public good.

<b>Domain</b>	<b>Competencies</b>
<b>Altruism and Integrity</b>	-act consistently in the best interest of the patient; avoid or declare competing interests and remove self where competing interests may compromise patient care
	-refrain and abstain from using the patient-physician relationship for any type of personal gain or benefit
	-respond to public health threats or crises, including epidemics and disasters (natural and other)
	-adhere to principles of patient autonomy, privacy and confidentiality (see Domain #2)
	- explain and internalize the evolving contract between physicians, their organizations, and society with reference to the Hippocratic Oath and the CMA Code of Ethics
<b>Honesty</b>	-disclose areas of uncertainty; promptly and voluntarily identify errors of omission or commission
	-understand the patient, personal and professional impacts of medical error and the appropriateness of apology
<b>Respectfulness</b>	-practice patient-centered skills in all patient encounters; demonstrate respect to all colleagues and collaborators in patient care, research, or education
	-practice personal safety, including awareness and adjustment for imbalances in personal power; refrain from self-disclosure to patients
	-practice cultural safety, including authentic, supportive and inclusive behaviours with First Nations, Inuit and Métis, immigrants, or with any other group or individual whose background or circumstances create the potential for differential or discriminatory behaviours
<b>Responsibility</b>	-complete assigned tasks (including documentation and follow-up), meet timelines, demonstrate self-

	<p>direction and accountability for personal actions</p> <p>-recognize and respond to needs of other professionals, particularly where such needs may adversely affect the ability to provide care to patients safely and appropriately</p> <p>-recognize and respond to unprofessional behaviours by colleagues or others; intervene as required</p> <p>- exercise other-awareness to identify and reach out to support colleagues who may be in personal or professional difficulty</p> <p>-accept and fulfill leadership roles as appropriate</p>
<p><b>Personal and Family Health and Wellbeing</b></p>	<p>- maintain and enhance personal development</p> <p>-achieve a healthy professional/personal balance for long term sustainability of professional competence</p> <p>-integrate knowledge of impact of stress, fatigue, personal/family illness, professional isolation and other factors; manage these factors in own professional circumstances</p> <p>-exercise self-awareness; access resources and supports provided by professional associations, employers and educational institutions to avoid or mitigate factors adversely affecting personal mental or physical health or family relationships</p> <p>-exercise particular vigilance for specific risks for substance abuse, including access to narcotics and other controlled drugs within the work situation</p>

## **Themes (unweighted)**

These themes represent areas identified by CanMEDS, FMEC, and committee members as representing specific knowledge, skill or behavioural domains deserving special emphasis in the curriculum. The list is not all-inclusive, but recognizes that a patient-centered approach will encompass other areas which have not been listed separately (e.g., chronic disability).

Appropriate theme content will be integrated vertically and horizontally.

### A. Social Accountability

1. Aboriginal Health
2. Immigrant Health
3. Global Health
4. Socio-economic Inequalities

### B. Mental Health

### C. Age and Gender

1. Pediatrics
2. Geriatrics
3. Gender Related Health Issues (including gay, lesbian, bisexual, transgender, and questioning)

### D. Health Promotion and Prevention

1. Physical Wellness
2. Mental Wellness
3. Education
4. Nutrition

### E. Rural and Urban Experience and Access

### F. Integrative Medicine

1. Complementary and Alternative Medicine (CAM)
2. Holistic Medicine

## **Principles of Assessment**

(July 1/05, modified November 2012)

### **Assessment Programs SHOULD include:**

Opportunities for students to demonstrate that they have achieved curricular outcomes (course and program objectives);

An assessment plan that links all curricular outcomes to tests (and instruction);

A test or assessment blueprint that ensures a balance in the content emphasized on tests;

Clear guidance on what is expected of learners (course and program objectives and standards);

Audits of all tests to ensure that they meet and will help achieve the goals of the curriculum and, where necessary, revision of the tests, items, courses, teaching, or objectives and competencies;

Regular formative assessment opportunities for students (quizzes, cases discussions, etc. that do not count for marks but that include feedback on what and how well students are learning);

To promote learning and develop self-assessment skills, reviews of all tests such that students have access to feedback on what they answered correctly and what they did not (with an explanation of the key concepts and principles);

A variety of reliable and valid assessment tools including but not limited to one best answer multiple choice questions, extended matching MCQs, short answer questions, essay questions, open book tests, assignments, portfolios, direct observations of simulate and real patient encounters, multi-source feedback, portfolios, and projects; and

Training for the instructors on the creation of valid and reliable assessment instruments and the determination of defensible standards for passing students.

### **Test Items SHOULD test material that is:**

Directly linked to the stated learning objectives and competencies of the course as well as our Graduation Goals and Objectives and those of the Medical Council of Canada;

Sufficiently important to be essential or integrally helpful information, concepts, or principles for all examinees relevant to future courses and/or practice settings;

Common and useful factual information, concepts, and principles necessary for the proficient performance of one or more competencies;

Medical knowledge and skills that must be readily available for timely and appropriate patient management; and

At the application and problem-solving levels a majority of the time.

**Items SHOULD NOT test material that is:**

- Obscure factual information, concepts, and principles such that recall is not normally expected in daily general medical practice or future courses for medical students;
- Controversial because the scientific base is incomplete or because the “facts” are seriously debated among experts (unless this controversy is the point and/or acknowledged); or
- Interesting but neither essential nor helpful to future learning or performance of medical students in the context of general medical practice.

**Examinations**

- All summative examinations must follow a test blueprint based on the objectives and teaching emphasis of the course; and
- All examination must be based on the competency model and therefore must be rigorously constructed to reflect a defensible pass/fail cut point.

## **C.A.S.E. Curriculum Delivery Framework**

### **C.A.S.E. Curriculum**

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We are making an informed educational decision to pursue the goal of creating an excellent Saskatchewan-style UGME **C.A.S.E. Curriculum** focusing on the achievement of Competencies through Cooperative Learning, Active Learning, Self-Directed Learning, and Experiential Learning. In deciding against becoming a “full PBL” school we are not just being rugged prairie individualists nor are we simply balking at the costs involved. Despite a vast number of studies there appears to be little convincing evidence that PBL improves the knowledge base or clinical reasoning skills of students (Albanese, 2000; Colliver 2000). More recent studies (Koh et al, 2008; Hoffman et al, 2006) seem to show that there are benefits. We believe that the benefits of PBL are mostly related to the quality and number of the case-based application exercises in which students in those programs engage. Our **C.A.S.E.** curriculum will provide many of the benefits of a PBL curriculum with fewer of the drawbacks.

To help our learners to transfer their knowledge, skills, and attitudes (become strong problem-solvers) we are committed to teaching knowledge skills and attitudes in clinically relevant contexts, using integrative patient scenarios, or cases. As students learn and progress, the tasks they face will grow with them until the cases and practice exercises are real, authentic situations. This will allow our students to build on success, reinforce prior learning, and become prepared to transfer their learning to new and different situations.

#### **The C.A.S.E. Curriculum is focused on Competencies**

We are committed to the formation, education and training of our students. The graduation goals and objectives of the U of S medical school and MCC Objectives set the ultimate destination for our students. Each course and set of courses will define complementary competencies that will lead directly and integrally to the graduation goals and objectives of the U of S and the MCC objectives. Similarly knowledge and skills at supporting levels must contribute to and be inextricably linked through the competencies to those objectives. The concept of competency assumes both proficient and enduring performance of the behaviour requiring several opportunities for practice and identification of key core knowledge, skills, and attitudes in the five areas as defined in the Learning Charter of the U of S: Discovery, Knowledge, Integrity, Skills, and Citizenship.

### The CASE Curriculum incorporates Cooperative Learning (CL)

We believe in best-practice CL which has five important and necessary features: positive interdependence, face-to-face interaction, individual accountability, interpersonal and small group skills, and group processing (Johnson, Johnson, Smith, 1998; Nilson, 1998). Considering the large amount of research over a long period of time that has shown that CL is effective at facilitating learning to work in teams and for problem solving, we are committed to incorporating CL environments into our curriculum, programs, and individual teaching sessions.

### The CASE Curriculum uses Active Learning (AL)

Active Learning (AL) is an approach to teaching that incorporates one or more of the four elements of talking and listening, reading, writing, and reflecting into the engagement by learners in relevant and authentic tasks in a supportive environment. Compared to a traditional approach of passive information transmission, AL produces better learning, including concept formation; increased motivation; discovery of misconceptions; and the acquisition of knowledge, critical thinking, attitudes and values, and interpersonal skills. Case discussions are one example of active learning approaches.

Therefore, the College of Medicine will incorporate into all course, programs, and individual teaching session opportunities for students to engage in AL. This does not mean that all teaching and learning will be given in small groups. AL can take place within the traditional large or a small group setting for short or long periods of time and can happen on-line among learners separated by great distances.

### The CASE Curriculum incorporates opportunities for Self-Directed Learning (SDL)

SDL is a continuum of behaviours ranging from near-complete teacher or institutional control of the learning tasks and environment to greater learner control. Opportunities for SDL are more limited in professional schools "where the standards for knowledge and performance may be imposed by regulatory agencies or professional organizations, (and) there seems to be little room to allow students to select what and how they learn" (Allen, 1997). Furthermore, some methods, while they personalize and adapt the learning, perhaps as in some forms of PBL may not in any significant way "shift the locus of control from teacher to learner..." (Candy, 1991). Nevertheless, opportunities for meaningful SDL must be present to balance the tight delimitations of knowledge and skills in a competency-based curriculum. Therefore, teaching in

the College of Medicine will encourage and cultivate a moderate, and genuine form of SDL in our learners through selection of assignment topics, electives, and time for extra-curricular activities.

### The CASE Curriculum incorporates *Experiential Learning (EL)*

Our curriculum will employ AL strategies and progress through increasingly complex learning tasks. Whereas CL provides a useful and tested pedagogical approach, EL is the process by which they will tackle these progressively more complex tasks, sometimes in groups. Beginning with a particular experience such as a patient encounter, paper case or simulation of some kind, students first plan a response to the situation and then carry out their plans. The cycle moves on to an observation or data collection stage and finally to reflection and the creation of general rules and principles. This simple cycle (plan, act, observe, reflect) is a process that will help students approach and learn from experiences they encounter.

The EL opportunities will include at least one significant Community Service Learning project and in many cases many more depending on student willingness and motivation.

Therefore, the College of Medicine will encourage and build into its programs explicit emphasis on the experiential learning cycle.

### **References**

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Albanese M. Problem-based learning: why curricula are likely to show little effect on knowledge and clinical skills. (2000). *Medical Education*, 2000; 729-738.

Allen A. Self-directed learning in professional education: guided self-assessment as a tool to facilitate self-directed learning of medical students. In HB Long and Associates (eds.), *Expanding Horizons in Self-Directed Learning*. University of Oklahoma, 1997.

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Colliver J. Effectiveness of problem-based learning curricula: research and theory. (2000). *Academic Medicine*, 75; 259-266.

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Hoffman, K., Hosokawa, M., Blake, R., Headrick, L. & Johnson, G. Problem-based learning outcomes: Ten years of experience at the University of Missouri-Columbia School of Medicine. (2006). *Academic Medicine*, 81; 617-625.

## **Letters of support**

## MEMORANDUM

To: Dr Roy Dobson, Chair, Academic Programs Committee

From: Dr Lou Qualtiere, Acting Dean

Date: October 17, 2013

Re: MD Program Revision

---

I am writing to express the unwavering support of senior College of Medicine leaders for the proposed curriculum revision to the MD Program, the so-called "2+2 Curriculum". This major curriculum revision is long overdue and will be of enormous benefit to our students. While the most obvious change pertains to the scheduling framework of the curriculum, this revision will afford the opportunity to introduce or expand a number of initiatives that will strengthen the program and better prepare our students for licensing examinations and residency.

We recognize that increased resources will be needed as the student numbers increase and as we expand the distribution of our educational activities. However, careful review demonstrates that the resources needed for the proposed 2+2 Curriculum will not exceed the resources that would be needed to properly deliver our current curriculum. The current restructuring of the College of Medicine is focused, in part, on ensuring more effective alignment of resources with the educational mission, so the timing is opportune.



Lou Qualtiere, PhD  
Acting Dean, College of Medicine

LFQ/kk

cc: Dr Gill White, Interim Vice-Dean, Medical Education  
Dr Sheila Harding, Associate Dean, Undergraduate Medical Education

## MEMORANDUM

To: Dr. Joan Forder, Program Manager  
2+2 Curriculum Implementation  
College of Medicine

From: Marcel D'Eon  
Secretary, Faculty Council  
College of Medicine

Date: September 30, 2013

Re: UGME Curriculum Changes

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Faculty Council  
Wednesday September 25<sup>th</sup>  
5:00 p.m.

B450 Health Sciences, Regina General Auditorium, and West Winds Clinic

### MINUTES

#### Curriculum Committee Report - M. D'Eon

Two previously-discussed curriculum reports were presented, outlining changes to the undergraduate medical curriculum. The financial side of the changes received approval from BPP on September 9, 2013.

**Motion: That the UGME Curriculum Proposal May 16, 2013 and the Comprehensive Curriculum Document August 19, 2013 be approve for implementation in August 2014.**  
D'Eon/Qualtiere **CARRIED**

Sincerely,



Marcel D'Eon, PhD

October 25, 2013

To Whom It May Concern,

We would like to voice our support for the new College of Medicine 2+2 undergraduate medical education program. The Clinical Learning Resource Center (CLRC) staff are very excited to be working with 2+2 development team. We have had several meeting with team members to discuss projected CLRC and Volunteer/Standardized Patient use. We are very pleased with the collaborative relationship we have developed with this team and as we all move forward supporting the new program I anticipate this relationship will continue. The CLRC staff are committed to helping the 2+2 program be successful in its endeavor to provide excellence in medical education and research. We will work closely with the development team to determine the 2+2 program needs in relation to the CLRC and problem solve together how the CLRC can best meet these needs. It is essential that the CLRC continue to be included in the conversations around the 2+2 program so that we can adeptly plan for the fall of 2014. Our goal is that the CLRC will work collaboratively with the College of Medicine to seamlessly facilitate the implementation of the 2+2 program in the fall of 2014.

We are very excited about the new 2+2 program and the educational opportunities it offers the incoming medical students. We look forward to our continued work with the College of Medicine and the excitement of the Medical Students as they go through the new program.

Sincerely,

Mary Freeman RN BSN MS  
Associate Director of Learning Services  
CHSDO  
[Mary.freeman@usask.ca](mailto:Mary.freeman@usask.ca)  
306-966-5863

## Forder, Joan

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**From:** Ben Rosser <ben.rosser@usask.ca>  
**Sent:** Tuesday, October 15, 2013 11:59 AM  
**To:** Forder, Joan; Harding, Sheila  
**Subject:** Re: support for the new 2+2 curriculum

Drs. Forder and Harding,

The current proposed 2+2 undergraduate medical curriculum has a number of stipulations regarding the instruction of human gross anatomy. The proposal offers 90 plus hours, and cadaveric dissection, in Term 1. In Terms 2, 3 and 4, the study of prosected specimens will be integrated into the body systems taught .

If the above mentioned conditions are retained in the 2+2 curriculum, the Department of Anatomy and Cell Biology would be in support of the proposal.

Sincerely,

BWCR

Benjamin W.C. Rosser, Ph.D.  
Professor and Head of Department  
Department of Anatomy and Cell Biology  
College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, Saskatchewan  
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Phone: (306) 966-4088

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e-mail: [ben.rosser@usask.ca](mailto:ben.rosser@usask.ca)

## **Department of Surgery**

**B419 Health Science Building  
107 Wiggins Road  
Saskatoon, SK S7N 5E5  
Telephone: 306 966 8641  
Facsimile: 306 966 8026  
E-mail: [surgery.dept@usask.ca](mailto:surgery.dept@usask.ca)  
[www.medicine.usask.ca/surgery](http://www.medicine.usask.ca/surgery)**

October 29, 2013

Joan Forder, PhD  
Project Manager, UGME Curriculum Renewal, Planning & Implementation  
College of Medicine Undergraduate Medical Education (UGME) University  
of Saskatchewan  
B526 Health Sciences Building  
107 Wiggins Road  
Saskatoon SK S7N 5E5

Dear Dr. Forder,

**RE: New 2 + 2 Curriculum**

I have reviewed the documents of the proposed implementation of the new 2 + 2 Curriculum and I am pleased to see that our College of Medicine is moving forward to an undergraduate education model already in place in most of the medical schools in Canada. This will allow our college to move into a more effective and modern undergraduate medical education.

As you know, the College of Medicine at the University of Saskatchewan is going through turbulent times as it has been put on probation and I strongly feel that the implementation of a modern curriculum will go to great lengths to put our College back on track. From the Department of Surgery perspective, we are committed to be involved in all undergraduate education throughout the four years of the curriculum. We are interested in not only providing our undergraduates with the best surgical education but also to serve as role models for the training of the surgeons of the future. I feel that it is our responsibility to build an environment for our undergraduates to succeed and pass their competency exams. We want competent physicians that become leaders in medicine in the future.

All of the members of the Department of Surgery will participate enthusiastically in this new curriculum and in particular we will make the practical experience of the two years of clerkship as interactive as possible not only in conveying new knowledge to our undergraduates but allowing them to experience the full range of the surgical practice.

... Page 2

In summary, the Department of Surgery supports whole heartedly the implementation of the 2 + 2 Curriculum as we feel that it will open new avenues for success for our students and our college.

Sincerely yours,

❖ **Ivar Mendez, MD, PhD, FRCSC, FACS**  
**F.H. Wigmore Professor and Unified Head**  
University of Saskatchewan and Saskatoon Health Region  
Department of Surgery



IM/Ilf

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107 Wiggins Road, Saskatoon SK  
S7N 5E5 Canada  
Telephone: (306) 966-6530  
Facsimile: (306) 966-6532

October 10, 2013

Dr Joan Forder, PhD  
Project Manager, UGME Curriculum Renewal, Planning & Implementation  
College of Medicine  
Undergraduate Medical Education (UGME)  
University of Saskatchewan

Dear Dr. Forder,

Thank you for the opportunity to provide the perspective of the Dept. of Physiology on the proposed implementation of the new 2+2 medical curriculum. We understand there is a solid rationale to re-organize the existing curriculum into two pre-clinical and two clinical years, hence the 2+2 label.

Faculty members in Physiology will be primarily involved in the delivery of Physiology instruction in the two pre-clinical years. It is different than the existing curriculum in that all our teaching to medical students is currently in Year 1 through an integrated course MED109.16. Thus, we will be meeting with the same cohort of students over two years instead of one. Although there is a reduction in the number of hours allocated to the teaching of Physiology, we are assured that the understanding of physiology, the fundamental basis for medicine, will occur through the case-based approach promoted in the new curriculum. With a case-based approach, a closer cooperation between the clinicians and the basic biomedical Faculty members will be required for an optimum delivery. Faculty members in Physiology have been involved already in the development of several of the sub-sections of the pre-clinical years and of the physiology section of the "Principles of Medical Sciences" course, scheduled to start August 2014 (i.e. Term 1, year 1 of the new curriculum).

As a Department of Physiology in the College of Medicine, our primary responsibility is physiology instruction to medical students and other students in the Health Care professions. We continue to support the development and implementation of the new medical curriculum.

Best regards,



M. Desautels, Ph.D.  
Professor and Head,

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**MEMO**

**Date:** October 10, 2013

**To:** Dr. Joan P. Forder, Ph.D.  
Project Manager,  
UGME Curriculum Renewal, Planning & Implementation

**From:** Dr. Venkat Gopalakrishnan (GOPAL)  
Professor and Head, Department of Pharmacology  
Coordinator, Med201.4 Pharmacology Delivery for Year II Medical & Dental Students

**Re:** Pharmacology Curriculum Delivery for Medical Students under Systems 2+2 Model  
beginning next Academic Year (2014-2015)

---

Thank you for meeting with me as soon as you arrived to take up the position as the Project Manager for the UGME Curriculum Delivery under the Vertically Integrated 2+2 Program.

When this plan was envisaged three years ago, Dr. J. S. Richardson from our Department had given a blue print to the UGME Committee based on what is being done in certain Medical Schools in the USA. We have a clear idea as to how each topic in Pharmacology could be successfully aligned for delivery at various stages of MD training under Systems. The plan we proposed for integrating Pharmacology Curriculum delivery was welcomed and accepted by the Phase B Committee as proposed by our Department in the past.

We must reiterate that Dr. Lixin Liu, Associate Professor, Dept. of Pharmacology has been delivering his teaching on the topic on "Immunomodulators" under Systems in the Rheumatology section.

As the current Coordinator of the Pharmacology Course, Med201.4, given in Year II to medical students, I have made major and significant changes to the delivery of the curriculum during the current year (2013-2014) year in an attempt to prepare our students to excel in the LMCC final examination with regard to questions related to Pharmacology.

I will be willing to meet with you anytime to go over the changes we have done so far. Moreover, the Faculty in the Department of Pharmacology are enthused to deliver Pharmacology program through the integrated model. We are ready to align with the Clinical Faculty in the delivery of Pharmacology under respective Systems during 2104-2015 while aspects related to General Pharmacology will be covered during Year I training.

**Dr. Kaushik DESAI** will be working on the 2+2 Committee representing the Dept. of Pharmacology. He is a dynamic and efficient Teacher.

Page 2

Letter of Support from the Dept. of Pharmacology for the delivery of 2+ UGME Curriculum

Beginning September 1, 2014, I will proceed on Administrative Leave for one year to carry out Collaborative Research at the University of Toronto as I complete my term as Head of the Department for a continuous period of ten years. I have already applied and sought the permission of the Acting Dean, College of Medicine. To ensure that everything moves smoothly with regard to Teaching delivery, I have requested Dr. Kash Desai to serve as the Coordinator of the Med201.4, Pharmacology delivery during the 2014-2015 term when I could be away. In the event, my administrative leave could not be approved due to the restructuring/reorganization and Faculty early retirement that could affect the Teaching delivery and the College of Medicine decides to extend my Headship for one more year (2014-2015), I will then continue to serve as the Coordinator for the delivery of the Med201.4 Course.

While closing this letter, I should emphasize that the Department of Pharmacology will meet the expectations of the UGME Committee with the proposed 2+2 Curriculum delivery as this is our top priority and core Program besides focusing our attention to Research.

In the event students in Dentistry Program could not be aligned under Systems with our students in Medicine, we could request students in the Dentistry program (during their Year II training) to take Pharmacology classes with the Year II Pharmacy students through the course we offer as PCOL350.6. This is a point for you to consider as it is discussed with the College of Dentistry so we find solutions to issues that may come up as we go away from the current model of Teaching Med201.4 Pharmacology to both medical and dental students during their Year II.

I look forward to meeting with you next week to discuss these points further.

Sincerely yours,



Venkat Gopalakrishnan, Ph.D.  
Professor and Head, Department of Pharmacology  
College of Medicine

C.c. to: All Faculty, Department of Pharmacology  
Dr. Lou Qualtiere, Acting Dean, College of Medicine  
Dr. Sheila Rutledge Harding, Associate Dean, College of Medicine  
Dr. Meredith McKague, Chair, Phase B and Phase C - UGME Committee



College of Dentistry

➤ College of Dentistry

Room 308 Dental Clinic Building  
105 Wiggins Road Saskatoon SK S7N 5E4 Canada  
Telephone: (306) 966-5119 Facsimile: (306) 966-5126

October 15, 2013

Ms. Joan Forder  
Project Manager, UGME Curriculum Renewal, Planning & Implementation  
College of Medicine  
University of Saskatchewan

Re: College of Medicine 2+2 Curriculum Proposal

Dear Ms. Forder,

The College of Dentistry has reviewed the College of Medicine's 2+2 Curriculum Proposal. We still need to explore other options to ensure that our students' needs are met for the subject areas of Neuroanatomy, Pharmacology, and Microbiology, however, we are otherwise in support of the proposal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Garnet Pakkota".

Dr. Garnet Pakkota  
Acting Associate Dean  
College of Dentistry

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** November 21, 2013

**SUBJECT:** School of Environment and Sustainability - Certificate in Sustainability

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the Certificate in Sustainability as a certificate of proficiency from the School of Environment and Sustainability.

**PURPOSE:**

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

**SUMMARY:**

Sustainability combines the study of the environment, the economy and social systems to understand their interdependence in developing human-environment systems. The Certificate in Sustainability is intended to give students theoretical and substantive experience in sustainability-related practice, using courses which can also credit toward another degree in environmental studies or a wide range of other fields.

The program requires completion of 21 credit units including ENVS 201 (Foundations of Sustainability), ENVS 401 (Sustainability in Action) and NS 107 (Introduction to Native Studies) as well as 12 credit units in restricted electives focused on natural resources and sustainability, or community and sustainability.

The Certificate in Sustainability represents the first undergraduate-level program in this area developed by the School of Environment and Sustainability.

**New course:**

ENVS 201.3 Foundations of Sustainability

**REVIEW:**

The Academic Programs Committee discussed this program with SENS Executive Director Toddi Steelman and Soil Science professor Fran Walley at its meeting on November 6. The Committee noted that SENS had undertaken extensive consultation to develop the program and has achieved widespread support for it. The Committee agreed to recommend Council approve this certificate.

**ATTACHMENTS:**

Proposal documents

Letters of support from colleges

Letter from the Provost regarding undergraduate programming in Schools

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# Proposal: Undergraduate Certificate of Proficiency in Sustainability

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School of Environment  
and Sustainability

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September 2013

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[List.of.courses.and.letters.from.colleges.attached.

Remaining.material.is.available.from.the.Office.of.the.University.Secretary]

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## COMMITTEE

- Toddi Steelman, Executive Director, School of Environment and Sustainability
- Maureen Reed, Assistant Director – Academic, School of Environment and Sustainability
- Charles Maulé, Professor, Department of Chemical and Biological Engineering and School of Environment and Sustainability
- Bram Noble, Professor, Department of Geography and Planning and School of Environment and Sustainability
- Fran Walley, Professor, Department of Soil Science and School of Environment and Sustainability
- Christy Morrissey, Assistant Professor, Department of Biology and School of Environment and Sustainability
- Alec Aitken, Professor, Department of Geography and Planning

## PROPOSAL IDENTIFICATION

Title of Proposal: Undergraduate Certificate of Proficiency in Sustainability

Degree: n/a

Field(s) of Specialization: Sustainability

Level(s) of Concentration: Undergraduate Certificate of Proficiency

Option(s): Natural Resources and Sustainability OR Community and Sustainability

Degree College: School of Environment and Sustainability

Home College: School of Environment and Sustainability

Contact Person: Toddi Steelman  
Executive Director  
School of Environment and Sustainability  
966-1499 (phone)  
966-2298 (fax)  
toddi.steelman@usask.ca

Date: October 11, 2013

Approved by the degree college and/or home college: October 4, 2013

Proposed date of implementation: September 2014

## TYPE OF CHANGE

Requiring approval by Council:

- A new degree-level program or template for program
- A new field of specialization in the major or honours level of concentration or template for a major or honours program
- Conversion of an existing program from regular to special tuition program
- A change in the requirements for admission to a program
- A change in quota for a college
- Program revisions that will use new resources
- A replacement program, including program deletion
- A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

Requiring approval by Academic Programs Committee:

- Addition of a higher level of concentration to an existing field of specialization
- Addition of a new field of specialization at the minor level of concentration
- A change in program options
- A change in the name of a degree-level program or field of specialization
- A change in the total number of credit units required for an approved degree program

## RATIONALE

The sustainability concept addresses the complexities of human-environment systems, with a goal of reducing poverty and maintaining ecosystem services while meeting the needs of the present generation without compromising future generations' ability to meet their own needs.<sup>1</sup> Understanding the principles of sustainability and the interdependencies of the environment, the economy, and social systems can help us learn to make the changes necessary to become effective local and global citizens. The knowledge and practice of sustainability is an important component of undergraduate education that is currently missing in the University of Saskatchewan curriculum. The proposed Undergraduate Certificate in Sustainability will provide the U of S with a distinctive niche in the realm of sustainability programming.

The University of Saskatchewan offers five undergraduate degrees specializing in environment (Table 1), as well as numerous specializations within degree programs (for example, Environmental Biology) and programs which have considerable environmental content (for example, Toxicology). These programs offer students the opportunity to learn about various aspects of the environment and ways in which humans interact with it. However, integrated sustainability programming at the undergraduate level is not currently available at the University of Saskatchewan. As the School of Environment and Sustainability (SENS) has made strides towards offering such programming at the graduate level, the school now wishes to proceed with the offering of sustainability programming for undergraduate students. Such an initiative follows from advice received from the Provost's Committee on Integrated Planning, recommending that SENS become engaged in undergraduate programming, and it also dovetails with proposed actions in the draft

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<sup>1</sup> Kates, Robert W. 2011. What kind of a science is sustainability science? PNAS, Vol. 108, 49: 19449-19450.

campus sustainability plan involving implementation of sustainability programming for undergraduate students.

<b>Table 1: University of Saskatchewan Undergraduate Degree Programs Specializing in Environment</b>		
<b>College</b>	<b>Degree</b>	<b>Major</b>
College of Agriculture and Bioresources	Bachelor of Science in Agriculture (BSA)	Environmental Science
College of Agriculture and Bioresources	Bachelor of Science in Renewable Resource Management (BSc)	1) Science 2) Policy and Economics
College of Arts and Science	Bachelor of Arts and Science (BAsC)	Environment and Society
College of Arts and Science	Bachelor of Science (BSc)	Environmental Earth Sciences
College of Arts and Science	Bachelor of Science (BSc)	Environmental Biology
College of Arts and Science	Bachelor of Science (BSc)	Toxicology
College of Engineering	Bachelor of Science in Engineering (BE)	Environmental Engineering

A Distinctive Programming Niche

Our certificate will focus on sustainability, from local to global contexts. We will leverage the importance of sustainability in the Saskatchewan context by offering two foci areas that are especially relevant to the province. These are Sustainability and Natural Resources and Sustainability and Community. Using the province as a microcosm for global change, these themes will be reinforced in the introductory and capstone courses so that students understand the interdependencies between the themes and make connections to the broader world in which they will be engaged.

Learning Objectives/Graduate Attributes

The Certificate in Sustainability is intended to give students theoretical, methodological, strategic, and substantive exposure to sustainability-related concepts and practice. Learning objectives for the certificate include:

1. Gaining knowledge about a diverse spectrum of sustainability-related concepts and practices including those that integrate understanding across the disciplines from the social and natural sciences, as well as engineering and the humanities. This will include the ability to explain the history of the sustainability concept, and key definitions associated with it, as well as the ability to explain sustainability in local and global contexts.
2. Identifying key trends related to sustainability patterns in local and global contexts, especially as they relate to natural resources and communities.
3. Developing an understanding of the complexities associated with interdisciplinary, multidisciplinary, and transdisciplinary efforts to integrate environmental, economic, and social concerns given the institutional constraints existing within government, business, civil society, and culture at large. This includes the ability to work constructively in problem focused and/or interdisciplinary teams.
4. Learning how to critically appraise and evaluate sustainability efforts.

5. Demonstrating effective written and oral communication concerning a broad range of approaches, frameworks, metrics, principles and practices of sustainability.

## DESCRIPTION OF PROGRAM CHARACTERISTICS

### Draft Calendar Entry

The Certificate in Sustainability is intended to give students theoretical, methodological, strategic, and substantive exposure to sustainability-related concepts and practice. The certificate is open to all students registered in undergraduate degree programs and may also be completed as a stand-alone program. Students in the certificate must complete nine credit units of required courses (ENVS 201.3: Foundations of Sustainability, ENVS 401.3: Sustainability in Action, and NS 107.3: Introduction to Canadian Native Studies). Students choose either the natural resources and sustainability focus or the community and sustainability focus for the remaining twelve credit units of courses. The certificate will allow students to engage in problem-based, experiential learning across a broad range of sustainability topics.

### Program Structure

The certificate program would be comprised of 21 credit units (7 courses) total. The courses would be structured such that all students wishing to pursue the certificate would pass through three common courses, thereby creating coherence among the cohorts within the certificate program. The introductory course, ENVS 201: Foundations of Sustainability, and the capstone course, ENVS 401: Sustainability in Action, would be taken by all students, to ground them in a common experience at the beginning and end of the program. Additionally, all students would be required to take the course in NS 107: Introduction to Canadian Native Studies. The remaining 12 credit units would be comprised of self-selected foci areas and leverage existing courses already held on campus (see Figure 1 for a schematic of sequencing).

The program would start in the student's second year with ENVS 201: Foundations of Sustainability. Students would fill out the foci areas in their second and third years, culminating with the capstone course ENVS 401: Sustainability in Action in their fourth year. Academic advising for the certificate would come through the School of Environment and Sustainability, with close consultation with the students' home colleges to ensure that advising is done seamlessly.

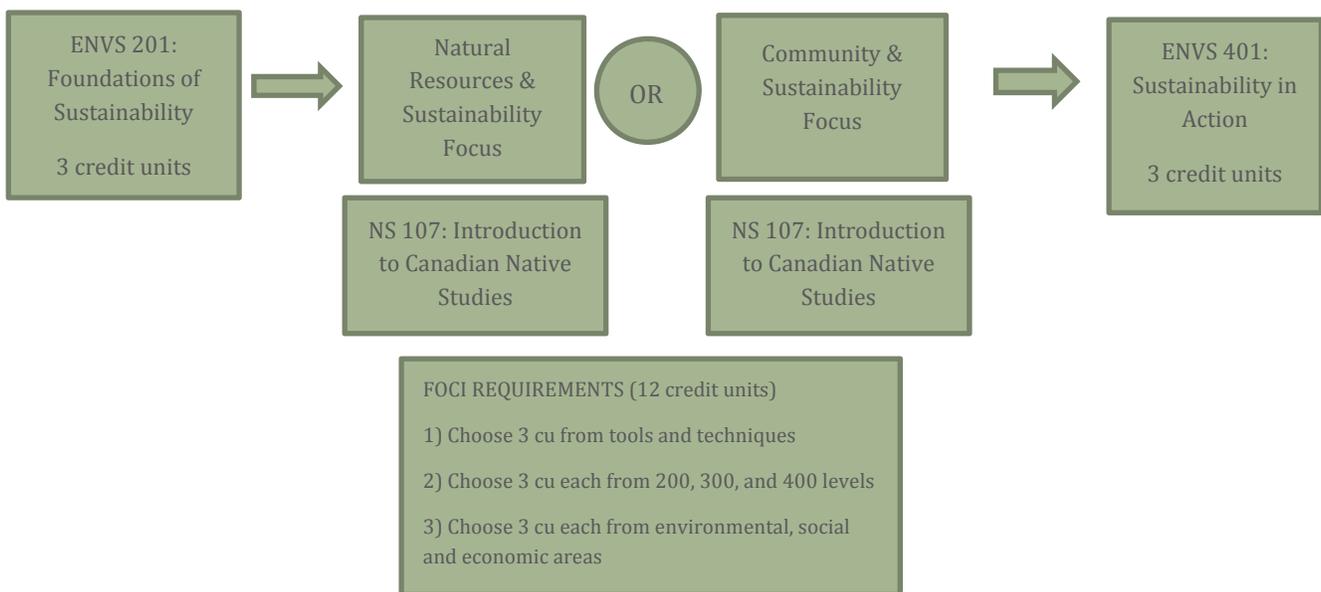
### Certificate Requirements:

1. 21 credit units of which 9 credit units would be completed through 3 common courses. The Certificate in Sustainability is intended to give students theoretical, methodological, strategic, and substantive exposure to sustainability-related concepts and practice. Twenty-one credit units are sufficient to provide broad-based exposure and depth of understanding. This structure also allows undergraduate students to begin in their second year, provides a sense of cohort within the certificate by bringing students together at key points in the program, allows students to gain substantive knowledge and skills without requiring an increase in the total course credits for undergraduate degree programs, and offers opportunities for contributing units to increase enrollments in their undergraduate courses.

2. Students must meet residency requirements as stipulated by their degree-granting college. Students taking the certificate must take ENVS 201 and ENVS 401. Transfer credits from other institutions cannot be substituted for these courses. The purpose of this is to create coherence among certificate cohorts.
3. Graduation standard: The minimum cumulative weighted average for the certificate is 62.5%. All courses attempted, which may credit toward the certificate, will be used in the calculation of the graduation average. In some cases this may mean that more than the minimum number of credit units will be included. This aligns with the practice used in the College of Arts and Science for calculating subject and overall averages, which is followed to disallow opportunity to choose only the highest grades, which favours students who have the means to take additional courses.
4. Common required courses include three undergraduate courses:  
ENVS 201: Foundations of Sustainability;  
NS 107: Introduction to Canadian Native Studies; and  
ENVS 401: Sustainability in Action. ENVS 201 and permission of instructors is required for enrollment in this course. This course is intended for senior undergraduate students. It may also be taken concurrently with the final courses for the certificate credit unit requirements.

The remaining 12 credit units would be comprised of pre-existing courses in other units and listed by the coordinating committee of the certificate within one of two focal areas. Students would choose from a list but need to satisfy the following requirements: 1) choose one course from the tools and techniques menus; 2) choose one course each from the 200, 300 and 400 levels so as not to concentrate all courses at one level; and 3) choose one course each from an environmental, economic, and social area focusing on sustainability so that all facets are represented. Please see Appendix 1 with a list of proposed courses for inclusion for consideration and Figure 1 for a depiction of the course sequencing.

**Figure 1: Schematic of Undergraduate Certificate in Sustainability Sequencing (total 21 cu)**



## RESOURCES

SENS has hired a new faculty member, Dr. Phil Loring, in Sustainability Science. This individual will coordinate the Certificate in Sustainability, and teach within the curriculum. Additionally, a new hire in Agriculture and Bioresources, Dr. Colin Laroque, will have a 30% appointment in SENS. He will be integrally involved in teaching and advising students involved in the certificate. Other SENS faculty have expressed interest in teaching within the curriculum. SENS would like to align Teaching Assistantships through the CGSR to provide teaching opportunities for our doctoral students in the ENVS 201 and 401 courses.

## RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

As this certificate marks the first undergraduate program offering by SENS, it will provide additional opportunities for the students in SENS' graduate programs. To date, the School has not had any Teaching Assistantships to offer to its PhD students – the ENVS 201 and 401 classes will accommodate this. The undergraduate certificate will also engage undergraduate students directly with the SENS community for the first time.

Given that the certificate is meant to be a “value-added” opportunity for students enrolled in degree programs in other colleges, and that fifteen of the twenty-one certificate credits will be completed in other colleges, extensive consultation was undertaken. Toddi Steelman held the following meetings regarding the certificate:

- Linda McMullen, Vice-Dean, Social Sciences, College of Arts and Science – October 29, 2012
- Cathie Fornssler, Committee Coordinator, University Secretary's Office – November 1, 2012
- Ernie Barber, Acting Dean, College of Engineering – December 7, 2012
- Peta Bonham-Smith, Vice-Dean, Science, College of Arts and Science – December 7, 2012
- David Parkinson, Vice-Dean, Humanities and Fine Arts, College of Arts and Science – December 7, 2012
- Alexis Dahl, Director, Programs Office, College of Arts and Science – December 14, 2012
- Mary Buhr, Dean, College of Agriculture and Bioresources – January 15, 2013
- Peter Stoicheff, Dean; Peta Bonham-Smith, Vice-Dean, Science; and Linda McMullen, Vice-Dean, Social Science, College of Arts and Science – February 5, 2013
- Sina Adl, Head, Department of Soil Science – April 9, 2013
- Jason Doell, Seanine Warrington, and Eileen Zagiell, Office of the Registrar, April 18, 2013
- Alexis Dahl, Director, Programs Office, College of Arts and Science – May 28, 2013
- Mark Wickstrom, Academic Advisor, Undergraduate Program, Toxicology Centre – June 18, 2013
- Jack Gray, Head, and Tracy Marchant, Department of Biology – August 8, 2013
- Jason Doell, Seanine Warrington, and Eileen Zagiell, Office of the Registrar, September 26, 2013

Considerable consultation was conducted via telephone and e-mail. All department and academic program heads responsible for courses considered for inclusion as certificate electives were contacted via e-mail to request their support for the certificate and to ensure that having their courses listed as electives met with

their approval. Follow-up e-mails were sent to encourage responses. The following department and academic program heads were contacted through June and July 2013:

- Winona Wheeler, Department of Native Studies, College of Arts and Science
- Sina Adl, Department of Soil Science, College of Agriculture and Bioresources
- Alec Aitken, Department of Geography and Planning, College of Arts and Science
- Jack Gray, Department of Biology, College of Arts and Science
- Don Gilchrist, Department of Economics, College of Arts and Science
- Jim Kells, Department of Civil and Environmental Engineering, College of Engineering
- Eric Dayton, Department of Philosophy, College of Arts and Science
- Bruce Coulman, Department of Plant Sciences, College of Agriculture and Bioresources
- Bill Brown, Department of Bioresource Policy, Business, and Economics, College of Agriculture and Bioresources
- Marek Majewski, Department of Chemistry, College of Arts and Science
- Mark Wickstrom, Academic Advisor, Undergraduate Program, Toxicology Centre
- Joe Garcea, Department of Political Studies, College of Arts and Science
- Pamela Downe, Department of Archaeology and Anthropology, College of Arts and Science
- Jim Handy, Department of History, College of Arts and Science
- Caitlin Ward, Engaged Learning Coordinator, St. Thomas More College
- Chris Hrynkow, Assistant Professor, St. Thomas More College
- Terry Wotherspoon, Department of Sociology, College of Arts and Science
- Marie Lovrod, Women's and Gender Studies
- Dianne Miller, Bob Regnier, and Lynn Lemisko, College of Education
- Greg Poelzer and Gary Wilson, Northern Studies Program
- Nazeem Muhajarine, Department of Community Health and Epidemiology, College of Medicine

Deans of Engineering, Arts and Science, and Agriculture and Bioresources were also approached regarding their support for the certificate. Letters from the Deans and e-mail correspondence from department and academic program heads can be found in Appendix 2.

E-mails or letters of support were received from all units contacted, with the exception of the Department of Chemistry, which did not respond, and the Department of Biology. Thus, the Chemistry course, CHEM 375.3: Pollution Waste Disposal and Environment, which SENS had flagged to include in the certificate electives is not included at this time. However, the School is open to revising the list of electives in the future. While the Department of Biology was not opposed to SENS including its courses in the certificate, it remained neutral with respect to endorsing the proposal.

SENS conducted a demand analysis survey of undergraduate students to determine their level of interest in the certificate. The survey was conducted online using Fluid Surveys between March 18 and April 1, 2013. The link to the survey was sent via e-mail to 4,408 undergraduate students registered in the College of Agriculture and Bioresources, the College of Arts and Science, the College of Education, the College of Engineering, and the Edwards School of Business. These students were randomly selected by the Planning,

Program Development, and Assessment office, Student and Enrolment Services Division. Three hundred ninety-eight responses were received, with 351 of them being complete responses. As 13,066 students are registered in the five colleges surveyed, 398 responses give a margin of error of 5% at a confidence level of 95%. A summary of the demand analysis is found in Appendix 3.

## BUDGET

We have dedicated our new faculty hire, Dr. Phil Loring, as an instructor and coordinator for the Undergraduate Certificate. We also have a new 30% split appointment in SENS, Dr. Colin Laroque, who will be dedicated to this effort. Staff support will come from existing hires within SENS.

## SCHOOL STATEMENT

The certificate proposal was approved by the SENS Academic Programs Committee and then was presented to the SENS Faculty Council on October 4, 2013, where it was unanimously recommended to the University of Saskatchewan Academic Programs Committee. The Faculty Council discussed the structure of the certificate, along with how the new ENVS undergraduate classes would be delivered. A clarification regarding the prerequisites for ENVS 401 was sought and provided.

**New course****ENVS 201.3 Foundations of Sustainability**

(3L)

Prerequisite: 30 cu at the U of S.

The intention of this course is to provide foundational knowledge about sustainability science and concepts while also exposing students to the key foci areas they can pursue with the certificate. A final class group project will emphasize collaborative interaction based on sustainability themes.

**Revised course****ENVS 401.3 Sustainability in Action**

(1L, 2S)

Prerequisite: ENVS 201.3; 6 cu natural science; and 66 credit units of university level courses (for a total of 75 credit units), and the permission of instructors. This course is intended for senior undergraduate students. This course is required for students enrolled in the BAsC in Environment and Sustainability. Students enrolled in Renewable Resource Management or Ag-Bio Environmental Science Major but not enrolled in the sustainability certificate are not required to take ENVS 201.3.

This course combines seminars and project-based activities to examine local and global sustainability issues, integrating perspectives and knowledge from both the social and natural sciences. Students will work in interdisciplinary, collaborative groups to address sustainability challenges.

## RELATED DOCUMENTATION

### Appendix 1: Courses

Students will be advised appropriately so that they select 3 cu of electives from each of the environmental, social, and economic areas.

#### **Natural Resources and Sustainability Focus**

##### Required Courses

- ENVS 201.3: Foundations in Sustainability Science
- ENVS 401.3: Sustainability in Action
- NS 107.3: Introduction to Canadian Native Studies

##### Elective Courses

##### Techniques and Tools for Sustainability – choose one of:

- EVSC 203.3: Sampling and Laboratory Analysis
- GEOG 290.3: Field Methods and Laboratory Analysis
- GEOG 385.3: Analysis of Environmental Management and Policy Making
- GEOG 386.3: Environmental Impact Assessment
- NS 210.3: Indigenous Knowledge
- RRM 321.3: Resource Data and Environmental Modelling
- SOC 225.3: An Introduction to Survey Research and Data Analysis in Sociology
- SOC 232.3: Methods of Social Research
- SOC 333.3: Introduction to Qualitative Research

##### Choose one of:

- BIOL 228.3: An Introduction to Ecology and Ecosystems
- ECON 275.3: Economics of Natural Resources
- ECON 277.3: Economics of the Environment
- EVSC 210.3: Environmental Physics
- EVSC 220.3: Environmental Soil Science
- ENVE 201.3: Principles of Environmental Engineering
- GEOG 280.3: Environmental Geography
- PHIL 226.3: Environmental Philosophy
- PHIL 231.3: Ethical Problems
- PHIL 236.3: Ethics and Technology
- PLSC 213.3: Principles of Plant Ecology

##### And one of:

- BIOL 373.3: Community Ecology

- BPBE 330.3: Land Resource Economics
- ECON 376.3: Energy Economics
- GEOG 329.3: Watershed Planning and Management
- GEOG 351.3: Northern Environments
- RRM 312.3: Natural Resource Management and Indigenous Peoples
- TOX 301.3: Environmental Toxicology

And one of:

- BIOL 410.3: Current Perspectives in Environmental Biology
- BIOL 410.3: Limnology
- BIOL 470.3: Conservation Biology
- BIOL 475.3: Ecological Toxicology
- BPBE 430.3: Natural Resource Economics
- EVSC 421.3: Contaminated Site Management and Remediation
- EVSC 430.3: Agroforestry for Environmental Management
- PLSC 422.3: Rangeland Ecology and Management
- PLSC 423.3: Landscape Ecology and Vegetation Management

**Community and Sustainability Focus**

Required Courses

- ENVS 201.3: Foundations in Sustainability Science
- ENVS 401.3: Sustainability in Action
- NS 107.3: Introduction to Canadian Native Studies

Elective Courses

Techniques and Tools for Sustainability – choose one of:

- EVSC 203.3: Sampling and Laboratory Analysis
- GEOG 290.3: Field Methods and Laboratory Analysis
- GEOG 385.3: Analysis of Environmental Management and Policy Making
- GEOG 386.3: Environmental Impact Assessment
- NS 210.3: Indigenous Knowledge
- RRM 321.3: Resource Data and Environmental Modelling
- SOC 225.3: An Introduction to Survey Research and Data Analysis in Sociology
- SOC 232.3: Methods of Social Research
- SOC 333.3: Introduction to Qualitative Research

Choose one of:

- ANTH 240.3: Cultural Landscapes and Environments
- ANTH 244.3: Political Ecology, Anthropology, and Global Environmental Issues

- ECON 275.3: Economics of Natural Resources
- ECON 277.3: Economics of the Environment
- GEOG 208.3: World Regional Development
- GEOG 240.3: Sustainable Cities and Regions
- GEOG 280.3: Environmental Geography
- HIST 257.3: The Canadian Prairie to 1905
- HIST 258.3: The Canadian Prairies Since 1905
- HIST 263.3: The Canadian North
- HIST 290.3: Topics in Environmental History
- INTS 203.3: Cultivating Humanity
- PHIL 226.3: Environmental Philosophy
- PHIL 231.3: Ethical Problems
- PHIL 236.3: Ethics and Technology
- POLS 226.3: Canadian Public Policy
- SOC 204.3: Rural Sociology
- SOC 206.3: Community
- SOC 227.6: Critical Issues in Canadian Society
- WGST 210.3: Gendered Perspectives on Current Events

And one of:

- ANTH 329.3: Environmental Anthropology
- ARCH 357.3: The Archaeology of Prairie Settlement
- BIOL 312.3: Life in the North
- BPBE 330.3: Land Resource Economics
- GEOG 340.3: European Heritage of Our Built Environment
- GEOG 342.3: Community Planning in Canada
- GEOG 346.3: Introduction to Urban Design
- GEOG 364.3: Geography of Environment and Health
- GEOG 381.3: Geography of Northern Development
- NRTH 331.3: Contemporary Issues of the Circumpolar World I
- NRTH 332.3: People and Cultures of the Circumpolar World II
- POLS 326.3: Introduction to Comparative Public Policy
- POLS 328.3: Public Policy Analysis
- SOC 344.3: Sociology of Women, Gender, and Development

And one of:

- BPBE 430.3: Natural Resource Economics
- CHEP 402.3: Global Health and Local Communities: Issues and Approaches
- GEOG 445.3: Planning with Indigenous Communities
- GEOG 446.3: Advanced Urban Design

- GEOG 464.3: Geography of Health
- HIST 459.6: Great Plains History
- INTS 400.3: Critical Perspectives on Social Justice and the Common Good
- POLS 403.3: Advanced Topics in Public Law and Public Policy
- POLS 422.3: Aboriginal Development Strategies
- SOC 409.3: Sociology of Development
- WGST 411.3: Situated Transnational Feminisms

July 8, 2013

Dr. Toddi Steelman  
Executive Director  
School of Environment and Sustainability

Dear Dr. Steelman:

The College of Agriculture and Bio-resources is pleased to offer its support for the School of Environment and Sustainability undergraduate certificate in sustainability. This interdisciplinary certificate will fill a programming niche at the University of Saskatchewan, offering students in a wide variety of undergraduate programs the opportunity to learn how to address complex sustainability issues. Today's undergraduate students are keenly interested in this topic, and this certificate will give them a viable skill set that will enhance their degree. We also believe that it will encourage more students to enter undergraduate major and the graduate programmes. Our college is pleased to have courses included in the list that will be considered as part of the certificate. Of course, there are significant areas of similarity with offerings in the Department of Soil Science in the College, and many of AgBio's faculty both from Soils and from the Department of Bioresource, Policy, Business and Economics have joint appointments with the School. As such, we have collaborated closely with the School in the design of the proposed Certificate and its new courses. We also are pleased that AgBio faculty will be critical to the teaching and learning in this program. It is critical that the TABBS model provides appropriate recognition and compensation to the College of Agriculture and Bioresources for the college resources supporting this program. Academically, we support the Certificate because we believe that the certificate will encourage students to participate in this field, as this innovative approach enriches the educational rewards of their efforts.

Sincerely,



Mary M. Buhr, Ph.D.  
Dean and Professor

MMB/mal

Dr. Toddi Steelman  
Director and Professor  
School of Environment and Sustainability

September 17, 2013

Dear Professor Steelman,

The College of Arts & Science is pleased to provide a letter of support for the undergraduate Certificate in Sustainability and its upcoming request to the Academic Programs Committee of Council. The proposed Certificate is the result of extensive and thoughtful consultations with many A&S departments and programs and will provide an exciting opportunity for both the College and the School of Environment and Sustainability to offer innovative undergraduate programming.

The proposed Certificate will offer a new and an interdisciplinary focus, thus affording College and SENS the potentials and possibilities for creative and new collaboration on courses and academic programming. This Certificate would provide a unique opportunity for all three of our College Divisions (Science, Social Science, and Humanities and Fine Arts) and SENS, to teach and deliver undergraduate programming.

The College of Arts and Science supports the proposed Certificate in Sustainability and considers it very much in line with our priorities for the third planning cycle.

Sincerely,



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Dean and Professor



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Peta Bonham-Smith  
Vice-Dean, Division of Science

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



Linda McMullen  
A/Vice-Dean, Division of Social Sciences



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

PS/awd

Cc: Director of Programs

June 25, 2013

Dr. Toddi Steelman  
Executive Director  
School of Environment and Sustainability

Dear Dr. Steelman:

The College of Engineering is pleased to offer its support for the School of Environment and Sustainability undergraduate certificate in sustainability. This interdisciplinary certificate will fill a programming niche at the University of Saskatchewan, offering students in a wide variety of undergraduate programs the opportunity to learn how to address complex sustainability issues. Today's undergraduate students are keenly interested in this topic, and this certificate will give them a viable skill set that will enhance their degree. Our college is pleased to have courses included in the list that will be considered as part of the certificate.

Sincerely,



Ernie Barber  
Dean, College of Engineering

# Memo

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**To:** Russ Isinger, Registrar  
**From:** Brett Fairbairn, Provost and Vice-President Academic  
**Date:** September 3, 2013  
**Subject:** Undergraduate Programming by Interdisciplinary Schools

As University Council established SENS, JSGS, and SPH as college-equivalent entities and placed no restrictions on them also offering undergraduate courses, please ensure that university systems reflect this and facilitate their offering undergraduate courses/programming in a manner analogous to the other colleges.

At the present time only SENS, of these schools, has any plans or interest in the development of undergraduate courses. Therefore, changes to accommodate the other schools are considerably less important at this time.

Sincerely,



Brett Fairbairn  
Provost and Vice-President Academic

c: Beth Williamson, University Secretary  
Roy Dobson, Chair, Academic Programs Committee of Council  
David Hannah, Associate Vice-President, Student Affairs

UNIVERSITY COUNCIL

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

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**PRESENTED BY:** Aaron Phoenix, Chair, TLARC

**DATE OF MEETING:** November 21, 2013

**SUBJECT:** Item for Information: Academic Advising Charter

**COUNCIL ACTION:** For information only

**BACKGROUND:**

One of the initiatives of the second Integrated Plan was to improve the student experience at the University of Saskatchewan through improvements in services for students. A primary component of these services is academic advising. An external review of student advising across the university was done in 2010, from which a number of recommendations were developed to enact changes to advising programs. These included implementation of a degree audit program, commitment to improved advisor training, and development of a university-wide advising body which would promote communication, develop professional training opportunities, and clarify the mission and purpose of academic advising.

In 2011, the Advising Council was established, under the chair of the Vice-Provost Teaching and Learning. One of the tasks the Council set for itself was to develop a “mission statement” to help guide advising on campus. The Council chose to follow the University of Saskatchewan Learning Charter as a format for this mission statement, and so it has developed the attached document, An Academic Advising Charter for the University of Saskatchewan.

**SUMMARY:**

The Advising Charter defines the focus of academic advising as student success, with the purpose of academic advising as assisting students to complete their program and achieve their academic goals. The Charter outlines the roles to be played by staff, faculty and peer advisors in improving the academic advising experience which the University of Saskatchewan provides for students and prospective students.

**REVIEW:**

The Vice-Provost, Teaching and Learning, brought the draft Advising Charter to the Teaching and Learning Committee for discussion in early 2013. The final version of the Charter was accepted by the Teaching, Learning and Academic Resources Committee at its October 30, 2013 meeting. Because the document does not require action on the part of Council, it was agreed that the Advising Charter does not require Council approval.

**ATTACHMENTS:**

University of Saskatchewan Advising Charter

Background memo from Patti McDougall, Vice-Provost, Teaching and Learning

Terms of reference and membership of the Advising Council



## Academic Advising Charter

The Advising Council of the University of Saskatchewan





## An Academic Advising Charter for the University of Saskatchewan

The University of Saskatchewan Academic Advising Charter defines the academic advising experience that the university aims to provide students, along with the roles to be played by designated academic advisors – including college advisors, departmental and program advisors, faculty advisors, and student peer advisors – and by the students they advise and support.

Advising is an integral part of the teaching and learning mission of the University. Broadly construed, advising involves the offering of well-informed guidance that can be imparted formally or informally; in person or via technology; and it can take academic or non-academic forms. In addition to understanding advising as a form of teaching and learning, another guiding principle is that advising always starts with a holistic appreciation of the student as a whole person. For that reason, much advising involves a blend of academic and non-academic advice. Academic advising can, however, be distinguished from other allied forms of advising on campus – tutoring and learning support, or career, psychological, financial, disability, or legal counseling, etc. – by the fact that the primary focus of academic advising is on student success as revealed primarily in their academic progression towards identifying, pursuing, and completing their intended academic program and achieving their academic goals.

The Academic Advising Charter is modeled on the University of Saskatchewan Learning Charter<sup>1</sup>, with particular focus on the references to academic supports embedded in that document:

*Honouring this commitment requires that the University help students to select programs appropriate to their particular abilities and preparation. Where better preparation is required, the University will counsel students on how they might obtain this preparation. The University will ensure that students understand their commitments and responsibilities—as identified in this Learning Charter—as a guide to how they can best achieve success in their learning pursuits. Honouring this commitment also requires that the University provide appropriate academic and other supports to students who experience various challenges to their learning, including challenges of a cultural, social, psychological, or physical nature.<sup>2</sup>*

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1 A Learning Charter for the University of Saskatchewan was approved by University Council on June 17, 2010, and can be found online at [http://www.usask.ca/learning\\_charter/](http://www.usask.ca/learning_charter/).

2 Learning Charter, p.6.



## Core Academic Advising Goals

The core goals of academic advising are:

- to help students to identify and understand their own aspirations and aptitudes;
- to define and refine their academic and career goals;
- to take maximum advantage of their prior learning experiences; and
- identify their most effective and efficient route to academic success, degree completion, and a future career.

## Commitments and Responsibilities

### Students

Academic advising is an aspect of the broader learning partnership, in which students' commitments can be summarized as "Learn Actively, Think Broadly, Act Ethically, and Engage Respectfully."<sup>3</sup> Students, academic advisors, faculty mentors, and the institution at large are the four key players in the academic advising process. "While all three roles are important, the role of the learner is most fundamental to the learning partnership."<sup>4</sup>

Students are responsible for seeking the advice and support that they need, when they need it.

As partners in the advising enterprise, students are responsible for providing advisors with sufficient personal or circumstantial information to enable them to offer the most appropriate advice.

Students are free to accept or reject academic advice or offers of support, but (except in cases where the advice can be shown to have been erroneous) they are accountable for their own outcomes.

### Academic Advisors

Academic advice is imparted by a wide representation of the campus community. At the core of advising activities, however, there exists a formal role on campus for the group of academic services specialists known as "academic advisors". The University of Saskatchewan is "a unique community of learning and discovery, where people can embark on a process of development through which they grow, create, and learn, in a context characterized by *diversity*."<sup>5</sup> Academic advisors will honour and embrace this diversity – of academic programs, of ways of knowing and learning, and, above all, of the individual learners they encounter.

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3 *Learning Charter*, p.3, "Students".

4 *Learning Charter*, p.3, "Students".

5 *Learning Charter*, p.1: "Our Learning Vision".



Academic advisors will help students choose the academic path that best aligns with their individual aspirations, aptitudes, and prior learning experiences, and which offers the most effective and efficient route to academic success, degree completion, and a future career. In professional colleges, academic advisors also share in the responsibility of communicating the standards of the profession. Trained student peer advisors assume a supporting role, delivering carefully delineated advising assistance under the direction of professional academic advisors within a college.

“The University of Saskatchewan offers a diversity of academic and professional programs that is matched by few other institutions of learning.”<sup>6</sup> No academic advisor can be expected to master the academic standards and regulations pertaining to all of the university’s many programs. Academic advisors will, however, have sufficient training, experience, and expertise (including awareness and understanding of relevant university and college policies) to provide timely and accurate advice appropriate to their particular advising role.

Academic advisors will also know the limits of their particular advising responsibilities and expertise, and know when, where, and how best to direct students to the specific advice and support they need.

### **Faculty mentors**

Faculty play a key mentorship role in contributing to academic success by helping (particularly senior) students identify disciplinary and interdisciplinary degree pathways as well as providing guidance on potential academic and/or professional career trajectories. The role of faculty mentor is not limited to department heads and/or undergraduate chairs but rather, extends to all faculty as teacher-scholars.

### **The Institution**

In keeping with the University’s commitment to provide appropriate academic and other supports to students, the institution will ensure that sufficient staff with the necessary skills are available to provide timely and accurate academic advising attuned to the individual needs of each student, along with the technological support necessary to extend the availability and enhance the quality of advising.

In the event that a student has followed documented advice from a designated academic advisor that proves to have been incorrect and to have had adverse consequences that could reasonably have been foreseen, the institution will work with the student to rectify the error and, if possible, minimize any negative academic impacts, while honouring the commitment to fairness and equity for all students.

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6 *Learning Charter*, p.1: “Core Learning Goals”.



*MEMORANDUM*

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TO: Teaching and Learning Committee of Council

FROM: Patti McDougall  
Vice-Provost, Teaching & Learning

SUBJECT: Academic Advising Charter for the University of Saskatchewan

DATE: January 11, 2013

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Many of you will recall that several years ago, the University of Saskatchewan undertook an external review of campus-wide undergraduate advising. This external review process resulted in a report that was widely circulated and invited much discussion. At that time (June, 2010), then vice provost teaching and learning, Ernie Barber wrote to members of the campus community outlining a series of recommendations as to how the external report could be operationalized and implemented on our campus.

One of the key recommendations for change was to establish a campus advising council. In 2010-2011, with the assistance of a steering committee, vice provost teaching and learning, Angela Ward developed terms of reference and an organizational structure for what has become the U of S Advising Council. The Advising Council is chaired by the vice provost, teaching and learning and includes subcommittees to work on a variety of action and discussion areas (e.g., Aboriginal Advisors Subcommittee, Professional Development, Communications).

In addition to its early (and on-going) focus on creating advisor training and professional development curriculum, the Advising Council worked to articulate a mission statement for academic advising at the U of S. The development of a mission statement was a key idea in the external report of 2010. The Advising Council chose to model the mission statement after the Learning Charter produced by the Teaching and Learning Committee of Council (and approved by University Council in 2008). The resulting document, known as the *Academic Advising Charter for the University of Saskatchewan* (attached), is intended to map out “a common vision and understanding of what academic advising is, and who provides academic advising” at this institution (NACADA External Academic Advising Review, 2010). The Academic Advising Charter maps out core goals for academic advising as well as clarifying roles, commitments and responsibilities.

At this time, members of the Executive of the Advising Council seek the appropriate governance mechanism through which to bring the Academic Advising Charter to University Council. Accordingly, I am looking for advice from members of the Teaching and Learning Committee of Council (alongside advice sought from the University Secretary) on how to proceed to move this charter forward.

I look forward to discussing this with you at the January 15<sup>th</sup> meeting.

Patti McDougall

ADVISING COUNCIL  
TERMS OF REFERENCE

**Goals of the Advising Council**

1. Advance the professionalization of advisors to create a strong and transformative advising community that serves the needs of students.
2. Ensure all academic advisors have access to professional development opportunities and resources, including mentorship, building a community of practice and membership in professional organizations.
3. Communicate with both on- and off-campus communities the importance of advising, changes in advising and other relevant information as it becomes available.

**Membership of the Advising Council**

**Ex-officio**

Vice-Provost, Teaching and Learning (Chair)  
Associate Dean of Students, Arts and Science  
Associate Vice-President, Student Affairs  
Manager & Assistant Registrar (Student Central), SESD  
Director of Student Advising, Arts and Science  
Vice-President Academic, USSU  
Chair/President, Indigenous Students Council

**1 Representative from each of the following (unless otherwise stated):**

College of Agriculture and Bioresources	Western College of Veterinary Medicine
College of Arts and Science (2)	St. Thomas More
College of Kinesiology	Indian Teacher Education Program
College of Nursing	Saskatchewan Urban Native Teacher Education Program (Saskatoon)
College of Education	ISSAC
College of Engineering	Aboriginal Student Advisors
College of Medicine	DSS
College of Pharmacy & Nutrition	SECC
College of Law	CCDE
Edwards School of Business	
College of Dentistry	

From the larger body of the Undergraduate Advising Council, subcommittees will be formed to address specific issues as needed, for example: Professional education; Communication

UNIVERSITY COUNCIL  
**JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS**  
**REQUEST FOR DECISION**

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**PRESENTED BY:**   
Jim Germida, Vice-Provost, Faculty Relations and  
Chair, Joint Board/Council Committee on Chairs and  
Professorships

**DATE OF MEETING:** November 21, 2013

**SUBJECT:** **Global Institute for Food Security (GIFS)  
Enhancement Chairs Program**

**DECISION REQUESTED:**  
It is recommended:  
To authorize the Board to establish the GIFS Enhancement  
Chairs Program

**PURPOSE:**

The purpose of the GIFS Enhancement Chairs Program is to retain or re-direct duties of a faculty member who is a leading scientist at the University of Saskatchewan and to attract new scientific talent to the U of S.

**CONTEXT AND BACKGROUND:**

One of the six signature areas identified for the University's third planning cycle is *Agriculture: Food and Bioproducts for a Sustainable Future*, which states:

*Projections show that food production must double by 2050 to feed the world's growing population. We are working to strengthen Saskatchewan's agricultural leadership with new science, technology and policies to help feed a hungry world adequately, safely and sustainably.*

The Global Institute for Food Security is a flagship initiative in this signature area. GIFS-led solutions to the challenge of global food security will focus on technologies to increase crop production, using environmentally sustainable practices, creating opportunities for agribusinesses and meeting the nutritional requirements and preferences of consumers.

Holders of GIFS Enhancement Chairs will focus their research and scholarship in areas that are closely connected to the mandate of the Global Institute for Food Security and support the efforts of other GIFS-funded research teams by advising on the conduct of parallel scholarly research. These efforts will contribute to the Third Integrated Plan to the area of focus *Knowledge Creation – Innovation and Impact*.

**CONSULTATION:**

The intent to establish this chairs program has been vetted and approved by the Joint Committee on Chairs and Professorships. Following consideration by University Council, the Board of Governors will also be asked for approval of this program.

**SUMMARY:**

Creation of the GIFS Enhancement Chairs Program contributes to the goal of attracting and retaining world-leading scientists in areas of particular strategic importance to the University and its academic units and research centres.

**ATTACHMENTS:**                      GIFS Enhancement Chairs Program Terms of Reference



**Global Institute for Food Security  
Enhancement Chairs Program  
Terms of Reference**

**Purpose:**

The purpose of the GIFS Enhancement Chairs Program is to retain or re-direct duties of a faculty member who is a leading scientist at the University of Saskatchewan and to attract new scientific talent to the U of S. A limited number of GIFS Enhancement Chairs will be available.

The chairs in the program will focus their research and scholarship in areas that are closely connected to the mandate of the Global Institute for Food Security and support the efforts of other GIFS-funded research teams by advising on the conduct of parallel scholarly research.

GIFS-led solutions to the challenge of global food security will focus on technologies to increase crop production, using environmentally sustainable practices, creating opportunities for agribusinesses and meeting the nutritional requirements and preferences of consumers.

Creation of the GIFS Enhancement Chairs Program contributes to the goal of attracting and retaining world-leading scientists in areas of particular strategic importance to the University and its academic units and research centres.

**Source and  
Amount of Funding:**

GIFS will provide funding associated with each chair.

The chair holder may receive a research grant (the amount would be negotiated between GIFS' Executive Director and the individual and would be commensurate with the level of research activity related to GIFS) and/or a salary stipend. The value of the stipend will be guided by the following:

- Junior chair: two to four CDIs
- Senior chair, first term: four to six CDIs
- Senior chair, second term: six to eight CDIs

**Tenability:**

The funding currently in place for GIFS is for seven years; therefore, the Institute will make commitments to fund chairs only within its known financial capacity.

**Search Committee:**

Candidates for a GIFS Enhancement Chair must be nominated by a Dean or Executive Director to the selection committee, which will be the CRC Oversight Committee augmented with GIFS' Executive Director.

**Professor's  
Responsibilities:**

The chair holders in the GIFS Enhancement Chairs Program will be responsible for:

1. Conducting in-depth field and/or laboratory research within their own discipline and within interdisciplinary teams.
2. Supporting the efforts of GIFS-funded research teams by conducting and advising on parallel scholarly research.
3. Preparing project reports, research papers, presentations, and high-impact journal articles in collaboration with GIFS project researchers and other collaborators and partners.
4. Serving as an advisor to GIFS by identifying new research topics and providing advice to the Institute's leadership on the design of new research activities.
5. Training the next generation of agricultural researchers to work effectively in multi-disciplinary research teams.
6. Serving as a member of the Senior Advisory Team to GIFS' Executive Director.

In accordance with University of Saskatchewan practices, each chair holder will submit an annual report of activities to GIFS' Executive Director and to the Provost and Vice-President Academic. The report will outline accomplishments of the chair in keeping with the chair's purpose and objectives and include a report of expenditures associated with the funding provided for research activities.

The responsibilities associated with each chair will account for a varying percentage of the incumbent's assigned duties. In each case, the assigned duties will be discussed with and agreed to by the Dean/Executive Director of the college/school where the incumbent holds a faculty appointment.

**Term of Professor:**

Chair holders would be appointed as either a junior or senior chair (depending on their academic rank and scholarly achievements) for an initial five-year term. The appointment is renewable once for a second five-year term based on the recommendation of GIFS' Executive Director and approved by the CRC Oversight Committee.

**Management  
Committee:**

The ongoing management of the chair holder's activities will be the responsibility of GIFS' Executive Director, who will:

- meet with the chair holder on a regular basis (i.e., no less than twice a year);
- conduct an annual review of the performance of the incumbent in accordance with the University's practices for the review of equivalent positions and provide feedback to the incumbent's home academic unit;
- approve an annual budget for research expenditures associated with GIFS funding;
- receive and review the annual report and financial report on the activities of the chair;
- when requested by the dean or provost and vice-president academic, make a recommendation on salary increase for the incumbent; and
- provide a copy of the annual report, with commentary as appropriate, to the Joint Committee on Chairs and Professorships.

Because each chair holder will also hold a faculty appointment in a college or school, GIFS' Executive Director will meet annually with the dean/executive director and/or department head to discuss the incumbent's assigned duties for the coming academic year.

UNIVERSITY COUNCIL  
**Joint Committee on Chairs and Professorships**  
**REQUEST FOR DECISION**

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**PRESENTED BY:**



Jim Germida, Vice-Provost, Faculty Relations and  
Chair, Joint Board/Council Committee on Chairs and Professorships

**DATE OF MEETING:** November 21, 2013

**SUBJECT:** University of Saskatchewan Centennial Enhancement Chair

**DECISION REQUESTED:**

It is recommended:  
To authorize the Board to establish a University of Saskatchewan  
Centennial Enhancement Chair

**PURPOSE:**

The purpose of the Chair is to assist the university in retaining world-class faculty with research and scholarship focused within one of the university's signature areas. This program will also allow the university to continue to support Tier 2 Canada Research Chairs at the end of their second term and also to free up Tier 1 CRC positions as terms come to an end.

**CONTEXT AND BACKGROUND:**

On June 22, 2007 the Board of Governors approved the establishment of the University of Saskatchewan Chairs Program Trust with an allocation of \$8.0 million of undesignated funds from the "Thinking the World of Our Future". The purpose of this Trust was to support the recruitment and retention of excellent teacher-scholars at the university.

On April 27, 2007 the Joint Board/Council Committee on Chairs and Professorships (JCCP) reviewed and recommended that Council and the Board approve the establishment of the Centennial Chair in Public Health, the Centennial Chair in Public Policy and the Centennial Chair in the Environment. Council approved the three recommendations on May 17, 2007 and the Board approved the establishment of the three chairs on June 22, 2007. These three chairs were established to support recruitment of excellent teacher-scholars to the newly established schools in Public Health, Public Policy, and Environment and Sustainability. The chairs were five-year renewable supernumerary positions in each school with a requirement that a permanent salary line be identified at the end of the chair's term.

Three Centennial Chairs were recruited (2008, 2009, and 2010) with salary and modest stipends and research support funded from the University of Saskatchewan Chairs Program Trust and annual allocations by PCIP from the Academic Priority Fund. From the beginning it was evident that the spending allocation from the Trust would be inadequate to support the Chairs at the desired level, and the Schools were encouraged to fund raise to increase the endowment. The economic downturn in 2008-2010 exacerbated this situation. The current Trust balance is \$9,599,532 million, with an annual spending allocation of \$375,573 to support the three Chairs (i.e., \$125,191 per chair).

All three Chairs were highly successful in establishing national and international research programs and thus the Trust met one of its intended goals supporting recruitment of excellent faculty. Unfortunately the Centennial Chair in Public Health resigned in 2012 to take up another position at the University of Manitoba. With this development it is now time to reposition the Trust to support retention of current faculty at risk of leaving the university. The funds made available with the resignation of one chair will be used to transition endowment funds toward supporting the enhancement chair program. Additional funds will be come available over the next five to six years as the terms of the two remaining chairs end.

#### **IMPLICATIONS:**

Chair holders will be appointed for an initial five-year term, renewable once for a second five-year term based on success and accomplishments of the chair. Each chair will be given a specific designation title to identify its alignment with a university signature area.

Initially, the University of Saskatchewan Chairs Program Trust will provide \$125,000 annually to support the enhancement chair program. This funding will increase over the next five to six years to approximately \$375,000. An additional \$125,000 will be provided annually from the Faculty Recruitment and Retention Fund, and \$100,000 of scholarship support will be provided through the College of Graduate Studies and Research.

#### **CONSULTATION:**

The intent to establish a University of Saskatchewan Centennial Enhancement Chair has been consulted with Associate Vice-President Research, PCIP and approved by the Joint Committee on Chairs and Professorships.

#### **SUMMARY:**

The university's integrated plan identifies recruitment and retention of excellent teacher-scholars as a strategic priority. A number of chair programs exist to help recruit excellent faculty, but this is the first program designed to assist the university in retaining faculty at risk of leaving in order to take up a prestigious chair at another institution.

#### **FURTHER ACTION REQUIRED:**

Approval of the Board.

#### **ATTACHMENTS:**

Terms of Reference

## University of Saskatchewan Centennial Enchantment Chair Program

### Terms of References

#### **Purpose:**

The University of Saskatchewan Centennial Enchantment Chair Program will assist the university in retaining world-class faculty with research and scholarship focused within one of the university's signature areas. Initially five, and eventually up to ten enhancement chairs will be established.

The work of a chair will be directed toward research and scholarship in one of the following signature areas: Aboriginal Peoples: Engagement and Scholarship; Agriculture: Food and Bioproducts for a Sustainable Future; Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment; One Health: Solutions at the Animal-Human-Environment Interface; Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies, or Water Security: Stewardship of the World's Freshwater Resources.

#### **Source and Amount of Funding:**

Initially, the **University of Saskatchewan Chairs Program Trust** will provide \$125,000 annually to support the enhancement chair program. This funding will increase over the next five to six years to approximately \$375,000. An additional \$125,00 will be provided for by the **Faculty Recruitment and Retention Fund**, and \$100,000 of scholarship support will be provide through the **College of Graduate studies and Research**.

This level of funding will allow enhancement chairs to be supported annually as follows:

Research support =	\$20,000
Chair stipend =	\$10,000
TA Stipend =	\$10,000
Graduate stipend =	\$20,000

A nominating college/unit is expected to provide a matching Graduate stipend: \$20,000

#### **Tenability:**

Chair holders will be tenured or tenure track faculty appointments in an academic unit of the university. The award of the chair will not affect the academic appointment and upon conclusion of the chair award the faculty member will return to full time duties in the unit.

**Search committee:**

The Dean/Executive Director of the academic home of the proposed chair must nominate candidates. Nominations must include an up to date curriculum vitae, a statement of research objectives and a candidate statement indicating how the chair aligns with and supports advancement of one of the university's signature area. Selection of chairs will be by the Canada Research Chair Oversight Committee.

As an in-scope faculty member assigned duties of the chair are through department collegial processes with approval by the dean.

**Chair holder Responsibilities:**

Conduct research and train highly qualified personnel in a defined area aligned with one of the university's signature areas.

**Term of Chair:**

Chair holders will be appointed for an initial five-year term, renewable once for a second five-year term based on success and accomplishments of the chair. Each chair will be given a specific designation title to identify its alignment with a university signature area.

**Management Committee:**

The Management Committee shall consist of:

- the Dean/Executive Director of the college/school as Chair;
- Department Head; and
- the Vice-Provost, Faculty Relations

The Management Committee will oversee the success of the chair.

Activities are expected to include the following:

- 1) Assess the chair's progress and outcomes in relation to the University of Saskatchewan Centennial Enchantment Chair Program;
- 2) Recommend to the Dean whether the incumbent should be renewed for a second term;
- 3) Oversee management of the funds, ensuring the use and alignment of funds with the University of Saskatchewan Centennial Enchantment Chair Program.



Policy Oversight Committee  
2012-2013 Year-End Report

The university's *Policy on the Development, Approval and Administration of University Policies* defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a Policy Oversight Committee (POC). Membership includes the Vice-provosts, all Associate Vice-presidents, the Director of Corporate Administration, and representatives from Council and Deans Council. Terms of Reference for the Committee establish it as an advisory committee to the University Secretary, with a mandate to coordinate university-level policies.

The Policy Oversight Committee generally meets four times a year: in October, December, February and May. It is the intention that in these four meetings the Committee considers the cases made for new policies (review of Notices of Intent), reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible change or removal.

Terms of Reference for the Committee can be found at [http://www.usask.ca/university\\_secretary/policies/general/1\\_01.php?heading=menuPolicies](http://www.usask.ca/university_secretary/policies/general/1_01.php?heading=menuPolicies)

### **Policies approved by Governing Bodies in 2012-13**

*Policy on Management of University Records*

Approved by the Board in December 2012, this policy provides a framework for a university –wide records management program, including retention and disposition schedules for specific record groups; helps to ensure that university records are appropriately created, used, destroyed and/or preserved and are compliant with relevant legislation standards and best practices; and defines roles and responsibilities and accountabilities for records management.

*Academic Courses*

Council approved the changes to the Academic Courses Policy to include a section on Class Recordings and to update sections on the course syllabus, in March 2013.

*Discrimination and Harassment*

The policy was rewritten to update relevant areas and align with the university's policy guidelines, including the removal of relevant sections more properly outlined in policy procedures. The policy also has been broadened to define the scope to all members of the university community, including individuals employed directly or indirectly at the university, students, volunteers and visitors. Revisions were approved by the Board in March 2013.

*Violence Prevention*

The violence policy was reviewed and rewritten to update relevant areas and contact information, and align with the university's policy guidelines. Revisions were approved by the Board in March 2013.

*Human Research Ethics*

June 2013 Council approved the Human Research Ethics Policy to replace the Policy on Research Involving Human Subjects, effective July 1, 2013

*Responsible Conduct of Research*

June 2013 Council approved the Responsible Conduct of Research Policy to replace the Research Integrity Policy, effective July 1, 2013.

**Policies reviewed by the Policy Oversight Committee but not yet approved**

*Institutional Cost of Research*

Reviewed by the Policy Oversight Committee and currently being further revised based on additional comments and feedback received. This policy will be further reviewed by the Committee before being forwarded to the Board for approval.

*Freedom of Information*

Reviewed by the Policy Oversight Committee and pending further revisions, will be forwarded to the Board for approval.

## **Policies Deleted administratively – For information**

### *USSU Policies*

Two policies that were the responsibility of the USSU existed as policies in the U of S's suite of policies. It was deemed inappropriate for the U of S to have policies relating to a third party. Deleted February 2013 from the University's list of policies.

## **Policies under review, consideration and/or development**

### Under review/revision:

*\*E-Mail*

*\*Data Management, Data Access and Data Use*

*\*Computer Use (\*three ICT policies are under revision to address changes in the structure of the unit)*

*Gift Acceptance*

*Conflict of Interest*

*Radiation Safety*

*Workplace Safety and Environmental Protection*

*Transfer Credit*

*Alcohol*

*Immunization*

*Religious Observance*

*Procurement*

*Tuition Policy*

### Under development

*Fraud Deterrence*

*Safe Disclosure*

*International Travel Risk Management – Mobility Programs*

*Code of Business Conduct*

## 2012– 2013 Policy Oversight Committee Membership

Chair:	Lea Pennock	University Secretary
Committee members:	John Rigby	Vice Chair of Council (Council rep)
	Rick Bunt	AVP, Information & Communications Technology and CIO
	Jim Basinger	AVP, Research
	Doug Clark	AVP Development, Advancement
	Jim Germida	Vice Provost, Faculty Relations
	Dave Hannah	AVP Student and Enrolment Services
	Ivan Muzychka	AVP Communications
	Laura Kennedy	AVP Financial Services Division
	Barb Daigle	AVP Human Resources
	Colin Tennent	AVP Facilities Management
	Judy Yungwirth	Director, Corporate Administration
	Chary Rangacharyulu	Council representative
	Dan Pennock	Acting Vice-provost Teaching & Learning
	Patti McDougall	Vice-provost Teaching & Learning
	Adam Baxter-Jones	Acting Dean, Graduate Studies and Research (Deans Council Representative)
Also attending:	Amanda Storey	Operations Assistant, (Corp Admin)
	Al Novakowski	University Auditor (Observer)