

**AGENDA**  
**2:30 p.m. Thursday, June 19, 2014**  
**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 May 22, 2014 – pp. 1-18
4. Business from the minutes
5. Report of the President – pp. 19-20
6. Report from the Provost’s Office – pp. 21-30
7. Student societies
  - 7.1 Report from the GSA (oral report)
8. Planning and priorities committee
  - 8.1 Report for information: Annual report –pp. 31-36
  - 8.2 Report for information: Report on Capital Planning –pp. 37-40
9. Academic programs committee
  - 9.1 Request for decision: College of Arts and Science – Three-year, four-year and Honours Bachelor of Arts and Bachelor of Science programs in Geography –pp. 41-50  
  
*That Council approve the termination of the three-year, four-year and Honours Bachelor of Arts and Bachelor of Science programs in Geography, effective September 2014.*
  - 9.2 Request for decision: College of Arts and Science - Certificate of Proficiency in Aboriginal Theatre –pp. 51-68  
  
*That Council approve the Certificate of Proficiency in Aboriginal Theatre, effective September 2015.*
  - 9.3 Request for decision: College of Graduate Studies and Research - Master of Science in Marketing– 69-124  
  
*That Council approve the Master of Science in Marketing, with the first cohort beginning classes September 2015.*

- 9.4 Request for decision: College of Graduate Studies and Research - Master of Physical Therapy – change to admission qualifications –pp. 125-140

*That Council approve the changes in admission qualifications for the Master of Physical Therapy, effective September 2015.*

- 9.5 Request for input: Proposed Academic Courses Policy revisions –pp. 141-204
- 9.6 Report for information: Arts and Science – Termination of Minors in Human and Physical Geography; Arts and Science - Bachelors of Music in Music Education – Adding Honours Depth of Study –pp. 205-230
- 9.7 Report for information: Annual Report –pp. 231-236
- 9.8 Request for input: Proposed Recommendations on Program Evaluation and Approval Processes –pp. 237-250

10. Governance committee

- 10.1 Request for decision: Council bylaws amendments – pp. 251-256

*That Council approve the following amendments to Council Bylaws:*

- 1. Addition of the following statement as Part One, III, 5 (k) “Unless the Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary’s office as designated by the University Secretary.”*
- 2. Deletion of the following two sentences from Part Three, I, 2 – “Recipients of degrees other than honorary degrees shall be presented for admission by the dean of the faculty, or a designate, to which the degree belongs. Each recipient of an honorary degree shall be presented for admission by the President or by a person designated for that purpose by the President.”*
- 3. Housekeeping changes to correct cross-referencing in Part One, III, 5 (f) and (g), as shown on the attached pages 5 and 6 of Council Bylaws.*

- 10.2 Request for decision: Amendment to *Procedures for Student Appeals in Academic Matters* –pp. 257-276

*That Council approve the amendment to the Procedures on Student Appeals in Academic Matters to enable the university to modify a student’s involvement in a practicum, clinical setting, or other work environment when the student has appealed a decision of academic assessment related to the student’s work and interactions with others in these types of settings.*

11. Nominations committee

- 11.1 Request for decision: Nominations: Academic Programs Committee; Teaching, Learning and Academic Resources Committee –pp. 277-280

*That Council approve the nominations of Matthew Paige, Department of Chemistry and Ganesh Vaidyanathan to the Academic Programs Committee and Takuji Tanaka, Department of Food and Bioproduct Sciences to the Teaching, Learning and Academic Resources Committee, for three-year terms respectively ending June 30, 2017.*

12. Coordinating committee

- 12.1 Motion from Individual Council member: Motion to rescind approval of document Vision 2025: From Spirit to Action –pp. 281-290

*RIGBY/KALYNCHUK: That Council rescind the motion moved by Dr. Walley and seconded by Dr. Kalynchuk of April 17, 2014 approving the document Vision 2025: From Spirit to Action as the new institutional vision document of the University of Saskatchewan.*

13. Research, scholarly and artistic work committee

- 13.1 Report for information: Annual report –pp. 291-334

- 13.2 Report for information: University Research Ethics Boards Annual Reports –pp. 335-344

- 13.3 Report for information: Responsible Conduct of Research Policy: Report on policy breaches –pp. 345-346

14. International Activities Committee

- 14.1 Report for information: Annual report –pp. 347-352

15. Teaching, Learning and Academic Resources Committee

- 15.1 Report for information: Annual report –pp. 353-358

16. Joint Committee on Chairs and Professorships

- 16.1 Request for decision: Saskatchewan Research Chair in Multiple Sclerosis Clinical Research –pp. 359-364

*That Council approves the Saskatchewan Research Chair in Multiple Sclerosis Clinical Research and recommends to the Board of Governors that the Board authorize the establishment of the Chair.*

- 16.2 Report for information: Annual report –pp. 365-366

17. Scholarships and Awards Committee

- 17.1 Report for information: Annual Report –pp. 367-382

18. Other business

19. Question period

20. Adjournment

There will be a reception following the meeting.

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

John Courtney, professor emeritus of Political Studies and Senior Policy Fellow at the Johnson-Shoyama Graduate School of Public Policy presented a tribute for Professor Duff Spafford, Department of History and a minute of silence ensued.

The chair called the meeting to order at 2:40 p.m., observing that quorum had been attained.

1. Adoption of the agenda

KALYNCHUK/MICHELMANN: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra, chair of Council, provided opening remarks welcoming Dr. Gordon Barnhart as the new interim president of the university appointed on May 21, 2014, to begin May 22, 2014. Council welcomed Dr. Barnhart with applause. Guests and media were welcomed, and the chair explained the meeting procedures and items to be addressed at the meeting.

The chair emphasized the following major principles of Council: that Council enjoys academic freedom; it is a collegial self-governing body with the responsibility to govern itself accordingly; and it is the governance body where academic matters are considered and decisions made.

The chair thanked the former president Ilene Busch-Vishniac and former provost and vice-president academic, Brett Fairbairn for their service.

A Council member asked about the implications of executive solidarity and how Council operates as a collegial body. He noted he understood that the executives on campus carry out decisions; however, the decision to terminate Dr. Buckingham for criticizing decisions with respect to the School of Public Health was made prior to Council considering the matter of the School of Public Health. This led to the supposition that the university administration, as decision makers, were making decisions on behalf of Council. The member asked how Council matters will come before Council for consideration in the future. The chair noted that this is a question for the president, and he would wait for the president's comments.

3. Minutes of the meeting of April 17, 2014

The incorrect spelling of Professor Brooke's name was noted.

DAUM SHANKS/MICHELMANN: That the Council minutes of April 17, 2014 be approved as corrected.

CARRIED

#### 4. Business from the minutes

There was no business arising from the minutes.

#### 5. Report of the President

President Gordon Barnhart thanked Council for the warm welcome. He noted that he is in an acting position until the university is able to choose a new president which will probably be a year to 18 months. He committed to do his best to serve the campus and province of Saskatchewan.

Dr. Barnhart provided a brief summary of his history on campus noting that he came as a student to the university in 1963, completed his undergraduate degree and honours degree and then returned later to complete his Ph.D. He expressed his goal as one of making the university a happier place than it has been as of late. Regarding TransformUS, the president noted that he had not yet been able to fully digest the process but would review it in the near future. He also stated his intent to identify where the university stands currently with respect to the projected deficit to determine how much has been saved to date and what further savings are required if there is still a projected gap. In economizing to save money, he indicated his hope is to do so in a relatively painless way to minimize the hurt to staff, faculty and students.

Dr. Barnhart also advised that he very much recognizes academic freedom, free speech, and that is what the university is all about. He recalled Council being a forum for healthy free speech in the past and his belief that as long as speech is respectful and thoughtful, good results arise. He advised that it is time to move on, to turn the page and look to the positive things being done on campus and get back to the university's true values of education, students, research and making this province a better place. The president advised that he will meet with both student bodies in the next few days, and that the university's goal is to educate students. He noted that as convocation approaches, Council has the opportunity to attend to celebrate with students and their families this important occasion. He stressed that he is here to listen to what Council has to say, and to hear Council members' suggestions of what can be done differently in the future. The president advised that his role is not to find all of the solutions, but to listen and learn how to do better without throwing stones at the past. The president then invited questions.

A student guest noted that the president has used the term "negative debate" in his comments and inquired as to what this meant. The president advised that debate is always positive and healthy, but if people are angry or insulting in the course of debate, than debate could be negative.

A Council member asked the president to respond to the question asked earlier in the meeting regarding what governance changes Council might expect. The president advised that there is a list of duties that Council is responsible for and that the university has four deliberative bodies: the Board of Governors, Council, Senate and the General Academic Assembly, and that each has an important role. As president, he indicated that he did not see that he would limit in any way the authorities of these bodies, but asked that if this were the perception, that Council let him know.

A guest asked why it is important to turn the page advising that he felt it needed to be read and understood first and that there should be some sort of inquiry into practices, expectations, and protocols that can cause the type of events that occurred over the last week. Without this analysis, he indicated it was too easy to assume that the circumstances and climate had nothing to do with the occurrence and just depended on an individual. He expressed the hope that the president will devise ways to monitor the university so that such events do not occur again. The president stated that he would look into it. Another guest suggested that the firing of a tenured professor was a team decision and that the university community needed to know who was involved in making the

decision. The president advised that he was not involved. Another guest noted that over the last two years on campus there has been stress, anxiety and fear, in part due to the TransformUS process. In a university of this size, he suggested that there are other ways of dealing with the deficit, and that it is not known if there is a deficit because there is no public accounting. He suggested that the president carefully study what TransformUS is all about as he believed it sounded like a draconian move to kill smaller programs and amalgamate them with larger units that have nothing in common. He suggested that the TransformUS process jeopardizes the programs as it is difficult to identify synergies, and this creates anxiety in the minds of students who are the university's primary stakeholders. He asked the president to find an alternative means to deal with the deficit and trash the TransformUS process absolutely.

A Council member noted that to move forward there is a need to know where we are now and although he is not asking for judgments to be made he believed that the question as to how we got to where we are now is an essential one to determine from whence we can emerge and how to go about doing that. He asked the president to determine what was a team effort and a non-team effort regarding Dr. Buckingham's dismissal and make it known to Council.

A Council member advised that as an elected member he is under no compulsion to speak or vote in any manner, other than in accordance with his own views, but that he believed some members of Council may possibly feel threatened to vote in a particular way. He asked the president whether he was prepared to release these members and allow them to vote their conscience and that mandated block voting should not be permitted in Council. The president stated his belief in the importance of Council members speaking their minds and advised that he would look into this further, but that there are instances, such as cabinet solidarity and a board speaking with one voice after a decision has been made, when senior leaders speak with one voice.

A guest noted that she would like the university to look for remedies that are both broad and deep and recommended amendments to *The University of Saskatchewan Act* to promote academic freedom and the people's university. She noted that the need to proceed cautiously regarding decisions which were made under a perversion of interest and asked the president to help the university do this.

A graduate student guest commented that the current mission statement speaks to the university's aim to serve the University of Saskatchewan and the former president opposed this statement, noting that it is the equivalent to slavery, and asked whether the president will consider bringing this back to the Vision 2025 statement. The president advised that he will have to look at it and could not make a comment at this time.

A Council member noted that at the recent General Academic Assembly in April, a graduate student raised a question about the former president looking into a matter of a culture of intimidation at the School of Public Health and asked the president to look into this.

A graduate student guest asked how long the deliberations on TransformUS will take and suggested that decisions of this type not be made at the end of the student term which was done in the past when the plan was released on May 1<sup>st</sup>.

A student guest noted that he had believed the role of deans is to represent their colleges and recently he has heard a different role described. The president responded that he will look into the role of deans.

A student guest noted that tuitions were increased by 5% this year and the student body was told it was because other universities were increasing tuition. He asked whether the president will look

into this matter and whether there is any hope of reverting this decision and if so when. The president noted that in his recollection in the past the university attempted to find the median of increases being done by other universities and although he did not know if that continues to be the case he will look into it. He also noted that tuition increases fall within the role of the Board of Governors.

A Council member asked the president to work with the chair to find a reconciliation of Council bylaws which state that Council members will exercise independent judgment and not act as any agent of any representative body or organization.

A non-Council member noted that there has been mobilization across the campus, province and country regarding the sacrosanct notion of tenure. He noted that over the past 40 years the collegial process has been based upon the deliberations of many committees that have been deciding on the academic acumen of our colleagues and that has now been reversed on what he believed to be a technicality. As tenure is a critical fundamental aspect of being a faculty member, which encompasses academic freedom, he asked the president to look at how this has happened as there is a need to know and understand the past in order to move into the future. He asked that the tenure decision be given to the faculty as outlined in the collective agreement. The president advised that this has already been a focus for him and that the Board of Governors is meeting next week and it will be on their agenda. He noted that he shares the faculty members' sorrow as a former student, faculty member and alumni of this university.

A non-Council member advised that many have observed security guards and support people escorting people off campus following their loss of employment, and this hurts her to see colleagues escorted off the campus and told not to return and that this influences the whole campus environment. She asked for assurance that this will be re-evaluated and discontinued in the immediate future. The president agreed with the faculty member's comments, stating that he did not approve of having escorts in terms of people leaving an office. The president advised that we need to treat all of our people with great dignity and if the economic circumstances mean we need fewer people, and he hoped that that is not the case but could not promise, he would assure that these types of escorts will not happen under his watch as it is an insult to people's dignity.

A Council member encouraged everyone to understand to make Council meetings a sounding board and see this as where people can bring their first ideas and that they can help debate or brainstorm on issues. She asked that Council members think of those faculty members, who have not yet received tenure, and what can be learned from these recent experiences.

The president thanked all for their comments noting that although some were not gentle none were rude. The Council chair commented that he was impressed with the president's openness, ability to listen and the president's statement that every person is to be treated with dignity and respect. He asked Council to thank the president for his openness and respect which was greeted with applause.

## 6. Report of the Provost

The chair noted that there is currently no provost to present the written report; however, there are individuals present to respond to any questions on the report. There were no questions.

## 7. Student Societies

### 7.1 Report from the USSU

Max FineDay, president of the University of Saskatchewan Students' Union (USSU) presented the report. He welcomed Interim President Barnhart to the university and introduced the new USSU vice-presidents: Elias Nelson, vice-president, operations and finance; Jack Saddleback, vice-president, student affairs; and Desirée Steele, vice-president academic (who was absent). He acknowledged the guests, in particular the students present at the meeting today noting that he has been impressed with how students have participated in the past week and shown their care about the university and thanked them for taking the time to do so. He thanked President Barnhart for taking the interim role and looked forward to meeting with him and talking about the future of the university.

Mr. FineDay noted that the university is in a tough spot right now as the people's university has had its image tarnished on the international stage. He advised that he is proud to be a student here and many students and faculty are being recognized for prestigious awards but it will take more to restore the university's reputation than the support of its students and faculty. Mr. FineDay advised that TransformUS was not conducted collegially or consultatively and now the university is suffering the consequences. He agreed it is time to turn the page and urged new leadership to think carefully and purposefully on how to move forward. He advised that he would expect that if students are not brought in, the university will again be in trouble and there are many students willing to be involved. He noted that students do not want another town hall or to be told to look at the blog, or have information talked at them. University building is a change effort and should be driven with that in mind, and administration should actively bring in college leadership and the USSU. Mr. FineDay advised that students are interested and capable in being included in these decisions and that he looked forward to making this a reality. He noted that the university is strong, but only when all parties work together.

### 7.2 Report from the GSA

Izabela Vlahu, president of the Graduate Students' Association (GSA), presented the report. She noted that the past few weeks have been very eventful and being newly elected her first concern is to recognize the graduate students' concerns. She stated that graduate students have serious concerns with the TransformUS process and have expressed this in a number of ways. Several letters have been sent to the Board of Governors expressing concerns with university leadership and TransformUS. Their concerns include: reputation of the university; importance of efficient and accountable governance; validity of the deficit; importance of student involvement in TransformUS and all processes at the university; and elimination of programs. Many students also expressed their feeling in the student-organized rally, "DefendUS". Ms. Vlahu stated that the feeling of the GSA is that students need to gain trust in the university leadership and that TransformUS needs to be completely reconsidered. As much as students are here to study and conduct research and help with the dissemination of knowledge, it is part of their role to be activists and defend the ideals in which they believe, including academic freedom. Ms. Vlahu welcomed student activism as constructive criticism. She stated that the involvement of students and faculty members will demonstrate on the international scene that the university has substance and will improve.

## 8. Research, scholarly and artistic work committee

Professor Caroline Tait, chair of the research, scholarly and artistic work committee, presented this information item to Council. In her initial comments she noted her sadness at the events that have occurred and encompassed her colleagues.

### 8.1 Report for information: undergraduate research

Professor Tait advised that the research, scholarly and artistic work committee looked at the practice and concept of undergraduate research this year and how it could be incorporated into daily practices in the curriculum to enhance research. Recognizing that there needs to be a balance between advancing innovative and creative initiatives while recognizing pressures on faculty resources and time, the committee believes that integrating undergraduate research into the curriculum is doable and supported by students. She invited all of Council to read the report provided and send any questions to the committee. She thanked fellow committee members for their hard work and also thanked Sandy Calver, committee secretary for her efforts in supporting the committee.

In closing, Professor Tait also invited suggestions from Council members regarding areas of priority and focus for the committee in the coming year.

## 9. Nominations Committee

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

### 9.1 Request for decision: Nominations to committees for 2014-15

Professor Krol noted the process the committee followed in developing the list of nominees. He advised that the committee looks at the skills and experience of the nominees and considers equity in representation and balance among members. In keeping with the committee terms of reference, the committee solicits nominations widely from the Council and the General Academic Assembly. In recommending committee chairs the committee considers experience, leadership, continuity and commitment as key attributes of chair nominees.

In addition to the nominees listed in the nominations committee report, as stated in the handout distributed to Council at the meeting, Joel Bruneau from the department of economics has been nominated for a three-year term until June 30, 2017 on the planning and priorities committee.

The Council chair called three times for nominations from the floor and none were made.

A Council member requested that since Council has very little information and knowledge about the candidates that the motion be tabled until there is more information as to the candidates' qualifications, characteristics and criteria, and the manner of selection.

The university secretary informed Council that the rules allow for a motion to defer to a stated time so the motion could be deferred for consideration of the slate of nominees to the next Council meeting. To do so would require approval by a majority of the votes cast. A Council member spoke against the request for additional information, supporting that Council respect the evaluations the nominations committee has made, and indicating that if Council is

asked to review all nominations directly, then Council has no need of a nominations committee.

SOLOSE/VLAHU\*: Motion to defer the motion to the next Council meeting, in order for the nominations committee to provide information to Council regarding the candidates' qualifications, and the criteria and manner of selection.

DEFEATED

KROL/WOTHERSPOON: That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2014-15, as provided in the nominations committee report and at the meeting.

CARRIED

## 10. Governance Committee

Louise Racine, a member of the governance committee, presented this report to Council.

### 10.1 Notice of motion: Council bylaws amendments

Professor Racine described the proposed amendments to the Council Bylaws, and noted the rationale for the requested motions, as provided in the written meeting materials.

### 10.2 Request for input: Amendment to Procedures for Student Appeals in Academic Matters

Professor Racine noted the committee is seeking input with respect to the proposed amendment to the *Procedures for Student Appeals in Academic Matters*, regarding the ability to modify the student's involvement when there is a question raised regarding the student's behavior and there is a concern about the well-being or safety of others. She advised that comments can be submitted to Carol Rodgers, committee chair, or the university secretary. The intent is for this amendment to the Procedures to be submitted for approval at the June Council meeting.

### 10.3 Request for decision: Nominations to the nominations committee

Professor Racine noted the Council members nominated for the nominations committee, and corrected the department name associated with Andrew Van Kessel to read Animal and Poultry Science. The Chair called three times for nominations from the floor and there were none.

RACINE/DOBSON: That Council approve the nominations to the nominations committee effective July 1, 2014 as provided in the governance committee report, and Ed Krol as chair of the nominations committee for a one year term effective July 1, 2014 to June 30, 2015.

CARRIED

## 11. Planning and Priorities Committee

Dr. Fran Walley, chair of the planning and priorities committee, presented this information item to Council. She advised that the committee had more than one discussion about the plan and how it might come to Council. It was acknowledged that the plan is not the committee's but rather ownership rests with the provost's committee on integrated planning (PCIP). Although the plan has already been released to the university community, it was ultimately agreed that the planning and

priorities committee would formally submit the TransformUS action plan to Council in recognition of the committee's mandate for university-wide strategic planning. Dr. Walley advised that the intent is to invite discussion of the action plan. Regarding the committee's contribution to the action plan, Dr. Walley advised that the committee reviewed a draft version of the plan at its April 23<sup>rd</sup> meeting providing suggestions and comments and in response the plan was modified by PCIP and on April 30<sup>th</sup> the committee received the final action plan and provided further comments. Dr. Walley advised that the report is presented for information with no accompanying detailed analysis from the planning and priorities committee as the action plan was received and discussed but no recommendations were made with respect to substantive changes. The accompanying project briefs and summary were not reviewed by the committee prior to release of the action plan by PCIP. Dr. Walley advised that the committee's comments centered upon areas for clarification within the action plan, Council's jurisdictional authority, the need for consultation, and enhancing student accessibility and understanding of the plan.

Dr. Walley spoke to an email she received from a Council member earlier in the week asking for information regarding the committee's discussions and deliberations particularly with regards to the passages on page 25 of the report that begins, "finally, PCIP sees an important opportunity to partner with University Council and its committees in the actions that follow from the TransformUS task force reports." The passage goes on to describe various scenarios in which PCIP intends to partner with Council. Dr. Walley advised that the Council member indicated he was concerned that this treads on Council's authority, and inquired what can be done to ensure independence of the planning and priorities committee from PCIP. Dr. Walley advised that it seemed appropriate for her to provide the answer to Council directly. Dr. Walley advised that the committee did discuss this passage in particular and the authority of Council in general on both April 23<sup>rd</sup> and April 30<sup>th</sup>. She then shared excerpts from those two committee meetings that speak to this issue (attached as Appendix B to these minutes). Dr. Walley informed Council that she shared these excerpts of these minutes to indicate the consideration and discussions of the committee. Consensus was not reached regarding wording of the action plan about the role of Council, but neither was the goal of the committee's discussion to reach consensus given that the document is not owned by the committee. Any changes to the draft or final version of the action plan, although informed by the discussions at the committee, were left entirely to PCIP to make.

Dr. Walley advised that at a recent planning and priorities committee meeting, the possibility that Council may signal a wish for the committee to thoroughly review the action plan and provide a report to Council was discussed. The committee's hope is that today's discussion at Council will provide direction for planning and priorities committee in this regard. Dr. Walley advised that she would be pleased to take any questions regarding the role of the planning and priorities committee with respect to the action plan, but invited Council to direct any other questions about the plan to Greg Fowler, vice-president finance and resources and vice-chair of PCIP.

Mr. Fowler then provided comments. He advised that he and his colleagues on PCIP are listening carefully to the comments of the planning and priorities committee as well as the comments of President Barnhart and the Board of Governors. He advised Council that given the current circumstances, PCIP has decided to slow down to examine the action plan and to provide for further faculty and staff input and to listen to the university community. The most recent up-to-date information on the fiscal status of the university will also be provided at a future Council meeting.

The Council chair noted that this item has come to Council for information and any information can be sent to Dr. Walley, chair of the planning and priorities committee or the university secretary. The floor was then opened for questions.

A Council member noted a portion within the last paragraph on page 25 of the action plan which reads, "Other potential areas for Council's consideration include an examination by Council's committees, such as the academic programs committee, of the prioritization framework used by the academic programs task force and its potential for incorporation into templates used by the committee when proposals for new or revised programs are brought forward for approval or for program termination." The Council member noted that this is clearly an academic programs committee matter and it appears that PCIP is referring to use by the academic programs committee of a process and procedures employed by the academic programs task force. He noted that these procedures have come under quite a bit of criticism; many believe they are irreparably flawed and incapable of discerning the connections of this institution, and that the procedures represent a reductionist, "rough and ready" process. He called for the academic programs committee to act independently and use its own best judgment in assessing programs. The Council member noted that what has been seen recently is that the TransformUS process has brought the university community to the most difficult situation. Given that the action plan preceded recent events he stated his intent to make a motion. After discussion to clarify the motion, the motion proposed by the Council member was: "That the TransformUS process be suspended, pending a report to Council to the Senate and to the Board of Governors of a forensic audit into the projected deficit of \$44.5M."

The university secretary indicated that there are two aspects of the motion to clarify: (1) whether prior notice of the motion has been given; and (2) whether the motion is a substantive motion. If the motion is deemed to be a substantive motion, as determined by the Chair, then Council should follow its rules and procedures which call for ten days' notice of the motion be provided for Council's consideration. She advised that in this case this has not been given, and therefore to add a substantive motion to the agenda once the meeting has commenced requires unanimous approval by Council.

A Council member argued that Council has had a year to consider TransformUS and therefore does not require notice to consider the motion. Another Council member requested that a vote not be taken as a forensic audit is a complex process, requiring the engagement of many parties, and that such an audit may be unnecessary in order for Council to receive information outlining the university's projected deficit picture.

BROOKE/VLAHU\*: To add the proposed motion to the agenda.

DEFEATED

Mr. Fowler advised that there are elements in the action plan outside of Council's authority in order to ensure Council was aware of the varying actions in the plan.

The Council member that brought the motion noted that he voted against his own motion due to the discussion of the motion which made him realize that the motion was an impromptu motion, and suggested that perhaps the motion could be re-worked and submitted to the coordinating committee for consideration to add to the meeting agenda of the next Council meeting.

The Council chair informed Council that any information or input provided by Council members would be submitted to the chair of the planning and priorities committee. The incoming chair for the planning and priorities committee requested instruction from Council regarding whether Council wished the committee to provide an analysis of the action plan. The Council chair affirmed that any related comments could be submitted directly to the chair of the planning and priorities committee or the university secretary.

A Council member noted that she would be interested in learning what concerns the planning and priorities committee had and what advice they gave to PCIP that may or may not have been considered. Dr. Walley replied that this was noted in the reading of the minutes excerpts from the committee's April 23<sup>rd</sup> and April 30<sup>th</sup> meetings.

A Council member noted that in a previous question there was a reference to the academic programs committee and the role it should be taking and he invited the chair of the academic programs committee to comment. The chair of the academic programs committee spoke to the independence of the committee and the comments in the action plan. He stated that the committee does not take direction from PCIP regarding the criteria by which the committee assesses programs. The committee is presently reviewing and clarifying the criteria by which programs are assessed to ensure consistency, and will submit the revised criteria to Council for information once its review is complete.

## 12. Academic programs committee

### 12.1 Request for decision: Termination of the General Honours degree

Roy Dobson, chair of the academic programs committee, presented this item to Council. He advised that there are no students enrolled in the program presently and that other means exist for students to obtain an honours degree.

DOBSON/KROL: That Council approve the termination of the General Honours degree (in the College of Arts and Science), effective September 2014.

CARRIED

## 13. Other business

Dr. Walley, chair of the planning and priorities committee noted that as no feedback had been offered in relation to the committee providing Council with the committee's analysis of the TransformUS action plan, that this question could be revisited at the June Council meeting.

The chair noted that any comments on the plan could also be sent to Greg Fowler, vice-president finance and resources and vice-chair of PCIP.

## 14. Question period

A Council member noted that he appreciated the comments made at the meeting; and referenced in particular Professor Tait's note that this is not a time of triumph but a time of setback for the institution, notwithstanding his pleasure at the appointment of Dr. Barnhart. He requested that the coordinating committee consider bringing forward a motion to rescind the motion approving the Vision 2025 document, and that if the committee declines to bring forward the motion, that the committee explain to Council why the committee believes the document should stand. He advised that it seems inappropriate that Council would bind any future president to a plan approved three weeks prior.

A Council member noted that the two circles with which she is familiar include the circles with her Indigenous colleagues and also with her non-tenured colleagues. She advised that people in these two circles are nervous, scared and angry and she wished to make the reflection that contributions from these two circles might not happen promptly and asked to have some space to hear from people first as that input may come after there is a step towards creating more trust.

A Council member asked if the planning and priorities committee had access to financial information and the total budget of the university. Dr. Walley, chair of planning and priorities committee, confirmed that the committee regularly receives information about the university's budget.

A non-Council member asked the president whether he would step aside from the board of the International Minerals Innovation Institute, as his service on the IMII board and his service to the university as president represents a conflict of interest. President Barnhart confirmed he would be stepping down from the IMII board.

#### 15. Adjournment

The chair noted the final meeting of the 2013-14 year will be June 19, 2014, and encouraged people to attend.

DOBSON/MICHELMANN: That the meeting be adjourned at 4:49 p.m.

CARRIED

Next meeting – 2:30 pm, June 19, 2014

\* Izabela Vlahu, was elected as president of the Graduate Students' Association effective May 1, 2014. She assumed that this meant she also became a Council member at that time. In fact student Council members begin their term July 1, therefore Ms. Vlahu was not a Council member at this meeting.

COUNCIL ATTENDANCE 2013-14

Voting Participants

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Albritton, William	P	P	R	P	P	P	P	P	P	
Anand, Sanjeev	R	P	P	P	P	P	R	P	R	
Bartley, William	P	P	A	P	P	P	A	A	P	
Baxter-Jones, Adam	P	P	P	P	P	P	P	P	P	
Berlinic, Wyatt	R	P	R	R	P	P	R	A	A	
Berry, Lois	P	P	A	P	R	P	R	P	P	
Bonham-Smith, Peta	P	P	P	P	P	P	P	P	P	
Brenna, Bev	P	P	P	P	P	P	P	P	P	
Brenna, Dwayne	P	P	P	P	P	P	R	P	P	
Brooke, James	P	P	P	P	P	P	P	P	P	
Buhr, Mary	P	R	P	P	P	P	P	P	P	
Calvert, Lorne	R	R	P	R	R	A	P	A	P	
Chang, Gap Soo	P	P	R	P	P	P	A	P	R	
Chibbar, Ravindra	P	P	R	P	R	P	P	P	P	
Crowe, Trevor	P	P	P	P	P	P	P	P	R	
Daum Shanks, Signa	P	P	P	P	P	P	P	R	P	
Day, Moira	P	R	A	R	P	P	A	P	A	
de Boer, Dirk	P	P	P	P	P	P	P	P	P	
D'Eon, Marcel	P	P	P	R	R	R	P	P	P	
DesBrisay, Gordon	R	P	P	P	P	R	P	P	R	
Deters, Ralph	A	P	P	R	P	P	P	P	P	
Deutscher, Tom	A	A	P	P	P	P	R	R	P	
Dick, Rainer	P	P	P	P	P	P	P	P	P	
Dobson, Roy	P	P	P	P	P	P	P	P	P	
Eberhart, Christian	A	A	A	A	R	A	A	A	A	
Fairbairn, Brett	P	P	P	P	P	P	P	P	A	
Findlay, Len	A	P	P	P	P	P	P	P	A	
Flynn, Kevin	R	P	A	P	P	P	R	A	P	
Freeman, Doug	P	R	A	A	R	R	R	R	P	
Gabriel, Andrew	A	R	P	R	A	A	A	P	A	
Ghezelbash, Masoud	P	R	P	R	P	P	A	P	R	
Gobbett, Brian	A	P	A	A	P	A	A	A	A	
Goncalves Sebastiao, Bruno	A	A	A	A	A	A	A	A	A	
Greer, Jim	A	P	P	P	P	R	P	R	P	
Gyurcsik, Nancy	NYA	P	P	P	P	P	P	P	P	
Haines, Aleina							R	A	A	
Hamilton, Murray	P	P	A	A	P	A	P	P	P	
Harrison, Liz	P	P	A	P	R	R	R	P	P	
Heidel, Steven	P	P	A	A	P	P	A	A	A	
Heinz, Shawn	P	A	A	A	A	A	A	A	A	
Herriot, Jon	A	A	A	A	A	A	A	A	A	
Hill, David	P	P	P	P	P	P	P	R	P	
James-Cavan, Kathleen	P	P	R	P	P	P	P	R	P	
Johanson, Robert	P	P	P	P	P	P	P	P	P	
Jones, Paul	P	P	P	R	P	P	R	P	P	
Kalra, Jay	P	P	P	P	P	P	P	P	P	
Kalynchuk, Lisa	P	P	P	P	A	P	P	P	P	
Khandelwal, Ramji	P	P	P	P	P	A	P	P	P	
Kipouros, Georges	A	P	P	R	R	P	A	A	P	
Klaasen, Frank	P	P	A	A	P	P	P	A	P	
Konchak, Peter	NYA	P	P	P	P	P	R	P	A	
Krol, Ed	P	P	P	R	P	P	P	P	P	
Kulshreshtha, Surendra	P	P	P	A	A	P	A	A	A	

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Ladd, Ken	P	P	P	P	P	P	P	P	P	
Langhorst, Barbara	P	R	P	P	R	R	A	R	R	
Lee, Deborah	P	P	P	R	P	P	R	P	A	
Lieverse, Angela	P	A	P	R	P	P	R	P	P	
Lin, Yen-Han	R	A	P	R	R	R	A	P	P	
Lindemann, Rob	A	A	A	A	A	A	A	P	A	
Luo, Yu	P	R	P	R	A	A	A	A	A	
MacGregor, Michael	A	R	P	P	A	P	A	P	P	
Makaroff, Dwight	P	P	P	R	P	P	P	P	P	
Makarova, Veronika	P	P	A	P	A	P	P	A	P	
Meda, Venkatesh	P	P	P	R	P	P	R	P	P	
Michelmann, Hans	P	P	P	P	P	P	P	P	P	
Miller, Borden	A	A	A	A	A	P	A	A	A	
Montgomery, James	A	P	R	A	A	P	A	P	P	
Noble, Bram	P	R	P	P	R	P	P	P	A	
Ogilvie, Kevin	A	A	A	A	A	A	A	A	A	
Ohiozebau/Vlahu	P	P	P	R	P	P	R	P	P	
Ovsenek, Nick	A	P	P	A	P	P	P	P	P	
Parkinson, David	A	R	P	P	P	P	P	P	P	
Phoenix, Aaron	P	R	P	P	P	P	P	P	P	
Pozniak, Curtis	P	P	R	A	P	A	A	P	P	
Pritchard, Stacy	R	R	A	R	R	A	A	A	A	
Prytula, Michelle	P	P	R	P	A	R	P	A	P	
Pywell, Rob	P	P	P	P	P	R	P	P	P	
Racine, Louise	P	R	P	P	R	R	P	P	P	
Radomske, Dillan	A	A	A	A	A	A	A	A	A	
Rangacharyulu, Chary	P	P	R	P	R	P	A	P	R	
Regnier, Robert	A	A	A	P	A	A	P	A	A	
Rigby, John	P	P	P	P	P	P	P	P	P	
Robertson, Jordan	P	P	P	R	P	A	A	A	R	
Rodgers, Carol	P	R	P	P	P	P	P	P	P	
Sarjeant-Jenkins, Rachel	R	P	P	P	P	P	P	P	P	
Schwab, Benjamin	R	P	A	A	P	A	A	A	P	
Schwier, Richard	A	P	P	R	P	P	P	P	P	
Singh, Jaswant	P	P	P	P	A	P	P	A	R	
Solose, Kathleen	P	P	A	R	P	P	P	P	P	
Still, Carl	P	P	P	R	P	R	P	P	P	
Stoicheff, Peter	R	P	P	R	P	P	P	P	P	
Sutherland, Ken	R	P	P	P	P	P	P	P	R	
Taras, Daphne	P	P	P	P	P	P	R	P	R	
Taylor-Gjevre, Regina	P	P	R	P	P	R	P	P	P	
Tyler, Robert	P	P	P	P	P	R	P	R	P	
Van Kessel, Andrew	A	A	A	P	A	P	A	P	P	
Vassileva, Julita	A	P	P	A	P	P	P	P	A	
Voitkovska, Ludmilla	A	A	A	A	A	P	A	P	R	
Waldram, James	P	P	P	P	P	P	R	A	P	
Walker, Keith	P	P	P	P	P	R	P	P	P	
Walley, Fran	P	P	P	P	P	P	P	P	P	
Wang, Hui	P	R	P	R	R	P	A	R	R	
Wilson, Virginia	P	P	P	R	R	P	R	P	P	
Wotherspoon, Terry	P	A	R	P	P	R	P	P	P	

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	R	P	P	P	R	P	P	
Cram, Bob	p	P	P	P	P	R	P	R	P	
Downey, Terrence	P	P	P	P	P	P	R	R	P	
FineDay, Max	R	P	P	R	P	R	R	P	P	
Fowler, Greg	P	R	R	P	R	P	P	P	P	
Isinger, Russ	P	P	R	P	P	P	P	P	P	
Krismer, Bob	P	P	P	P	P	P	P	R	P	
Magotiaux, Heather	P	R	R	R	R	P	R	R	P	
Schriml, Ron	A	A	A	A	A	A	A	A	A	
Sherbino, Jordan	P	P	P	P	P	P	P	R	P	
Vlahu/Datta	A	A	A	P	A	P	A	R	P	
Williamson, Elizabeth	P	P	P	R	P	P	P	P	P	

## Appendix B

### Excerpts from Planning and Priorities Committee Meetings of April 23 and 30, 2014:

*On April 23 the Committee discussed the draft action plan. With regards to Council's role, the following points were raised:*

- That the action plan recognize Council's legislated responsibility for academic programs;
- Further, that the plan recognize that faculty members are the drivers by which Council achieves its mandate to "*prescribe curricula, programs of instruction and courses of study in colleges, schools or departments*" as stated in the *University of Saskatchewan Act, 1995*.
- That the "*review of the existing policy framework associate with viable enrolments*" is a matter determined by Council and need not be prescribed within a university-wide action plan as these are matters that can be dealt with at the committee level; however, the need for the review was welcomed and enthusiastically supported;
- That the reference to deans within colleges achieving program changes be tempered to reflect Council's authority to approve program changes;
- That the plan be reviewed overall to ensure language is weighted in appropriate jurisdictional terms, so that there is no occasion for debate as to jurisdictional authority;

*On April 30, when we received the final document, discussion focused upon the use of the term "partnership" to describe the relationship between PCIP and Council, as outlined in page 25 of the document, particularly the phrase, "PCIP sees an important opportunity to partner with University Council and its committees."*

The following points were discussed:

- That there is no mechanism to partner beyond that which already exists; presently, the provost and vice-president academic who is also the chair of PCIP serves as a member of the planning and priorities committee, and the chair of the planning and priorities committee serves on the standing subcommittee of the coordinating committee of Council, which meets periodically with PCIP. The chair confirmed with Dr. Fairbairn that no new mechanism though which Council and PCIP might partner is intended beyond that which presently exists.

- That the reference to partnership is made specifically in relation to Council through the planning and priorities committee partnering with PCIP to revise the existing viable enrolment report approved by Council in 2007 and develop a sustainable framework for enrolment; as the university's enrolment has both an academic dimension and a financial dimension, it is appropriate to use the term partnership to describe the mutual engagement and work envisioned involving the planning and priorities committee and PCIP.
- That the word partnership implies that PCIP and Council acknowledge their respective jurisdictions, but do so in a manner which is co-operative in nature;
- That the phrase "to partner with" is more open to interpretation, than the phrase "to work closely with," and therefore the referencing to "partnering" may elicit both negative and positive responses;
- That a partnership between Council and administration already exists;
- That in the action plan, PCIP is offering to partner with Council; however, Council may decline the offer.

## PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

June 2014 

As of the writing of this report I have been in my role slightly over two weeks. In that time I have been involved in two full days of meetings with the board of governors, participated in our graduation powwow, honoured our retirees at our annual banquet and had the opportunity to participate in four full days of convocation ceremonies and celebrations. In the coming weeks, I look forward to honouring those faculty receiving tenure or a promotion and celebrating all of our employees at the annual appreciation picnic and long service awards.

In between these important activities I've spent my time meeting with faculty, students, staff and senior leaders to ensure I am knowledgeable regarding the most critical issues facing the University of Saskatchewan at this time. You will find a highlight of some of those activities over the past few weeks below.



Gordon Barnhart, Ph.D SOM  
Interim President

### Appointment of Interim Provost and Vice-President Academic

Our first critical issue was finding someone to fill the role of interim provost and vice-president academic. After consultation with campus leaders it was clear that Dr. Ernie Barber was the top choice to hold this key position. Ernie has been part of the University of Saskatchewan for 33 years, has served as dean of two colleges, a vice-provost and has previously held the role of interim provost. I know that with Ernie's experience and approach to leadership he will help us stabilize and move forward over this coming year -- I am thrilled to be working with him. Ernie will begin his term as interim provost on July 1<sup>st</sup>. This will give him time to transition from his current posting in the Global Institute for Food Security (GIFS).

### Convocation

It was my honour to be able to participate in over seven convocation ceremonies this spring. This year we saw close to 2,500 students walk across the stage with over 3,600 receiving degrees. Of particular note is the fact that we had close to 350 graduating students who have self-identified as Aboriginal. That is a clear indication that not only have our recruitment efforts been successful but our retention efforts as well.

We are seeing a trend with our students that more and more are attending their convocation ceremony. With them, they bring family and friends that create an atmosphere filled with excitement and promise. I am told if the trend continues we may need to see eight ceremonies in the coming spring.

In addition to an increase in students, this year also saw an increased number of honorary and celebrated degree recipients. Each ceremony was able to include an address by an honorary degree recipient providing a nice level of variety to these official ceremonies. Also at each ceremony we took the opportunity to honour our own faculty, staff, and students who are outstanding in their fields. I'd like to take this opportunity to recognize our own:

- *President's Service Award* -- Marlene Fehr, manager of the University of Saskatchewan dairy herd.
- *Community-Engaged Teaching and Scholarship* -- Dr. Chelsea Willness, Assistant Professor and Grandey Scholar in Sustainable Leadership in the Edwards School of Business.
- *Outreach and Public Service* – Ken Rosaasen, Professor, College of Agriculture and Bioresources
- *Distinguished Researcher* – Dr. Graham George, Professor and Research Chair in X-ray Absorption Spectroscopy, College of Arts and Science.
- *Master Teacher* – Ronald C.C. Cuming, Professor, College of Law.
- *Governor General Gold Medal* – John Anderson McLeod, Matthew Graham Links.
- *Governor General Silver Medal* – David Joseph Styles, Ivan Sergueevitch Vendrov.

## Financial Sustainability Discussions

It is clear from meeting with faculty, staff and students that my top priority is understanding and evaluating our financial position and any budget actions required because of that position. I am committed to taking the time that is necessary to get a full picture of our financial situation and to make that information available and accessible to the campus community. I am committed to ensuring the University of Saskatchewan moves forward with change that is needed but I believe we need to slow down this process and take the time to deliberate carefully on what happens next. If there is any time in our recent history where we should take the time needed to make decisions that time is now.

**PROVOST'S REPORT TO COUNCIL**

*June 2014*

**INSTITUTIONAL PLANNING**

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

PCIP met twice in May. On May 12, PCIP discussed a number of documents prepared for the May 26/27 meeting of the Board of Governors. These included the operating reserve guidelines and investment income allocation, the operating fund year-end projections, the detailed operating budget, the 2015-16 operations forecast and resource allocation process, and the University of Saskatchewan Health Sciences A and B wing renovations.

On May 28, PCIP discussed the adaptation fund, the annual capital plan and the operations forecast. PCIP also had an extensive discussion about events relating to TransformUS in the past month and revisited the purposes of the project - to find savings to address the projected deficit, to simplify structures and to reinvest in areas of priority, with the overall focus on the financial sustainability and renewal of the University of Saskatchewan. In the coming weeks, PCIP will be assessing the projects to establish which ones can and should continue, and which require further assessment and consultation.

**RESOURCE ALLOCATION**

**Canadian post-secondary landscape: Provincial government operating funding**

As an update to information provided in the April report to Council, further information is now available on the post-secondary funding provided by provincial governments across Canada. Based on 2014-15 provincial post-secondary education budget highlights from the provinces where our U15 peers are located, the following operating funding changes will occur:

<b>Province</b>	<b>Funding change from 2013-14 to 2014-15</b>
BC	-0.9%
Alberta	5.6%
<b>Saskatchewan</b>	<b>3.4%</b>
Manitoba	2.6%
Ontario	TBD
Quebec	TBD
Nova Scotia	10.6%

*Note: Quebec and Ontario data is not yet available for 2014-15.*

The numbers above include all post-secondary institutions including universities, technical institutes, regional colleges, etc. The University of Saskatchewan received approximately a 2.0 per cent increase in the base operating grant in the 2014-15 Government of Saskatchewan provincial budget, whereas 3.4 percent represents the increase to the sector.

## ***VICE-PROVOST TEACHING AND LEARNING***

### **Dr. Ken Van Rees Receives 2014 International STLHE and Desire2Learn Innovation Award**

Dr. Ken Van Rees has received the 2014 international STLHE and Desire2Learn's Innovation Award in Teaching and Learning. Dr. Van Rees becomes the third faculty member from the U of S whose innovative teaching has been recognized by this prestigious award. A faculty member of the Department of Soil Science in the College of Agriculture and Bioresources, Dr. Van Rees was nominated for his innovative use of visual art as a teaching tool in his soil science field courses. In particular, Dr. Van Rees developed a graduate level course called Soil Science 898: Ecosystems and Art, which he originally co-taught with Allyson Glenn from the Department of Art and Art History. Bringing art and science together in this course allows students to, claims Dr. Van Rees, "interpret the landscape from a different perspective." The STLHE's announcement claimed "The Desire2Learn award was created to support exactly the type of activities that Professor Van Rees applies in his teaching."

### **Division of Science and PotashCorp Kamskénow Program Receives 2014 Global Best Award**

PotashCorp Kamskénow is a science outreach program that provides hands-on learning in Saskatoon classrooms based on each of the Division of Science's disciplines: biology, chemistry, computer science, geological sciences, mathematics and physics. Rather than a one-time visit, the unique program offers students 13 weeks of classroom and lab activities led by graduate and undergraduate student role models.

The International Partnership Network's Global Best Awards celebrate partnerships between educational institutions, private businesses and other stakeholders. Based on the collaboration between the College of Arts & Science, Greater Saskatoon Catholic Schools, Saskatoon Public Schools and title sponsor PotashCorp, the PotashCorp Kamskénow program was chosen as joint winner of the 2014 Science, Technology, Engineering and Math Award for the North America region. At the official Global Best Awards Ceremony in Brussels on September 12, PotashCorp Kamskénow and the other winners from around the world will contend for the Overall Category Winner and Overall Global Winner prizes. Additional funding for PotashCorp Kamskénow comes from NSERC, the Community Initiatives Fund, the College of Arts & Science and U of S Community Engagement and Outreach.

### **The Gwenna Moss Centre for Teaching Effectiveness - Activity for the 2013/14 Year**

Throughout the 2013/14 fiscal year, the Gwenna Moss Centre for Teaching Effectiveness supported several new and existing projects across the University of Saskatchewan. Our Curriculum Development and Instructional Design teams provided much support in the form of extensive consultation. Each project tied to the GMCTE has one of our Curriculum Development or Instructional Design specialists assigned to it, who works with the team from the academic unit. Furthermore, the Curriculum

Innovation and Experiential Learning Funds provide monetary support for upcoming and ongoing projects. The projects which had new activity with regard to these two funds in 2013/14 are as follows:

#### **Curriculum Innovation Fund Activity for 2013/14**

<b>College &amp; Department</b>	<b>Project</b>
College of Arts & Science - International Studies	Global Studies Certificate
College of Nursing	Distributed Learning using ICT in the College of Nursing
Johnson-Shoyama Graduate School of Public Policy (JSGS)	Graduate Student Support for the Collection of Data Related to Curriculum Review & Revision
Pharmacy & Nutrition	Renewing BSc in Nutrition Year 4 Practicum (Stage 1)
School of Environment and Sustainability (SENS)	Extending Course "ENVS 898: Water Resources Management in Cold Regions" to distance-learning students in the North
School of Environment and Sustainability (SENS)	Growing SENS as a Learning Organization
Western College of Veterinary Medicine - Department of Large Animal Clinical Sciences	One Health Graduate Certificate (Interdisciplinary Certificate of Proficiency)
Western College of Veterinary Medicine - Department of Large Animal Clinical Sciences	One Health Undergraduate Certificate (Interdisciplinary Certificate of Proficiency) - Course development, student assistance, speaker series, recruitment, evaluation and web tool development
Western College of Veterinary Medicine - Small Animal Clinical Sciences & Veterinary Biomedical Sciences (joint)	WCVM NeuroVet - Technology-Enhanced Integrated Learning in the Veterinary Neurosciences

#### **Experiential Learning Fund Activity for 2013/14**

<b>College &amp; Department</b>	<b>Project</b>
Arts & Science – English	Ethics Training Materials for Students in Community Service Learning
Arts & Science – English	INCC 201.3 - Alternative Reading Week
Arts & Science – History	Okanese First Nation History Project (HIST 498.3)

Arts & Science - Humanities & Fine Arts	Community-Based Experiential Learning for Undergraduate Students
Arts & Science - Interdisciplinary Centre for Culture & Creativity (ICCC); Women's & Gender Studies (WGST)	Saskatoon/NYC Travel Study Program "Representation, Embodiment and the City"
Arts & Science - Interdisciplinary Centre for Culture & Creativity (ICCC)	Cultural Heritage Mapping Project
Arts & Science – Philosophy	Philosophy for Children (P4C) Program
Education - Curriculum Studies	EDUC 410.9 Inquiry Project: International Service Learning Study Tour to Guatemala
Edwards School of Business	Experiential Learning Support for COMM 357 (Marketing Research)
Engineering - Civil & Geological Engineering	Online Assignment Delivery Application (TEL-Funded Project)
Engineering - Experiential & Applied Learning Center	3D Visualization Design Student-Directed Learning Space for "BLE 475: Off-Highway Equipment Design" Course

In addition to this listed financial activity, there are several projects from the previous year (2012/13) that are still underway and continue to evolve. The GMCTE has been pleased with the progress in all of these projects, as well as the development of other initiatives which we have supported via consultations, workshops, courses, and other offerings. We are excited to continue all of our work in our commitment to improving teaching and learning at the University of Saskatchewan.

### ***COLLEGE OF ARTS AND SCIENCE***

**Curriculum Renewal:** The college's three Working Groups (foundational and capstone courses; the Aboriginal college-level program goal; and writing across the curriculum) have concluded their meetings for the term and recently conducted a half-day forum for all Working Group members, to share progress and ideas for next steps and future directions.

**Winona Wheeler**, head of the Department of Native Studies, has been named president-elect of the Native American and Indigenous Studies Association (NAISA).

**Associate Dean Kristina Bidwell** was recently interviewed about **"How the University of Saskatchewan is Leading Aboriginal Education"** in the magazine Leaders and Legacies:

<http://leadersandlegacies.com/2014/05/06/how-university-of-saskatchewan-is-leading-the-way-in-aboriginal-education/>

The College of Arts & Science's **Aboriginal Student Achievement Program** (ASAP) was featured in the May 13, 2014 edition of the Saskatoon Metro.

We welcome the new **ASSU Student Council** for 2014-15, and we look forward to working with the new team: President: **Kehan Fu**; VP Academic: **Garrison Zellar**; VP Communications: **Helen Tang** ; VP External: **Graeme Jobe**; VP Internal: **Dan Rajapaksa**; Academic Committee: Firuz Rahimi and Rhianne Husaluk ; Communications Committee: Brooke Malinoski; Ariel Fitzgerald; External Committee: Andrew Rowan and Apeksha Heendeniya; Internal Committee: Alicia Holland; Sultan Sadat is Member at Large.

Arts & Science alumnus **Michael Byers** (BA'88) was announced as the winner of the \$50K annual 2014 Donner Prize for the best public policy book by a Canadian for his book International Law and the Arctic.

**Alexis Dahl** and **Margarita Santos** are the winners of the 2014 Dean's Distinguished Staff Award.

**Dean McNeill**, director of the Saskatoon Jazz Orchestra, and a professor in the Department of Music, will perform with Saskatoon Jazz Orchestra featuring Juno Award-winning composer/pianist/saxophonist Phil Dwyer O.C. and his composition Changing Seasons orchestrated for large jazz ensemble, string orchestra, and solo violin, on June 28.

#### STUDENT AWARDS

Congratulations to Ph.D. student in Chemistry, **Abdalla Karoyo**, who was selected as the Recipient of Excellence in the Sciences by the Graduate Students' Association.

**Alyssa Scott**, a fourth-year environment & society student at the College of Arts & Science, is the winner of the 2014 Gail Appel Global Citizenship Award.

**Adam Pottle**, a PhD student in the Department of English, took home a 2014 Saskatchewan Book Award (SBA) in Regina on April 26. His debut novel Mantis Dreams: The Journal of Dr. Dexter Ripley received the City of Saskatoon and Library Saskatoon Book Award at the 21st annual SBA gala.

**Shannon McAvoy** has become the second-ever U of S student to receive the prestigious 3M National Student Fellowship. McAvoy, a third-year Regional and Urban Planning student, is one of ten students across Canada to be awarded a 2014 fellowship, which recognizes outstanding leadership in the academic sphere.

English PhD student **Jessica Ratcliffe** has won the 2014 Barbara Godard Prize for the best paper by an emerging scholar (English-language section). The prize is awarded to the best English- and French-language graduate or postdoctoral student papers presented at the annual conference of the Association for Canadian and Quebec Literatures / l'Association des littératures canadiennes et québécoise.

Congratulations to Ph.D. student **Abhinandan Banerjee** who was recently awarded the Best Student Contribution Award at the 23rd Canadian Symposium on Catalysis.

**Nicolas J.S. Kinar** has won the 2013 – 2014 University of Saskatchewan Graduate Thesis Awards – Ph. D. (Social Sciences A) for his PhD Thesis "Acoustic Measurement of Snow".

**Phillip S. Harder** has won the 2013 – 2014 University of Saskatchewan Graduate Thesis Award –

Master's (Social Sciences) for his M.Sc. Thesis "Precipitation Phase Partitioning with a Psychrometric Energy Balance: Model Development and Application".

#### FACULTY AWARDS

At the second annual Graduate Students' Association Gala, **Nazmi Sari** (Economics) was awarded the Advising Excellence Award.

**Jim Miller** (History) was awarded the 2014 Killam Prize in the Humanities – one of five given annually by the Governor General at a ceremony at Rideau Hall. Widely considered Canada's leading expert in the field of Native-newcomer relations, Miller was chosen for the award on the basis of his exceptional research career and lifetime of contributions to public service.

Congratulations to the winners of this year's College Teaching Excellence Awards: **Hugo Cota-Sanchez** (Biology), **Ann Martin** (English), **Robert Patrick** (Geography & Planning).

This year's winners for the Provost's Awards in Outstanding Teaching are: **Loleen Berdahl** (Division of Social Sciences), **Ann Martin** (Division of Humanities & Fine Arts), and **Michael Horsch** (Division of Science).

**Jan Gelech** (Psychology) was the winner of the Provost's Award for Outstanding Graduate Student Teacher.

**Rod Johnson** and **Bert Weichel** of the Department of Geography and Planning are the joint winners of the 2014 Sylvia Wallace Sessional Lecturer Award.

Congratulations to College of Arts & Science faculty who were honoured with 2013/14 USSU Teaching Excellence awards at a gala ceremony on March 30. This year's recipients from the college are: **Alec Aitken** (Geography and Planning); **Tansley David** (Languages & Linguistics); **Kathryn Labelle** (History); **Dean McNeill** (Music); **Carla Orosz** (Drama)

**Ian Burgess** (Chemistry) and **Carl Gutwin** (Computer Science) are the recipients of the Division of Science's inaugural researcher awards. The Distinguished Researcher Award and the New Researcher Award recognize faculty members who have made outstanding contributions to their disciplines. The New Researcher Award is presented to a faculty member in the Division of Science who received his or her Ph.D. less than 10 years ago.

#### RESEARCH

Several college research teams received awards from the Canada Foundation for Innovation (CFI) John R. Evans Leaders Fund for projects: **Geoff Cunfer** (history) for the expansion and renewal of the Historical Geographic Information Systems (HGIS) Laboratory; **Natacha Hogan** (toxicology) for new equipment to study how contaminants affect the immune systems of some at-risk amphibian species; **Ron Steer** (chemistry), **Matthew Paige** (chemistry) and Li Chen (engineering) for technology to produce efficient, low-cost solar cells from environmentally friendly organic materials, and measuring errors in electronic circuits; Ajay Dalai (chemical engineering), Hui Wang (chemical engineering), and **Robert Scott** (chemistry) to support the establishment of state-of-the-art catalysis research facilities both in the College of Engineering and at the Canadian Light Source on campus; **Glenn Hussey**, **Kathryn McWilliams**

and **Jean-Pierre St.-Maurice** (Institute of Space and Atmospheric Studies) to design, construct and deploy a new advanced imaging radar which uses the latest digital radar techniques to make more detailed observations of the lower portion of the ionosphere; **Christy Morrissey** (biology), **John Giesy** (toxicology) and Karen Machin (veterinary biomedical sciences) to build a multi-purpose housing and integrative bird research facility; **Ian Stavness** (computer science) for a proposed new facility that will bring together biomedical computation, biomechanics, and computer graphics; Qiaoqin Yang (mechanical Engineering), **Akira Hirose** (physics), and **Wenjun Zhang** (mechanical engineering) to build a new multi-functional vapor deposition system for developing novel nanostructured coatings for a variety of applications in industry. Congratulations to the EEG Hyperscanning Laboratory (EHL) for the Cognitive and Clinical Neuroscience of Inter-Brain Cognition proposal submitted by **Janeen Loehr** (psychology). This CFI award from the John R. Evans Leaders Fund provides \$177,721 to build and equip the EHL; an integral component of the expanding Social Sciences Research Laboratories.

**Chijin Xiao** (physics and engineering physics), and collaborator **Akira Hirose** will receive \$347,000 from NSERC Strategic Projects grants for work on nuclear fusion.

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

The research highlights for the month of June are reported in the attachment by the office of the vice-president, research.

## INITIATIVES

### Tech Venture Challenge Winners Announced

The Industry Liaison Office announced the winners of its 3<sup>rd</sup> annual **Tech Venture Challenge** on May 22<sup>nd</sup>. The competition is open to all entrepreneurial members of the U of S community who want to turn their technology idea into a business. This year's champion was Innocorps Research! , a team comprised of U of S alumni, who will receive a \$50,000 prize from the ILO, in addition to office space and professional services provided by partners. For more information, please visit: <http://goo.gl/qNf1C6>.

### Improving Health Services for Aboriginal Populations

The **AVPR-H office** recently completed a quality improvement project on length of stay and delay in discharge for Aboriginal individuals admitted to St. Paul's Hospital between February 2012 and December 2013. The project was completed with partners at the First Nations and Métis Health Service, and the findings will begin to assist the Saskatoon Health Region in better serving its Aboriginal population.

## PARTNERSHIPS

### Chinese Delegations Visit the U of S

Two Chinese delegations visited the U of S in May:

- ❖ A delegation from **Northwest Agriculture and Forestry University**, including the Vice-President of Research and the Vice-Director of the Institute of Water Saving Agriculture, visited from May 1<sup>st</sup> to 3<sup>rd</sup>.
- ❖ Dr. Jin Qiu, President of the Chinese Association of Foreign Relations History and Vice-President of **Xi'an Jiaotong University**, visited on May 8<sup>th</sup>. He was granted an adjunct professorship by the Department of Sociology and delivered a presentation on the poetry form Zhuzhici at the Confucius Institute.

### International Agreements Signed

The U of S signed agreements with two international partners:

- ❖ A Memorandum of Understanding was signed on May 2<sup>nd</sup> with the **Northwest Agriculture & Forestry University** in China.
- ❖ A Memorandum of Understanding was signed on April 23<sup>rd</sup> with the **National Institute of Food Technology Entrepreneurship and Management** (NIFTEM) in India.

## FUNDING SUCCESSES

### OVPR Internal Funding Awarded

Twenty-two applicants were awarded a total of \$42,220 from the OVPR's **Publications Fund** in May. The funding helps researchers in defraying the costs of publishing books and articles. Successful applications included support for the College of Medicine's *Canadian Medical Education Journal* and

the College of Education's *Journal of Educational Administration and Foundations*.

Nine applicants were awarded a total of \$13,170 from the OVPR's **Visiting Lecturers Fund** in May. The funding assists with covering travel expenses and honorarium costs for visiting lecturers.

### U of S Stars in Global Health

Three U of S researchers were awarded \$112,000 each from **Grand Challenges Canada's Stars in Global Health** program. For more information visit: <http://goo.gl/5BNgqt>. The successful applicants were:

- ❖ **Anh Dinh** (Electrical and Computer Engineering) with partners in Vietnam for the project *"Developing a Low Cost Device for Breast Cancer Detection in Vietnam using Ultrawideband Technology."*
- ❖ **Bert Vandenberg** (Plant Sciences) with partners in Bangladesh for the project *"Fortifying Lentil and Chickpea Dhal to Alleviate Fe Deficiency in South Asia."*
- ❖ **Lorna Butler** (Nursing) with partners in the Philippines and Russia for the project *"Pathways to Rural/Remote Health Capacity: Moving Technology from Education to Practice."*

### Physical Activity Grant

**Louise Humbert** (Kinesiology) was awarded a **Community Initiatives Fund Physical Activity Grant** worth \$80,000 for the project *"Understanding the Knowledge and Actions of Saskatchewan Parents: An Important Piece of the Physical Literacy Puzzle."*

### Seven Collaborative Projects Funded

Seven U of S projects were recently awarded **NSERC Collaborative Research and Development (CRD) Grants**, bringing approximately \$1.8 million to the U of S.

- ❖ **Philip McLoughlin** and co-investigator **Jill Johnstone** (Biology) were awarded \$1,225,000 for the project *"Population Dynamics and Critical Habitat of Woodland Caribou in the Boreal Shield of Saskatchewan"* with matching industry support from AREVA Resources Canada Inc., Cameco Corporation, Rio Tinto, SaskPower, and Saskatchewan Mining Association.

- ❖ **Richard Evitts** and co-investigator **Aaron Phoenix** (Chemical Engineering) were awarded \$92,857 for the project *"Biomass Torrefaction and Gasification for Production of Electricity and Liquid Fuels"* with matching industry support from SaskPower and Hitachi.
- ❖ **John McKinnon** and co-investigators **Herbert Lardner** and **Gregory Penner** (Animal and Poultry Sciences) were awarded \$118,700 for the project *"Strategically Blended High Fat Pellets for Pregnant Beef Cows Derived from By-Product Feeds Using Flax or Canola as a Fat Source"* with matching industry support from Western Grains Research Foundation and West Central Pelleting Ltd.
- ❖ **Lynn Weber** (Veterinary Biomedical Sciences) and co-investigators **Matthew Loewen** (Veterinary Biomedical Sciences), **Tom Scft** and **Murray Drew** (Animal and Poultry Science) were awarded \$312,000 for the project *"Omnivores Versus Carnivores: Can Higher Levels of Pulse Starch be Tolerated in a Wider Range of Species than Corn?"* with matching industry support from Saskatchewan Pulse Growers and Alliance Grains and Horizon Manufacturing (Horizon Pet Foods Inc.).
- ❖ **Yuanming Pan** (Geological Sciences) was awarded \$50,000 for the project *"Controls on Gold Mineralization in High-Grade Metamorphic Rocks, Borden, Chapleau, Ontario"* with matching industry support from Probe Mines.
- ❖ **Natacha Hogan** and co-investigator **Tom Scott** (Animal and Poultry Science) were awarded \$65,500 for the project *"The Impact of Reducing Mycotoxins in Poultry Feed on the Natural Defense against Disease"* with matching industry support from Canadian Poultry Research Council and Canadian Bio-Systems.
- ❖ **Sabine Banniza** (Crop Development Centre) and co-investigators **Kirstin Bett** (Plant Sciences) and **Albert Vandenberg** (Crop Development Centre) were awarded \$403,685 for the project *"Towards Generating Multiple-Fungal Disease Resistance in Lentil"* with matching industry support from Western Grains Research Foundation and Saskatchewan Pulse Crop Development Board.

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

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**PRESENTED BY:** Fran Walley, Chair

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** **Planning and Priorities Committee Annual Report to Council**

**COUNCIL ACTION:** For information only

**COMMITTEE TERMS OF REFERENCE**

1. Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-President Academic.
2. Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.
3. Recommending to Council on academic priorities for the University.
4. Recommending to Council on outreach and engagement priorities for the University.
5. Seeking advice from other Council committees to facilitate university-wide academic planning.
6. Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.
7. Balancing academic and fiscal concerns in forming its recommendations.
8. Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.
9. Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.

10. Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.
11. Integrating and recommending to Council on matters referred to it from other Council committees.
12. Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.

## COMMITTEE MEMBERSHIP FOR 2013/2014

### Council Members

Bill Bartley	English
Peta Bonham-Smith	Biology [Vice-Dean, Science]
Dirk DeBoer	Geography and Planning
Lisa Kalynchuk	Medicine
Ramji Khandelwal	Biochemistry
Venkatesh Meda	Chemical & Biological Engineering
<b>Chary Rangacharyulu (Vice-Chair)</b>	Physics & Engineering Physics
<b>Fran Walley (Chair)</b>	Soil Science

### General Academic Assembly Members

David Janz	Veterinary Biomedical Sciences
Jeremy Rayner	Public Policy
Greg Wurzer	Library

### Dean

Sanjeev Anand	Law
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### Sessional Lecturer

Leslie Walter	Mathematics and Statistics
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### Student Members

Max FineDay /Desiree Steele	President, USSU/VP Academic Affairs, USSU
Ehimai Ohiozebau/Izabela Vlahu	President, GSA

### Ex Officio

Brett Fairbairn	Provost & Vice-President Academic
James Basinger	Associate Vice-President Research [VP Research designate]
Laura Kennedy	Associate Vice-President (Financial Services) & Controller [VP Finance and Resources designate]

Resource personnel

Jacque Thomarat

Acting Director, Budget Strategy and Planning

Mark Roman

Acting Chief Information Officer and Associate VP Information and Communications Technology

Winona Wheeler

Native Studies [designate of the Special Advisor to the President on Aboriginal Initiatives designate]

Pauline Melis

Assistant Provost, Institutional Planning and Assessment

Bryan Bilokreli

Director, Capital Planning

Colin Tennent

Associate Vice-President, Facilities Management Division

Administrative Support

Sandra Calver

Coordinator, University Governance

**ATTACHMENTS:**

1. Planning and Priorities Committee Annual Report for 2013-14

## **PLANNING AND PRIORITIES COMMITTEE ANNUAL REPORT FOR 2013-14**

The Planning and Priorities Committee (the Committee) met a total of 22 times in 2013-14. The chair and/or members of the Committee also served on subcommittees of the Planning and Priorities Committee (Capital and Finance Subcommittee, Centres Subcommittee and on the Coordinating Committee, the Governance Committee, the Model Development Oversight Team (MDOT) for TABBS, the Operating Budget Adjustments Steering Committee (OBASC), the Central Academic Quadrant (Program Prioritization), the Childcare Steering Committee, and the Advisory Committee on CFI.

### **COUNCIL ITEMS**

The Committee presented the following items to Council for its consideration:

- *The Way Forward: College of Medicine Implementation Plan* (for information)
- *Vision 2025: From Spirit to Action* (for information (October 2013) and decision (April 2014))
- *2014-15 Operations Forecast* (for information)
- *TransformUS task force reports* (for information)
- *Joint (with APC) Report on Disestablishment Processes* (for information)
- *Disestablishment of the Environmental Engineering Division and Related Council Bylaws Amendment* (for decision)
- *Strategic Enrolment Management (SEM) Report Summary* (for information)
- *TransformUS Action Plan* (for information)

### **PROGRAM PRIORITIZATION**

The *TransformUS Program Prioritization* process occupied the Committee significantly throughout the year. The committee submitted two reports to Council on *TransformUS*, as noted above.

- *TransformUS Task Force Report (including a critique of the TransformUS process and Council committee responses)* (for information)
- *TransformUS Action Plan* (for information)

### **STRATEGIC AND INTEGRATED PLANNING**

The Committee reviewed and provided its perspective to administration on the following plans, reports and presentations prior to Council presentations:

- *Graduate Education Review Committee (GERC) Phase 1 Report*
- *Strategic Enrolment Management Report*

## UNIVERSITY FINANCES

The Committee and/or its Finance and Capital Subcommittee reviewed and provided its perspective on the following plans, reports and presentations:

- *Annual Capital Plan 2014-15 and Sustaining Capital Grant allocations*
- *Annual Financial Report*
- *Operations Forecast 2014-15*
- *Operating Budget Adjustment Strategies*
- *Provincial Budget 2013-14 Update*
- *Tuition Rates 2013-14*
- *University Pensions*
- *Endowed Lands*
- *Capital Renewal*
- *Major Capital Projects*

## ACADEMIC MATTERS

### Notices of Intent

The Committee discussed and provided feedback to proponents on the following notices of intent.

- *Certificate of Proficiency in Aboriginal Theatre*
- *Certificate of Proficiency in Classical and Medieval Latin*
- *Graduate-level Certificate of Proficiency in Social Economy and Co-operatives*
- *Master of Arts (M.A.) in Applied Linguistics (thesis-based)*
- *Master of Arts (M.A.) Teacher of English for Speakers of Other Languages (TESOL)(course-based)*
- *Master of Science (M.Sc.) in Management and Marketing (thesis)*
- *Joint Degree with the Arctic University of Norway University of Tromsø: Masters of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI)*
- *Dual Degree (three plus one) Bachelor of Science in Agriculture (BSA, Food and Bioproduct Sciences) with Fujian Agriculture and Forestry University, China*
- *Doctor of Pharmacy (PharmD) degree program to replace the existing Bachelor of Science in Pharmacy (BSP) program*

At the NOI level stage and prior, new types of programs and structures are being sought at the graduate and undergraduate level. The committee executive welcomes these creative initiatives and is committed to exploring programmatic structures with proponents. Increasingly, the work of the committee on novel programs involves joint meetings with the academic programs committee executive and chair.

## ACKNOWLEDGEMENTS

In submitting this report, I wish to highlight the contributions of members of the committee executive: Chary Rangacharyulu (vice-chair), Pauline Melis and Sandra Calver, who held many additional meetings to plan and coordinate the committee's agendas. I also wish to recognize all committee members who took on extra duties as members of subcommittees of the Committee, or as committee representatives on other university committees. I also want to acknowledge the excellent support provided by the various resource personnel, and the University Secretary's Office. I particularly want to acknowledge the outstanding support provided to the committee and subcommittees by Sandra Calver. Her deep understanding and respect for Council combined with her dedication, organization, and cheerful willingness to provide support at all hours is gratefully acknowledged.

A handwritten signature in blue ink that reads "Fran Walley". The signature is written in a cursive, flowing style.

Respectfully submitted,

Fran Walley, Chair

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

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

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** **Report on Capital Planning**

**COUNCIL ACTION:** For information only

**PURPOSE:**

The planning and priorities committee terms of reference state the committee is responsible for:

- *Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.*
- *Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council...*

The purpose of the report is to report to Council on university lands and capital renewal.

**CONTEXT AND BACKGROUND:**

This year, the committee determined to refocus on the topic of capital renewal and the university's overall capital budget and expenditures, beyond the sustaining capital grant<sup>1</sup> received from the province. In the past, the committee has reported somewhat sporadically to Council on capital matters. The intent is to regularize the committee's reporting and consideration of capital items to encompass lands, infrastructure, preventative maintenance and renewal, new builds, space allocation, and report on new capital processes, such as the university's intent to create capital profiles of each college and school.

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<sup>1</sup> now referred to as "preventative maintenance and renewal"

The committee's capital and finance subcommittee met twice during the year on November 13, 2013, and January 17, 2014 to review emerging and ongoing major capital projects. On March 19, 2014, the planning and priorities committee received a report on the university's endowed lands; on May 7, 2014, the committee devoted a meeting to discussion of a wide range of topics related to capital planning.

## **DISCUSSION SUMMARY:**

### UNIVERSITY LANDS

The magnitude of the university's land holdings is significant, consisting of 1800 acres of land that comprise the main campus and surrounding area within the City of Saskatoon limits. The university also has 8,000 acres that are outside of the city used to support research, primarily the Kernen Crop Research Farm, the Goodale Research Farm, and other research facilities related to Geological Sciences and Physics and Engineering Physics. With rising real-estate values, the university's land holdings are becoming increasingly valuable and create the opportunity for land development to be a source of revenue to support general university purposes. In developing its lands, the university also has an opportunity to demonstrate leadership in sustainable urban development.

The 1999 Land-Use and Urban Design Study, which determined that regional retail would be financially beneficial to the university led to the development of Preston Crossing shopping centre. The university articulated three objectives attached to the development of Preston Crossing which continue to hold: (1) to retain university ownership of the land, as part of our core campus (e.g. lease-hold basis); (2) to provide a financial return to the university (Preston Crossing presently yields \$2.0 million in revenue to the university, which is designated toward scholarships); and (3) to benefit the city and bring new tenants to the city as a high-quality development.

In 2008, the land use task force completed an inventory of all of the university's land holdings, and contemplated how the university might further use its lands to advance its strategic initiatives. The Vision 2057 task force succeeded the land use task force and provided a framework as to the certainty of the status of the lands related to development; identifying lands as either core campus lands, or endowment lands, which have an indirect role in supporting the university's core mission by providing a revenue stream through land development. In developing those lands designated as endowed, central considerations relate to protecting the interests of the university in terms of the economic value of the lands and the use of the land.

As the university has almost 20% of the land base in the core of Saskatoon within a 5 km radius, the university is a significant factor in the city's planning. The City of Saskatoon has initiated a major planning project titled "Future Growth Strategy." In addition to undertaking community consultation with respect to future growth, the City has requested that the university consider the future use of its lands within city boundaries.

The planning and priorities committee has recommended that Council receive a presentation on its endowed lands in the coming year, in support of Council understanding the significance and value of the university's land base.

## CAPITAL RENEWAL

Capital renewal and deferred maintenance is included as one of the top ten risks in the university's enterprise risk management (ERM) system. The two main risks associated with capital renewal and sustaining capital are (1) that facilities are not maintained adequately to ensure buildings and infrastructure meet acceptable condition standards and (2) that facilities are not renewed on an ongoing basis to effectively support and serve the university's academic mission.

The university's buildings and infrastructure are valued at \$5.1 billion in capital assets based on their current replacement value (CRV), with a facility condition index (FCI) set at 11.6%, equivalent to \$590.0 million, as the amount required in order for the university to maintain its buildings and building infrastructure. The sustaining capital grant received from the provincial government has declined over the past several years from \$20.0 million to \$11.0 million or 0.2% of the CRV. A CRV index of 0.8% or \$40.0 million would enable the university to maintain the current standards of its buildings, with the goal of developing a program and funding level over time to reduce the university's facility condition index.

A new strategy is being designed to continue to renew and maintain existing buildings and to build new buildings based on the following five strategies:

1. **Run to failure** (maintain structure and safety to end of predetermined life cycle with a master demolition plan in place);
2. **Deferred maintenance focus** (maintain pre-determined facility condition index objective);
3. **Renewal and Adaptive Re-use Focus** (RenewUS) (focus on core academic facility renewal); (*e.g. renewal of the campus core*)
4. **New Building and Comprehensive Restoration Focus** (new buildings and restoration of select buildings);
5. **Blended Strategy** (develop a blended master plan based on the funding assumptions of the four above strategies).

In the past new buildings on campus have had as much as 90% of the funding attributed to the provincial government; the investment of the government in any capital projects is likely to be lower in the future, with contributions from university's own budget, donor contributions and grants figuring more prominently as sources of capital funding. Given this reality, the planning and priorities committee advised that a balance between making

capital investments and investments in quality education be carefully considered, based on the recognition that funds directed toward capital priorities are by necessity not available for investment in teaching and learning.

The development of a classroom space plan to make the most efficient use of the university's available space is planned. The development of such a plan is supported by the committee and would meet the committee's mandate to consider the allocation of space. In addition, a space analysis will be conducted over the summer with the intent of blending the higher priority academic needs within the College of Arts and Science with priority deferred maintenance issues within the college's teaching and research space.

The committee will report to Council in the fall on the university's major capital projects, when it submits the university's Annual Capital Plan to Council for information.

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:** June 19, 2014

**SUBJECT:** College of Arts and Science – Three-Year, Four-Year and Honours Bachelor of Arts and Bachelor of Science, Geography – program termination

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the termination of the three-year, four-year and Honours Bachelor of Arts and Bachelor of Science programs in Geography, effective September 2014.

**PURPOSE:**

University Council approves termination of academic programs.

**SUMMARY:**

The Department of Geography and Planning currently offers 4-year and Honours programs in Environment and Society (B.A.&Sc.), Regional and Urban Planning (B.A.), and Environmental Earth Sciences (B.Sc.), as well as 3-year, 4-year and Honours degrees and minors in Geography (B.A. and B.Sc.) and Northern Studies (B.A.). In light of the large number of programs offered by the Department, the decision was made to disinvest in traditional geography degrees and to focus undergraduate teaching efforts on Environment and Society, Environmental Earth Sciences, Regional and Urban Planning, and Northern Studies. The programs chosen for termination either have significant overlap with retained programs or, in some cases, are less rigorous and developed than the retained programs. The retained programs represent key areas of the discipline of geography or represent areas closely related to geography, and thus provide coverage of geography as a field of study. The Department will continue to offer its MSc, MA and PhD in Geography, and thus Geography as a teaching and research discipline will continue to be present at the UofS.

During the 2013-14 academic year, 4 students were enrolled in the B.A. in Geography, and 16 students were enrolled in the B.Sc. in Geography. Students currently in the program will be allowed to complete the program requirements within a reasonable period of time. No courses are to be deleted in association with this program termination.

**REVIEW:**

The Academic Programs Committee discussed this proposal with Alexis Dahl, Director of Programs, Arts and Science. It was indicated that the proposed program terminations will have no negative impact on students who wish to engage in graduate studies in geography, either at the UofS or at other universities, as the field of geography has widened to accept a diverse range of subdisciplines. As no course deletions are attached to this proposal, students currently enrolled will have no difficulties completing their studies.

The proposal to terminate the three-year, four-year and Honours programs in Geography also included the termination of the Minor in Physical Geography and the Minor in Human Geography. As deletion of a field of study does not require Council approval, the proposal to terminate these two minors was approved by a separate motion at APC, and has been submitted to Council separately for information only.

**ATTACHMENTS:**

Proposal documents; Letters of support.



**Program(s) to be deleted: Bachelor of Arts in Geography, Bachelor of Science in Geography, Minor in Human Geography, and Minor in Physical Geography**

**Effective date of termination: September 2014**

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

The Department of Geography and Planning currently offers 4-year and Honours programs in Environment and Society (B.A.&Sc.), Regional and Urban Planning (B.A.), and Environmental Earth Sciences (B.Sc.), as well as 3-year, 4-year and Honours degrees and minors in Geography (B.A. and B.Sc.) and Northern Studies (B.A.). After extensive and ongoing discussions in the Department over a number of years, the Department has decided to rationalize its offerings, to disinvest in the traditional geography degrees, and to focus its undergraduate teaching efforts on Environment and Society, Environmental Earth Sciences, Regional and Urban Planning, and Northern Studies. This decision was taken in view of the large number of programs offered by the department, the appointment of faculty with expertise in specific areas, changes in program directions over the years to reflect evolving U of S priority areas, and the oft-stated commitment to interdisciplinarity in various University of Saskatchewan integrated planning documents. A key consideration in deciding to delete the geography programs was that in some cases differences between programs were minimal whereas in other cases the retained program is an improved and more rigorous version of the deleted program with the added benefit of professional registration (EES vs B.Sc.). Overall, the program deletions will provide greater clarity to students about program offerings by the Department.

The continuing programs (Environment and Society, Environmental Earth Sciences, Regional and Urban Planning, and Northern Studies) represent key areas of the geography discipline or can be viewed as disciplines closely related to geography. Many of the complex issues faced by our society such as climate change, land use change and water security require insights and solutions combining the social and natural sciences as provided by our Environment and Society program. Environmental Earth Sciences is a rigorous natural sciences program with a solid foundation in the natural sciences leading to professional registration with the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS). Regional and Urban Planning addresses the organization and functioning of cities and rural regions, and ultimately leads to membership in the Saskatchewan Professional planners Institute (SPPI) and the Canadian Institute of Planners (CIP). Northern Studies examines the lands, peoples, and issues of the circumpolar North with a focus on indigenous people. All four programs will continue to offer 4-year and honours degrees and to prepare students for professional careers and graduate school.

In addition, the Department will continue to offer its MSc, MA and PhD in Geography. Thus, geography as a teaching and research discipline will continue to be present at the U of S.

Students currently in these programs will be allowed to complete the requirements and convocate with these majors, within a reasonable period of time.

## 2. Technical information.

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

Courses offered in the programs are not unique to the programs and will continue to be offered in the future for students in Environment & Society, Environmental Earth Sciences, Northern Studies, Regional & Urban Planning, and in other programs that use GEOG courses as requirements or restricted electives.

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

There are no resources associated exclusively with the terminated programs. Terminating the programs will enable a more efficient use of faculty and staff time as advising students and updating programs will be easier with fewer programs.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

In 2013-2014, there are 14 students declared in all levels in the B.A. in Geography, and 16 students in all levels in the B.Sc. in Geography.

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

Enrolled:

	2009/10	2010/11	2011/12	2012/13	2013/14
B.A.	24	30	27	19	4
B.Sc.	44	41	28	23	16

Graduated

	2009	2010	2011	2012	2013
B.A.	10	6	9	11	7
B.Sc.	11	14	19	8	5

*Data from U of S Information Strategy and Analytics*

### **3. Impact of the termination.**

#### Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students?  
How will they be advised to complete their programs?

Students currently in the program will be allowed to complete the program requirements within a reasonable period of time.

The Cooperative Education Program will be revised (fall 2014) to be open to students in the Environment & Society program.

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

None. Courses will continue to be offered for other programs.

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

The termination of the geography programs will lead to larger student numbers in the Environment and Society, Regional and Urban Planning, Environmental Earth Sciences, and Northern Studies programs. Given that the number of geography majors is small, such changes in demand are expected to be equally small and unlikely to be a concern. The exception is the group of GEOL courses (offered by the Department of Geological Sciences) required for the Environmental Earth Sciences program, as these courses are at or close to capacity. The Department of Geological Sciences has been consulted about this matter and they have indicated that they will try to accommodate EES students, within the constraints of prerequisites of first year MATH, PHYS and CHEM courses, departmental approval for senior geology classes based on GEOL grades (or geography equivalents), and increasing enrolment in engineering.

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

n/a

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

It is not likely.

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

n/a

3.7 Describe any impact on research projects.

No impact on faculty research. The Department will continue to offer undergraduate programs from which field assistants, research assistants and graduate students can be recruited.

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

The termination of the geography programs will have no effect on resources such as library resources, physical facilities, and information technology as these resources will still be required for the ongoing programs.

3.9 Describe the budgetary implications of this deletion.

None.

### External

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

The termination of the Geography programs has no significant external impact. The Department of Geography and Planning will continue to offer 4-year and Honours programs in Environment & Society (B.A.&Sc.), Regional & Urban Planning (B.A.), and Environmental Earth Sciences (B.Sc.), as well as 3-year, 4-year and Honours degrees and minors in and Northern Studies (B.A.). Termination of the Geography programs will not affect accreditation of Environmental Earth Sciences by the Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS) nor of Regional & Urban Planning by the Canadian Institute of Planners (CIP). Geography as a discipline will still be present on the U of S campus in the form of our M.A., M.Sc. and Ph.D. programs.

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

The University of Regina currently offers B.A., B.Sc., and B.GISc. (Bachelor of Geographic Information Science) programs through its Department of Geography and Environmental Studies. It is neither likely nor appropriate that another educational institution in Saskatchewan will offer new undergraduate geography programs.

In the neighbouring provinces, the University of Calgary, University of Lethbridge, Brandon University, University of Winnipeg, and University of Manitoba offer B.A. and B.Sc. degrees in Geography. The University of Alberta offers a B.A. in Human Geography and an Honours degree in Environmental Earth Sciences, but no undergraduate degree in Physical Geography. Given the current program offerings, it is unlikely that another educational institution in the prairie provinces will offer new undergraduate geography programs.

Other

3.12 Are there any other relevant impacts or considerations?

Though the decision to delete this program pre-dates the Transform Us recommendations, it is relevant to note that these programs were placed in Quintile 5.

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

Please see Department and College Statements.

TO: Academic Programs Committee, Division of Social Sciences

FROM: Dirk de Boer

DATE: March 4, 2014

RE: Deletion of 3-year, 4-year, Honours and minors programs in Geography (B.A. and B.Sc.)

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This memo confirms that the Department of Geography and Planning supports the deletion of the 3-year, 4-year, Honours and minors programs in Geography (B.A. and B.Sc.). The Department has considered realigning its undergraduate program offerings over a number of years. Deletion of the traditional geography programs will enable the Department to focus its undergraduate teaching on its core programs (Environment and Society, Regional and Urban Planning, Environmental Earth Sciences, and Northern Studies programs).



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Dirk H. de Boer

cc:

**MEMORANDUM**

TO: Alex Beldan, Committee Coordinator

FROM: Linda McMullen, Acting Vice-Dean (Social Sciences)

DATE: May 7, 2014

SUBJECT: Deletion of the B.A. and B.Sc. 3-year, 4-year, Double Honours and Honours programs in Geography

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This memo confirms that the College of Arts & Sciences supports the deletion of the B.A. and B.Sc. programs in Geography.

The proposal to terminate the program was submitted to the College Course Challenge in March 2014, and was approved by the Academic Programs Committee (Social Sciences) on March 17, 2014. The proposal was approved by the Divisional Faculty Council (Social Sciences) on May 5, 2014.

The Department of Geography and Planning has determined they currently offer an unnecessary range of undergraduate programs in geography, environment, and planning, and as a result have proposed to retain a smaller variety of programs that still offer the full range of these disciplines. The College is confident that students will continue to have opportunities for valuable and valued education in geography and its related disciplines within the continuing programs in Environment & Society, Environmental Earth Sciences, Northern Studies, and Regional & Urban Planning.

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Linda McMullen

**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:** June 19, 2014

**SUBJECT:** **College of Arts and Science - Certificate of Proficiency in  
Aboriginal Theatre**

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the Certificate of Proficiency in Aboriginal Theatre, effective September 2015.

**PURPOSE:**

University Council approves new degree or degree-level programs.

**SUMMARY:**

The Aboriginal Theatre Program will be offered by the Department of Drama. It is a two-year program, with expected cohorts of 20 students. It requires the completion of 30 credit units, including two non-credit professionally-oriented classes. It will provide preparation for a career in theatre, television, film and related industries. As a form of Aboriginal Engagement, it also provides a way to encourage Aboriginal students who might not have otherwise pursued post-secondary education at the UofS to do so, and students completing the program could move into a three-year or four-year degree, such as a B.F.A.

**REVIEW:**

The Academic Programs Committee discussed this proposal with Alexis Dahl (Director of Programs, Arts and Science), Greg Marion (Department Head), and David Parkinson (Vice-Dean of Humanities and Fine Arts). Since the proposed program requires the hiring of a tenure-track director, but such a position does not exist, the committee expressed concern that the certificate program may not be viable if the funds for such a director position are not available. However, the committee was assured by Dr. Parkinson that the College of Arts and Science is allocating new resources for the program, and is committed to ongoing resources to fund the program. The committee also expressed concern that the certificate is proposed to be taken part-time, and that this may have an impact on the financial feasibility of the program for targeted students. The part-time nature of the program may also limit its appeal for prospective students. While recognizing the challenge the part-time structure of the program posed, Dr. Marion indicated that an important role for the director of the program will be to seek out sources of funding, in order to help remove financial barriers for students who wish to enroll in the program.

**ATTACHMENTS:**

Proposal documents.



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### 1. PROPOSAL IDENTIFICATION

**Title of proposal:** Certificate of Proficiency in Aboriginal Theatre (*wicêhtowin*)

Field(s) of Specialization: *wicêhtowin* - Aboriginal Theatre

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

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

Dr. Greg Marion  
Head, Department of Drama  
College of Arts & Science  
Ph. 966-4735  
[gregory.marion@usask.ca](mailto:gregory.marion@usask.ca)

Proposed date of implementation: September 2015

# Proposal Document

## Preamble

For the past two years, the Department of Drama has been focused on developing ways to increase its engagement of First Nations, Métis, and Inuit communities. In this respect, it is important to realize that the proposed Certificate program is not the Department's initial foray into Indigenous educational matters: indeed, historically Drama has exhibited leadership roles in matters of Aboriginal education by providing instructors for SUNTEP, NORTEP and Royal West programs; more recently, Drama has become involved with the College of Arts and Science's Learning Communities Aboriginal Student Achievement Program (ASAP) and under ASAP now offers a designated Introductory Drama course for a cohort of Aboriginal students, with a special focus on Indigenous theatre; and in winter session 2014, Drama will partner with Northlands College to deliver a distance-education course to First Nations students in northern Saskatchewan with an emphasis on Aboriginal storytelling. In addition to these University activities, Drama is now in its second year of a "Memorandum of Understanding" with Saskatchewan Native Theatre Company (SNTC), where on a volunteer basis, Drama faculty offer mentorship training during the month of January to SNTC's Circle of Voices program for at-risk youth.

Building on its successes in what have generally been single course / limited offerings for Aboriginal students, the Department of Drama has created a comprehensive theatre-training program, *wicêhtowin* - Aboriginal Theatre Program (ATP) scheduled for launch in September 2015. This certificate program was developed with the assistance of faculty and two community Advisory committees, each with significant connection to and representation of Aboriginal stakeholders (the first advisory committee meetings occurred over the course of the 2011-2012 academic year, and the second occurred over the course of the 2012-2013 academic year). ATP is a comprehensive and experientially-based learning approach to develop emerging First Nations, Métis, and Inuit theatre professionals in the areas of Performance, Theatre Design and Collective Creation. One of several unique features of the program is a partnership between Drama and the Indian Teacher Education Program (ITEP) in the College of Education, where ITEP will jointly offer a four-year B.ED / ATP certificate to First Nations students with Drama as a major teaching area. In its turn Drama will capitalize on ITEP's well established mechanisms for promoting programming to First Nations stakeholders.

Through the Integrated Planning process, the University of Saskatchewan is taking great strides toward becoming a "destination of choice for Aboriginal students," and President Busch-Vishniac has consistently pledged to advance Aboriginal engagement. Busch-Vishniac further states that if the University of Saskatchewan fails to up its game in terms of First Nations and Métis students, "we are dooming this province" (*OCN*, March 28<sup>th</sup>, 2013). However a recent census indicates that "Aboriginal undergraduate and graduate students numbers are down" (Colleen McPherson, *OCN*), which gives credence to any number of U of S reports outlining that the university has, historically, had difficulty retaining Aboriginal students beyond the critical first-year period. Drama means to do its part in redressing this unfortunate situation by offering *wicêhtowin* - Aboriginal Theatre Program (ATP), a culturally-sensitive and pedagogically-sound Certificate of Proficiency program for Aboriginal students.

## Program Features

### (a) Needs Based:

The University of Saskatchewan is geographically well situated to become a center for First Nations and Métis Theatre, as Indigenous cultures are still relatively intact in the province as a whole. Further enhancing the viability of the proposal is the fact that *wicêhtowin* - Aboriginal Theatre Program is unique on the national landscape: to be clear, no other post-secondary institution currently offers either a degree or a certificate program specializing in Aboriginal theatre. In timely ways, then, ATP will cultivate an environment for dynamic and creative development of contemporary Indigenous performing arts, and in so doing will fill a lacuna. And by being the first program of its kind, ATP's leadership in Aboriginal theatre

in Canada—and more broadly, in North America—will answer the 2011 Indigenous Performing Arts Association's (a national arts service organization) call for theatre arts training at an institutional level.

(b) Overview:

*wicêhtowin* - Aboriginal Theatre Program will follow a cohort model, and when at full capacity (by the fourth year of intake) will be managing an ongoing load of 20 students per cohort. In the time leading up to full capacity, program courses are strategically designed so as to allow (and encourage) intake beyond the cohort. Said in another way, capacity in these courses will be met first by ATP students, but will be open to all students at the U of S who are interested in the subject matter as delivered from a content perspective aligning with Aboriginal performance-related artistic and cultural matters.

ATP is a two-year program, and includes courses delivered in the Spring/Summer sessions. One such course—"Indigenous Performance Methods," focusing on gaining knowledge through performance traditions associated with the Plains Aboriginal Region—will be open to the broad university community (potentially standing as a distribution course / Fine Arts Elective), and will be capable of delivery in multiple sections. Over time, we expect this course to be exceptionally well subscribed. The other Spring/Summer offering is the Capstone course for the program—"Aboriginal Theatre Program Capstone"—and features an original theatrical production centred upon knowledge creation with an Aboriginal focus. The production will be written, and will include set/props/costume as well as lighting/sound design by the cohort (guided appropriately by those faculty delivering ATP). The production run will align with the University of Saskatchewan's annual campus powwow celebration.

(c) Values and Concepts:

*wicêhtowin* - Aboriginal Theatre Program utilizes the Medicine Wheel teachings of Indigenous knowledge (four directions): 1. *Respect/Physical – East*, transmission of Knowledge/Training, and "physicalizing" stories; 2. *Relationships/Emotional – South*, creation of new knowledge/production, through collaborative engagement; 3. *Responsibility/Mental – West*, sharing and disseminating new knowledge, while developing senses of community; 4. *Reciprocity/Spiritual – North*, creating a legacy of work, while sharing cultural values.

This distinctive theatre-training program will:

- celebrate and promote Indigenous experiences and culture
- build on Indigenous storytelling traditions
- create, develop and share Indigenous theatre performance
- preserve and advance First Nations and Métis culture through theatrical expression
- incorporate the best in Indigenous traditional knowledge and culture, with the best in contemporary theatre practices
- provide an academic, social and cultural community for First Nations, Métis, and Inuit students
- invite the broader community to become creative partners in a theatrical/dramatic process
- strive for artistic excellence in a culturally-sensitive environment

In sum, *wicêhtowin* - Aboriginal Theatre Program will be transformative and holistic, addressing emotional, spiritual, intellectual and physical concerns through education, and will hold to the following developmental goals: emotional – to empower individuals while developing a sense of community; spiritual – to share cultural values and knowledge; intellectual – to discover a contemporary experience that affirms Aboriginal culture; and physical – to utilize form and movement in the theatrical telling of stories.

(d) Stepping Stone:

Graduates of *wicêhtowin* - Aboriginal Theatre Program will have immediate career opportunities in theatre, film and media. Completion of the program will also allow ATP students to continue with their scholarly and artistic education and choose from a diverse number of university degrees. The University of Saskatchewan Drama program is highly regarded nationally and internationally, and the addition of ATP (Certificate of Proficiency) to its degree streams will only enhance the Department's reputation. Further, *wicêhtowin* – Aboriginal Theatre Program is the first such program at any Canadian institution: it will be a significant contributor to the development of contemporary Northern Plains Indigenous art and culture in the world.

Course of Study

*wicêhtowin* – Aboriginal Theatre Program comprises 30 credit units delivered over a two-year cycle: initially, Fall 2015, Winter 2016, Spring/Summer 2016, followed by Fall 2016, Winter 2017 and Spring/Summer 2017 (see attachment). By combining preexisting and select new courses, this Certificate of Proficiency program provides employable skillsets for emerging First Nations, Métis, and Inuit theatrical artists in an inviting, engaging and an open environment—the Department of Drama at the University of Saskatchewan. This principled program heeds the call for enhanced Aboriginal engagement central to current and past Institutional Planning documents, with a particular emphasis on IP3 and its commitment to “Aboriginal Engagement: Relationships, Scholarship, Programs.”

#### **4. DESCRIPTION OF PROGRAM CHARACTERISTICS**

##### **REQUIREMENTS**

##### **Major Average**

The major average in the Certificate of Proficiency program in Aboriginal Theatre includes the grades earned in:

- All DRAM courses.

##### **Residency Requirements**

To receive a Certificate of Proficiency in Aboriginal Theatre, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

##### ***wicêhtowin* - Aboriginal Theatre Program**

*wicêhtowin* - Aboriginal Theatre Program is a transformative certificate program in theatre performance that engages and empowers Aboriginal students at the University of Saskatchewan. “*wicêhtowin*” is a Cree word, a noun and process: we live together in harmony; we help each other; we are inclusive.

*wicêhtowin* - Aboriginal Theatre Program (ATP) is a comprehensive and experiential-based learning approach to develop emerging First Nations and Métis theatre professionals in the areas of Performance,

Theatre Design and Collective Creation. The program culminates in a world premiere of a new theatrical work, created, designed and performed by the program participants. ATP is a two-year (30 credit unit) cohort-based program delivered over six consecutive semesters of study. The program delivers meaningful and principled theatre skills that will provide graduates with the requisite training for success in a creative milieu where significant employment opportunities exist. For those ATP graduates interested in continuing their education at the University of Saskatchewan, ATP can be used to ladder into degree programs.

**Requirements (30 credit units):**

- DRAM 105.0 (Aboriginal Theatre Mentored Learning I)
- DRAM 110.3 (Technical Theatre I Scenic Construction)
- DRAM 118.3 (Acting I)
- DRAM 119.3 (Acting II)
- DRAM 205.0 (Aboriginal Theatre Mentored Learning II)
- DRAM 210.3 (Technical Theatre III Costume Construction)
- DRAM 211.3 (Indigenous Performance Methods)
- DRAM 218.3 (Acting III)
- DRAM 219.3 (Acting IV)
- DRAM 231.3 (Introduction to Aboriginal Playwriting)
- DRAM 310.3 (Aboriginal Theatre Program Capstone Course)
- DRAM 322.3 (Stage Management Lighting Sound Design)

Suggested Sequence of Courses

Fall 2015	Fall 2016
DRAM 118.3 (Acting 1)	DRAM 218.3 (Acting 3)
DRAM 110.3 (Technical Theatre I Scenic Constr)	DRAM 210.3 (Technical Theatre III Costume Construction)
DRAM 105.0 (ATP Mentored Learning I)	DRAM 205.0 (ATP Mentored Learning II)
Winter 2016	Winter 2017
DRAM 119.3 (Acting 2)	DRAM 219.3 (Acting 4)
DRAM 231.3 (Intro. to Aboriginal Playwrighting)	DRAM 322.3 (Stage Mgmt/lighting/sound design)
DRAM 105.0 (ATP Mentored Learning I, continues)	DRAM 205.0 (ATP Mentored Learning II, continues)
Spring / Summer 2016	Spring / Summer 2017
DRAM 211.3 (Indigenous Performance Methods)	DRAM 310.3 (Aboriginal Theatre Program Capstone Course)
	The course will run in May of 2016, with the production aligning with the Campus Powwow celebration.

## 5. RESOURCES

Current Department of Drama resources are not sufficient to implement and support ATP, and therefore additional permanent funding will be required in order to ensure the long-term sustainability of this principled Certificate of Proficiency program. Ongoing strategic planning with Vice-Dean Parkinson (HumFA) centers on interim measures leading toward a permanent funding model for ATP. In the first instance, funding will rely on College funding, and this as a means of demonstrating programmatic viability in advance of the permanent funding request to PCIP (to be advocated on the Department of Drama's behalf by the Vice-Dean and the Dean). All ATP stakeholders are cognizant of the financial realities of the University of Saskatchewan at this critical juncture in the University's history. We are thus determined to keep funding requests to a reasonable level while establishing a novel, innovative, and robust programmatic design that enfranchises First Nations, Métis, and Inuit peoples—traditionally, an underrepresented societal group on our campus. And the program's central focus upon Aboriginal student engagement aligns with a seminal matter associated with IP3 ["We will be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings and intercultural engagement among faculty, staff and students"], and with aspects of the President's "Vision 2025: From Spirit to Action" document (currently available in "draft" form); under the category "Where do we want to leave our mark?" one reads: "We will lead the nation in working with Aboriginal communities to identify their unique post-secondary education needs and to partner with them in meeting their goals." *wîcêhtowin* - Aboriginal Theatre Program (ATP) answers the University's call to action in clear, distinctive, and meaningful ways.

Funding needs include:

- one permanent program coordinator (supernumerary), charged with: delivering select courses within the 30 credit unit program, including the capstone course (a significant RSAW component is involved in this aspect of the appointment); outreach and engagement initiatives centred upon recruitment; grant writing to appropriate internal and external bodies, seeking support for students in the program (bursaries, scholarships, community partnering grants). Ideally, this will be a tenure-track position
- a supernumerary position in technical theatre. The position will be at the Lecturer level. Courses taught will include properties and design. The position will also comprise obligations associated with ATP as well as other Department of Drama productions
- enhanced funding for our Aboriginal Playwright in Residence, who currently teaches 6 cus sessionally. Establishment of permanent funding at the Instructor level (with the obligations associated with the level of appointment) serving both ATP and the continuation of the current Playwrighting initiative (impacting the Departments of Drama and English, as well as students enrolled in the MFA in writing program)
- a nominal annual budget, the purpose of which is to bring Indigenous guest artists, cultural advisors and cultural workshop leaders to campus for brief periods of time. All activities associated with these visitors will be open to the entire University population, and select events will also be open to the general public

Each position (listed above) will carry significant duties associated with *wîcêhtowin* - Aboriginal Theatre Program (ATP), but will also serve the Department of Drama and the University of Saskatchewan in other capacities.

To recapitulate:

ATP will follow a cohort model, and when at full capacity (by the fourth year of intake) will be managing an ongoing load of 20 students per cohort. In the time leading up to full capacity, courses are strategically designed so as to allow (and encourage) intake beyond the cohort: capacity in these courses will be met first by ATP students, but will be open to all students at the U of S who are interested in the subject

matter as delivered from a content perspective aligning with Aboriginal performance-related artistic and cultural matters.

*wicêhtowin* - Aboriginal Theatre Program (ATP) is a two-year program, and includes courses delivered in the Spring/Summer sessions. One such course—"Indigenous Performance Methods," focusing on gaining knowledge through performance traditions of the Plains Aboriginal Region—will be open to the broad university community (potentially as a distribution course / Fine Arts Elective), and will be capable of delivery in multiple sections. Over time, we expect this course to be exceptionally well subscribed. The other Spring/Summer offering is the Capstone course for the program, where the outcome is an original theatrical production (featuring knowledge creation with an Aboriginal focus), written, and designed by the cohort. The production run will align with the U of S annual campus powwow celebration.

To resource needs, based on the program design presented here, include:

- One new full-time faculty position in the Department of Drama
- One new Lecturer position (10 month) in the Department of Drama
- Enhanced funding (Instructor level, 10 month) for Drama's Aboriginal Playwright in Residence
- Nominal budget for culturally-relevant campus visits

This resource plan has two interrelated goals, reflective of departmental principles: first, to ensure that the Department of Drama meaningfully contributes to the University of Saskatchewan's commitment to Aboriginal initiatives in principled ways—delivering a program that will position its graduates to be employable in the entertainment industry (theatre, television, film, and related); and further, that the resources required to deliver ATP interface with all aspects of the Department's mandate, furthering our position as the preeminent Drama program in Saskatchewan, and, increasingly, on the Canadian landscape.

## **6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION**

By its very nature, the Department of Drama is an embracing, an engaging and a nurturing place of study, with an intense theatre-based focus on the twinned mandates of training and knowledge creation. The Department is also the oldest degree-granting theatre institution in the British Commonwealth. Our long-standing tradition of excellence has populated the provincial, the national, and the international landscapes with leaders in acting, in design, in theatre history, and, indeed, in non-theatre related vocations. Our students learn to respect one another—and, equally, themselves—and master collaborative skills that stand them in good stead throughout their lives. Drama graduates are informed, civic-minded, and driven: they pursue their goals with alacrity; they strive to make the world a better place through a medium that turns a mirror on society, with all of its warmth, and its warts.

It is into this environment that *wicêhtowin* - Aboriginal Theatre Program will emerge. And ATP will both benefit from, and impact positively on what is a proven record of Departmental success reaching across seven decades. The four guiding principles of *wicêhtowin* - Aboriginal Theatre Program (see above, under "Rationale, Values and Concepts") align naturally with the mission statement of the Department of Drama:

"The Department of Drama at the University of Saskatchewan is deeply committed to the cultivation of imaginative, academically literate practitioners and scholars of theatre. The Department provides a home within the collegium for the production of dramatic works in a broad range of genres. Playwrights as diverse as Shakespeare and Judith Thompson serve as focal points in experientially-based student centered activities that, in equal parts, are theatrically and intellectually challenging. Three programmatic strands—acting, design, and theatre history—meet up in our Greystone Mainstage Season, our studio

productions, and in diverse original student performances.”

## 7. BUDGET

Funds have been requested from the University for the first year of a tenurable faculty position for the Director of the Aboriginal Theatre Program. The College is committed to maintaining the allocation for this position, which will be additional to the current allocation for Drama. In addition, the Interdisciplinary Centre for Culture and Creativity will maintain into 2014/15 its current budgetary support for the position of Playwright in Residence. This position will be part of the instructional allocation for the MFA in Writing. Discussions are now underway towards an alignment of funding for technical positions in Drama (for Wardrobe and Sets) with the revenues from the Greystone Theatre. The technical support for the Aboriginal Theatre Program is included in these discussions.

## College Statement

From David Parkinson, Vice-Dean, Division of Humanities and Fine Arts, College of Arts and Science

The College of Arts and Science supports the proposal for a Certificate of Proficiency in Aboriginal Theatre. This program option will enable students to receive appropriate recognition for this area of study, which is not available as a degree program.

The proposed program is one part of the College's work to increase Aboriginal engagement, through programs and scholarship, in alignment with the plans published by the University, College and Division of Humanities and Fine Arts. This program will offer an opportunity to a group of students, who may not otherwise have considered enrolling in degree level courses, to earn both a university credential and engage in a field of study which is rich with career opportunities. Should these students choose to combine this program with a degree program (concurrently or consecutively), the credit units they earn may be counted as program requirements or electives in existing programs, giving them a “head start” toward a degree.

The divisional Academic Programs Committee approved the proposal on 4 December 2013, as did the Division of Humanities and Fine Arts on 26 March 2014.

## Related Documentation

**Appendix 1** – Notice of Intent

**Appendix 2** – Response from Planning and Priorities Committee of Council

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

Required for all submissions:

Consultation with the Registrar form

## NOTICE OF INTENT

### **New Certificate of Proficiency Program: *wîcêhtowin* - Aboriginal Theatre Program**

#### Preamble

Entrenched in our Mission Statement is the following: “The Department of Drama at the University of Saskatchewan is deeply committed to the cultivation of imaginative, academically literate practitioners and scholars of theatre.” And attendant to our mission statement are several overall goals, including:

- to facilitate the development of articulate, visually and textually literate professionals—future leaders whose creative visions are driven forward by acute analytical and technical skills;
- to nurture humane self-actualization grounded in the integration of body, mind and spirit;
- to celebrate and promote Indigenous culture and experiences;
- to continue our leadership role in promoting a vibrant and a sustainable theatrical community on the local, the provincial, and the national landscapes;
- to explore theatre as a multi-disciplinary art form that challenges societal perspectives in provocative and innovative ways;
- to instill in students the significance of leadership, mentorship, and stewardship—values that will impact all aspects of their lives.

The purpose of the proposed Certificate of Proficiency Program (*wîcêhtowin* - Aboriginal Theatre Program) is to enhance each of these overall goals, and in particular that which is listed as point 3, “to celebrate and promote Indigenous culture and experiences.” Over the course of the past two years, the proposed program has grown from idea to principled model whose implementation will establish the Department of Drama at the University of Saskatchewan as a leader in the U15, and more broadly speaking, on the Canadian cultural landscape.

With funding from HUMFA, and from the Office of the Dean (CAS), we have engaged in broad consultative activities that have included: two advisory boards drawn from a cross section of community stakeholders; partnership conversations with the College of Education’s ITEP program coordinators; and foundational conversations with a leading figure in Aboriginal cultural programming, Marrie Mumford (Canada Research Chair, Indigenous Studies, Trent University), whose impact on the Canadian stage has been substantial.

*wîcêhtowin* - Aboriginal Theatre Program (ATP), is a two-year program, predicated upon a cohort intake model. Once “in full flight” (projected as the fourth intake cycle), ATP will regularly be graduating 20 Aboriginal students, each of whom will receive rigorous training in preparation for a career in theatre, television, film and related entertainment industries.

Equally crucial, however, is the fact that ATP aligns with one of the central pillars of the University of Saskatchewan's IP3, and namely Aboriginal Engagement. It would, however, be folly were we not to recognize that Knowledge Creation, Innovation, and Culture and Community—the other three poles of the institution's Learning Charters—are at the very heart of ATP. What is more, ATP's value propositions are integrated into the Department of Drama's holistic approach valorizing experiential learning that utilizes the body, the emotions, the intellect, and the spirit.

Once instituted, ATP will enrich all Department of Drama programmatic offerings via pedagogical alignment with the Medicine Wheel teachings and the four "R"s of Indigenous Knowledge: Respect; Relationships; Responsibility; and Reciprocity. The leading principles that have driven the development of ATP follow:

- share cultural values, knowledge and experiences through a theatrical/dramatic process;
- build on Indigenous storytelling traditions;
- learn to physicalize stories through form and movement;
- engage and collaborate with others;
- develop a broad spectrum of leadership abilities. This, in turn, will position these same students to enhance and to transform Aboriginal peoples and communities on the local, the regional, and the national landscapes.

The Department of Drama has developed a new Certificate of Proficiency program, with the express purpose of enhancing its active engagement of the Aboriginal community via commitment to innovative course content, and by delivering a dedicated program of study—the first of its kind in Canada—*wîcêhtowin*: an Aboriginal Theatre certificate program.

### **Notice of Intent**

#### **1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?**

The Department of Drama's proposed Certificate of Proficiency Program (*wîcêhtowin* - Aboriginal Theatre Program (ATP)) responds to several dire needs, including: demand in the profession for trained Aboriginal actors and technical theatre experts; demand for culturally valid Indigenous performing arts training at the university level; demand at the University of Saskatchewan (mandated through the Integrated Planning process) to engage widely in Aboriginal initiatives as a means of addressing historical imbalances both in terms of enrolment figures, and retention rates beyond the first year. ATP also promises to enhance what are already strong connections between the Department of Drama and local theatre communities, such as Saskatchewan Native Theatre Company (SNTC), where we are engaged in mentorship programs (providing training for SNTC's Circle of Voices program for at-risk Aboriginal students), apprenticeship programs (upper-level Department of Drama students serving as technical crew on SNTC productions), and co-pro

initiatives (such as the successful touring production of *Agokwe* hosted in February 2013, in the Department of Drama—a co-pro that enhanced our student training, while providing a viable locale for SNTC’s mounting of the celebrated production). Drama has been planning the Certificate of Proficiency program intensely for two years, and in that time we have: worked with two external advisory groups (stakeholder oriented); discussed the program in U of S contexts (with the Dean and Vice Dean (HUMFA) CAS, and with the College of Education’s ITEP program coordinators); and consulted with Marrie Mumford (Canada Research Chair, Indigenous Studies Trent University). At every turn—internal and external to the University—support for ATP has been exceptionally strong.

**2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?**

Through advisory board and community consultation, it has been determined that *wicêhtowin* - Aboriginal Theatre Program meets a very real need. Theatre, television, film, and the related entertainment industries increasingly demand Aboriginal expertise in a range of production settings (locally, nationally, and internationally), providing a one-to-one relationship with the training mandate of the program. In this context, ATP will establish the Department of Drama at the University of Saskatchewan as a point of destination within a national context, for ATP is unique to the Canadian landscape (research into programmatic offerings at U15 (and other) institutions has revealed that ATP will be the first of its kind). It is also worth noting that the proposed Certificate of Proficiency program is designed to allow for bridging into a degree program, should any student wish to continue training beyond the two years of ATP.

**3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?**

*wicêhtowin* – Aboriginal Theatre Program responds directly to strategic and integrated planning parameters, and aligns directly with the focus on Aboriginal matters identified in IP3 and earlier Integrated Planning cycles at the University of Saskatchewan. ATP:

- Addresses the need for academic and applied training in the Aboriginal theatre community
- Increases access to post-secondary education for Aboriginal students
- Is designed so as to attract and retain Aboriginal students (through its emphasis on a cohort model, and the manner of support attendant to such a model)
- Will allow Aboriginal students to “Learn where the Live” [The Distributed Learning Strategy Development Project]

- Significantly contributes to the development and evolution of Northern Plains Indigenous art and culture
- Assumes a leadership role on the international landscape of Aboriginal theatre.

**4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?**

The proposed program is unique on the Canadian landscape, and, indeed, there is no other such program at any U15 institution. The program will, of course, integrate appropriately with other Aboriginal initiatives across campus, such as the well established ITEP and ASAP initiatives, and will enhance Drama's connection with the College of Education, and with the Department of Native Studies. The program will also intensify the Department of Drama's connections with northern communities, utilizing networks such as Drama's association with distance delivery (Northland's College) and our long-standing relationship with Prince Albert (via the Centre for Continuing and Distance Education) as feeders for ATP. Program highlights:

- *wicêhtowin* – Aboriginal Theatre Program at the University of Saskatchewan is the first such program at a Canadian university
- Addresses under-representation of Indigenous performing arts research and methodologies in the international arena
- Will serve as a significant contributor to the development of contemporary Indigenous art and culture in the world
- Will help to retain students past the critical first-year period at the university.
- ATP will allow “bridging” to other degree programs, and cultivate academic scholarship of the first order
- ATP will bring a unique cultural presence to the University and the larger community
- ATP will enrich the institution by incorporating Indigenous ways of knowing and language into the collegium

**5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?**

Current Department of Drama resources approach that which is necessary to implement and support ATP, but additional permanent funding will be required in order to ensure the long-term sustainability of this principled Certificate of Proficiency program. Ongoing strategic planning with Vice Dean Parkinson (HUMFA) centres about the interim measures

leading toward a permanent funding model for ATP. In the first instance, funding will rely on CAS monies, and this as a means of demonstrating programmatic viability in advance of the permanent funding request to PCIP (to be advocated on Drama's behalf by the Vice Dean and the Dean).

All ATP stakeholders are cognizant of the financial realities of the University of Saskatchewan at this critical juncture in the University's history. We are thus determined to keep funding requests to a reasonable level while establishing a novel, innovative, and robust programmatic design that enfranchises First Nations, Métis, and Inuit peoples—traditionally, an underrepresented societal group on our campus.

Funding needs include:

- One permanent program coordinator (supernumerary), charged with: delivering select courses within the 30 credit unit program, including the capstone course (a significant RSAW component is involved in this aspect of the appointment); outreach and engagement initiatives centred upon recruitment; grant writing to appropriate internal and external bodies, seeking support for students in the program (bursaries, scholarships, community partnering grants). Ideally, this will be a tenure-track position
- A supernumerary position in technical theatre. The position will be at the Lecturer level. Courses taught will include properties and design, with additional obligations associated with productions both associated with ATP as well as other Department of Drama productions
- Enhanced funding for our Aboriginal Playwright in Residence, who currently teaches 6 cu sessionally. Establishing permanent funding at the Instructor level (with the obligations associated with the appointment) will serve both ATP and the continuation of the current Playwrighting initiative (serving the Departments of Drama and English, as well as students enrolled in the MFA in writing program)
- A nominal annual budget, the purpose of which is to bring Indigenous guest artists, cultural advisors and cultural workshop leaders to campus for brief periods of time. All activities associated with these visitors will be open to the entire University population, and select events will also be open to the general public

Each position (listed above) will carry significant duties associated with ATP, but will also serve the Department of Drama and the University of Saskatchewan in other capacities.

ATP will follow a cohort model, and when at full capacity (by the fourth year of intake) will be managing an ongoing load of 20 students per cohort. In the time leading up to full capacity, courses are strategically designed so as to allow (and encourage) intake beyond the cohort. Said in another way, capacity in these courses will be met first by ATP students, but will be open to all students at the U of S who are interested in the subject matter as delivered from a content perspective aligning with Aboriginal performance-related artist and cultural matters.

ATP is a two-year program, and includes courses delivered in the Spring/Summer sessions. One such course—"Indigenous Cultural Methods," focusing on gaining knowledge through performance traditions of the Plains Aboriginal Region—will be open to the broad university community (distribution course, Fine Arts Elective), and will be capable of delivery in multiple sections. We expect this course to be exceptionally well subscribed. The other Spring/Summer offering is the Capstone course for the program, and features an original theatrical production, written, and with set/props/costume as well as lighting/sound design by the cohort (guided appropriately by those faculty delivering ATP). The production run will align with the U of S annual campus powwow celebration.

To summarize, the resource needs, based on the program design presented here, include:

- One new full-time faculty position in the Department of Drama
- One new Lecturer position (10 month) in the Department of Drama
- Enhanced funding (Instructor level, 10 month) for Drama's Aboriginal Playwright in Residence
- Nominal budget for culturally-relevant campus visits

This resource plan has two inter-related goals, reflective of department principles: first, to ensure that the Department of Drama meaningfully contributes to the University of Saskatchewan's commitment to Aboriginal initiatives in principled ways—delivering a program that will position graduates to be employable in the entertainment industry (theatre, television, film, and related); and further, that the resources required to deliver ATP interface with all aspects of the Department's mandate, furthering our position as the preeminent Drama program in Saskatchewan, and, increasingly, in Western Canada.

## Appendix 2: Response from the Planning and Priorities Committee of Council



### MEMORANDUM

TO: Dr. Gregory Marion, head, Department of Drama

FROM: Fran Walley, chair, planning and priorities committee of Council

DATE: November 27, 2013

RE: **Notice of Intent for a certificate of proficiency program: *wîcêhtowin – Aboriginal Theatre program***

---

Thank you once again for attending the planning and priorities committee meeting on November 6th to present the notice of intent for a new certificate of proficiency program called *wîcêhtowin – Aboriginal Theatre program*.

Discussion of the notice of intent focused on student enrolment and demand for the program and the long-term vision of the department. Although the certificate program is intended for Aboriginal students, the program has been developed to fit within the overall direction of the Drama Department, and importantly offers students the opportunity to ladder into existing degree programs. The proposed program responds directly to the university's commitment to Aboriginal engagement and is based upon developing and securing relationships with arts organizations and Aboriginal communities. It is clear that careful planning has gone into the development of the program, as an opening step for the department to embrace Aboriginal programming. The committee supports the proposed program as innovative and relevant to the university's Aboriginal initiatives, and notes that the program would be unique within North America among educational institutes.

As proponents advance the proposal, the committee suggests the following information be included in the full program proposal:

- Identification of what consultation has taken place to ascertain student demand;
- A description of the admissions process by which Aboriginal students will be admitted as priority students to the program;
- Clarification of the availability of courses in the program to non-Aboriginal students and how the department intends to fill the student cohort;
- An indication of what consultation has taken place internally with other departments on campus, such as Native Studies, whose students may be interested in the certificate as an add-on to their existing degree program.

Dr. Gregory Marion  
November 27, 2013  
Page 2

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The committee also noted the need for the department to submit a budget proposal to PCIP regarding the additional resources requested.

Please let me know if you have any questions regarding any of the items listed above. I wish you every success as you move your proposal through the approval process.

Sincerely,

A handwritten signature in blue ink, appearing to read "Frank Walker". The signature is fluid and cursive, with a large initial "F" and a long, sweeping underline.

- c Roy Dobson, chair, academic programs committee
- Brett Fairbairn, provost and vice-president academic
- Russ Isinger, registrar and director of student services
- David Parkinson, vice-dean, Division of Humanities and Fine Arts
- Alex Dahl, director of the programs office

**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:** June 19, 2014

**SUBJECT:** **College of Graduate Studies and Research – Master of Science in Marketing**

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the Master of Science in Marketing, with the first cohort beginning classes September 2015.

**PURPOSE:**

University Council approves new degree or degree-level programs. As the Master of Science in Marketing operates under a special tuition model, final approval of the tuition rate rests with the Board of Governors.

**SUMMARY:**

The Master of Science (M.Sc.) degree in Marketing will be offered by the Department of Management and Marketing of the Edwards School of Business (ESB). The program is a two-year program, with one year of course work followed by a second year of thesis work. The M.Sc. Marketing will be an academic, rather than a professional, business degree, training students in preparation for further graduate studies at the Ph.D. level. The department previously offered an M.Sc. in Marketing, which was terminated in 2005. Although considered a successful program, losses of funding coupled with senior faculty retirements made the program unsustainable. Since that time, the department has rebuilt itself. Of the current 18 faculty in the department, 12 have been hired since 2005. The department receives inquiries regarding an M.Sc. in Marketing fairly regularly, and as Ph.D. programs in Marketing increasingly require a Masters degree as an admission requirement, the department anticipates that an expected cohort of 7 students per year is achievable.

**REVIEW:**

The Academic Programs Committee discussed this proposal with Trever Crowe (Associate Dean, College of Graduate Studies and Research) and John Rigby (Department Head). The committee noted that the program had a special tuition model and also had required courses taught outside of ESB. The proponents indicated that units offering courses outside of ESB had been consulted with, and while no specific tuition-sharing arrangement had been made, the expectation is that tuition would be shared using standard university tuition-sharing models (such as TABBS). APC supports the establishment of the program as a means for the department and ESB to build its research intensity and involve its faculty complement in graduate education and research.

**ATTACHMENTS:**

Proposal documents; letters of support; course proposals and outlines for new courses.



UNIVERSITY OF  
SASKATCHEWAN

## **Proposal for an M.Sc. in Marketing**

### **1. PROPOSAL IDENTIFICATION**

**Title of proposal: Master of Science in Marketing**

Degree(s): M.Sc.

Field(s) of Specialization: Marketing

Level(s) of Concentration:

Option(s):

Degree College: Edwards School of Business

Contact person(s) (name, telephone, fax, e-mail): John Rigby; 966-8452;  
john.rigby@usask.ca

Proposed date of implementation: September 2015

# M.Sc. Marketing Program Proposal

## Contents

<b>RATIONALE</b> .....	3
<b>Background and Motivation</b> .....	3
<b>Anticipated Demand</b> .....	3
<b>Fit with University of Saskatchewan, School and Department priorities</b> ...	3
<b>RELATIONSHIPS TO OTHER PROGRAMS</b> .....	3
<b>Table 1: Master of Marketing Programs in Canada (Tuition and Funding)</b>	4
<b>Table 2: Master of Marketing Programs in Canada (Entrance Requirements)</b> .....	5
<b>Table 3: Master of Marketing Programs in Canada (Required Courses)</b> ....	5
<b>RESOURCES &amp; BUDGET</b> .....	5
<b>DESCRIPTION OF PROGRAM CHARACTERISTICS</b> .....	6
<b>Entrance Requirements:</b> .....	6
<b>Courses:</b> .....	6
<b>Initial List of Approved Electives:</b> .....	7
<b>Appendix 1: Letters of Support</b> .....	9
<b>Appendix 2: Course Proposals &amp; Outlines for New Courses</b> .....	14
<b>Consumer Behaviour</b> .....	15
<b>Designing Marketing Research</b> .....	24
<b>Marketing Theory</b> .....	32
<b>Marketing and Popular Culture</b> .....	41
<b>Appendix 3: Draft Catalogue [Calendar] Entry</b> .....	48
<b>Appendix 4: Budget</b> .....	50

## **M.Sc. Marketing** **Program Proposal**

The Department of Management and Marketing of the Edwards School of Business seeks approval for a Master of Science degree in Marketing. The program will be a two-year program allowing one year for course work and a second year of thesis work. Students will be trained in academic marketing research with a focus on Consumer Behaviour. The goal of the program is to train students to the point of Ph.D. readiness.

### **RATIONALE**

#### **Background and Motivation**

The department of Management and Marketing had a successful M.Sc. program in the 1990s which benefited from targeted industry funding. This program was terminated in 2005 (after several years of no admissions) reflecting both the loss of funding and multiple retirements within the Department of Management and Marketing which made sustaining the program and giving masters students appropriate guidance untenable.

Since 2005 the Department of Management and Marketing has been rebuilt. Of our current complement of 18 faculty, 12 have been hired since 2005. Of those, most have recently achieved, or are about to apply for, tenure. Consequently, the department has a cadre of enthusiastic, highly motivated, research active faculty and is again in a position to support an M.Sc. program. Several faculty hold SSHRC grants which are structured to allow graduate student support. Departmental faculty will continue to apply for, and presumably hold, SSHRC grants for the foreseeable future.

#### **Anticipated Demand**

We receive inquiries regarding an M.Sc. fairly regularly. Consumer behavior is one of the primary focuses of Ph.D. programs in Marketing, and Ph.D. programs increasingly require a Masters degree before admitting students into a Ph.D. program. We are targeting a 2015 start-up date to allow time for proper recruitment for the program. We anticipate a steady state of 14 students (7 in each year).

#### **Fit with University of Saskatchewan, School and Department priorities**

Edwards School of Business, and the Department of Management and Marketing, are committed to continuing to increase research intensiveness. The proposed program will contribute to the retention of research-active faculty. It will increase research intensiveness for faculty who are not currently that active, as they can act as co-supervisors (and co-authors). It will increase Edwards' research accomplishments and reputation and that of the U of S. It will likewise contribute to the University's stated goal of increasing graduate student numbers. Although not the singular motivation for the program, while they are in the program, students would represent highly trained research assistants. Graduates would be very qualified sessional lecturers as they transition to academic careers.

### **RELATIONSHIPS TO OTHER PROGRAMS**

There are two key points of distinction between the MBA and an M.Sc. in Marketing. The first is that the MBA is a general management degree and does not have discipline-based specialties. Secondly, and more importantly, the MBA is a professional degree focused on preparation for a management career. In contrast the M.Sc. will be an academic degree designed to instill a deep academic understanding of the discipline of marketing with a particular focus on the sub-discipline

of Consumer Behaviour. Graduates will be prepared for further study at the Ph.D. level. Alternatively, if the graduate prefers, he or she would also be prepared for a career in industry as market analyst specialist. The M.Sc., should be considered an academic complement to the MBA. The two programs will not share courses.

Within the University, but outside of Edwards, the program will share masters' level courses relating to research methodology. As well, several Masters' level in Psychology have been identified as suitable electives. See letters of support from the College of Education and Department of Psychology.

Tables 1, 2 and 3, highlight key points of comparison of M.Sc. programs at other Canadian universities.

**Table 1:**  
**Master of Marketing Programs in Canada (Tuition and Funding)**  
As at April 2013

<b>University</b>	<b>Length of Program</b>	<b>Position</b>	<b>Tuition* (Canadian)</b>	<b>Tuition* (International)</b>	<b>Funding</b>
Manitoba	2 years	Depth and specialization	\$4,125 (Y1) \$670 (Y2)	\$8,325 (Y1) \$670 (Y2)	Competitive only
Queen's	12 months	Quality of research faculty and Ph.D. placement	\$2,100 per term (x 3 terms)	\$4,100 per term (x 3 terms)	\$14,000 fellowship + RA work
Guelph	2 years	Professional career	\$2,400 per term (x 3 terms) x 2 years	\$5,600 per term (x 3 terms) x 2 years	Competitive only
Concordia	2 years	Professional career	\$2,200 per term (x 3 terms) x 2 years	\$7,400 per term (x 3 terms) x 2 years	Competitive only
Average			\$6,000 or \$2,000 per term (average for Y1 only)	\$14,900 or \$5,000 per term (average for Y1 only)	

\* Does not include fees

**Table 2:**  
**Master of Marketing Programs in Canada (Entrance Requirements)**  
 As at April 2013

University	Date	Degree	GMAT	Statement	Letters
Manitoba	Jan. 10	Business or related with GPA of 3.0/4.5	550	Yes: goals and interests	3
Queen's	March 1	Business or related with GPA of B+	Yes but no minimum stated	Yes; goals interests and resume	2
Guelph	Feb. 1	Business or related with GPA of B+	600	Yes; interests and resume	2
Concordia	March 1	Business or related with GPA of 3.0/4.0	550	Yes; purpose and resume	3
M.Sc. Finance at Edwards	Jan. 7	Business or related	600	Yes; purpose and resume and phone interview	3

TOEFL is required for all international students (or equivalent).

**Table 3:**  
**Master of Marketing Programs in Canada (Required Courses)**  
 As at April 2013

University	Number	Marketing and/or CB	Research Methods	Electives	Qualitative Methods
Manitoba	6 + thesis	2	2	2	Not specified
Queen's	6 + research project	3	3	0	Yes; required
Guelph	8 + thesis	4	3	1	Yes; required
Concordia	8 + thesis	6	2	0	No

### RESOURCES & BUDGET

With tuition of \$3,000 per semester (including Summer) and a steady state of 14 students the program would operate with a modest surplus. Major assumptions of the costing model include the following; four additional course credits will be staffed as a consequence of the M.Sc. program: three for teaching and one for the Director; at capacity the program will incur approximately \$15,000 expenses the bulk of which will be items such as travel for external examiners, conference fees and externally contracted services (e.g. the Social Sciences Research Laboratories (SSRL)). A detailed costing model is available (see appendix 4).

No credit will be given for supervision and committee work, but it will be considered as part of a merit application at the department.

Masters students in their second year (thesis) will be given an opportunity to work as teach assistants. Besides mentorship of the coordinator, students will have completed GSR 979 through the Gwenna Moss Centre.

The Dean has offered office carrels to the M.Sc. Marketing students in the IT wing. (No additional resources required.)

IT support will be offered through Edwards' current IT team. (No additional resources required.)

Administration support for graduate programs is now centralized within Edwards (MBA, MPAcc, M.Sc. in Finance). The Dean has indicated this office would offer support to the M.Sc. Marketing program as well. (No additional resources required.)

The proposed M.Sc. is viable financially simply from tuition. Nonetheless, upon approval of this proposal the Dean of Edwards School of Business and the Department Head will be approaching potential donors who may have an interest in supporting the program. Donated funds would be used for student support and further program enhancement.

## **DESCRIPTION OF PROGRAM CHARACTERISTICS**

See attached Calendar entry

### **Entrance Requirements:**

- The minimum requirements are as follows:
  - Undergraduate business degree or a degree in a related field (e.g., psychology, economics)
  - GPA of 70% (3.0/4.0)
  - GMAT of 550
  - Statement of goals and interests
  - Resume or c.v.
  - Three letters of reference—at least one from an academic reference
  - TOEFL or equivalent (as set by U of S Grad Studies)

### *Rationale:*

- These are standard minimum requirements for M.Sc. programs and allow flexibility
- See Table #2 above for comparison entrance requirements across Canada

### **Courses:**

- Students will take five required courses and one elective in a cohort model:

#### *T1:*

Marketing Theory (taught by Marketing faculty)

Designing Marketing Research (taught by Marketing faculty)

Statistical Methods Advanced (taught outside Edwards – EDRES 841)

#### *T2:*

Qualitative Methods (taught outside Edwards – ERES 845)

Consumer Behavior (taught by Marketing faculty)

Elective (taught outside Edwards – see possible options)

T3:

Readings in Marketing (independent study with supervisor to prepare for thesis; supervisor does not receive course credit)

Y2:

T1, T2, T3: Thesis

*Throughout:*

990 Research Seminar (Fridays) is a not-for-credit course where Faculty and second year Master's students will present their research. The seminar will be managed by the Director. Master's students will be required to attend all Edwards research workshops as part of 990.

GSR 979 is a not-for-credit course offered by the Gwenna Moss Centre called "Introductory Instructional Skills." It is for students who have no or little teaching experience. It is offered in T2 only. This course (or equivalent) is required by all students.

Students are strongly encouraged to present their research at one of a variety of possible conferences, such as Rupert's Land, ASAC, ACR. SCP, etc. as available.

*Rationale:*

- Six to eight classes are standard for completion of an M.Sc. in Marketing degree (see Table #3)
- These classes are divided between the content area (Marketing, CB) and research methods
- Both types of classes are required for entry into high quality Ph.D. programs in Marketing
- The devotion of Year 1 (T3) and all of Year 2 to thesis work ensures timely completion
- This set of courses allows us to partner with both Education and Psychology
- Encouraging research presentations helps prepare for subsequent research publication

Other course issues:

- Elective decisions will be made by a committee of the Director, M.Sc. course instructors from M&M, Supervisors, and Department Head either from the list below or of other graduate level courses that may contribute to a student's research understanding.
- 4<sup>th</sup> year Marketing courses with a theoretical focus can be appropriate electives for Master's students, if they have an additional graduate component, as approved by the committee

#### **Initial List of Approved Electives:**

**MKT8XX: Marketing and Popular Culture** is a graduate level extension of Comm 457.3 *Marketing and Popular Culture*. It explores marketing's role in culture through reading about cultural theory and applying cultural theory to everyday cultural practices. Topics include meaning, identity, ritual, production, myth, and other cultural theories.

**PSY807: Multivariate Statistics** is a graduate course in Psychology. The focus of the course is on regression analysis. This would be a good elective for students interested in modeling methods.

**PSY810: Research Methods in Applied Social Psychology: Survey Methods** is a graduate course in Psychology. The focus is on survey methods. This would be a good elective for students interested in pursuing research using these methods.

**PSY862: Foundations of Applied Social Psychology** is a graduate course in Psychology. The focus is on research and current issues in social psychology.

**PSY802: Foundations of Research in Culture and Human Development** is a graduate course in Psychology. The focus is on epistemological approaches to cultural studies; it is an in-depth class on qualitative methods (but not “how-to”). It could be suitable for someone interested in qualitative methods at a deeper level.

## **Appendix 1: Letters of Support**



Office of the Dean  
PotashCorp Centre  
25 Campus Drive  
University of Saskatchewan  
Saskatoon SK S7N 5A7  
Ph: 306-966-4786 Fax: 306-966-5408

April 4, 2014

College of Graduate Studies  
And  
Academic Programs Committee  
University of Saskatchewan

Greetings,

I am pleased to submit a program proposal for an MSc degree in Marketing at the Edwards School of Business. It is enthusiastically endorsed by the Edwards School and received a unanimous vote of approval from the School's Faculty Council in March 2014.

This degree is designed to increase the research productivity of the School and support the development of a research culture. There exists a very talented group of researchers who are prepared to run the program and supervise students.

The School agrees with the direction and structure of the degree program.

Further, the MSc program is designed so that it can be funded from resources within the Edwards School and through sharing of existing resources in the University. There will not be any need to approach PCIP for additional resources. Support for the launching of this degree program has been conveyed to the Edwards School through the TransformUS process.

Please do not hesitate to contact me if there are any questions or concerns. This letter conveys my strong support and that of the Edwards School.

Yours truly,

Daphne G. Taras, PhD  
Dean  
Professor of Industrial Relations



UNIVERSITY OF  
SASKATCHEWAN

Dean's Office

28 Campus Drive Saskatoon SK S7N 0X1 Canada  
Ph: 306-966-7647 Fax: 306-966-7624

April 16, 2014

Dr. Trever Crowe  
Associate Dean, College of Graduate Studies and Research

Dr. Roy Dobson  
Chair, Academic Programs Committee

Dear Drs. Crowe and Dobson,

On behalf of the College of Education, I am pleased to express support for the M.Sc. in Marketing being proposed by the department of Management and Marketing of the Edwards School of Business.

The proposed program makes use of ERES 841, Statistical Methods Advanced and EDRES 845, Qualitative Research Methods. I am able to confirm that the College of Education would welcome students from the M.Sc. Marketing and can, at this time accommodate the seven additional students anticipated by the program planners. Indeed, we see the addition of the Marketing M.Sc. students as a helpful means to maintain sufficient student numbers to offer these courses for Education students on a consistent basis. Although this we foresee this arrangement being mutually beneficial for some time into the future, as the College of Education moves forward with additional graduate program proposals and if the M.Sc. Marketing program grows in student numbers, the agreement may require re-evaluation.

I am available to provide any elaborations or clarifications you may require.

Yours sincerely,

Robert Regnier, Acting Dean  
College of Education  
University of Saskatchewan  
28 Campus Road  
Room 3046 Education Bldg.  
Saskatoon, Saskatchewan S7N 0X1  
Phone: (306) 966-7647  
Fax: (306) 966-7624

cc Dr. John Rigby, Head, Department of Management and Marketing  
Dr. Daphne Taras, Dean, Edwards School of Business



UNIVERSITY OF  
SASKATCHEWAN

College of Education  
Education  
Graduate Studies and Research  
107 Fairview Drive, Saskatoon, Saskatchewan S7N 0W1, Canada  
Tel: (306) 975-3100 ext. 3333

May 31, 2017

Dr. John Rigby  
Associate Professor and Head  
Management and Marketing  
Edwards School of Business

Dear Dr. Rigby,

This note is to confirm that students in the proposed M.Sc. Marketing program will be exempted from the normal prerequisites for ERES 841 (typically ERES 840 or a similar introductory statistics course) and ERES 845 (typically an introductory research methods course). This exemption is granted based on the extensive quantitative background and basic introduction to research that B.Com. students receive as part of their course of studies (including at least one introductory statistical class in the case of ERES 841 and an introductory research class in the case of ERES 845). The College of Education is confident that M.Sc. Marketing students will be well prepared for the ERES courses included in the proposal.

Please contact me if you require any further clarifications.

Yours sincerely,

Laurie Helstzer  
Associate Professor  
Associate Dean Graduate Studies and Research  
College of Education  
University of Saskatchewan  
28 Campus Road  
Room 3306 Education Bldg.  
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Phone: (306) 966-3723  
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Melanie A. Morrison  
Department of Psychology  
9 Campus Drive, 6B Arts Bldg.  
University of Saskatchewan

College of Graduate Studies and Research  
Programming Unit  
Room C180, 105 Administration Place  
University of Saskatchewan

May 6<sup>th</sup>, 2014

Dear College of Graduate Studies and Research:

This letter is to inform you that the Department of Psychology fully supports the development of a Masters in Marketing Program within the Edwards School of Business. To further substantiate our support for the program, we have informed the faculty within the Edwards School of Business that students enrolled in the Marketing program may inquire about availability in a number of desired courses (e.g., PSY 805; PSY 807; PSY 810; PSY 832; PSY 862) and enroll during any offering should space be available. In short, we would be delighted to assist the Edwards School of Business with this programming to the best of our ability, and will do so by enabling their students to take courses that will, undoubtedly, benefit them throughout their program of studies.

Sincerely,

A handwritten signature in blue ink that reads "Melanie Morrison".

Melanie A. Morrison, PhD  
Associate Professor  
Graduate Chair of Psychology Programs

## **Appendix 2: Course Proposals & Outlines for New Courses**



### Consumer Behaviour

1. Approval by department head or dean:
2. Information required for the Calendar
  - 2.1 Label & Number of course: **MKT 8XX.3**
  - 2.2 Title of course: **Consumer Behaviour**
  - 2.3 Total Hours:      Lecture              **Seminar: 39**      Lab              Tutorial              Other
  - 2.4 Weekly Hours:    Lecture              **Seminar: 3**      Lab              Tutorial              Other
  - 2.5 Term in which it will be offered:              **T1 or T2**
  - 2.6 Prerequisite:
  - 2.7 Catalogue description: **This course will offer students an advanced understanding of behavioural theories of judgment and decision making, with emphasis on consumer behaviour. Specifically, the course will provide at the graduate level a collaborative examination of the processes involved in attention, memory, perception, attitude formation, choice, and satisfaction in consumption-related environments. Substantive knowledge and research methods underlying each of these streams of study will be explored**
  - 2.8 Any additional notes
3. Rationale for introducing this course. **Required course for M.Sc. Marketing**
4. Learning Objectives for this course:
  1. **Expose students to the main areas of research and theories in the consumer behaviour field.**
  2. **Introduce the typical methods and tools used in studying consumer behaviour.**
  3. **Provide students with a strong foundation for critical thinking in the area of judgment and decision making.**
  4. **Offer students the opportunity and skills to be able to develop consumer research of their own.**
5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? **No**  
If so, were these departments consulted? (Include correspondence)  
Were any other departments asked to review or comment on the proposal? **There has been discussion with the Department of Psychology and the College of Education regarding the M.Sc. Marketing proposal as a whole; not specifically about this course.**
6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? **N/A**  
Course(s) for which this course will be a prerequisite? **N/A**  
Is this course to be required by your majors, or by majors in another program? **This course is required by M.Sc. Marketing students.**

7. Course outline.  
(Weekly outline of lectures or include a draft of the course information sheet.)  
**Attached**
8. Enrolment:  
Expected enrollment: **7**  
From which colleges? **Edwards School of Business, M.Sc. Marketing. Additionally, students from other programs will be welcomed if it fits with their program objectives.**
9. Student evaluation.  
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.) **See attached Course Outline**
10. Required text:  
Include a bibliography for the course. **See attached Course Outline**
11. Resources.  
Proposed instructor: **Dr. Monica Popa**  
How does the department plan to handle the additional teaching or administrative workload? **One undergraduate course will be taught by a Sessional Instructor.**  
Are sufficient library or other research resources available for this course? **Yes**  
Are any additional resources required (library, audio-visual, technology, etc.)? **No**
12. Date of Implementation: **September 2015**  
To be offered: **annually**

## **CONSUMER BEHAVIOUR**

### **Course Outline**

*The Edwards School of Business develops business professionals to build nations.*

<b>Instructor</b>	Dr. Monica Popa
<b>Telephone</b>	(306) 966-2823
<b>Office</b>	Room 175 ESB
<b>Email</b>	popa@edwards.usask.ca
<b>Office Hours</b>	TBA
<b>Lecture Time</b>	TBA
<b>Lecture Location</b>	TBA

**Course Description** This course will offer students an advanced understanding of behavioural theories of judgment and decision making, with emphasis on consumer behaviour. Specifically, the course will provide at the graduate level a collaborative examination of the processes involved in attention, memory, perception, attitude formation, choice, and satisfaction in consumption-related environments. Substantive knowledge and research methods underlying each of these streams of study will be explored.

**Course Objectives**

1. Expose students to the main areas of research and theories in the consumer behaviour field.
2. Introduce the typical methods and tools used in studying consumer behaviour.
3. Provide students with a strong foundation for critical thinking in the area of judgment and decision making.
4. Offer students the opportunity and skills to be able to develop consumer research of their own.

**Required Materials** Readings are provided through links on Course Tools.

**Class Preparation** Students are expected to read the assigned readings before class, make notes on the readings to bring to class, and be prepared to discuss the readings during class.

[www.paws.usask.ca](http://www.paws.usask.ca)

Log in and look for the Course Tools icon on the top right side of the screen (near Email icon).

Important information for this class is posted in Course Tools (Blackboard) in PAWS. Students are expected to check the Announcements section of Blackboard for updates.



**Contacting Your Instructor**

Students requiring assistance are encouraged to speak to me any time during class or during office hours. Should you wish to meet with me outside of office hours, please phone or email to make an appointment.

**Use of Email**

Always use your PAWS/University of Saskatchewan email account ([abc123@mail.usask.ca](mailto:abc123@mail.usask.ca)) to send e-mail to faculty members as external accounts such as Hotmail will be automatically quarantined by the University's system.

**Use of Internet and Electronic Devices in the Classroom**

Use of phones and other electronic devices, such as laptops, are not permitted in class. If you require a computer or other device because of a disability, please let me know and accommodation will be made.

**Grade Distribution**

Class Participation	10%
Assignment #1	10%
Assignment #2	10%
Assignment #3	10%
Assignment #4	10%
Term Paper	50%
<b>Total</b>	<b>100%</b>

**Class Participation**

Class participation will be based on attendance, preparation, discussion, and active engagement in class activities.

**Assignments 1&2**

These assignments will take the form of essays (thought papers) related to the topics discussed in class. Further information will be provided.

**Assignments 3&4**

These assignments will involve class presentations and preparation of discussion questions related to the assigned topics. Further information will be provided.

**Term Paper**

The final paper will ask you to apply the insights and research skills you have learned throughout the course to create a novel consumer research study that could contribute to the advancement of knowledge in this field. The paper will be formatted following the guidelines of the Journal of Consumer Research manuscript submissions. Further information will be provided.

**Policy regarding Late Assignments, Projects and Exams**

Late submissions will be penalized 20% each day they are late. Exceptions include medical or compassionate reasons (with supporting evidence); please see me as soon as possible if problems occur.

**Appealing a Grade**      A student who has a concern with the evaluation of his or her performance shall consult with the instructor as soon as possible, but, in any event, not later than 30 days after the grades become available in PAWS.

**Class Schedule & Topics:**

Important dates can be found at the following web site: <http://www.usask.ca/events/month.php?cal=Academic+Calendar>

DATE	TOPIC
Week 1	Introduction to CB. Transformative Consumer Research
Week 2	The Dark Side of CB
Week 3	Exposure and Sub-Conscious Processes
Week 4	The Self
Week 5	Social Influences / Reference Groups
Week 6	Situational Factors Affecting CB
Week 7	Perception
Week 8	Biases, Heuristics, & Inference Making
Week 9	Persuasion & Attitudes
Week 10	Consumer Choice
Week 11	Satisfaction & Post-purchase
Week 12	Cultural and Individual Differences
Week 13	Consumption Experiences & Adventures

**Readings:**

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WEEK 1: INTRODUCTION TO CB. TRANSFORMATIVE CONSUMER RESEARCH

**Macinnis**, Deborah J. & **Folkes**, Valerie S. (2009), "The Disciplinary Status of Consumer Behavior: A Sociology of Science Perspective on Key Controversies," *Journal of Consumer Research*, 36 (April), 899-914.

**Small**, Deborah A. & **Simonson**, Uri (2008), "Friends of Victims: Personal Experience and Prosocial Behavior," *Journal of Consumer Research*, 35 (3), 532-542

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WEEK 2: THE DARK SIDE OF CB

**Wilcox**, Keith, **Kim**, Hyeong Min & **Sen**, Sankar (2009) "Why Do Consumers Buy Counterfeit Luxury Brands?" *Journal of Marketing Research*, 46 (2), 247-259.

**Argo**, Jennifer J. & **Shiv**, Baba (2012), "Are White Lies as Innocuous as We Think?" *Journal of Consumer Research*, 38(6), 1093-1102.

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### WEEK 3: EXPOSURE AND SUB-CONSCIOUS PROCESSES

**Shapiro**, Stewart (1999), "When an Ad's Influence is Beyond Our Conscious Control: Perceptual and Conceptual Fluency Effects Caused by Incidental Exposure," *Journal of Consumer Research*, 26, 16-36.

**Hawkins**, Scott A. & Stephen J. **Hoch** (1992), "Low-involvement Learning: Memory Without Evaluation," *Journal of Consumer Research*, 19, 212-225.

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### WEEK 4: THE SELF

**Mandel**, Naomi (2003), "Shifting selves and decision making: the effects of self-construal priming on consumer risk-taking," *Journal of Consumer Research*, 30 (1), 30-40.

**Reed II**, Americus (2004), "Activating the self-importance of consumer selves: exploring identity salience effects on judgments," *Journal of Consumer Research*, 31 (2), 286-295.

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### WEEK 5: SOCIAL INFLUENCES / REFERENCE GROUPS

**Briley**, Donnel A. & **Wyer**, Robert S. Jr. (2002) "The effect of group membership salience on the avoidance of negative outcomes: implications for social and consumer decisions," *Journal of Consumer Research*, 29 (3), 400-415.

**Reingen**, Peter H. (1993), "Social perception and interpersonal influence: some consequences of the physical attractiveness stereotype in a personal selling setting," *Journal of Consumer Psychology*, 2 (1), 25-38.

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### WEEK 6: SITUATIONAL FACTORS AFFECTING CB

**Bitner**, Mary Jo. (1992), "Servicescapes: The Impact of Physical Surroundings on Customers and Employees," *Journal of Marketing*, 56(2), 56-71.

**Wansink**, Brian & Koert **Van Ittersum** (2003), "Bottoms Up! The Influence of Elongation on Pouring and Consumption Volume," *Journal of Consumer Research*, 30 (December), 455-464.

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### WEEK 7: PERCEPTION

**Krishna**, Aradhna & **Morrin**, Maureen (2008), "Does Touch Affect Taste? The Perceptual Transfer of Product Container Haptic Cues," *Journal of Consumer Research*, 34 (6), 807-818.

**Spangenberg**, Eric R., Ayn E. **Crowley** and Pamela W. **Henderson** (1996), "Improving the store environment: do olfactory cues affect evaluations and behaviors," *Journal of Marketing*, 60 (2), 67-80.

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#### WEEK 8: BIASES, HEURISTICS, & INFERENCE MAKING

**Tversky**, Amos and Daniel **Kahneman** (1974) "Judgment under Uncertainty: Heuristics and Biases," *Science*, 185, 1124-1131.

**Thaler**, Richard (1985) "Mental Accounting and Consumer Choice," *Marketing Science*, 4 (3), 199-214.

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#### WEEK 9: PERSUASION & ATTITUDES

**Petty**, Richard E., John T. **Cacioppo**, & David **Schumann** (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," *Journal of Consumer Research*, 10, 135-146.

**Friestad**, Marian & Peter **Wright** (1994), "The Persuasion Knowledge Model: How People Cope with Persuasion Attempts," *Journal of Consumer Research*, 21 (1), 1-31.

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#### WEEK 10: CONSUMER CHOICE

**Bettman**, James R., Mary Frances **Luce** & John W. **Payne** (1998) "Constructive Consumer Choice Processes," *Journal of Consumer Research*, 25 (3), 187-217.

**Simonson**, Itamar & Amos **Tversky** (1992) "Choice in Context: Tradeoff Contrast and Extremeness Aversion," *Journal of Marketing Research*, 29 281-295.

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#### WEEK 11: SATISFACTION & POSTPURCHASE

**Westbrook**, Robert A. & Richard L. **Oliver** (1991), "The Dimensionality of Consumption Emotion Patterns and Consumer Satisfaction," *Journal of Consumer Research*, 18 (1), 84-91.

**Bechwati**, Nada Nasr & Maureen **Morrin** (2003), "Outraged Consumers: Getting Even at the Expense of Getting a Good Deal," *Journal of Consumer Psychology*, 13 (4), 440-453.

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## WEEK 12: CULTURAL AND INDIVIDUAL DIFFERENCES

**Aaker, J. & D. Maheswaran** (1997), "The Effect of Cultural Orientation on Persuasion," *Journal of Consumer Research*, 24 (3), 315-328.

**Schwartz, Barry, Andrew Ward, John Monterosso, Sonja Lyubomirsky, Katherine White, and Darrin R. Lehman** (2002), "Maximizing Versus Satisficing: Happiness Is a Matter of Choice," *Journal of Personality and Social Psychology*, 83, 1178–1197.

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## WEEK 13: CONSUMPTION EXPERIENCES AND ADVENTURES

**Celsi, Richard L., Randall L. Rose, & Thomas W. Leigh** (1993), "An Exploration of High-Risk Leisure Consumption Through Skydiving," *Journal of Consumer Research*, 20 (1), 1-23.

**Holbrook, Morris B. and Elizabeth C. Hirschman** (1982), "The Experiential Aspects of Consumption: Consumer Fantasies, Feelings and Fun," *Journal of Consumer Research*, 9 (2), 132-140.

## **UNIVERSITY REGULATIONS**

### **Academic Accommodation**

Disability Services for Students (DSS) offers services to students with documented disabilities ranging from learning deficit, learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with DSS, please contact their office at 966-7273. Students who have not registered with DSS are not eligible for formal academic accommodation.

### **Academic Honesty**

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the university.

Every student who is registered in this class is expected to have read and understood the rules regarding student academic dishonesty available at: <http://www.usask.ca/honesty>

**Each student is expected to know the rules regarding academic dishonesty.**

**Other Information:**

**Counselling Services:**

Dealing with stress, loneliness or anxiety can be challenging for students. Professionally trained counselors with backgrounds in clinical psychology and social work are available in Student Health & Counselling Services to provide advice, counseling and consultation at no cost to registered students. Any personal information shared with these professionals is treated with great care and utmost confidentiality. <http://students.usask.ca/current/life/health/> 966-4920

**Freedom of Information and Protection of Privacy Act:**

For information on the Freedom of Information and Protection of Privacy Act please visit [http://www.usask.ca/corporate\\_admin/privacy/](http://www.usask.ca/corporate_admin/privacy/)

**University Learning Charter:**

While specific learning outcomes will vary, there is a set of core learning goals to which the University aspires for all graduates, to the extent feasible and appropriate within each program of studies. These are of five main types: Discovery, Knowledge, Integrity, Skills, and Citizenship. More information is available at: [http://www.usask.ca/learning\\_charter/](http://www.usask.ca/learning_charter/)



### Designing Marketing Research

1. Approval by department head or dean:
2. Information required for the Calendar
  - 2.1 Label & Number of course: **MKT 8XX.3**
  - 2.2 Title of course: **Designing Marketing Research**
  - 2.3 Total Hours:      Lecture              **Seminar: 39**      Lab              Tutorial              Other
  - 2.4 Weekly Hours:    Lecture              **Seminar: 3**      Lab              Tutorial              Other
  - 2.5 Term in which it will be offered:              **T1 or T2**
  - 2.6 Prerequisite:
  - 2.7 Catalogue description: **This course provides an introduction to marketing research at the graduate level. It explores the steps in the research process, from literature review and research question formulation, to data collection and analysis, to paper writing, presenting, and publishing. Methods common to marketing research studies, such as experiments, qualitative interviews, and others are examined. The course provides both theoretical and practical explanations for the choices made when designing marketing research.**
  - 2.8 Any additional notes
3. Rationale for introducing this course. **Required course for M.Sc. Marketing**
4. Learning Objectives for this course: **By the end of this course, you will be able to understand the marketing research process at both a theoretical and practical level. You will understand why marketing research is designed as it is and which methods to employ to answer specific research questions. In addition, you will be able to design a marketing research study of your own.**
5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? **No**  
If so, were these departments consulted? (Include correspondence)  
Were any other departments asked to review or comment on the proposal? **There has been discussion with the Department of Psychology and the College of Education regarding the M.Sc. Marketing proposal as a whole; not specifically about this course.**
6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? **N/A**  
Course(s) for which this course will be a prerequisite? **N/A**  
Is this course to be required by your majors, or by majors in another program? **This course is required by M.Sc. Marketing students.**

7. Course outline.  
(Weekly outline of lectures or include a draft of the course information sheet.)  
**Attached**
8. Enrolment:  
Expected enrollment: **7**  
From which colleges? **Edwards School of Business, M.Sc. Marketing. Additionally, students from other programs will be welcomed if it fits with their program objectives.**
9. Student evaluation.  
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.) **See attached Course Outline**
10. Required text:  
Include a bibliography for the course. **See attached Course Outline**
11. Resources.  
Proposed instructor: **Dr. Barbara Phillips**  
How does the department plan to handle the additional teaching or administrative workload? **One undergraduate course will be taught by a Sessional Instructor.**  
Are sufficient library or other research resources available for this course? **Yes**  
Are any additional resources required (library, audio-visual, technology, etc.)? **No**
12. Date of Implementation: **September 2015**  
To be offered: **annually**

## DESIGNING MARKETING RESEARCH Course Outline

*The Edwards School of Business develops business professionals to build nations.*

<b>Instructor</b>	Dr. Barbara Phillips
<b>Telephone</b>	306-966-8440
<b>Office</b>	Room 179 ESB
<b>Email</b>	bphillips@edwards.usask.ca
<b>Office Hours</b>	TBA
<b>Lecture Time</b>	TBA
<b>Lecture Location</b>	TBA

**Course Description** This course provides an introduction to marketing research at the graduate level. It explores the steps in the research process, from literature review and research question formulation, to data collection and analysis, to paper writing, presenting, and publishing. Methods common to marketing research studies, such as experiments, qualitative interviews, and others are examined. The course provides both theoretical and practical explanations for the choices made when designing marketing research.

**Course Objectives** By the end of this course, you will be able to understand the marketing research process at both a theoretical and practical level. You will understand why marketing research is designed as it is and which methods to employ to answer specific research questions. In addition, you will be able to design a marketing research study of your own.

**Required Materials** Readings are provided through links on Course Tools.

**Class Preparation** Students are expected to read the assigned readings before class, make notes on the readings to bring to class, and be prepared to discuss the readings during class.

[www.paws.usask.ca](http://www.paws.usask.ca) Important information for this class is posted in Course Tools (Blackboard) in PAWS. Students are expected to check the Announcements section of Blackboard for updates.

Log in and look for the Course Tools icon on the top right side of the screen (near Email icon).



**Course Tools**

**Contacting Your** Students requiring assistance are encouraged to speak to me any time

**Instructor** during class or during office hours. Should you wish to meet with me outside of office hours, please phone or email to make an appointment.

**Use of Email** Always use your PAWS/University of Saskatchewan email account ([abc123@mail.usask.ca](mailto:abc123@mail.usask.ca)) to send e-mail to faculty members as external accounts such as Hotmail will be automatically quarantined by the University's system.

**Use of Internet and Electronic Devices in the Classroom** Use of phones and other electronic devices, such as laptops, are not permitted in class. If you require a computer or other device because of a disability, please let me know and accommodation will be made.

<b>Grade Distribution</b>	Class Participation	10%
	Assignment #1	15%
	Assignment #2	15%
	Assignment #3	20%
	Final Exam	40%
	Total	100%

**Class Participation** Class participation will be based on attendance, preparation, discussion, and active engagement in class activities.

**Assignment #1** This assignment asks you to design a qualitative research study. Further information will be provided.

**Assignment #2** This assignment asks you to design a quantitative research study. Further information will be provided.

**Assignment #3** This assignment asks you to evaluate a marketing research study that will be provided to you.

**Final Exam** The final exam will be a take-home essay final that will ask you to apply all of the research skills you have learned throughout the course.

**Policy regarding Late Assignments, Projects and Exams** Late assignments, projects, and exams will not be accepted and will result in a grade of zero. Exceptions include medical or compassionate reasons (with supporting evidence); please see me as soon as possible if problems occur.

**Appealing a Grade** As the grading of exams and submission of final grades can be subject to human error, a student who has a concern with the evaluation of his or her performance shall consult with the instructor as soon as possible, but, in any event, not later than 30 days after the grades become available in PAWS.

### **Class Schedule & Topics:**

Important dates can be found at the following web

site: <http://www.usask.ca/events/month.php?cal=Academic+Calendar>

<b>DATE</b>	<b>TOPIC</b>
Week 1	Overview of Research Process
Week 2	Literature Review
Week 3	Research Question and Theory
Week 4	Qualitative Methods
Week 5	Analyzing Qualitative Data
Week 6	Quantitative Methods: Experimental Design
Week 7	Analyzing Experimental Data
Week 8	Content Analysis and Survey Design
Week 9	Writing Research
Week 10	Presenting Research
Week 11	Publishing Research
Week 12	Reviewing Research
Week 13	Evaluating Research

### **Readings:**

#### **WEEK 1: Overview of Research Process**

Summers, John O. (2001), "Guidelines for Conducting Research and Publishing in Marketing: From Conceptualization Through the Review Process," *Journal of the Academy of Marketing Science*, 29 (4), 405-415.

Searcy, DeWayne L. and John T. Mentzer (2003), "A Framework for Conducting and Evaluating Research," *Journal of Accounting Literature*, 22, 130-67.

#### **WEEK 2: Literature Review**

Jordan, Christian H. and Mark P. Zanna (1999), "How to Read an Article in Social Psychology," *The Self in Social Psychology*, R. F. Baumeister (Ed.), Philadelphia, PA: Psychology Press, 461-70.

University of Washington Psychology Writing Centre (2005) "Writing a Psychology Literature Review," <http://depts.washington.edu/psywc/handouts.shtml>.

#### **WEEK 3: Research Question and Theory**

Lee, Nick and Gordon Greenley (2008), "The Primacy of Theory," *European Journal of Marketing*, 42 (9/10), 873-8.

Alvesson, Mats and Jorgen Sandberg (2011), "Generating Research Questions Through Problematization," *Academy of Management Review*, 36 (2), 247-71.

#### **WEEK 4: Qualitative Methods**

Goulding, Christina (2005), "Grounded Theory, Ethnography and Phenomenology: A Comparative Analysis of Three Qualitative Strategies for Marketing Research," *European Journal of Marketing*, 39 (3/4), 294-308.

#### **WEEK 5: Analyzing Qualitative Data**

Phillips, Barbara J., Edward F. McQuarrie, and W. Glenn Griffin (2014), "The Face of the Brand: How Art Directors Understand Visual Brand Identity," *Journal of Advertising*, in press.

#### **WEEK 6: Quantitative Methods: Experimental Design**

Libby, Robert (1981), "Understanding Experimental Design: Libby Boxes," *Accounting and Human Information Processing: Theory and Applications*, Englewood Cliffs, NJ: Prentice Hall.

#### **WEEK 7: Analyzing Experimental Data**

Delbaere, Marjorie, Edward F. McQuarrie, and Barbara J. Phillips (2011), "Personification in Advertising: Using a Visual Metaphor to Trigger Anthropomorphism," *Journal of Advertising*, 40 (1), 119-129.

#### **WEEK 8: Quantitative Methods: Content Analysis and Survey Design**

Phillips, Barbara J. and Barbara Gyoerick (1999), "The Cow, the Cook, and the Quaker: Fifty Years of Spokes-Character Advertising," *Journalism and Mass Communication Quarterly*, 76 (4), 713-728.

Kelly, Kate, Belinda Clark, Vivienne Brown, and John Sitzia (2003), "Good Practice in the Conduct and Reporting of Survey Research," *International Journal for Quality in Healthcare*, 15 (3), 261-6.

#### **WEEK 9: Writing Research**

Peracchio, Laura A. and Jennifer Edson Escalas (2008), "Tell Me a Story: Crafting and Publishing Research in Consumer Psychology," *Journal of Consumer Psychology*, 18, 197-204.

#### **WEEK 10: Presenting Research**

Gilbert, Dan, "How to Give a Good Research Presentation," Personal communication from the author, Harvard University.

Brownlie, Douglas (2007), "Towards Effective Poster Presentations: An Annotated Bibliography," *European Journal of Marketing*, 41 (11/12), 1245-83.

### **WEEK 11: Publishing Research**

Stewart, David W. (2002), "Getting Published: Reflections of an Old Editor," *Journal of Marketing*, 66 (October), 1-6.

Svensson, Goran and Greg Wood (2008), "Top Versus Leading Journals in Marketing: Some Challenging Thoughts," *European Journal of Marketing*, 42 (3/4), 287-98.

### **WEEK 12: Reviewing Research**

Hamermesh, Daniel S. (1992), "The Young Economist's Guide to Professional Etiquette," *The Journal of Economic Perspectives*, 6 (1), 169-79.

Lee, Nick and Gordon Greenley (2009), "Being a Successful and Valuable Peer Reviewer," *European Journal of Marketing*, 43 (1/2), 5-10.

### **WEEK 13: Evaluating Research**

Discussion of the paper provided for Assignment #3.

## **UNIVERSITY REGULATIONS**

### **Academic Accommodation**

Disability Services for Students (DSS) offers services to students with documented disabilities ranging from learning deficit, learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with DSS, please contact their office at 966-7273. Students who have not registered with DSS are not eligible for formal academic accommodation.

### **Academic Honesty**

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the university.

Every student who is registered in this class is expected to have read and understood the rules regarding student academic dishonesty available at: <http://www.usask.ca/honesty>

**Each student is expected to know the rules regarding academic dishonesty.**

**Other Information:****Counselling Services:**

Dealing with stress, loneliness or anxiety can be challenging for students. Professionally trained counselors with backgrounds in clinical psychology and social work are available in Student Health & Counselling Services to provide advice, counseling and consultation at no cost to registered students. Any personal information shared with these professionals is treated with great care and utmost confidentiality. <http://students.usask.ca/current/life/health/> 966-4920

**Freedom of Information and Protection of Privacy Act:**

For information on the Freedom of Information and Protection of Privacy Act please visit [http://www.usask.ca/corporate\\_admin/privacy/](http://www.usask.ca/corporate_admin/privacy/)

**University Learning Charter:**

While specific learning outcomes will vary, there is a set of core learning goals to which the University aspires for all graduates, to the extent feasible and appropriate within each program of studies. These are of five main types: Discovery, Knowledge, Integrity, Skills, and Citizenship. More information is available at: [http://www.usask.ca/learning\\_charter/](http://www.usask.ca/learning_charter/)



### Marketing Theory

1. Approval by department head or dean:
2. Information required for the Calendar
  - 2.1 Label & Number of course: **MKT 8XX.3**
  - 2.2 Title of course: **Marketing Theory**
  - 2.3 Total Hours:      Lecture              **Seminar: 39**      Lab              Tutorial              Other
  - 2.4 Weekly Hours:    Lecture              **Seminar: 3**      Lab              Tutorial              Other
  - 2.5 Term in which it will be offered:              **T1 or T2**
  - 2.6 Prerequisite:
  - 2.7 Catalogue description: **This course covers the broad topic of marketing theory. Students will engage in high-level, critical discussion of the theories and models that form the foundation of scholarly work in the field of marketing.**
  - 2.8 Any additional notes
3. Rationale for introducing this course. **Required course for M.Sc. Marketing**
4. Learning Objectives for this course: **At the end of this course students will be able to compare and contrast the foundational theories and models from the academic marketing literature, lead a discussion on a marketing theory topic of their choice and present their arguments in the form of a written conceptual paper.**
5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? **No**  
If so, were these departments consulted? (Include correspondence)  
Were any other departments asked to review or comment on the proposal? **There has been discussion with the Department of Psychology and the College of Education regarding the M.Sc. Marketing proposal as a whole; not specifically about this course.**
6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? **N/A**  
Course(s) for which this course will be a prerequisite? **N/A**  
Is this course to be required by your majors, or by majors in another program? **This course is required by M.Sc. Marketing students.**
7. Course outline.  
(Weekly outline of lectures or include a draft of the course information sheet.)  
**Attached**

8. Enrolment:  
Expected enrollment: 7  
From which colleges? Edwards School of Business, M.Sc. Marketing. Additionally, students from other programs will be welcomed if it fits with their program objectives.
9. Student evaluation.  
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.) See attached Course Outline
10. Required text:  
Include a bibliography for the course. See attached Course Outline
11. Resources.  
Proposed instructor: Dr. Marjorie Delbaere  
How does the department plan to handle the additional teaching or administrative workload? One undergraduate course will be taught by a Sessional Instructor.  
Are sufficient library or other research resources available for this course? Yes  
Are any additional resources required (library, audio-visual, technology, etc.)? No
12. Date of Implementation: September 2015  
To be offered: annually

## **MARKETING THEORY**

### **Course Outline**

*The Edwards School of Business develops business professionals to build nations.*

<b>Instructor</b>	Dr. Marjorie Delbaere
<b>Telephone</b>	306-966-5916
<b>Office</b>	Room 178 ESB
<b>Email</b>	delbaere@edwards.usask.ca
<b>Office Hours</b>	TBA
<b>Lecture Time</b>	TBA
<b>Lecture Location</b>	TBA

**Course Description** This is a graduate level course that covers the broad topic of marketing theory. Students will engage in high-level, critical discussion of the theories and models that form the foundation of scholarly work in the field of marketing.

**Course Objectives** At the end of this course students will be able to compare and contrast the foundational theories and models from the academic marketing literature, lead a discussion on a marketing theory topic of their choice and present their arguments in the form of a written conceptual paper.

**Required Materials** A list of required readings will be provided on Course Tools; access to all reading will be available through the library's online database.

**Class Preparation** Students are expected to read the assigned readings before class, make notes on the readings to bring to class, and be prepared to discuss the readings during class.

[www.paws.usask.ca](http://www.paws.usask.ca) Important information for this class is posted in Course Tools (Blackboard) in PAWS. Students are expected to check the Announcements section of Blackboard for updates.

Log in and look for the Course Tools icon on the top right side of the screen (near Email icon).

**Contacting Your Instructor**

Students requiring assistance are encouraged to speak to me any time during class or during office hours. Should you wish to meet with me outside of office hours, please phone or email to make an appointment.

**Use of Email**

Always use your PAWS/University of Saskatchewan email account ([abc123@mail.usask.ca](mailto:abc123@mail.usask.ca)) to send e-mail to faculty members as external accounts such as Hotmail will be automatically quarantined by the University's system.

**Use of Internet and Electronic Devices in the Classroom**

Use of laptops and tablets for note taking and impromptu literature search is permitted in class. All other uses of electronic devices, including texting and social media interactions, are not permitted in class.

**Grade Distribution**

In-class participation	20%
Assignment #1	20%
Assignment #2	40%
Final Exam	20%
Total	100%

**Class Participation**

Class participation will be based on attendance, preparation, and active discussion. Each student will be assigned ONE of the readings for each week. Students are required to bring written summaries of their assigned articles to class.

**Assignment #1**

The first assignment involves selecting articles on a specific topic related to marketing theory and leading the seminar discussion for that topic. Further information will be provided.

**Assignment #2**

The second assignment involves writing a conceptual paper on a marketing theory topic of your choice. Further information will be provided.

**Final Exam**

The final exam will contain questions that will require you to integrate and synthesize the material we have discussed throughout the course.

**Policy regarding  
Late Assignments,  
Projects and  
Exams**

Late assignments, projects, and exams will not be accepted and will result in a grade of zero. Exceptions include medical or compassionate reasons (with supporting evidence); please see me as soon as possible if problems occur.

**Appealing a Grade**

As the grading of exams and submission of final grades can be subject to human error, a student who has a concern with the evaluation of his or her performance shall consult with the instructor as soon as possible, but, in any event, not later than 30 days after the grades become available in PAWS.

**Class Schedule & Topics:**

Important dates can be found at the following web

site: <http://www.usask.ca/events/month.php?cal=Academic+Calendar>

<b>DATE</b>	<b>TOPIC</b>
Week 1	Course overview; Brief History of Marketing
Week 2	The Science of Marketing
Week 3	Strategy and Competitive Advantage
Week 4	Market Orientation
Week 5	Marketing Planning
Week 6	Satisfaction & Quality
Week 7	Branding
Week 8	Product Innovation
Week 9	Marketing Relationships
Week 10	Social Marketing
Week 11	Marketing and Society
Week 12	Student-led Seminar #1: Topics TBD
Week 13	Student-led Seminar #2: Topics TBD

## **Readings:**

### **WEEK 1: History of Marketing**

Wilkie, William L. and Elizabeth S. Moore (2012), "Expanding our Understanding of Marketing in Society," *Journal of the Academy of Marketing Science*, 40(4), 53-73.

### **WEEK 2: The Science of Marketing**

Bass, Frank (1993). The future of research in marketing: Marketing science, *Journal of Marketing Research*, 30(1), 1-6.

Brown, S. (1997). Marketing science in a postmodern world: Introduction to the special issue. *European Journal of Marketing*, 31(3), 167-182.

Hunt, S. D. (1992). For reason and realism in marketing. *Journal of Marketing*, 56(2), 89.

### **WEEK 3: Resources, Strategy and Competitive Advantage**

Bharadwaj, Sundar G., P. Rajan Varadarajan, and John Fahy (1993), "Sustainable Competitive Advantage in Service Industries: A Conceptual Model and Research Propositions," *Journal of Marketing*, 57 (October), 83-99.

Day, George S. and Robin Wensley (1988), "Assessing Advantage: A Framework for Diagnosing Competitive Superiority," *Journal of Marketing*, 52 (April), 1-20.

Kozlenkova, I. V., Samaha, S. A., & Palmatier, R. W. (2014). Resource-based theory in marketing. *Academy of Marketing Science Journal*, 42(1), 1-21.

### **WEEK 4: Market Orientation**

Jaworski, Bernard J. and Ajay K. Kohli (1993), "Market Orientation: Antecedents and Consequences," *Journal of Marketing*, 57 (July), 53-70.

Slater, Stanley F. and John C. Narver (1998), "Customer-Led and Market-Oriented: Let's Not Confuse the Two," *Strategic Management Journal*, 19 (10), 1001-1006.

van Raaij, E.,M., & Stoelhorst, J. W. (2008). The implementation of a market orientation. *European Journal of Marketing*, 42(11), 1265-1293.

### **WEEK 5: Marketing Planning**

Anderson, Paul F. (1982), "Marketing, Strategic Planning and the Theory of the Firm," *Journal of Marketing*, 46 (Spring), 15-26.

Day, George S. and Robin Wensley (1983), "Marketing Theory with a Strategic Orientation," *Journal of Marketing*, 47 (Fall), 79-89.

Menon, Anil, Sundar G. Bharadwaj, Phani Tej Adidam and Steven W. Edison (1999), "Antecedents and Consequences of Marketing Strategy Making: A Model and A Test," *Journal of Marketing*, 63 (2), 18-40.

### **WEEK 6: Satisfaction & Quality**

Parasuraman, A., Valarie Zeithaml, and Leonard Berry (1988), "SERVQUAL: A Multi Item Scale for Measuring Consumer Perception of Service Quality," *Journal of Retailing*, 64 (Spring) 12-40.

Jones, Thomas and Earl Sasser (1995), "Why Satisfied Customers Defect," *Harvard Business Review*, (November-December), 88-99.

Iacobucci, Dawn, Ostrom, and Kent Grayson (1995), "Distinguishing Service Quality and Customer Satisfaction: The Voice of the Customer," *Journal of Consumer Psychology*, 4, 277-303.

### **WEEK 7: Branding**

Fournier, Susan, "Consumers and their Brands: Developing Relationship Theory in Consumer Research." *Journal of Consumer Research*, 24(March 1998), pp. 343-374.

Keller, Kevin Lane (1993), "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," *Journal of Marketing*, 57 (January), 1-22.

John, Deborah Roedder, Barbara Loken, and Christopher Joiner (1998), "The Negative Impact of Extensions: Can Flagship Products Be Diluted," *Journal of Marketing*, 62 (January), 19-32.

### **WEEK 8: Product Innovation**

Chandy, Rajesh K. and Gerard J. Tellis (2000), "The Incumbent's Curse? Incumbency, Size, and Radical Product Innovation," *Journal of Marketing*, 64(July), 1-17.

Moorman, Christine (1995), "Organizational Market Information Processes: Cultural Antecedents and New Product Outcomes," *Journal of Marketing Research*, 32 (August), 318-335.

Moreau, C. Page, Donald R. Lehmann and Albert B. Markman (2001). Entrenched knowledge structures and consumer response to new products, *Journal of Marketing Research*, 38(1), 14-29.

## **WEEK 9: Marketing Relationships**

Sheth, Jagdish and Atul Parvatiyar (1995), "Relationship Marketing in Consumer Markets: Antecedents and Consequences," *Journal of the Academy of Marketing Science*, 23 (Fall), 255-271.

Morgan, Robert M. and Shelby D. Hunt (1994), "The Commitment-Trust Theory of Relationship Marketing," *Journal of Marketing*, 58 (July), 20-38.

Garbarino, Ellen and Mark S. Johnson, "The Different Roles of Satisfaction, Trust, and Commitment in Customer Relationships," *Journal of Marketing*, 63 (April 1999), 70-87.

## **WEEK 10: Social Marketing**

Dibb, S., & Carrigan, M. (2013). Social marketing transformed. *European Journal of Marketing*, 47(9), 1376-1398.

Pykett, J., Jones, R., Welsh, M., & Whitehead, M. (2014). The art of choosing and the politics of social marketing. *Policy Studies*, 35(2), 97.

Truong, V. D. (2014). Social marketing: A systematic review of research 1998-2012. *Social Marketing Quarterly*, 20(1), 15.

## **WEEK 11: Marketing and Society**

Lawson, Rob and Ben Wooliscroft (2004). "Human nature and the marketing concept." *Marketing theory* 4(4), 311-326.

Garcia, d. M., & Valor, C. (2007). Stakeholders management systems: Empirical insights from relationship marketing and market orientation perspectives. *Journal of Business Ethics*, 71(4), 425-439.

Wilkie, W. (2007). Continuing Challenges to Scholarly Research in Marketing. *Journal Of Public Policy & Marketing*, 26(1), 131-134.

## **WEEK 12: Student-led Seminar #1**

TBD

## **WEEK 13: Student-led Seminar #2**

TBD

## **UNIVERSITY REGULATIONS**

### **Academic Accommodation**

Disability Services for Students (DSS) offers services to students with documented disabilities ranging from learning deficit, learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with DSS, please contact their office at 966-7273. Students who have not registered with DSS are not eligible for formal academic accommodation.

### **Academic Honesty**

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the university.

Every student who is registered in this class is expected to have read and understood the rules regarding student academic dishonesty available at: <http://www.usask.ca/honesty>

**Each student is expected to know the rules regarding academic dishonesty.**

### **Other Information:**

#### **Counselling Services:**

Dealing with stress, loneliness or anxiety can be challenging for students. Professionally trained counselors with backgrounds in clinical psychology and social work are available in Student Health & Counselling Services to provide advice, counseling and consultation at no cost to registered students. Any personal information shared with these professionals is treated with great care and utmost confidentiality. <http://students.usask.ca/current/life/health/> 966-4920

#### **Freedom of Information and Protection of Privacy Act:**

For information on the Freedom of Information and Protection of Privacy Act please visit [http://www.usask.ca/corporate\\_admin/privacy/](http://www.usask.ca/corporate_admin/privacy/)

#### **University Learning Charter:**

While specific learning outcomes will vary, there is a set of core learning goals to which the University aspires for all graduates, to the extent feasible and appropriate within each program of studies. These are of five main types: Discovery, Knowledge, Integrity, Skills, and Citizenship. More information is available at: [http://www.usask.ca/learning\\_charter/](http://www.usask.ca/learning_charter/)



### Marketing and Popular Culture

1. Approval by department head or dean:
2. Information required for the Calendar
  - 2.1 Label & Number of course: **MKT 8XX.3** Please Note: CGSR suggests MKT 847
  - 2.2 Title of course: **Marketing and Popular Culture**
  - 2.3 Total Hours:      Lecture              **Seminar: 39**      Lab              Tutorial              Other
  - 2.4 Weekly Hours:    Lecture              **Seminar: 3**      Lab              Tutorial              Other
  - 2.5 Term in which it will be offered:              **T1 or T2**
  - 2.6 Prerequisite:
  - 2.7 Catalogue description: **This course provides an exploration of marketing's role in culture. The course will focus on reading about cultural theory and then applying cultural theory to every day cultural practices through extensive writing and analysis.** Students may not hold credit for both Comm 457.3 and MKT 8XX.3
  - 2.8 Any additional notes: **This course will be cross-listed with Comm 457, Marketing and Popular Culture. Masters students will attend Comm 457 but will be expected to complete graduate level assignments beyond the expectations of a fourth-year undergraduate student.**
3. Rationale for introducing this course. **Elective course for M.Sc. Marketing**
4. Learning Objectives for this course: **By the end of this course, you will be able to understand the cultural theories of production, text, reception, ritual, and identity, and how they intersect with marketing practice. Graduate students will complete all of the usual course requirements; in addition, they will design a marketing research study related to a popular culture topic.**
5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? **No**  
If so, were these departments consulted? (Include correspondence)  
Were any other departments asked to review or comment on the proposal? **There has been discussion with the Department of Psychology and the College of Education regarding the M.Sc. Marketing proposal as a whole; not specifically about this course.**
6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? **N/A**  
Course(s) for which this course will be a prerequisite? **N/A**

Is this course to be required by your majors, or by majors in another program? **This course is an elective that can be used by M.Sc. Marketing students.**

7. Course outline.  
(Weekly outline of lectures or include a draft of the course information sheet.)  
**Attached**
8. Enrolment:  
Expected enrollment: **3**  
From which colleges? **Edwards School of Business, M.Sc. Marketing. Additionally, students from other programs will be welcomed if it fits with their program objectives.**
9. Student evaluation.  
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.) **See attached Course Outline**
10. Required text:  
Include a bibliography for the course. **See attached Course Outline**
11. Resources.  
Proposed instructor: **Dr. Barbara Phillips**  
How does the department plan to handle the additional teaching or administrative workload? **The course will be cross-listed with Comm 457; will not require additional teaching adjustments.**  
Are sufficient library or other research resources available for this course? **Yes**  
Are any additional resources required (library, audio-visual, technology, etc.)? **No**
12. Date of Implementation: **September 2015**  
To be offered: **The course will be available annually.**

## MARKETING AND POPULAR CULTURE Course Outline

*The Edwards School of Business develops business professionals to build nations.*

<b>Instructor</b>	Dr. Barbara Phillips
<b>Telephone</b>	306-966-8440
<b>Office</b>	Room 179 ESB
<b>Email</b>	bphillips@edwards.usask.ca
<b>Office Hours</b>	TBA
<b>Lecture Time</b>	TBA
<b>Lecture Location</b>	TBA

**Course Description** This course provides an exploration of marketing's role in culture. The course will focus on reading about cultural theory and then applying cultural theory to every day cultural practices through extensive writing and analysis.

**Course Objectives** By the end of this course, you will be able to understand the cultural theories of production, text, reception, ritual, and identity, and how they intersect with marketing practice. Graduate students will complete all of the usual course requirements; in addition, they will design a marketing research study related to a popular culture topic.

**Required Materials** Readings are provided through links on Course Tools.

**Class Preparation** Students are expected to read the assigned readings before class, make notes on the readings to bring to class, and be prepared to discuss the readings during class.

[www.paws.usask.ca](http://www.paws.usask.ca) Important information for this class is posted in Course Tools (Blackboard) in PAWS. Students are expected to check the Announcements section of Blackboard for updates.

Log in and look for the Course Tools icon on the top right side of the screen (near Email icon).



**Course Tools**

**Contacting Your Instructor** Students requiring assistance are encouraged to speak to me any time during class or during office hours. Should you wish to meet with me outside of office hours, please phone or email to make an

appointment.

**Use of Email**

Always use your PAWS/University of Saskatchewan email account ([abc123@mail.usask.ca](mailto:abc123@mail.usask.ca)) to send e-mail to faculty members as external accounts such as Hotmail will be automatically quarantined by the University's system.

**Use of Internet and Electronic Devices in the Classroom**

Use of phones and other electronic devices, such as laptops, are not permitted in class. If you require a computer or other device because of a disability, please let me know and accommodation will be made.

**Grade Distribution**

Class Participation	15%
Assignments	20%
Research Paper	40%
Final Exam	25%
Total	100%

**Class Participation**

Class participation will be based on attendance, preparation, discussion, and active engagement in class activities.

**Assignments**

Weekly written assignments ask you to demonstrate understanding of popular culture theory by applying it to a specific context. Further information will be provided.

**Research Paper**

The research paper asks you to apply the theories, concepts, and topics of the entire course to a popular culture text. You will propose your topic to me in writing and provide me with a source list before the final paper is due. You will present your findings to the class in a 10-minute presentation. Further instructions will be provided. Graduate students will be evaluated on the research paper (20%), the proposed research study arising from the paper (10%), and the presentation (10%).

**Final Exam**

The final exam will be a take-home essay final that asks you to apply all of the theories and concepts you have learned throughout the course.

**Policy regarding Late Assignments, Projects and Exams**

Late assignments, projects, and exams will not be accepted and will result in a grade of zero. Exceptions include medical or compassionate reasons (with supporting evidence); please see me as soon as possible if problems occur.

**Appealing a Grade**

As the grading of exams and submission of final grades can be subject to human error, a student who has a concern with the evaluation of his or her performance shall consult with the instructor as soon as possible, but, in any event, not later than 30 days after the grades become available in PAWS.

**Class Schedule:**

Important dates can be found at the following web

site: <http://www.usask.ca/events/month.php?cal=Academic+Calendar>

**Class Schedule & Topics:**

DATE	TOPIC
Week 1	Meaning and Myth
Week 2	Production
Week 3	Celebrity as Text
Week 4	Reception
Week 5	Resistance
Week 6	Ritual
Week 7	Identity
Week 8	Content Analysis and Survey Design
Week 9	Representation
Week 10	Postmodernism
Week 11	History
Week 12	Presentations
Week 13	Presentations

**Readings:**

Reading #1: McCracken, Grant (1986), "Culture and Consumption: A Theoretical Account of the

Structure and Movement of the Cultural Meaning of Consumer Goods," *Journal of*

*Consumer Research*, 13(June), 71-84.

Reading #2: Randazzo, Sal (2006), "Subaru: The Emotional Myths Behind the Brand's Growth," *Journal of Advertising Research*, March, 11-17.

Reading #3: Levy, Sidney J. (1981), "Interpreting Consumer Mythology: A Structural Approach to Consumer Behavior," *Journal of Marketing*, 45 (Summer), 49-61.

Reading #4: Sternheimer, Karen (2011), *Celebrity Culture and the American Dream: Stardom and Social Mobility*, New York, NY: Routledge, 1-24.

Reading #5: Southey, Tabatha (2011), "We Used to Gawk at the Famous. Now Fame Comes

From the Gawking," *The Globe and Mail*, July 16, F2.

Reading #6: Johnson, Steven (2005), "Games," *Everything Bad is Good for You: How Today's Popular Culture is Actually Making Us Smarter*," New York, NY: Riverhead Books, 17-63.

- Reading #7: Millard, Jennifer (2009), "Performing Beauty: Dove's "Real Beauty" Campaign," *Symbolic Interaction*, 32 (2), 146-168.
- Reading #8: Twitchell, James B. (1996), "When You Care Enough to Send the Very Best: Festivals of Consumption in AdCult," *Adcult USA: The Triumph of Advertising in American Culture*, New York, NY: Columbia University Press, 161-178.
- Reading #9: Shanker, Avi, Richard Elliott, and James A. Fitchett (2009), "Identity, Consumption, and Narratives of Socialization," *Marketing Theory*, 9 (1), 75-94.
- Reading #10: Gladwell, Malcolm (2009), "True Colors: Hair Dye and the Hidden History of Postwar America," *What the Dog Saw and Other Adventures*, New York, NY: Little, Brown, and Company, 76-100.
- Reading #11: Gulas, Charles S., Kim K. McKeage, and Marc G. Weinberger (2010), "It's Just a Joke: Violence Against Males In Humorous Advertising," *Journal of Advertising*, 39 (4), 109-120.
- Reading #11: Soukup, Charles (2010), "I Love the 80s: The Pleasures of a Postmodern History," *Southern Communication Journal*, 75 (1), 76-93.
- Reading #12: Thompson, Craig (2000), "Postmodern Consumer Goals Made Easy!!!" *The Why of Consumption: Contemporary Perspectives on Consumer Motives, Goals, and Desires*, S. Ratneshwar, David Glen Mick, and Cynthia Huffman, (ed.) New York, NY: Routledge, 120-139.
- Reading #13: Real, Michael R. (1996), "Historical / Ethical Interpretation: Reconstructing the Quiz Show Scandal," *Exploring Media Culture: A Guide*, Thousand Oaks, CA: Sage Publications, 208-235.

## **UNIVERSITY REGULATIONS**

### **Academic Accommodation**

Disability Services for Students (DSS) offers services to students with documented disabilities ranging from learning deficit, learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with DSS, please contact their office at 966-7273. Students who have not registered with DSS are not eligible for formal academic accommodation.

### **Academic Honesty**

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the university.

Every student who is registered in this class is expected to have read and understood the rules regarding student academic dishonesty available at: <http://www.usask.ca/honesty>

**Each student is expected to know the rules regarding academic dishonesty.**

**Other Information:**

**Counselling Services:**

Dealing with stress, loneliness or anxiety can be challenging for students. Professionally trained counselors with backgrounds in clinical psychology and social work are available in Student Health & Counselling Services to provide advice, counseling and consultation at no cost to registered students. Any personal information shared with these professionals is treated with great care and utmost confidentiality. <http://students.usask.ca/current/life/health/> 966-4920

**Freedom of Information and Protection of Privacy Act:**

For information on the Freedom of Information and Protection of Privacy Act please visit [http://www.usask.ca/corporate\\_admin/privacy/](http://www.usask.ca/corporate_admin/privacy/)

**University Learning Charter:**

While specific learning outcomes will vary, there is a set of core learning goals to which the University aspires for all graduates, to the extent feasible and appropriate within each program of studies. These are of five main types: Discovery, Knowledge, Integrity, Skills, and Citizenship. More information is available at: [http://www.usask.ca/learning\\_charter/](http://www.usask.ca/learning_charter/)

## Appendix 3: Draft Catalogue [Calendar] Entry

# **M.Sc. in Marketing Draft Catalogue Entry: Marketing**

The M.Sc. Marketing is designed to instill a deep academic understanding of the discipline of marketing with a particular focus on the sub-discipline of Consumer Behaviour. Graduates will be prepared for further study at the Ph.D. level. Alternatively, if the graduate prefers, he or she would also be prepared for a career in industry as a market analyst specialist.

## **Master of Science (M.Sc.):**

### **Admission Requirements**

- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- GMAT Score of 550
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information

### **Degree Requirements**

Students must maintain continuous registration in the 994 course.

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- GSR 979.0
- A minimum of 15 credit units including the following:
  - ERES 841.3
  - ERES 845.3
  - MKT XXX.3
  - MKT XXX.3
  - MKT XXX.3
- A minimum of 3 credit units of electives, as approved by the Program Committee. Possible electives include the following:
  - PSY 807.3
  - PSY 810.3
  - PSY 862.3
  - PSY 802.3
- MKT 990.0
- MKT 994.0
- thesis defense
- additional courses, if recommended by the student's Advisory Committee
- Students are strongly encouraged to present their research at one of a variety of possible conferences, such as Rupert's Land, ASAC, ACR, and SCP.

## Appendix 4: Budget

## Budget: M.Sc. Marketing

<b><u>Estimated Incremental Revenues and Expenses</u></b>						
<b>Year</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	
Tuition Revenue [Net to Edwards]	24,000	61,509	73,558	74,661	75,781	
<b><u>Incremental Expenses</u></b>						
Faculty/Teaching Resources	27,223	27,631	28,045	28,466	28,893	
Non-Salary Expenses	3,200	11,420	14,804	14,921	15,040	
Total Incremental Expenses	30,423	39,051	42,849	43,387	43,933	
<b>Net Incremental Surplus(Deficit)</b>		<b>(6,423)</b>	<b>22,458</b>	<b>30,709</b>	<b>31,274</b>	<b>31,848</b>
<b>Cumulative Net Surplus(Deficit)</b>		<b>(6,423)</b>	<b>16,035</b>	<b>46,744</b>	<b>78,018</b>	<b>109,867</b>
<b>Base Case Scenario Key Assumptions:</b>						
Tuition Rate per term	3,000					
Average Annual number new students	7					
Average Number of Terms/Student	6					
Number of Undergraduate Course to Staff	4					
Cost of Sessionals per course	6,606				includes vacation pay and Prof Allowance	
Annual Conference Reg fees/second year student	500					
Annual Research costs per second year student	500					

Average cost per Thesis Defence	625		meals and travel for in-province
Number of Local External Examiners	7		All from Saskatchewan or near Saskatchewan
Number of International Students at 1.5x Tuition		None	Unable to predict (positive effect)
Number of Students from other disciplines		None	Unable to predict (positive effect)

**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:** January 29, 2014

**SUBJECT:** **College of Graduate Studies and Research – Master of  
Physical Therapy – change to admission qualifications**

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the changes in admission qualifications for the Master of Physical Therapy, effective September 2015.

**PURPOSE:**

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

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

The motions if approved by Council will be presented to the Fall, 2014 meeting of University Senate for confirmation.

**SUMMARY:**

The proposed changes to the admission requirements for the Masters of Physical Therapy (MPT) will require students to have a English language admission requirement of 22 out of 30 in each component of the Test of English as a Foreign Language (TOEFL) score with a minimum total score of 100; a minimum score of 5 in each area of the CanTEST; or a minimum score of 7.5 out of 9 on the International English Language Testing System (IELTS). These standards are higher than is normal for the College of Graduate Studies and Research (CGSR). The current required score of 80 in the TOEFL for entry into the UofS program is below competency standards in other comparable Physical Therapy programs in prominent Canadian institutions, and below competency standards in some other medical programs offered at the UofS. Because the MPT is a professional degree, higher communication skills are required for clinical environments where student-patient interaction is essential. Accurate and effective communication is necessary to ensure a high quality of care and patient safety.

**REVIEW:**

The Academic Programs Committee discussed this proposal with CGSR Associate Dean Trever Crowe and Professor Angela Busch. The committee felt the rationale for the proposed changes

were sound, and that the changes would serve to bring the MPT program in line with other programs at a national level.

**ATTACHMENTS:**

Proposal documents; notes and motions from committees at CGSR.

# Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

## 1. PROPOSAL IDENTIFICATION

Title of proposal: **Increase the English Language Requirement for Admission to the Master of Physical Therapy**

Degree(s): Master of Physical Therapy      Field(s) of Specialization: n/a

Level(s) of Concentration: n/a      Option(s):

Degree College: Graduate Studies and Research

Department: School of Physical Therapy

Home College: Medicine

Date: March 18, 2014

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

Steve Milosavljevic, (Tel: 966-8655, Fax: 966-6575, Email: [steve.milosavljevic@usask.ca](mailto:steve.milosavljevic@usask.ca))



(Authorizing Unit Head – Signature)

Approved by the degree college and/or home college: School of Physical Therapy Faculty Council, May 2013

Proposed date of implementation: **October 2014**

## 2. Type of change

### Requiring approval by Council

- A new Degree-Level program or template for program.
- A new Field of Specialization at 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.

## Proposal Document

The current requirements for the Master of Physical Therapy degree are the standard requirements of the College of Graduate Studies and research.

- a. <http://www.usask.ca/cgsr/admission/language.php>
- b. TOEFL: Reading: 20, Writing 20, Speaking: 20, Listening: 20; Total 80

The Faculty Council of the School of Physical Therapy believes the current admission requirements for the Master of Physical Therapy program are too low resulting in difficulties in the academic and clinical setting. After a thorough review, we are proposing the following English Language requirements:

- TOEFL: 22 out of 30 in each component (i.e., the upper quartile) but a minimum total of 100.

The CanTEST and IELTS (International English Language Testing System) are two additional tests that are used and recognized by the College of Graduate Studies and Research. We need to decide on a reasonable mark for the Cantest and IELTS.

- CanTest – A band score of 5 (equivalent to the lower end of upper) signifies a very good user who has very good command of the language, even in demanding contexts and a high degree of comprehension. The maximum is 5+. The College of Graduate Studies and Research requires a minimum band score of 4.5 in each category and an overall score of 4.5. The decision was to go with a band score of 5 as the minimum for each area and overall.
- IELTS – A band score of 7 out of 9 is a good user, signifying an operational command of the language with occasional inaccuracies, inappropriacies and misunderstandings in some situations. A band score of 8 is a very good user signifying fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. The College of Graduate Studies and Research requires 6.5 in each area and overall (competent user). It was decided to set the IELTS score to 7.5 out of 9 (between good and very good user).

#### 4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry.

In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program.

When existing courses are listed, please include the course title as well as the course number.

## Physical Therapy

Website: [School of Physical Therapy](#)

The Master of Physical Therapy at the University of Saskatchewan is a full-time program over two years and six-weeks, and consists of ten modules that include academic course work, 30 weeks of clinical practicum experiences and a supervised research project. The program has been designed to offer students a high quality educational experience that is consistent with national accreditation standards. Students will graduate with the entry-level requirements to obtain a license to practice physical therapy in Saskatchewan and Canada. Initial work expectations of graduates will be, primarily, the provision of direct client care, rather than advanced research and/or administration.

### **Attendance**

Students are required to regularly attend all lectures and laboratory periods. Failure to meet these expectations may result in a student being Required to Discontinue the program.

### **License to Practice**

Students are reminded that a Master of Physical Therapy degree does not confer the right to practice physical therapy. The license to practice physical therapy is granted by the licensing body of the province in which one intends to practice.

The national licensing examination is conducted by an external organization, the Canadian Alliance of Physiotherapy Regulators. The licensing examination is available to physical therapy students graduating from Canadian universities. In most provinces, successful completion of this examination is required to meet licensing requirements.

### **Standards of Academic Performance**

- Academic Standards
  - The grade required to pass a graduate course is 60%.
  - A cumulative weighted average of 70% is required to meet graduation requirements.
- Monitoring Academic Progress
  - Academic progress will be monitored by the student's advisor and by the Director of the School of Physical Therapy. Progress in Clinical Practice courses will be monitored by the Academic Coordinator Clinical Education and results reported to the student's advisor and to the Director of the School of Physical Therapy.
  - If at any time progress is unsatisfactory, the Director will report to the School of Physical Therapy Academic Affairs Committee who will consider and recommend appropriate consequences.
  - The Dean of the College of Graduate Studies and Research will be notified and consulted in determining the consequences of unsatisfactory progress.
- Promotion and Graduation
  - Faculty Council of the School of Physical Therapy will review recommendations from the School of Physical Therapy Academic Affairs Committee and make recommendations to the College of Graduate Studies and Research regarding promotion and graduation.
  - Promotion Points
  - End of Module II
  - End of Module VIII
  - End of Module X
- Unsatisfactory Performance
  - If at any time, progress in any course(s) or the program overall is unsatisfactory, the Director will report to the School of Physical Therapy Academic Affairs Committee. The options which could be invoked include any of the following (singly or in combination):

supplemental examination, a remedial course, delay Clinical Education Placement or Course, requirement to discontinue.

- Before proceeding with any of the above options, appropriate notification and approval from the Dean of Graduate Studies and Research will be provided/obtained as needed.
- As the M.P.T. program schedule may not allow sufficient time to prepare for a supplemental exam or take a remedial course, delays and disruptions to the normal timeline for completion of the M.P.T. may be required.
- Remediation – Any remediation will be considered within the context of the student's entire program. It may be necessary to delay a clinical practicum or the start of a subsequent Module if the student has not successfully passed all components of the previous Module. Remediation decisions will be made by the School of Physical Therapy Academic Affairs Committee in consultation with individual faculty members teaching the course(s).

## **Standards of Academic Performance - Clinical Education**

- The requirements of the five clinical practice courses must be successfully completed in the correct sequence: PTH 850.1, PTH 852.4, PTH 854.4, PTH 856.15, PTH 858.6. Since the program schedule does not normally allow time for extending clinical courses time, repeating clinic courses or undertaking significant remedial work, if such actions are required, the time normally allocated for PTH 852.4 will firstly be used for completing a deficiency in PTH 850.1. Any remaining time required for PTH 852.4 will be completed in the time allocated for PTH 854.4. Any remaining clinical time consequently remaining for PTH 854.4 will be completed in the time allocated for PTH 856.15. Any remaining clinical practice time required for PTH 856.15 will be completed in the time allocated for PTH 858.6. Any remaining clinical time required for PTH 858.6 will be completed following the completion of all other course requirements in the MPT.
- The grading of the clinical practice courses, PTH 850.1, PTH 852.4, PTH 854.4, PTH 856.15, and PTH 858.6 will be Pass or Fail as determined by the application of the School of Physical Therapy standardized Pass/Fail clinical practice courses grading criteria for the final evaluation, the American Physical Therapy Association – Clinical Performance Instrument (APTA-CPI), which is completed at the end of each clinical practice course and each clinical placement.
- A student who receives a grade of Fail in any one of the following clinical courses, PTH 850.1, PTH 852.4, PTH 854.4 or PTH 858.6 will usually, at a minimum, be required to repeat the failed clinical course and this will be considered a 'remedial' clinical course.
- A student will usually be required to complete a minimum of one complete repeat clinical placement of remedial work if, in PTH 856.15, a grade of Fail is received in any one clinical placement.
- A student will usually be required to repeat, at a minimum, a complete course in PTH 856.15, if one of the following circumstances applies:
  - failure in two clinical placements, or
  - failure in a placement after a period of specified remedial work and/or remedial clinical placement.
- A student who receives a failure in two clinical placements will usually be recommended to be Required to Discontinue the MPT program.
- Under normal circumstances, a student who receives a grade of Fail in a subsequent clinical course or placement of PTH 852.4, PTH 854.4, PTH 856.15, and PTH 858.6, after having failed a previous clinical course or placement, or after having passed a previous remediation clinical course or placement, will be Required to Discontinue the MPT program for either a specified period or without option of re-entry. A student who receives a Fail in two clinical placements in PTH 856.15, after receiving a Fail in a previous clinical course or placement, will usually be Required to Discontinue from the MPT program.

## **Courses**

School of Physical Therapy courses for the M.P.T. are listed in the Course Descriptions section of the Course & Program Catalogue under Physical Therapy (PTH).

Students who have not been accepted into the School of Physical Therapy require approval from the course instructor to register in any PTH courses.

## **Program Requirements**

### **Master of Physical Therapy (M.P.T.)**

Total minimum credit units required: 138 which includes completion of a major project and participation in research symposium.

### **Admission**

Meeting the admission qualifications does not guarantee admission to the M.P.T. program.

Applicants to the School of Physical Therapy must satisfy the following residency qualifications:

1. Applicants applying through the Education Equity Program for Aboriginal students must be Canadian citizens. Proof of aboriginal ancestry is required.
2. Other applicants must be Canadian citizens or landed immigrants, and be residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories. For information regarding residency requirements, please visit the School of Physical Therapy website or contact the Academic Program Assistant.

The deadline for receipt of applications and all supporting documents is December 15. Students must first complete the online MPT application form available on the School of Physical Therapy website to ensure that they meet residency and admission requirements before applying through the College of Graduate Studies and Research. Students from any universities other than the University of Saskatchewan must arrange to have their transcripts forwarded directly to the School. Two copies of an official transcript of final marks for second term courses, which will confirm the awarding of the baccalaureate degree, must be received by May 31 in the year in which application is being made.

Any applicant who may require disability accommodations for the admissions process should be registered with Disability Student Services and all requested accommodations must be received by the deadline for application (December 15).

Selection for admission is based upon academic performance (i.e. admission average) and interview performance. The minimum admission average that will be accepted is 70%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used. For the purpose of calculating the admission average, all courses in a given term will be used. Applicants are ranked according to the admission average and the top 96 applicants are granted interviews. When computing applicants' total admission scores, the admission average is weighted 60% and the interview score is weighted 40%.

Admissions interviews are scheduled on one weekend day in early to mid March. The admission interview, which is structured in nature, will evaluate interpersonal and communication skills, self evaluation, critical thinking skills, ethical decision making, and general knowledge of health care.

Any appeal related to admission status should be forwarded, in writing, to the School of Physical Therapy Admissions Committee. Grounds for appeal of an admission decision are limited to (1) unit procedural errors, or (2) evidence that information used in the decision process was wrong or incomplete. Failure by the applicant to provide accurate and complete information is not grounds for any appeal.

Applicants admitted to first year of the Physical Therapy program are required to obtain Cardiopulmonary Resuscitation (C.P.R.) prior to the start of classes in August unless they have obtained such certification within the previous twelve months. The Heart and Stroke Foundation of Canada's Basic Life Support Health Care Providers (C) designation, or equivalent certification, is required. Students must present evidence of successful completion, and the date of certification of the C.P.R. requirements. This certification must be updated annually.

Students enrolled in the School of Physical Therapy must provide evidence of the required immunization status on entry into the program. It is the student's responsibility to maintain a current immunization status according to the guidelines and requirements of the School of Physical Therapy.

The Master of Physical Therapy program requires that the students spend time in clinical facilities within the first week of the program. It is imperative that the immunization be up-to-date and that immunization records be filled out and submitted on the first day of classes. Students may be required to obtain additional immunizations, during the student's time in the M.P.T. program, consistent with specific requirements of individual clinical facilities and/or health regions where the student is assigned for a clinical placement. Additional vaccination requirements may include seasonal flu immunization. Students must also be Respirator Fit Mask tested while in the program.

Students are now commonly required to complete a specific police/criminal record check and vulnerable sector check, before being accepted for clinical placements in many clinical facilities.

Additional common requirements as preparation for many clinical placements include: additional health, disability and dismemberment insurance, and signed confidentiality agreements.

### **Education Equity Program**

The purpose of this program is to encourage enrolment by applicants of Aboriginal ancestry. The program is open to all Canadian citizens regardless of Saskatchewan residency status.

Each year, five positions for admission to the School of Physical Therapy are designated for applicants of Aboriginal ancestry who meet admission requirements. To be considered for the Education Equity Program for Aboriginal students, applicants of First Nations, Metis or Inuit ancestry must indicate this status when completing the School of Physical Therapy application. Self identification of Aboriginal ancestry does not exclude applicants from being considered in the general applicant pool.

### **Essential Skills and Abilities Required for the Study of Physical Therapy**

To be successful in this intensive program, students must be in good physical and mental health. Any applicant with concerns regarding the essential skills and abilities required should consult with the Director to discuss the physical and cognitive demands required to successfully complete the program and accommodations that are available to students with disabilities.

### **Admission Requirements**

- must meet Saskatchewan residency requirements unless applying under the Education Equity Program (see above)
- four year baccalaureate degree (in any discipline) from a college or university of acceptable standing
- Human Physiology (6 credit units) – PHPY 302.3 and one of PHPY 301.3, PHPY 303.3, or HSC 350.3 or equivalent.
- Statistics (3 credit units) – STAT 245.3 or PLSC 214.3 or equivalent
- Basic Human Anatomy (3 credit units) – ACB 310.3 or equivalent
- Minimum 70% average normally calculated using the most recent minimum 60 credit units of university course work
- Qualified applicants will be ranked according to academic standing in the most recent minimum 60 credit units and 96 will be granted an interview.
- Applicants should check the list of Approved Prerequisite Courses for the MPT available on the School of Physical Therapy website. If course equivalencies are not listed, applicants must seek and receive approval for equivalent pre-requisite courses from the Admissions Committee. For further information, students should consult the Academic Program Assistant at the School of Physical Therapy. Applicants should supplement in-person or telephone admission enquiries with written/email enquiries. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Physical Therapy.
- Students should check the School of Physical Therapy web site regularly for updates to the Admissions process.

## **5. RESOURCES**

No additional resources will be required.

## **6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION**

As explained in the rationale, this should ensure the students admitted to the MPT program are successful. It should eliminate challenging and time consuming difficulties for those overseeing and supervising clinical practice courses.

## **7. BUDGET**

No budget allocations within the department or the college will change due to this program.

# **Proposal – Increase the Language Requirement for Admission to the MPT School of Physical Therapy Statement**

## **1. Recommendation from the Faculty Council of the School of Physical Therapy**

The current requirements for the Master of Physical Therapy degree are the standard requirements of the College of Graduate Studies and research.

- c. <http://www.usask.ca/cgsr/admission/language.php>
- d. TOEFL: Reading: 20, Writing 20, Speaking: 20, Listening: 20; Total 80

After a thorough review, it is proposed the following English Language requirements be implemented:

- TOEFL: 22 out of 30 in each component (i.e., the upper quartile) but a minimum total of 100.

The CanTEST and IELTS (International English Language Testing System) are two additional tests that are used and recognized by the College of Graduate Studies and Research. We need to decide on a reasonable mark for the Cantest and IELTS.

- Cantest – A band score of 5 (equivalent to the lower end of upper) signifies a very good user who has very good command of the language, even in demanding contexts and a high degree of comprehension. The maximum is 5+. The College of Graduate Studies and Research requires a minimum band score of 4.5 in each category and an overall score of 4.5. The decision was to go with a band score of 5 as the minimum for each area and overall.
- IELTS – A band score of 7 out of 9 is a good user, signifying an operational command of the language with occasional inaccuracies, inappropriacies and misunderstandings in some situations. A band score of 8 is a very good user signifying fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. The College of Graduate Studies and Research requires 6.5 in each area and overall (competent user). It was decided to set the IELTS score to 7.5 out of 9 (between good and very good user).

## **2. Description of the College process used to arrive at that recommendation**

The College of Graduate Studies and Research allows programs to set their criteria related to language competency. At the request of faculty, the Admissions Committee has reviewed the language requirement for admission to the Master of Physical Therapy program. The committee carried out the environmental scan below and formulated a proposal to go to the School's Faculty Council. The Faculty Council of the School of Physical Therapy approved a motion on May 4, 2013 to increase the admission requirements for the Master of Physical Therapy program.

**Environmental scan:** In March 2013, a scan of the admission English language requirements of Canadian physical therapy and regional health science programs was carried out to provide a snap shot of current requirements. To facilitate comparisons, only requirements for TOEFL were used. The TOEFL and other common tests of the English Language competency are described in the Appendix.

A. MPT, U of S

We use the requirements of the College of Graduate Studies and research.

- a. <http://www.usask.ca/cgsr/admission/language.php>
- b. TOEFL: Reading: 20, Writing 20, Speaking: 20, Listening: 20; Total 80

B. Other Entry-Level Masters Physical Therapy Programs in Canada

Our English language requirements are below the competency levels required for admission to many of our Canadian Council of Physiotherapy University Programs (CCPUP) partners.

- UWO: Minimum scores of 105 IBT (TOEFL) with a minimum of 23 on the speaking component and no other section score below 20 or a minimum score of 8 (IELTS) is required.
- U of T: **Internet-based test:** 100/120 overall and 22/30 on the writing and speaking sections.
- Queens: (TOEFL) – minimum score required: 250 for computer-based test; 94 for iBT.
- U of M: A minimum total score of 92 is required, with no sub-score lower than 21.
- U of A: a TOEFL (internet based) score of 92
- UBC: Test of English as a Foreign Language (TOEFL) score of at least 585 on the paper-based testing, or 239 on the computer-based testing, or 80 on the Internet-based testing with at least 50 on each of the three components of the paper-based TOEFL, plus a score on the Test of Spoken English (TSE) of at least 45; or with at least 16 on the Listening score, at least 18 on the Structure/Writing score and at least 17 on the Reading score on the computer-based TOEFL, plus a score on the Test of Spoken English (TSE) of at least 45; or at least 20 on the Listening score, at least 19 on the Writing score, at least 20 on the Reading score and at least 19 on the speaking score on the Internet-based TOEFL

C. Other Health Sciences Colleges in Saskatchewan and Alberta

Our English language requirements are below the competency levels required for admission to many of our health sciences partners.

- Nursing (U of S - BScN)
  - [http://www.usask.ca/nursing/students/language\\_req.php](http://www.usask.ca/nursing/students/language_req.php)
  - TOEFL: Reading: 20, Writing 20, Speaking: 26, Listening: 22; Total 90
- University of Regina – Nursing and Social work
  - <http://www.uregina.ca/futurestudents/admissions/english-proficiency.html>
  - TOEFL: Reading: 20, Writing 20, Speaking: 26, Listening: 22; Total 90
- Kinesiology (U of S):
  - <http://kinesiology.usask.ca/academics/graduate-program-admission-requirements/>
  - minimum TOEFL score of 550.
- Medicine – Uof S, U of C, U of A – none posted on website. Students must write an admissions exam in English.
- Dentistry (U of S): TOEFL: Internet Based: 80, With minimum individual scores of Reading: 19, Listening: 19, Speaking: 18, Writing: 18
  - <http://explore.usask.ca/admissions/elp.php>
- Occupational Therapy (U of A):

- <http://www.occupationaltherapy.ualberta.ca/Application%20Information/MScOT/Application%20Requirements.aspx>
- TOEFL: minimum score of 600 (paper-based) or a total score of 100 with a score of at least 25 on each of the individual skill areas (internet-based)

### 3. Summary of issues that the College discussed and how they were resolved

Since the MPT program was initiated in 2007, there have been several instances of students with English as a second language who have run into serious difficulties due to poor English language skills both in academic and clinical courses. Poor English language skills lead academic difficulties (participation in group work, in class discussion, and carrying out independent study). Poor English language skills also lead to serious problems in clinical courses (in hospitals, clinics, and community settings) where clinical preceptors have had concerns regarding safety and appropriateness of care delivered by students under their supervision. The SPT Academic Coordinators of Clinical Education tell us that even one student with poor English language skills translates to extra work, concern, and worry for clinical preceptors because accurate and effective communication are need to ensure a high quality of care and patient safety. The importance of strong communication skills has been recognized as an essential skill required for students in our program. The following excerpt from the document: *“Essential Skills and Attributes required for the Study of Physical Therapy at the University of Saskatchewan”* describes the importance and level of competence needed for students in the MPT:

#### **Communication skills**

*Students must be able to speak, hear and observe (aided or unaided) patients in order to effectively and efficiently elicit information, describe mood, activity, posture and perceive non-verbal communication. Students must be able to communicate effectively and sensitively with patients, families and any member of the health care team. Students must be able to coherently summarize a patient’s condition, assessment and intervention plan verbally and in text (handwritten or electronic) to comply with regulatory and organizational record-keeping standards.*

*Students must demonstrate a high level of communication ability as required for patient safety, informed consent and fully independent and ethical interaction with patients.*

*Students should note that the level of communication fluency required is often higher than is generally assessed in standard tests of language fluency.*

Because there is no time in the program for students to upgrade language skills while enrolled in the MPT program, it is critical that we set the criteria for English language skills at a high level. We believe the proposed would ensure that the students accepted into the program will have the required skills to successfully complete the MPT Program.

## MEMORANDUM

**To:** Dr. Alex Beldan, Committee Coordinator, Academic Programs Committee of University Council

**From:** Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

**CC:** Dr. Stephan Milosavljevic, Director, School of Physical Therapy

**Date:** June 3, 2014

**Re:** Proposed adjustment to admission requirements for Master of Physical Therapy

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Consistent with the Curricular Changes Authority Chart approved by University Council in January 2013, for the consideration of the Academic Programs Committee of Council, please find appended to this memo:

- The CGSR approved proposal to increase the English language admission requirement for the Master of Physical Therapy
- Correspondence from CGSR to the School of Physical Therapy regarding review of the proposal
- Notes on the review and subsequent approval of the proposal from CGSR committee meetings: the Graduate Programs Committee (May 13, 2014) and the Graduate Executive Committee (May 26, 2014)

The School of Physical Therapy identified that a higher English language admission requirement for the Master of Physical Therapy program would help prevent language difficulties for students in both an academic and clinical setting. The program currently adheres to the standard English language requirements of CGSR, and so the proposal breaks new ground by representing a departure from these standards. The proposal includes an environmental scan of English language admission requirements for entry into comparable Physical Therapy programs in prominent Canadian institutions, demonstrating that the current required score of 80 in the TOEFL for entry into the U of S program is below the competency level required in many of these institutions.

The committees of the College of Graduate Studies and Research support this proposal to increase the English language requirements for admission to the Master of Physical Therapy program. CGSR requests that the APC and University Council will consider and approve the proposal to change this admission requirement, before the proposal is submitted for discussion at the University Senate.

Please do not hesitate to contact me if any questions or concerns arise during the Academic Programs Committee's review of this proposal; I would be happy to address them.



# Memorandum

**To:** Dr. Stephan Milosavljevic, Director, School of Physical Therapy

**CC:** Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

**From:** Dr. Tasha Epp, Acting Chair, Graduate Programs Committee, CGSR

**Date:** May 20, 2014

**Re:** Approval of Program Modification Proposal for Master of Physical Therapy

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Thank you for submitting your recent program modification proposal to increase the English language requirement for admission to the Master of Physical Therapy program. The Graduate Programs Committee of CGSR met to consider your proposal, and I am pleased to inform you that the committee supported a motion to approve the proposal forthwith. The proposal will progress for consideration to the Graduate Executive Committee of CGSR, Academic Programs Committee and University Council. Please note that the authority for final approval of this proposal lies with the [University Senate](#).

Should you have any questions, please feel free to contact [Cat Bonner](#), Programs Assistant (#2229) in the College of Graduate Studies and Research.

TE/ cb

## Notes from the Graduate Programs Committee of CGSR's review of a proposal to increase the language requirement for admission to Master of Physical Therapy program (May 13, 2014)

The committee considered a proposal to increase the English language requirement for admission to the Master of Physical Therapy program. The program currently adheres to the standard English language requirements of CGSR. The committee noted that in a situation where faculty within a unit may have differing opinions on such requirements, it may be beneficial to have a more rigid policy in place to be followed.

It was established that the program gets a large number of applicants each year, and the committee considered whether making the language requirements more stringent would reduce the number of initial applications to be processed, and, consequentially, the amount of administrative work involved within the School of Physical Therapy in sending out rejection letters.

The proposal included an environmental scan carried out in March 2013 of the English language admission requirements for physical therapy and health science programs at other Canadian institutions. The committee noted that the proposed increase in the language requirement to a minimum total score of 100 in the TOEFL was comparable with the U of T's March 2013 requirement. The comparison also showed that the current English language requirement of 80 in the TOEFL was below the competency level required for entry into Physical Therapy programs in Canadian institutions including UWO, Queens, U of M, U of A and UBC, and identified Nursing and Social Work programs at the U of R as also requiring higher TOEFL scores.

This proposal breaks new ground by departing from the minimum English language requirements of CGSR for admitting students into the MPT program, and the proposed changes will therefore require review by University Council, and a discussion at University Senate.

Some committee members identified that as faculty members, a higher language requirement would be a positive step, as students struggling with things such as medical terminology and writing skills has proven to be problematic, and there are insufficient resources available to assist students to improve these skills.

The committee concluded that this was a reasonable proposal, and approved a recommendation to forward the proposal to the Executive Committee for review.

**MOTION: To approve the proposal to go forward to the Executive Committee. D. Pohler/ L. Wegner. All in favour. Carried.**

**Notes from the Graduate Executive Committee of CGSR's review of a proposal to increase the language requirement for admission to Master of Physical Therapy program (May 26, 2014)**

The proposed changes were summarized and a committee member provided the department's rationale for the proposal. This proposal needs to be forwarded to Senate for final approval in the fall to take effect January, 2015.

**MOTION: "Approve the increase in English language requirements for admission in the Master of Physical Therapy program". Arnold/Rice Henderson Carried.**

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

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

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** **Proposed Academic Courses Policy Revisions**

**COUNCIL ACTION:** For input only

**DISCUSSION SUMMARY:**

The proposed Academic Courses Policy was developed by an Academic Courses Policy Subcommittee of APC, comprising of members from the Registrar's office, the Associate Deans (Students) group, the Teaching Learning, and Academic Resources Committee, and the Academic Programs Committee, which met several times over the past few months. Members of the subcommittee were Jay Wilson, Jim Greer (Chair), Kevin Flynn, Jordan Sherbino, and Russ Isinger.

The proposed changes largely originated in concerns raised by the Associate Deans on invigilation, scheduling of midterm examinations and alternative accommodation, and course syllabuses, as well as from input from students, staff, instructors, and faculty that the Registrar has received since the last revision of the policy. The Registrar prepared a first draft for the Associate Deans group, one which in particular reflected a survey of the best practice invigilation regulations of other U15 universities, as a starting point for discussion. The Subcommittee continued the work begun at the Associate Deans group.

The substantive changes represent a tightening of the policy, including changes to the syllabus section, such as increased expectations regarding specifics of weighting and nature of course activities in the syllabus and how the content of the syllabus can be changed post-distribution; content regarding online courses; a recommendation that there be no assignments due five days before the final examination period; clearing up language on scheduling of midterms outside normal class times; significant changes to the guidelines for invigilation; guidance for student accommodation due to obligations such as armed forces obligations or due to participation in university business (such as conferences, Husky athletics, performing arts, etc.); and clarification of the procedures regarding grade disputes between instructors and department heads or deans in non-departmentalized colleges.

In discussion, the committee felt that such substantive changes to the policy are of concern to the university generally. Consequently, since the changes to Academic Courses Policy may have a significant impact on all instructional staff, on advice from

committee we present the following for Council's and the campus community's input over the summer months.

Comments may be forwarded to [alex.beldan@usask.ca](mailto:alex.beldan@usask.ca) by September 1<sup>st</sup>, 2014.

**ATTACHMENTS:**

Original Academic Courses Policy; Draft Academic Courses Policy

## **Academic courses: class delivery, examinations, and assessment of student learning**

### **Academic Affairs**

**Responsibility:** University Registrar / Director of Student Services

**Authorization:** University Council

**Approval Date:** May 19, 2011

**Amended:** Mar 1, 2012 / Mar 1, 2013

### **Revisions**

Permit the first day of exams to be one day after the last day of lectures (approved [January, 2012](#))

Delete the Withdraw Fail grade effective May 1, 2012 (approved [March, 2012](#))

Revised Course Syllabus section; additional section on Class Recordings (approved [March 2013](#))

Updates: December 2012 to incorporate terminology used in the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#). March 2013 to incorporate [Nomenclature Report](#) terminology on courses and classes.

Effective date of this policy: September 1, 2011

### **Purpose**

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

### **Principles**

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

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

As articulated in the University of Saskatchewan Learning Charter, students will be provided with a clear indication of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied consistently, and congruent with course objectives. Students will receive

prompt and constructive feedback on their learning progress at regular intervals throughout the class.

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

### **Scope of this Policy**

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

It supersedes the following documents previously approved by University Council:

April, 2009 Academic Programs Committee Examination Regulations

April, 2001 Academic Programs Committee policies for final grades reporting

January, 2001 Academic Programs Committee retroactive withdrawal policy

September, 1986 – University of Saskatchewan Grading policy

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

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

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

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

[University Nomenclature Report 2011](#)

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

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

Information and Communications Technology [Lecture Capture](#)

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

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

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

### **Policy**

This policy covers policies, rules and procedures governing the following aspects of class delivery and student assessment, including conduct of examinations.

## **I. Class Delivery**

1. [Course syllabus](#)
2. [Contact hours and availability of instructors](#)
3. [Student attendance](#)
4. [Course evaluation by students](#)
5. [Class recordings](#)

## **II. Assessment of Students**

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

## **Authority and Responsibility**

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

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

**University:**

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

**Colleges and Departments:**

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

**Instructors and Departments:**

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

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

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**University of Saskatchewan**

**Academic Courses Policy on class delivery, examinations & assessment of student learning**

NOTE: University Council **Policies** are shown in *italic font*. **Rules and procedures** are shown in regular font.

**I. Class Delivery**

The [\*Teaching and Learning Foundational Document\*](#) encourages alternative approaches to class delivery such as improved information communication technologies, experiential learning opportunities and self-learning strategies. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students of the University of Saskatchewan.

## 1. Course syllabus

*The syllabus is a public document that provides details about a particular offering of a class for enrolled students. It is also useful for recruiting prospective students and sharing information about University of Saskatchewan courses with the broader community. Instructors must make the syllabus available to Department Heads prior to the start of the course, and to all enrolled students at the beginning of the class.*

*Syllabi should be posted on the Blackboard Open Courseware site or a publically accessible departmental website.*

### **Content of the syllabus:**

Instructors shall indicate the following in their course syllabus:

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

Instructors are encouraged to use the [Course Syllabus Template and Guide](#).

### **Addition of new assignments, quizzes or examinations - “No Surprises” Rule**

After the distribution of the syllabus, no major graded assignment, quiz or examination is to be newly assigned in a class unless no student objects.

### **Change of final examination date:**

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

## **2. Contact hours and availability of instructors**

*The “traditional” three credit unit lecture course involves approximately 39 direct lecture hours and a further equivalent contact time (i.e. 39 hours) in student consultations and/or tutorial laboratory sessions.*

### **Availability of instructor:**

Instructors should make it known to the students through the course syllabus how they can be contacted to arrange for one-on-one consultation about course material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response.

It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design and Internet based courses. For equivalent credit units, it is expected that both the instructors and students of these courses will regard the interaction, instructor availability and course workload to be equivalent to that of a traditional lecture course.

## **3. Student attendance**

*Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).*

If an attendance requirement is applicable and is stated in the syllabus, students who fail to meet attendance expectations can suffer grade penalties that may result in failure of the class, as stated in the syllabus.

### **Permission to attend lectures:**

No person may gain the benefit of instruction in a class without being duly registered in the class either as a credit or audit student.

Students who are not registered in a class cannot attend the class for any significant period of time. Instructors must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student

Instructors are permitted to invite individuals to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth.

## **No credit unless registered:**

Unless students are registered in a class, they will not receive credit for the course.

## **4. Course evaluation by students**

*Improvement of class delivery is an on-going responsibility of all instructors.*

*Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.*

At the University of Saskatchewan, all classes will be evaluated by students on a regular basis using an approved evaluation tool.

## **5. Class Recordings**

*The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.*

*Classes at the University of Saskatchewan may be recorded for learning or research purposes, subject to the rules and procedures stated in this policy.*

*With permission of instructors, presenters, and students, and following the procedures listed below, the University of Saskatchewan supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.*

### **Privacy, permission and consent**

The “classroom” is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

### **Intellectual Property and copyright**

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides the presenter with the legal right to control the use of his or her own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

### **Accommodation for students with disabilities**

When an accommodation for recording lectures or classroom activities is authorized by Disability Services for Students, an instructor shall permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording

## **5.1 Definitions**

**Definition of “presenter”:**

For the purposes of this section, a presenter is defined as any individual who by arrangement of the course instructor will provide instruction to students in the class. In addition to the course instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.

**Definition of “classroom”:**

For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of course requirements. This includes tutorials, laboratories and web-conferences which are required elements of a course, but does not include study groups and other voluntary student activities.

**Definition of “learning activities”:**

For the purposes of this section, a learning activity is any gathering of students and instructors which is required as part of the course requirements, such as a laboratory, seminar, tutorial and so forth.

**5.2 Responsibilities of instructors and presenters**

For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students should be obtained prior to making recordings for teaching or research where a student’s image or voice may be recorded.

If such permission is refused by a student, the instructor may arrange for that student’s image or voice not to be included in the recording.

**5.3 Responsibilities of students**

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor

A student may record lectures without such permission only if the Disability Services for Students office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.

**5.4 Restrictions on use of classroom recordings**

*The use of recordings of classroom activities is restricted to use for teaching, learning and research.*

Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.

Instructors may use recordings for purposes of research, teaching evaluation, student evaluation and other activities related to teaching, learning and research. With permission of the instructor, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.

## **5.5 Storage and Archiving**

*Recordings of courses and other learning activities may be kept by instructors or students for purposes of teaching, learning and research.*

Permission for any use of a class recording after the class term is ended remains with the instructor. In a case where the instructor is no longer available to give permission for use of a recording, the department can authorize such use only for purposes of research.

## **5.6 Special circumstances: clinics, training, art classes**

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

## **II. Assessment of Students**

### **1. Grading system**

#### **a) Fairness**

*Students need to be assured of fairness and transparency in grading.*

#### **Department:**

Departments and non-departmentalized colleges shall periodically discuss grading patterns and reach a common understanding about what appropriate grades at all levels of their discipline should be. It is the responsibility of the Department Head to ensure that grading is fair and transparent.

#### **College:**

Each College will set out regulations and guidelines for the College governing methods of evaluation permitted, final or any other examination requirements, including whether a student

may obtain credit for a course even if the final examination is not written, and any limits on the relative weighting of final examinations or any other term work.

Each College should establish adequate procedures for setting these guidelines and assessing applications for exceptions.

**University:**

The University shall periodically review methods of student assessment.

**Appeal:**

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a mid-term or final examination, shall follow the procedures set out in the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

**b) Weighting in course grades**

*Assignments and projects will be assessed and returned to students in a timely manner.*

Each assignment and project will be scheduled according to information provided on the course syllabus unless otherwise agreed by the instructor and students.

The relevant weight of assignments, projects and examinations in determining the final student course grades will be specified on the course syllabus.

Whether any or all of the assignments, projects and examinations are mandatory for obtaining a passing grade in the course will be specified on the course syllabus.

**c) [Grade descriptors](#)**

*University of Saskatchewan implementation of the percentage system for reporting final grades was approved by Council in 1986.*

**Definitions:**

Percentage evaluation for undergraduate and graduate courses is based on the literal descriptors, below, to provide consistency in grading among Colleges.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

**90-100 Exceptional**

A superior performance with consistent strong evidence of

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

### **80-89 Excellent**

An excellent performance with strong evidence of

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

### **70-79 Good**

A good performance with evidence of

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

### **60-69 Satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of

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

### **50-59 Minimal Pass**

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;

- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

### **<50 Failure**

An unacceptable performance.

### **Department:**

Unless approved by the College, all sections of a given course must adhere to the same system of evaluation, either a percentage grading system or a pass-fail evaluation system.

### **College:**

Each College has the responsibility for ensuring, at the beginning of each course, that students are familiar with the evaluation procedures and their application to the literal descriptors.

### **University:**

The Registrar will record and report final grades in all courses on a percentage system unless an exception has been approved by Council.

All student grades in all courses must be reported according to procedures established by the Registrar.

### **Exceptions:**

Council will receive and evaluate requests from Colleges desiring exceptions, such as pass/fail, to the percentage system of evaluation. Required non-credit seminar courses need not be referred to Council for exemption from the percentage unit of the evaluation grade system. Examples are orientation courses, honours or graduate seminar courses, fourth year and graduate thesis courses. Normally, formal examinations are not held in such courses and they may be reported on a P/F (pass/fail) or CR (completed requirements) basis.

### **College of Graduate Studies & Research**

In May 1996, separate literal descriptors were approved for the grading of courses in the College of Graduate Studies & Research. See the grading system in the [College of Graduate Studies & Research section](#) of the *Catalogue* for these descriptors.

### **d) Academic grading standards**

### **College:**

College regulations govern grading, promotion and graduation standards. Students should refer to the appropriate College sections of the *Course and Program Catalogue* for specific requirements.

**e) Average calculations**

*Each college is responsible for assigning credit values to courses within its academic jurisdiction.*

**Calculation:**

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for his/her total program, the terms Sessional Weighted Average, Annual Weighted Average, and Cumulative Weighted Average are frequently used.

Sessional Weighted Averages are calculated from courses taken in Fall and Winter Terms, Annual Weighted Averages are calculated from all courses taken in a year, and Cumulative Weighted Averages are calculated from all courses taken at the University.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

**Example:**

<i>Course</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 100.6	73 6	438.00	
DRAM 104.6	67 6	402.00	
PSY 110.6	68 6	408.00	
CHEM 112.3	73 3	219.00	
MUS 140.3	71 3	213.00	
HIST 151.3	69 3	207.00	
GEOG 120.3	74 3	222.00	
<b>TOTAL</b>	<b>30</b>	<b>2109.00</b>	

Weighted Average (2109/30) = 70.30%

## **f) Grading deadlines**

*Final grades should be released to students in a timely way, both for the benefit of the students and to assist University business processes such as Convocation.*

*Reports of final grades for all one- and two-term courses and for 100-level, two-term courses examined at mid-year will be submitted and approved according to procedures established by the Registrar:*

- *no later than the end of the final examination period in a given term, for those courses with no final examination in this period, and for mid-year examinations in 100-level, two-term courses offered over the Fall and Winter terms; or*
- *within five business days after the date of the final examination, for those courses with final examinations in the final examination period in a given term, as well as final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations.*

*If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their Department Head, or Dean in non-departmentalized Colleges. The Registrar and the students in the course shall also be notified regarding the anticipated date of submission.*

*The Registrar shall notify colleges of any final grades not submitted by the grading deadlines.*

### **Department:**

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the Department Head, or Dean in non-departmentalized Colleges, who approves the final grades

If instructors wish to release or post any grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the Department Head, or Dean in non-departmentalized Colleges, they will be submitted electronically according to procedures established by the Registrar.

Once submitted, final grades may be changed by the instructor. Grade changes are also approved by the Department Head, or Dean in non-departmentalized Colleges.

### **University:**

Only the Registrar may release official final grades. The Registrar will post final grades electronically as they are received.

The Registrar will communicate with instructors who have not met the above deadlines but who have not notified the Registrar.

For off campus and distributed learning courses where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the Registrar.

## **2. Examinations**

*Students will be examined on knowledge and skills taught either directly or indirectly (such as through course reading assignments) covered during the course presentations.*

Normally, examinations either during the term or during the final examination schedule will be used to further assess the students' knowledge of course materials.

There should be alignment between course objectives, instruction and the assessment plan for the course, of which examinations are a significant element.

### **a) Methods and types of examinations**

#### **College:**

Council, while retaining the final authority over evaluation of student achievement, delegates to Colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the College and the Departments of that College.

#### **Department:**

Each Department should establish any further instructions and policies for its members. Each Department will establish, within the regulations and guidelines set out by the College, examination methods and the relative weighting of final examinations. These Department limitations must be approved by the College.

#### **Cross-college and interdisciplinary courses:**

In courses provided by a Department of one College for students of another College, the examination regulations of the teaching Department will have precedence unless alternative arrangements have been negotiated between the teaching Department, its own College and the other College. In the case of an Interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

### **b) Mid-term examinations**

#### **Scheduling:**

Mid-term examinations and other required course activities shall not be scheduled during the final examination period.

Mid-term examinations and other required course activities may be scheduled outside of regularly scheduled course times only with the approval of the College. For graduate classes, the College of Graduate Studies and Research is the approving authority. Such scheduling needs to be noted in the course syllabus. Any resultant conflicts with other mid-term examinations or required course activities will be accommodated by the College authorizing such scheduling

**Number of examinations:**

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by the College.

**Reporting of first-year grades:**

For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit courses held over the Fall and Winter terms are to be reported to the Registrar.

**c) Final examinations**

**i) Modification of requirement to hold a final examination**

*Colleges may determine whether students will be permitted to pass a class if they have not completed required coursework or have not written the final examination.*

With the approval of the College and the Department, the final examination in an individual course may be replaced by an approved alternative form of evaluation that provides a percentage evaluation consistent with the literal descriptors. The Registrar must be notified of all examination exemptions.

Any requirement that a student must write the final examination in order to pass the course must be stipulated in the course syllabus.

**ii) Final examination period and scheduling of final examinations**

**Scheduling:**

The Registrar schedules all final examinations, including deferred and supplemental examinations. The Registrar may delegate authority to schedule final examinations to Colleges where courses do not conform to the University's academic calendar, or in such cases where colleges want to schedule and invigilate their own deferred and supplemental examinations.

The Registrar must post the schedules of final examinations as early in a term as possible.

**Change of final examination date:**

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the course according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

**Examination period:**

For the Fall and Winter terms, at least 24 to 48 hours (1 to 2 days) should be allowed between the last day of lectures and the first day of the final examination period.

Final examinations in evening courses will normally occur one or two weeks from the last day of lectures in that course except in the event of common examinations between two or more evening classes.

For Spring and Summer terms, the final examination period shall consist of two to three days immediately following the last day of lectures for a course.

For courses which do not conform to the usual academic schedule, final examinations will be scheduled by the Registrar in consultation with the College.

Final examinations must be scheduled during the final examination period for a term.

In very unusual circumstances, the Registrar may schedule a final examination outside an examination period on the recommendation of the instructor and Department Head, or Dean in a non-departmentalized College.

**Duration:**

Writing periods for final examinations usually start at 9 am, 2 pm and 7 pm. Six credit-unit courses will normally have final examinations of three hours duration. Courses of fewer than six credit units will have final examinations of two to three hours.

**Weekends and evenings:**

Final examinations may be scheduled during the day or evening on any day except Sundays or statutory holidays. Final examinations for day courses can be scheduled in the evening.

In the case of common examinations between day courses and evening courses, if possible the final examination will be scheduled in the evening.

**24-hour rule:**

The Registrar should arrange the schedule so that no student writes more than two final examinations in one 24 hour period.

For example, if a student has exams scheduled in three consecutive examination periods - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 9 am - one of the exams will be moved.

If a student has exams scheduled only on two consecutive examination periods, with at least one period between exam groups - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 2 pm and 7 pm -- none of the exams will be moved.

**Conflicts for common examinations:**

Any student examination conflicts created by scheduling common examinations between two or more sections will be accommodated by the instructors of those courses.

**Warning about other commitments:**

Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other commitments for this period.

[Religious conflicts](#) can be accommodated by the Registrar.

**Warning about withdrawal:**

Students cannot withdraw from courses after the withdraw deadline.

**iii) Conduct and invigilation**

*Normally, it is expected that an invigilator will be present or will be readily available while students are writing examinations.*

The course instructor should invigilate the exam. If the instructor is not available, it is the responsibility of the instructor to ensure the exam is invigilated by a qualified replacement and that the department head is notified.

**30-minute rule:**

Students are not allowed to leave the examination room until 30 minutes after the start of the examination. The instructor can also deny entrance to a student if he or she arrives later than 30 minutes after the start of the examination.

A student denied admission to the examination under this regulation may apply to his or her College for a deferred final examination; such application will be subject to consideration under the usual criteria.

**Identification:**

Students are required to have suitable identification (student I.D. card or other picture I.D.) available during examinations. Invigilators may request that students produce such identification during examinations. If a student claims not to have any proof of identity, the student can be required to present suitable I.D. to the invigilator at some mutually agreeable time and place. The student shall be informed that failure to appear at the agreed upon time and place will constitute an irregularity that will be reported to the invigilator's Dean.

**No unauthorized assistance:**

Students shall not bring into the examination room any books, papers, calculators or any other electronic devices (such as laptops or netbooks, tablets, cell phones, etc.), or other materials except as indicated on the examination paper or with the permission of the invigilator.

Students shall hold no communication of any kind with anyone other than the invigilator while the examination is in progress.

**Leaving:**

Students who need to leave the examination room for any reason require the permission of the invigilator.

Before leaving the examination room, students are required to sign a tally sheet indicating their attendance at the examination and submission of examination materials.

**Emergency evacuation:**

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the Registrar at the earliest practical date and time.

**Additional responsibilities:**

Council delegates to each College and Department the responsibility and authority for setting additional responsibilities of invigilators.

**iv) Accessibility of examination papers**

All marked final examination papers, together with the tally sheets and the final examination questions, shall be retained in the Department, or College in non-departmentalized Colleges, for a period of at least one year following the examination period in which the final examination was held.

For details regarding accessibility of examination papers please refer to the policy on *Student Appeals of Evaluation, Grading and Academic Standing*. The policy is available from the Office of the University Secretary, the College Dean's office and online at [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **3. Student assessment issues and special circumstances**

#### **a) Final grade alternatives and comments**

Definition:

The following grading alternatives also exist:

- audit (AU)
- completed requirements (CR)
- failure (F)
- not applicable (NA)
- pass (P)
- withdrawal (W)
- withdrawal from audit (WAU)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- aegrotat standing (AEG)
- incomplete failure (INF)
- deferred final examination granted (DEFG)
- special deferred final examination granted (SPECDEFG)
- supplemental final examination granted (SUPPG)
- supplemental final examination written (SUPP)
- special supplemental final examination granted (SPECSPG)
- special supplemental final examination written (SPECSUP)

#### **b) Withdrawal**

*If a student withdraws from the class after the add-drop deadline but before the withdraw deadline, the course remains on their transcript and is shown as a withdrawal.*

Withdrawal is a grading alternative which appears permanently on a student's transcript as a W.

The W has no academic standing and does not impact the calculation of a student's Cumulative Weighted Average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the course is deleted from their transcript.

#### **c) Retroactive withdrawal**

*A “retroactive withdrawal” from a course can be made when a student has failed courses due to catastrophic personal circumstances, or has made a mistake in registration.*

A “retroactive withdrawal” from a course can be approved by the Registrar, provided the student has applied for this change to the College in which he or she is registered, and the College supports this appeal.

Changing a failing mark to a Withdrawal removes these failures from the student’s average.

University policy has been that such a change in an academic record can be justified only on personal grounds (such as serious illness or other circumstances which prevented successful completion of the course) rather than academic grounds. Other procedures already exist for academic appeals, as described in the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

**d) Incomplete course work (assignments and/or examinations) and incomplete failure (INF)**

*When a student has not completed the required course work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.*

Extensions past the final examination date for the completion of assignments must be approved by the Department Head, or Dean in non-departmentalized Colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per College policy.

In the interim, the instructor will submit a computed percentile grade for the class which factors in the incomplete coursework as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade.

*Colleges may determine whether students will be permitted to pass a class if they have not completed required coursework or have not written the final examination.*

In the case where the student has a passing percentile grade but the instructor has indicated in the course outline that failure to complete the required coursework will result in failure in the course, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a course on the basis of work completed in the course provided that any incomplete course work has not been deemed mandatory by the instructor in the course outline and/or by College regulations for achieving a passing grade.

### **College of Graduate Studies and Research**

The College of Graduate Studies and Research, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the course.

#### **e) Deferred final examinations**

*A deferred or special deferred final examination may be granted to a student.*

#### **Examination Period**

The deferred examination periods are as follows:

- Fall term courses, the four business days of the February midterm break;
- Fall and Winter two-term courses and Winter term courses, the five business days following the second Thursday in June;
- Spring and Summer term courses, the first or second Saturday following the start of classes in September.

The Registrar may delegate authority to schedule final examinations to Colleges where courses do not conform to the University's academic calendar, or in such cases where Colleges want to schedule and invigilate their own deferred and supplemental examinations.

#### **College:**

The College must consider all requests for deferred examinations and notify the student, the instructor, and the Registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination.

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- A student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to his or her College for a deferred examination. Students in Open Studies apply to Open Studies.

- A student who becomes ill during a final examination or who cannot complete the final examination for other valid reason must notify the invigilator immediately of his or her inability to finish. The student may then apply for a deferred examination.
- A special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- A student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to his or her College within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the Registrar at least five business days prior to the start of the deferred examination period.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

### **Exceptions:**

With the approval of the Department Head and the consent of the student, the instructor of a course is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The Registrar must be notified of any departures from the regular form of examination.

The Registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

### **Appeal:**

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **f) Supplemental final examinations**

*A student who is assigned a failing grade in a course as a penalty for an academic offence is not eligible to be granted a supplemental examination in that course.*

*Supplemental final examinations are a limited substitute for the final examination.*

### **Examination period**

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated. The Registrar may delegate authority to schedule final examinations to Colleges where courses do not conform to the University's academic calendar, or in such cases where Colleges want to schedule and invigilate their own deferred and supplemental examinations.

### **College:**

Supplemental final examinations may be granted only according to the following conditions:

- In consultation with the Department concerned, a College may grant a supplemental or special supplemental examination to a student registered in the College. Within the limits defined in this section, the College shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year. Students in Open Studies are not eligible for supplemental examinations.
- Factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to: the subsequent availability of the course or an appropriate substitute; the grades obtained by the student in term work; the weighting of the final examination in determining the final grade; the course schedule of the student in the subsequent session.
- Supplemental final examinations may be granted under regulations established at the College level except that any student who is otherwise eligible to graduate and who fails one course in his or her graduating year shall be granted a supplemental examination, provided that a final examination was held in that course. A student who fails more than one course in the graduating year may be considered for supplemental examinations according to the regulations established by his or her College.
- The student must make formal application for a supplemental examination to his or her College by the stated deadline of the College.
- A special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade.

However, College regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the Registrar at least five business days prior to the start of the supplemental examination period.

**Exceptions:**

The Registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

**Appeal:**

A student is entitled to a Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

**g) Aegrotat standing**

*In exceptional circumstances, a student may be offered aegrotat standing (AEG) in lieu of writing the deferred or special deferred final examination*

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the course(s) in question (where such evaluation is possible); or, if there is no means of evaluating term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the course, along with the Department Head, or Dean in a non-departmentalized College, recommends offering aegrotat standing, and the student's College approves the award.

**h) [Examinations with Disability Services for Students \(DSS\)](#)**

[The U of S policy on Academic Accommodation and Access for Students with Disabilities is posted [here](#)]

*Students registered with DSS may request alternative arrangements for mid-term and final examinations.*

Students must arrange such special accommodations through DSS by the stated deadlines.

Instructors shall provide the examinations for students who are being specially accommodated by the deadlines established by DSS.

#### **4. Procedures for Grade Disputes**

##### **a) Grade dispute between instructor and department head, or dean in non-departmentalized colleges**

In the absence of any other approved mechanism to resolve grade disputes between an instructor and Department Head, or Dean in a non-departmentalized College, the following steps, to be completed in a maximum of ten business days, shall be followed:

Step 1. Members of each Department or non-departmentalized College shall agree ahead of time on a conciliation mechanism that the Department will follow in the event of a grade dispute.

Step 2. If five business days following the last day of examinations pass and the Department Head, or Dean, in a non-departmentalized College, has not approved the grade report for a class, the Department or non-departmentalized College shall immediately commence the conciliation procedure referred to in Step 1. The Department or non-departmentalized College has five business days to complete this conciliation process.

Step 3. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the Dean, or the Provost and Vice President (Academic) in the case of non-departmentalized Colleges, who will see that an arbitration committee is set up within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the Department Head, and a chairperson. In the event that one of the parties does not nominate a member, the Dean or Provost and Vice-President (Academic) shall do so. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the Department Head or, if the two nominees cannot agree, by the Dean. In non-departmentalized Colleges, the chair will be appointed by the Provost and Vice-President (Academic) if the Dean and the instructor cannot agree.

Step 4. Within two business days of the failure of the conciliation process, the Department Head, or Dean in a non-departmentalized College, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the Dean, or Provost and Vice President (Academic) for non-departmentalized Colleges, as to the accuracy of the list. Within the same two business days, the Department Head, or Dean in non-departmentalized Colleges, and the instructor shall forward written submissions with supporting documents to the Dean, or Provost and Vice President (Academic) in non-departmentalized Colleges.

Step 5. These submissions and all material considered in the conciliation (including the list drawn up by the Department Head, or Dean in a non-departmentalized College), and the response of the instructor are to be forwarded to the arbitration committee

Step 6. The arbitration committee shall follow a strict set of deadlines and shall consider only the submissions and supporting documents as submitted by the Department Head, or Dean in a non-departmentalized College, and instructor. To the extent possible, the arbitration committee will

use the same relative weighting of final examination and term work as was used by the instructor in arriving at the final grades.

Step 7. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee shall immediately submit a written report to the Registrar, with copies to the Dean, Department Head and instructor.

Step 8. If after three business days, the arbitration committee has not submitted a final decision about the disputed marks, the Dean or Provost and Vice-President (Academic) will assign provisional pass/fail grades until the arbitrated grades have been submitted. Final grades must be available for students by graduation deadlines. This applies whether or not the student is graduating. An unofficial pass grade cannot be changed to a failing grade, regardless of the result of the arbitration. Likewise, a student will not lose any scholarship, admission status or the like even if the arbitrated mark lowers the student's grade to the point where the student would otherwise have been ineligible.

Step 9. In the event that a provisional pass/fail grade is assigned, the Registrar will attach an explanatory note to any transcripts of the affected students explaining that an unresolved grade dispute has arisen between the instructor and the Department Head or Dean and that through no fault of the student, a mark is not currently available. Once the arbitration is completed, the Registrar shall issue, free of charge, corrected transcripts to replace any previously ordered by the affected students.

#### **b) Grade dispute between instructor and student**

Students who are dissatisfied with the assessment of their work or performance in any aspect of course work, including a midterm or final examination should consult the Council policy titled *Student Appeals or Evaluation, Grading and Academic Standing*. This policy describes the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work. The policy is available from the Office of the University Secretary, the College Dean's office and online at [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

## University of Saskatchewan Policy

### Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning

For a pdf version of this policy, click [here](#)

Responsibility: University Registrar and Director of Student Services

Approval: University Council

Date: **June 9, 2014**

#### Revisions:

Permit the first day of final examinations to be one day after the last day of lectures (approved [January, 2012](#))

Delete the Withdraw Fail grade effective May 1, 2012 ([March, 2012](#))

Revise Course Syllabus section; additional section on Class Recordings ([March 2013](#))

#### Updates:

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

Incorporate [Nomenclature Report](#) terminology on courses and classes (March 2012).

#### Purpose:

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

#### Principles:

One of the primary purposes of a University is to optimize learning opportunities for students. The University encourages and celebrates innovation in class delivery and student assessment.

Assessment of student learning should be an effective, fair and transparent process which follows University, College and Department regulations so that students across the institution are treated respectfully and impartially. This includes accommodation for students with disabilities, in accordance with University policies and provincial legislation.

As articulated in the University [Learning Charter](#), students will be provided with a clear indication of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied

consistently, and congruent with course objectives. Students will receive prompt and constructive feedback on their learning progress regularly throughout the class.

### **Scope of this Policy:**

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

It supersedes the following documents previously approved by University Council:

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

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

January, 2001 Academic Programs Committee [Retroactive Withdrawal Policy](#)

September, 1986 – University of Saskatchewan Grading policy

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

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

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

December, 2009 [Use of Materials Protected by Copyright](#)

June, 2010 University [Learning Charter](#)

June 2011 [Nomenclature Report](#)

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

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

Information and Communications Technology [Lecture Capture](#)

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

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

All references to “Department Heads” and “Deans in non-departmentalized Colleges” in this document would also equally apply to their delegates. All references to “Departments” and “Colleges” would also equally apply to Schools.

### **Policy**

The *University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning* covers policies, regulations and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations.

## **Section I. Class Delivery**

### **1 Class Syllabus**

- 1.1 Content of the syllabus
- 1.2 Changes to the syllabus after distribution
- 1.3 Change of final examination date
- 1.4 Due dates in the week of classes before the final examination period

### **2 Contact Hours and Availability of Instructors**

- 2.1 Availability of instructor

### **3 Student Attendance**

- 3.1 Permission to attend and participate in classes
- 3.2 No credit unless registered

### **4 Class Evaluation by Students**

### **5 Class Recordings**

- 5.1 Privacy, permission and consent
- 5.2 Intellectual property and copyright
- 5.3 Accommodation for students with disabilities
- 5.4 Definitions
- 5.5 Responsibilities of instructors and presenters
- 5.6 Responsibilities of students
- 5.7 Restrictions on use of classroom recordings
- 5.8 Storage and Archiving
- 5.9 Special circumstances: clinics, training, art classes

## **Section II. Assessment of Students**

### **6 Grading System**

- 6.1 Fairness in evaluation
- 6.2 Weighting in class grades
- 6.3 Grade descriptors
- 6.4 Academic grading standards
- 6.5 Average calculations
- 6.6 Grading deadlines

### **7 Examinations**

- 7.1 Methods and types of examinations
- 7.2 Mid-term examinations
- 7.3 Final examinations
  - a. Modification of requirement to hold a final examination
  - b. Final examination period and scheduling
- 7.4 Conduct and invigilation of examinations
  - a. Invigilation
  - b. 30 Minute Rule
  - c. Identification

- 7.5 Access to materials in the examination room
- 7.6 Permission to Leave the Examination Room
- 7.7 Food and Beverages
- 7.8 Protocols for an Academic Misconduct Breach
- 7.9 Retention and Accessibility of Examination Papers
- 7.10 Retention of the exam materials during the examination
- 7.11 Additional invigilation standards

## 8 Student Assessment Issues and Special Circumstances

- 8.1 Final grade alternatives and comments
- 8.2 Withdrawal
- 8.3 Retroactive Withdrawal
- 8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
- 8.5 Deferred final examinations
- 8.6 Supplemental final examinations
- 8.7 Aegrotat standing
- 8.8 Special accommodations for disability, religious, and other reasons.

## 9 Procedures for Grade Disputes

- 9.1 Grade dispute between instructor and department head or dean
- 9.2 Grade dispute between instructor and student

## **Authority and Responsibility**

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

Academic regulations at all levels shall be publicly accessible to all members of the University community. If a College or Department has additional regulations, these must be made available to students through publicly accessible websites. Additionally, it must be communicated to students that additional regulations exist. There should also be provisions at each level of authority for periodic review and amendment of these regulations.

### **University:**

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

### **Colleges and Departments:**

University Council, while retaining the final authority over assessment of student learning, delegates to Colleges the responsibility of establishing general policies concerning the methods

and types of assessment which may be employed by the Departments of that College, and each Department should establish any further instructions and policies for its members as necessary.

### **Instructors and Departments:**

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

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

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*University of Saskatchewan*  
*Academic Courses Policy on class delivery, examinations & assessment of student learning*

## **Section I. Class Delivery**

The [\*Teaching and Learning Foundational Document\*](#) encourages alternative approaches to class delivery such as improved information communication technologies, experiential learning opportunities, and self-learning strategies. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students of the University.

### **1. Class Syllabus**

The syllabus is a public document that provides details about a particular class for enrolled students. It is also useful for recruiting prospective students and sharing information about University courses with the broader community (for example, for the purposes of transfer credit evaluation).

Instructor syllabi must be submitted and approved by Department Heads, or Deans in non-departmentalized Colleges, prior to the start of a class.

It is recommended that students also have online access to syllabi at least one week prior to the beginning of the class. Syllabi shall be posted on the Blackboard Open Courseware site and/or publically accessible departmental or other websites. Instructors who post their syllabus on publically accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

#### **1.1 Content of the syllabus:**

Instructors shall review the contents of the class syllabi with their students at the beginning of the class.

Department Heads, and Deans in non-departmentalized Colleges, shall ensure that instructors indicate the following in their class syllabus:

- type and schedule of class activities;
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements;
- expected learning outcomes or objectives for the class;
- the type and schedule of term assignments;
- the type and schedule of mid-term or like examinations;
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times, with College permission;
- the length of the final examination in hours as well as its mode of delivery;
- relative marking weight of all assignments and examinations;
- consequences related to missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other College-level regulations that specify requirements for passing the class
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- contact information and consultation availability;
- course or class website URL, if used;
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures
- explanation of Copyright where it relates to class materials prepared and distributed by the instructor
- location of the [Academic Courses](#) policy as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure;
- information regarding support services that are available to students through the Student and Enrolment Services Division, the University Learning Centre, and the Colleges.

Instructors are encouraged to use the [University of Saskatchewan Syllabus Template and Guide](#) to assist with satisfying the above requirements.

### **1.2 Changes to the syllabus after distribution:**

After distribution, a syllabus may only be changed if no student in the class objects to such changes. Otherwise, methods and modes of assessment for all assignments and examinations must remain as stated in the syllabus: no major graded assignment or examination is to be newly assigned in a class, and no changes to already set dates or the stated grade weighting of graded assignments or examinations is permitted.

### **1.3 Change of final examination date:**

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

#### **1.4 Due dates in the week of classes before the final examination period:**

It is recommended that assignments should not be due and mid-term examinations not be set in the five business days prior the start of the final examination period in the Fall and Winter terms. Examples of exceptions to this recommendation include mid-term examinations in six credit unit classes extending over two terms, laboratory examinations, etc.

## **2. Contact Hours and Availability of Instructors**

As per [\*Nomenclature\*](#), a “traditional” three credit unit lecture course involves approximately 39 direct lecture hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

### **2.1 Availability of instructor:**

Instructors should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design, community-service learning, and Internet-based courses. For equivalent credit units, it is expected that both the instructors and students of these classes will regard the interaction, instructor availability and class workload to be equivalent to that of a traditional lecture class.

## **3. Student Attendance**

Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).

Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance education, though the practical requirements of attendance may be defined differently in each instance.

Any attendance requirement that may result in grade penalties or other consequences must be explicitly stated in the syllabus.

### **3.1 Permission to attend and participate in classes:**

No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Instructors must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student

Instructors may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth).

Instructors of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by licence for use by students. Instructors shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

### **3.2 No credit unless registered:**

Only students who are registered in a class can receive credit for a class.

## **4. Class evaluation by students**

Improvement of class delivery is an on-going responsibility of all instructors. Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.

At the University, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All instructors have the responsibility to ensure that students have access to such an evaluation tool.

Department Heads, or Deans in non-departmentalized Colleges, shall ensure that a process exists for instructors to receive student evaluations on a regular basis, and for arranging an opportunity for constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

## **5. Class Recordings**

The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.

Classes at the University may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of instructors, presenters, and students, and following the procedures listed below, the University supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.

### **5.1 Privacy, permission and consent:**

The classroom is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

### **5.2 Intellectual property and copyright:**

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

### **5.3 Accommodation for students with disabilities:**

When an accommodation for recording lectures or classroom activities is authorized by Disability Services for Students, an instructor must permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording

### **5.4 Definitions:**

#### **Definition of “presenter”:**

For the purposes of this section, a presenter is defined as any individual who by arrangement of the class instructor will provide instruction to students in the class. In addition to the class instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.

#### **Definition of “classroom”:**

For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class, but does not include study groups and other voluntary student activities.

#### **Definition of “learning activities”:**

For the purposes of this section, a learning activity is any gathering of students and instructors which is required as part of the class requirements, such as a laboratory, seminar, tutorial and so forth.

### **5.5 Responsibilities of instructors and presenters:**

For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student’s image or voice may be recorded.

If such permission is refused by a student, the instructor will arrange for that student's image or voice not to be included in the recording.

### **5.6 Responsibilities of students:**

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor

A student may record lectures without such permission only if the Disability Services for Students office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.

### **5.7 Restrictions on use of classroom recordings:**

The use of recordings of classroom activities is restricted to use for teaching, learning and research.

Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.

Instructors may use recordings for purposes of research, teaching evaluation, student evaluation and other activities related to teaching, learning and research. With permission of the instructor, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.

### **5.8 Storage, Archiving, and Permission to Use:**

Permission for any use of a recording of class and other learning activities remains with the instructor after the class term is ended. In a case where the instructor is no longer available to give permission for use of a recording, the Department Head, or Dean in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

### **5.9 Special circumstances: clinics, training, art classes:**

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

## **Section II. Assessment of Students**

## **6. Grading System**

### **6.1 Fairness:**

Students need to be assured of fairness and transparency in grading.

#### **University:**

The University shall periodically review methods of student assessment, and shall include student consultation when doing so.

#### **College:**

Each College will set out regulations and guidelines governing methods of assessment permitted, final or any other examination requirements, including whether a student may obtain credit for a class even if the final examination is not written, and any limits on the relative weighting of final examinations or any other term work.

Each College should establish adequate procedures for setting these guidelines and assessing applications for exceptions.

#### **Department:**

Departments and non-departmentalized Colleges shall periodically discuss grading patterns and trends and reach a common understanding about what appropriate grades at all levels of their discipline should be. It is the responsibility of the Department Head, or Dean in non-departmentalized Colleges, to ensure that grading is fair and transparent.

#### **Appeal:**

A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a mid-term or final examination, shall follow the procedures set out in the University Council policy on [\*Student Appeals of Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

### **6.2 Weighting in class grades:**

Timely feedback is an important part of the educational experience. Assignments will be assessed and returned to students in a timely manner.

Each assignment and examination will be scheduled according to information provided in the class syllabus unless otherwise agreed by the instructor and students.

The relevant weight of assignments and examinations in determining the final grades will be specified on the class syllabus. The weighting of individual questions on any examination also needs to be specified as part of the examination.

The class syllabus will specify whether any or all of the assignments and examinations are mandatory for obtaining a passing final grade in the class.

### **6.3 Grade descriptors:**

The University's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and percentage system apply unless separate approved College regulations exist.

#### **Definitions:**

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among Colleges.

The University-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

#### **90-100 Exceptional**

A superior performance with consistent strong evidence of

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

#### **80-89 Excellent**

An excellent performance with strong evidence of

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

#### **70-79 Good**

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;

- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

### **60-69 Satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of

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

### **50-59 Minimal Pass**

A barely acceptable performance with evidence of

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

### **<50 Failure**

An unacceptable performance.

### **University:**

The Registrar will record and report final grades in all courses on a percentage system unless an exception has been approved by University Council.

All student grades in all classes must be reported according to procedures established by the Registrar.

### **College:**

Each College has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors.

### **Department:**

Unless approved by the College, all sections of a given course must adhere to the same system of assessment, either a percentage grading system or a pass-fail assessment system.

**Exceptions:**

University Council will receive and evaluate requests from Colleges desiring exceptions, such as pass/fail, to the percentage system of assessment. Required non-credit seminar courses need not be referred for exemption. Examples are orientation courses, honours or graduate seminar courses, fourth year and graduate thesis courses, etc. Normally, formal examinations are not held in such courses and they may be reported on a P/F (pass/fail) or CR (completed requirements) basis.

**College of Graduate Studies & Research**

In May 1996, separate literal descriptors were approved for the grading of classes in the [College of Graduate Studies & Research](#).

**6.4 Academic grading standards:**

**College:**

College regulations govern grading, promotion and graduation standards. Students should refer to the appropriate College sections of the [Course and Program Catalogue](#) for specific requirements or contact their College

**6.5 Average calculations:**

Each College is responsible for assigning credit values to courses within its academic jurisdiction, in consultation with the Registrar to ensure that consistency is maintained across the [Course and Program Catalogue](#).

**Calculation:**

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for his/her total program, the terms Sessional Weighted Average, Annual Weighted Average, and Cumulative Weighted Average are frequently used.

Sessional Weighted Averages are calculated from classes taken in Fall and Winter Terms, Annual Weighted Averages are calculated from all classes taken in a year, and Cumulative Weighted Averages are calculated from all classes taken at the University.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

**Example:**

<i>Class</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 110.6	83	6	498.00
PSY 120.3	78	3	234.00
PSY 121.3	79	3	237.00
POLS 111.3	89	3	267.00
POLS 112.3	92	3	276.00
BIOL 120.3	71	3	213.00
BIOL 121.3	73	3	219.00
CREE 101.6	80	6	480.00
<b>TOTAL</b>	<b>30</b>		<b>2424.00</b>

Weighted Average  $(2424/30) = 80.80\%$

**6.6 Grading deadlines:**

Final grades should be released to students in a timely way, both for the benefit of the students and to assist University business processes such as Convocation.

Reports of final grades for all one- and two-term classes will be submitted and approved according to procedures established by the Registrar. For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall and Winter terms are also reported to the Registrar and released to students.

Final grades in all classes are to be submitted and approved:

- no later than the end of the final examination period in a given term, for those classes with no final examination in this period, and for mid-year examinations in 100-level, two-term classes offered over the Fall and Winter terms; or
- within five business days after the date of the final examination (not including weekends or holidays), for those classes with final examinations in the final examination period in a given term, as well as final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations.

If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their Department Head, or Dean in non-departmentalized Colleges. The instructor will also notify both Registrar and the students in the class as to the anticipated date of submission.

Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the Registrar.

The Registrar shall notify Colleges of any final grades not submitted by the grading deadlines.

Students shall be notified of delays related to grade changes related to any other process involving grades, including those delays related to grade disputes between a student and an instructor or between an instructor and a Department Head, or Dean in non-departmentalized College.

### **University:**

Only the Registrar may release official final grades. The Registrar will post final grades electronically as they are received.

The Registrar will communicate with instructors who have not met the above deadlines but who have not notified the Registrar.

### **Department:**

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the Department Head, or Dean in non-departmentalized Colleges, who approves the final grades.

If instructors wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the Department Head, or Dean in non-departmentalized Colleges, they will be submitted electronically according to procedures established by the Registrar.

Once submitted and approved, final grades may still be changed by the instructor. Grade changes are also approved by the Department Head, or Dean in non-departmentalized Colleges.

For off campus and distributed learning courses where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the Registrar.

## **7. Examinations**

Students will be examined and assessed, either during the term or during the final examination, on knowledge and skills taught either directly or indirectly (such as through class reading assignments) on class materials covered during class presentations.

There will be alignment between class learning objectives and outcomes, instruction and the assessment plan for the class, of which examinations are a significant element.

### **7.1 Methods and types of examinations:**

#### **College:**

University Council, while retaining the final authority over assessment of student achievement, delegates to Colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the College and the Departments of that College.

#### **Department:**

Each Department should establish any further instructions and policies for its members. Each Department will establish, within the regulations and guidelines set out by the College, examination methods and the relative weighting of final examinations. These Department limitations must be approved by the College.

#### **Cross-college and interdisciplinary courses:**

In courses provided by a Department of one College for students of another College, the examination regulations of the teaching Department will have precedence unless alternative arrangements have been negotiated between the teaching Department, its own College and the other College. In the case of an Interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

### **7.2 Mid-term examinations and assignments:**

#### **Scheduling:**

Mid-term examinations and other required class activities shall not be scheduled outside of regularly scheduled class times, including during the final examination period, except with the approval of the College. For graduate classes, the College of Graduate Studies and Research is the approving authority.

Any scheduling of mid-term examinations and other required class activities outside of regularly scheduled class times needs to be noted in the class syllabus so that students have fair warning of such scheduling. Any resultant conflicts with other mid-term examinations, other required class activities, or any other scheduled University business a student may be involved in will be accommodated by the College authorizing such scheduling at an alternative time acceptable to

the student in consultation with the student's College (if in a different College from that of the class).

### **Number of examinations:**

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by their College.

### **7.3 Final examinations:**

#### **a. Modification of requirement to hold a final examination**

Colleges determine whether students can pass a class if they have not completed required class work or have not written the final examination.

With the approval of the College and the Department, the final examination in a class may be replaced by an approved alternative form of assessment that provides a percentage assessment consistent with the literal descriptors. The Registrar must be notified of all examination exemptions for classes scheduled by the Registrar prior to the beginning of a term so that final examinations are not scheduled for such classes and examination rooms are not assigned.

If a College allows instructors to determine whether students can pass a class if they have not written the final examination, then any requirement that a student must write the final examination in order to pass the class must be stipulated in the class syllabus.

#### **b. Final examination period and scheduling of final examinations**

##### **Scheduling:**

The Registrar schedules all final examinations, including deferred and supplemental examinations. The Registrar will post the schedules of final examinations as early in a term as possible.

The Registrar may delegate authority to schedule final examinations to Colleges where classes do not conform to the University's [Academic Calendar](#), or in such cases where Colleges want to schedule and invigilate their own deferred and supplemental examinations.

##### **Change of final examination date:**

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

##### **Examination period:**

For the Fall and Winter terms, the final examination period shall commence on the day following the last day of lectures for that term.

Final examinations in evening classes will normally occur one or two weeks from the last day of lectures in that class except in the event of common examinations between two or more evening classes.

For Spring and Summer terms, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

Final examinations must be scheduled during the final examination period for a term for classes for classes scheduled by the Registrar. In very unusual circumstances, the Registrar may schedule a final examination outside an examination period on the recommendation of the instructor and Department Head, or Dean in a non-departmentalized College.

**Duration:**

Writing periods for final examinations usually start at 9 am, 2 pm and 7 pm. Six credit-unit classes will normally have final examinations of three hours duration. Classes of fewer than six credit units will normally have final examinations of two to three hours.

However, it is recognized that Colleges may authorize final examinations of different duration for classes if deemed necessary for pedagogical or other similar justifiable reasons. Such departures from the approved time duration should be done in consultation with the Registrar.

**Weekends and evenings:**

Final examinations may be scheduled during the day or evening on any day during the final examination period except Sundays or holidays. Where Good Friday falls in the Winter term final examination period, there shall be no final examinations scheduled on the Saturday following it.

Final examinations for day classes can be scheduled in the evening. In the case of common examinations between day classes and evening classes, if possible the final examination will be scheduled in the evening.

**24-hour rule:**

The Registrar will arrange the schedule so that no student writes more than two final examinations in one 24 hour period.

For example, if a student has final examinations scheduled in three consecutive examination periods - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 9 am - the Registrar will move one of the examinations.

If a student has examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 2 pm and 7 pm – the Registrar will not move any of the examinations.

**Conflicts for common examinations:**

Any student conflicts created by scheduling common final examinations between two or more classes will be accommodated by the instructors of those classes.

**Warning about other commitments:**

Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other professional or personal commitments for this period.

**Warning about withdrawal:**

Students cannot withdraw from a class after the withdrawal deadline for that class.

**7.4 Conduct and invigilation of examinations:**

All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations.

It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the [\*Regulations on Student Academic Misconduct\*](#) and the [\*Standard of Student Conduct in Non-Academic Matters\*](#). Invigilators shall familiarize themselves with all related regulations and policies.

**Invigilation:**

Normally, the class instructor of record is expected to invigilate their examinations. If the instructor is not available, in so much as it is possible it is the responsibility of the instructor and the Department Head, or Dean in non-departmentalized Colleges, to ensure the examination is invigilated by a qualified replacement that is familiar with the subject of the examination. The process by which backup or additional invigilation is provided should be established by the Department Head, or Dean in non-departmentalized Colleges.

It is recommended that a Department, or non-departmentalized College, supply a sufficient number of invigilators as is appropriate for the size of the class, depending on the nature of the examination.

Invigilators may use a seating plan for their examinations which requires students to sit at a particular desk or table. In addition, invigilators may move any student to another desk or table in the examination room at any time before or during an examination.

Proctors provided by the Registrar in gymnasiums, for deferred and supplemental examinations, for examinations accommodated by Disability Services for Students, for religious accommodation, or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce these regulations as the instructor of the class. However, in such invigilation circumstances, proctors cannot be expected to provide answers to questions specific to the examination in the same manner as the class instructor.

### **30-minute rule:**

Students should not be allowed to leave the examination room until 30 minutes after the start of the examination. The invigilator may also deny entrance to a student if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under this regulation may apply to their College for a deferred final examination; such application will be subject to consideration under the usual criteria for that College.

With the exception of use of the washroom, invigilators can, at their discretion, deny students leave of the examination room for a period of time prior to the end of the examination. Students who are finished during this time should remain seated at their desk or table until the invigilator informs the class that the examination is over and they can leave.

### **Identification:**

Students sitting for examinations are required to confirm their identities by providing their student ID numbers and names on their examination papers, and by presenting their University-issued student ID cards during the examination and upon signing the [Tally Sheet](#) when leaving the examination, or both.

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators may ask for additional photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a University *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#).

If a student refuses to produce a student ID, or other acceptable photographic identification, and refuses to complete and sign the University *Failure to Produce Proper Identification at an*

*Examination* form, the invigilator will permit them to continue writing. However, the student shall be informed that charges will be laid under the [Regulations on Student Academic Misconduct](#) and that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation

Invigilators need not require identification if the student's identity can be vouched for by the instructor.

To assist with identification, students wearing caps, hats or similar headgear of a non-religious or cultural nature can be asked to remove them.

Invigilators are permitted to take a photograph of any student if there is any question about the student's identity. Invigilators should take a photo in such a manner as to not cause a disruption in the examination room and respects the religious/cultural beliefs of the student. The Registrar will arrange for any photographs taken by invigilators to be compared to student ID photos of record. Photographs will only be used for the purposes of verifying the identity of the student and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.

Invigilators are also permitted to take the student ID card of any student whose identity is in question.

### **7.5 Access to materials in the examination room:**

Students should bring only essential items into an examination room. Personal belongings such as bookbags or handbags, purses, laptop cases and the like may be left, closed, on the floor beneath a student's chair or table or in an area designated by the invigilator; coats, jackets and the like may be placed similarly or on the back of a student's chair.. Students should not access any such personal belongings except with the permission of and under the supervision of the invigilator. Students should not collect their personal belongings until after they have handed in their examination. The University assumes no responsibility for personal possessions lost in an examination room.

Students also shall not have in their possession during an examination any books, papers, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), or any other materials except as indicated on the examination paper or by permission of the invigilator. Students also may not take anything with them if they are granted permission to leave the room by the invigilator.

For examinations requiring the use of a calculator, unless otherwise specified by the invigilator, only non-programmable, non-data storing calculators are permitted.

For examinations requiring the use of a computer and specific software, unless otherwise specified by the invigilator students may not access any other software or hardware.

**No unauthorized assistance:**

Students shall hold no communication of any kind with anyone other than the invigilator while the examination is in progress. This includes not leaving their examination paper exposed to view to any other student.

**7.6 Permission to leave the examination room:**

Students who need to leave the examination room for any reason require the permission of the invigilator. Invigilators may also use a sign-out/sign-in sheet for students who are given permission to leave the examination room and may record the amount of time a student spends outside of the examination room, frequency of requests to leave, etc. Students must leave their examination paper, examination booklets, and any other examination or personal materials either in the custody of the invigilator for retrieval upon their return, or at the desk or table they were writing at, as per the invigilator.

Normally, only one student should be permitted to leave the room at one time. This prevents a student from discussing the examination with other students and enables invigilators to be aware of the whereabouts of their students.

Invigilators may choose to escort students to and from washrooms at their discretion, and can check washrooms for indications of academic misconduct (e.g., hidden notes or materials, books or other papers, etc.). Invigilators may designate a nearby washroom for use by the students during the examination. However, invigilators may not deny students access to washrooms.

Students who have completed their examination are not permitted to leave the examination room until they have signed out and provided their student ID number on a University *Tally Sheet* confirming their attendance at the examination and their submission of the examination paper, examination booklets, and any other examination materials.

**Emergency evacuation of an examination:**

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion and keep the students together as much as is possible. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the Registrar at the earliest practical date and time.

**7.7 Food and beverages:**

It is at the discretion of the invigilator whether or not food or beverages are permitted in an examination room, unless required for a medical purpose.

**7.8 Protocols for an academic misconduct breach:**

Where there are reasonable grounds for an invigilator believing that a violation of the [Regulations on Student Academic Misconduct](#) has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any bookbags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.
- once examined, any personal belongings (e.g. cell phones, text books and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may also take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the [Regulations on Student Academic Misconduct](#) and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if thought reasonably necessary, take a photograph of the student.
- If the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

In all the above cases, the student is allowed to finish sitting the examination. Any interaction with the student should be as discrete and quiet as is possible, so as to avoid disruption to the examination room; if practical, any conversation with the student should take place outside of the examination room. If the student is disruptive, the invigilator can require them to leave the examination room.

As soon as possible, either during or following the conclusion of the examination, the invigilator is expected to:

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair and eye colour, eyeglasses, identifying features, etc.)

- explain to the student that the status of their examination is in question, that the incident will be reported, and that possible charges under the [Regulations on Student Academic Misconduct](#) could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not same) of the circumstances and turn over all of the evidence available. In the event that the instructor is not available, the invigilator will inform the appropriate Dean.

### **7.9 Retention and accessibility of examination materials and class syllabus:**

All marked final examination papers, together with the University *Tally Sheets*, shall be retained in the Department, or College in non-departmentalized Colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under University policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the Department, or College in non-departmentalized Colleges, for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

For details regarding accessibility of examination papers please refer to the policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **7.10 Retention of examination materials during the examination:**

Students are not permitted to leave the examination room with the examination paper, examination booklets, or any other examination materials unless permitted to do so by the invigilator. It is also the responsibility of an invigilator to ensure that no such examination materials are left unattended in an examination room before, during or after an examination.

### **7.11 Additional invigilation standards:**

It is recognized that Departments and Colleges may want additional invigilation standards for their instructors or may require them to meet professional or accreditation standards, and that invigilation may be provided differently for online, distributed learning, or off-campus classes. University Council therefore delegates to each College and Department the responsibility and authority for setting additional standards for invigilation appropriate to their College or Department and in compliance with University policy and federal and provincial legislation.

## **8. Student Assessment Issues and Special Circumstances**

### **8.1 Final grade alternatives and comments:**

Definition:

## Course Grade Modes

- Pass/Fail (P/F)
- Percentage/Numeric
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- audit (AU)
- no credit (N)
- not applicable (NA)
- withdrawal (W)
- withdrawal from audit (WAU)
- aegrotat standing (AEG)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- incomplete failure (INF)
- deferred final examination granted (DEFG)
- special deferred final examination granted (SPECDEFG)
- supplemental final examination granted (SUPPG)
- supplemental final examination written (SUPP)
- special supplemental final examination granted (SPECSPG)
- special supplemental final examination written (SPECSUP)

### **8.2 Withdrawal:**

If a student withdraws from the class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.

Withdrawal is a grading status alternative which appears permanently on a student's transcript as a W.

Withdrawal has no academic standing and does not impact the calculation of a student's average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their transcript.

### **8.3 Retroactive withdrawal:**

A retroactive withdrawal from a class can be granted when a student has failed classes due to catastrophic personal circumstances. It does not matter whether or not the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the University, has made an error in registration.

A retroactive withdrawal from a class can be approved by the Registrar, provided the student has applied for this change to the College in which they are registered, and the College approves this appeal. Changing a failing mark to a Withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on personal circumstances (such as an illness, death of someone close, or similar reasons beyond the student's control which prevented successful completion of the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

#### **8.4 Incomplete class work (assignments and/or examinations) and incomplete failure (INF):**

When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the Department Head, or Dean in non-departmentalized Colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per College policy.

In the interim, the instructor will submit a computed percentile grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade.

Colleges may determine whether students will be permitted to pass a class if they have not completed required class work or have not written the final examination.

In the case where the student has a passing percentile grade but the instructor has indicated in the class syllabus that failure to complete the required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a class on the basis of work completed in the course provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus and/or by College regulations for achieving a passing grade.

## **College of Graduate Studies and Research**

The College of Graduate Studies and Research, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the class.

### **8.5 Deferred final examinations:**

A deferred or special deferred final examination may be granted to a student.

#### **Examination Period:**

The deferred and supplemental examination periods are as follows:

- Fall term classes, the four business days of the February midterm break;
- Fall and Winter two-term classes and Winter term classes, the five business days following the second Thursday in June;
- Spring and Summer term classes, the first or second Saturday following the start of classes in September.

The Registrar may delegate authority to schedule final examinations to Colleges where classes do not conform to the University's [Academic Calendar](#), or in such cases where Colleges want to schedule and invigilate their own deferred, special deferred, and supplemental examinations.

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

#### **College:**

The College must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the Registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The College, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- a student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to their College for a deferred examination.

- a student who becomes ill during a final examination or who cannot complete the final examination for other valid reasons must notify the invigilator immediately of their inability to finish. The student may then apply for a deferred examination.
- a special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- a student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to their College within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the Registrar at least five business days prior to the start of the deferred examination period.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

### **Exceptions:**

With the approval of the Department Head, or Dean in non-departmentalized Colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The Registrar must be notified of any departures from the regular form of examination.

The Registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

### **Appeal:**

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **8.6 Supplemental final examinations:**

A student who is assigned a failing grade in a class as a penalty for an academic offence is not eligible to be granted a supplemental examination in that class.

**Examination period:**

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated.

**College:**

Supplemental final examinations may be granted only according to the following conditions:

- in consultation with the Department concerned, a College may grant a supplemental or special supplemental examination to a student registered in the College. Within the limits defined in this section, the College shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year.
- factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to: the subsequent availability of the course or an appropriate substitute; the grades obtained by the student in term work; the weighting of the final examination in determining the final grade; the class schedule of the student in the subsequent session.
- supplemental final examinations may be granted under regulations established at the College level except that any student who is otherwise eligible to graduate and who fails one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class. A student who fails more than one class in the graduating year may be considered for supplemental examinations according to the regulations established by the student's College.
- the student must make formal application for a supplemental examination to their College by the stated deadline of the College.
- a special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, College regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the Registrar at least five business days prior to the start of the supplemental examination period.

**Exceptions:**

The Registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

**Appeal:**

A student is entitled to a Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

**8.7 Aegrotat standing:**

In exceptional circumstances, in consultation with the Registrar, a student may be offered aegrotat standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the Department Head, or Dean in a non-departmentalized College, recommends offering Aegrotat standing, and the student's College approves the award.

**8.8 Special accommodation for disability, religious, and other reasons:**

a. Students registered with Disability Services for Students may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations as per the [Academic Accommodation and Access for Students with Disabilities](#) policy).

Students must arrange such special accommodations according to stated procedures and deadlines established by Disability Services for Students. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Disability Services for Students

b. Students may also request special accommodation with regard to attendance (including of mid-term and final examinations) for religious reasons.

Students must arrange such special religious accommodations according to stated procedures and deadlines established by the Registrar. Instructors must provide mid-term and final examinations

for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the Registrar.

c. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation with regard to attendance, availability of study materials, and scheduling of assessment requirements. Student must arrange such special accommodations in consultation with their instructor. A signed *Student Authority to Travel* form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the Dean of the instructor's College.

d. Students shall be granted special accommodation due to participation in activities deemed to be official University business. Such activities are considered an important part of student development and include participation in Huskie Athletics, the fine or performing arts, service with student groups or organizations, attendance at conferences, or like activities. Travel time to and from such activities is also considered official University business.

In the event that such activities create a conflict with class work students shall be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements.

Student must arrange such special accommodations in consultation with their instructor. A signed *Student Authority to Travel* form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the Dean of the instructor's College.

## **9. Procedures for Grade Disputes**

### **9.1 Grade dispute between instructor and department head, or dean in non-departmentalized colleges:**

In the absence of any other approved mechanism to resolve grade disputes between an instructor and Department Head, or Dean in a non-departmentalized College, the following steps, to be completed in a maximum of twelve business days, shall be followed. Students affected shall be notified of any resultant delays in recording their grades:

a. Members of each Department or non-departmentalized College shall agree ahead of time on a conciliation mechanism that the Department or non-departmentalized College will follow in the event of a grade dispute.

b. If five business days following the last day of examinations pass and the Department Head, or Dean in a non-departmentalized College, has not approved the grade report for a class due to a dispute with the instructor, the Department or non-departmentalized College shall immediately commence the conciliation procedure. The Department or non-departmentalized College has five business days to complete this conciliation process.

c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the Dean, or the Provost and Vice President (Academic) in the case of non-departmentalized Colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the Department Head, or Dean in non-departmentalized Colleges and a chairperson. In the event that one of the parties does not nominate a member, the Dean or Provost and Vice-President (Academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the Department Head or, if the two nominees cannot agree, by the Dean. In non-departmentalized Colleges, the chair will be appointed by the Provost and Vice-President (Academic) if the Dean and the instructor cannot agree.

d. Also within two business days of the failure of the conciliation process, the Department Head, or Dean in a non-departmentalized College, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the Dean, or Provost and Vice President (Academic) for non-departmentalized Colleges, as to the accuracy of the list. Within the same two business days, the Department Head, or Dean in non-departmentalized Colleges, and the instructor shall forward written submissions with supporting documents to the Dean, or Provost and Vice President (Academic) in non-departmentalized Colleges.

e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the Department Head, or Dean in non-departmentalized Colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.

f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the Registrar, with copies to the Dean, Department Head (if applicable), and instructor. Any grade changes required by the decision shall be done by the Registrar.

g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the Dean or Provost and Vice-President (Academic) will be notified as to the reasons for the impasse and the arbitration committee will be have two business days to resolve their differences and come to a final decision.

h. If, after two additional business days, an arbitration committee cannot come to a final decision, the Dean, or the Provost and Vice President (Academic) in the case of non-departmentalized Colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The Dean, or the Provost and Vice President

(Academic) shall immediately submit a written report which explicitly outlines the rationale for the decision shall be submitted to the Registrar, with copies to the Dean, Department Head (if applicable) and instructor. Any grade changes required by the decision shall be done by the Registrar.

i. Once this process is completed, the Registrar shall issue, free of charge, corrected transcripts if any have been previously ordered by the affected students.

## **9.2 Grade dispute between instructor and student:**

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled [\*Student Appeals or Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work.

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

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

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** **Items for information:**

- Arts and Science - Termination of Minors in Human and Physical Geography
- Arts and Science - Bachelors of Music in Music Education – Adding Honours Depth of Study

**COUNCIL ACTION:** **For information only**

**SUMMARY:**

1. In conjunction with recommending to Council the termination of the three-year, four-year and Honours degrees in Geography, the Academic Programs Committee approved the termination of the Minors in Human and Physical Geography. The proposal to terminate the Minors in Human and Physical Geography from the College of Arts and Science is included with the documentation supporting the proposal to termination the three-year, four-year and Honours degrees in Geography, which has been submitted to Council as a separate item for decision.

2. At its May 21, 2014 meeting, the Academic Programs Committee approved adding Honours depth of study to the Bachelor of Music in Music Education. The Academic Programs Committee discussed this proposal with Alexis Dahl, Director of Programs, Arts and Science. As a four-year degree offers lower compensation compared to an Honours degree for students who, on completion of their degree, go on to work in education, the Department proposed adding an Honours depth of study to the Bachelors of Music in Music Education. The committee found the rationale for the proposal adequate and the proposed workload appropriate.

**ATTACHMENTS:**

Proposal documents for Bachelor of Music in Music Education – Adding Depth of Honours.



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### 1. PROPOSAL IDENTIFICATION

**Title of proposal: Addition of a Greater Depth of Study: Bachelor of Music (Honours) in Music Education**

Degree(s): Bachelor of Music (Honours)

Field(s) of Specialization: Music Education

Level(s) of Concentration: Honours (in addition to existing Four-year program)

Option(s): Elementary/Middle, and Secondary

Degree College: Arts and Science

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

Gerald Langner  
Head, Department of Music  
966-8352  
[gerald.langner@usask.ca](mailto:gerald.langner@usask.ca)

Proposed date of implementation: September 2014

# Proposal Document

## 3. RATIONALE

This proposal will add an Honours level credential option to the existing Bachelor of Music in Music Education program. There will be no difference in program requirements between the Four-year and Honours programs, but the academic standard for students to earn the Honours credential is a minimum cumulative weighted average (C.W.A.) of 70% overall, and in the subject (all combined MUS (academic music), EMUS (music education), and MUAP (applied music) courses), per the College standard for Honours programs. Students who complete the program requirements but fail to achieve the required overall and subject averages can default to, and graduate with, the Four-year degree (with an overall C.W.A. of 60% and a subject C.W.A. of 62.5%).

Upon entering the teaching profession, students who have completed both a degree in Education and an Honours degree begin their careers in Class VI of the provincial Teacher Salary Classifications, whereas students who have completed both a degree in Education and a Four-year degree begin their careers in Class V. As almost all of the students graduating from the Music Education program go on to enter the College of Education to earn a Bachelor of Education degree, and then on to work in the teaching field, the Department feels that it is an unfair disadvantage for these students, relative to students in other teaching areas (such as History, Chemistry or Social Sciences/Social Studies), not to offer this program at the Honours level.

For those students who choose to go on to advanced study in Music, instead of into Education, an Honours degree also enhances the potential for entrance into graduate programs.

The program requirements for the proposed Honours program are not different when compared to the existing Four-year program due to two factors. First, the program has been designed to allow students to complete both the music requirements and the requirements for a second teaching area (as specified by the College of Education), while meeting academic requirements for the College of Arts & Science, within a single program. There is little flexibility in the requirements for the second teaching area or the Academic requirements, and therefore no additional music requirements may be added. Second, no additional music requirements are needed. Students in the program are required to take 41 credit units of academic music (MUS) courses, 28 credit units of applied music (MUAP) courses (music lessons and ensemble courses), and 24-27 credit units of music education (EMUS) courses, for a total of 93-96 credit units. This level of study in the major is approximately 30 credit units higher than any other Honours program in the College of Arts & Science.

## 4. DESCRIPTION OF PROGRAM CHARACTERISTICS

The program requirements for the Bachelor of Music (Honours) in Music Education will be identical to the program requirements for the Bachelor of Music (Four-year) in Music Education. See Appendix 2 for the detailed program requirements, taken from the 2014-2015 Course and Program Catalogue.

## **5. RESOURCES**

No additional resources will be required to add an Honours level to this program, as all of the courses in the major are already required for the Four-year program.

## **6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION**

Introduction of an Honours level program in Music Education will not impact department activities, but will have a positive effect on program graduates, as stated in the rationale above.

## **7. BUDGET**

The budget allocations within the department or at the college level will not change as a result of adding this greater depth of study.

## College Statement

From David Parkinson, Vice Dean, Division of Humanities and Fine Arts, College of Arts and Science

The College of Arts and Science supports the proposed Bachelor of Music (Honours) in Music Education. The proposed greater depth of study will allow graduates of the Music Education program to have the same access to the full Teachers' salary scale as graduates from the Bachelor of Fine Arts in Studio Art, which is also a popular Fine Arts choice for students intending to subsequently earn a Bachelor of Education.

The proposal was submitted to the April 2014 College of Arts and Science Course Challenge. It was approved by the committee on Academic Programs Committee (Humanities and Fine Arts) on April 16, 2014 and by the Division of Humanities and Fine Arts on May 7, 2014.

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

Required for all submissions:

Consultation with the Registrar form

Appendix 1.

**Provincial Salary Chart for Teachers – 2012-2013**

Step	Class C	Class I	Class II	Class III	Class IV	Class V	Class VI
1	42929	42929	42929	42929	51476	54393	57952
2		44453	44453	44453	53776	56781	60448
3		46031	46031	46031	56180	59273	63051
4		47664	47664	47664	58690	61875	65766
5		49356	49356	49356	61313	64592	68599
6		51108	51108	51108	64054	67427	71553
7		52922	52922	52922	66916	70387	74635
8		54800	54800	54800	69907	73476	77849
9		56745	56745	56745	73031	76702	81202
10		58760	58760	58760	76295	80069	84699
11		60845	60845	60845	79706	83584	88347

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## Appendix 2. Program Requirements (2014-2015 Course and Program Catalogue)

### Music Education

Students interested in teaching music must contact the Department of Music for information on the Bachelor of Music degree in Music Education (B.Mus.(Mus.Ed.)).

Upon completion of the four year B.Mus.(Mus.Ed.) program students may choose to complete the Bachelor of Education (B.Ed.) degree. Students who successfully complete the B.Mus.(Mus.Ed.) program will be automatically accepted into the College of Education. The full program comprises six years of study: four years in the B.Mus.(Mus.Ed.) program followed by two years in the B.Ed. program.

For detailed information about the Bachelor of Education degree please see the [Education](#) section of the *Course and Program Catalogue*.

Scholarships and financial aid available to music students are described in the Department of Music section of the [Awards Guide](#), available online.

#### Admission Procedures

All applicants planning to enter the B.Mus. (Music Education) program must first arrange for an Interview, Audition, and a Theory Placement Examination with the Department of Music. Advanced standing in Applied Music, Theory, and History may be granted upon special examinations. All applicants will be expected to demonstrate performance ability in the audition.

For the audition, applicants will be expected to prepare two contrasting music selections. Applicants are encouraged to consult with their music teachers, or consult with the Department of Music to determine suitable repertoire for the audition. Students are responsible for making their own accompanist arrangements if required. Audition application forms are available on the [Department of Music website](#).

Applicants are required to submit an application to [Admissions](#), Student and Enrolment Services as well as an Application to Audition to the Department of Music.

#### Recommended Preparation for Music Programs

*Private instrument study* will be a strong contributor to a successful audition, and is highly recommended. Students are encouraged to study theory (we recommend the equivalent of Grade II Rudiments - Royal Conservatory of Music), history, and music appreciation, in order to be prepared for university-level study.

*Band, choir, and orchestra* participation is highly recommended as a way of improving performance skills and increasing knowledge of the literature.

*Keyboard* experience **is essential** for all music students. Candidates are encouraged to seek keyboard training prior to entering our programs.

#### General Information

The Department of Music at the University of Saskatchewan offers courses for those who desire a major in music as well as elective courses in music. Access to music courses requires prerequisites as listed or permission of the Department.

In addition to the academic courses, the following performing ensembles are open to all university

students. Music majors may participate in up to ten one-credit unit ensembles over their undergraduate course of study as a music student/major. For further information, contact the Department of Music.

The following evaluation method will be common to all sections: Attendance and Preparation (40%); Concert Participating (30%); Individualized testing (15% per semester).

Note: An unexcused absence from a concert performance will result in an automatic fail.

Attendance and preparation means regular attendance at rehearsals and ensemble events, and evidence of prior preparation of the musical materials.

Concert participation includes quality contribution to the ensemble, reflected in attitude, punctuality, responsibility in duties related to the concert and rehearsals, and quality of musical performance.

Individualized testing will take place at the end of November (well before the drop date for full-year courses) and at the end of March. The results of this testing, as well as evaluation for concert participation and attendance/preparation, will also be given at this time.

*Music Theatre:* This activity has arisen out of normal class activities in vocal literature, conducting, theatre and applied voice. Short operas, scenes, musicals or excerpts are chosen and students are involved in both the staging and performance. Performances are held at the university and in the community. Audition required.

*Collegium Musicum:* This group is open to all singers and instrumentalists interested in the performance of mainly pre-18th-century vocal and instrumental music. The ensemble frequently collaborates with seminars in counterpoint, wind instrument history and literature, and performance practices.

*Concert Band:* This band is open to all wind and percussion players on campus without audition. This group plays and performs a variety of literature for Concert Band.

*Contemporary Music Ensemble:* This group, of variable instrumentation is devoted to the performance of significant contemporary works. The ensemble performs several times a year.

*Greystone Singers:* A mixed-voice choir open by audition to all University of Saskatchewan students who love singing and enjoy learning a challenging and varied repertoire.

*Jazz Ensemble:* Designed to provide insight into the tradition of large ensemble jazz music via the rehearsal and performance of significant repertoire. Ensemble goals are achieved via the study of historically significant styles and key representative composers as well the exploration of leading contemporary jazz styles and composers. Audition required.

*Percussion Ensemble:* Membership is determined by audition and is open to all students on campus. This ensemble involves most of the instruments in the percussion family including xylophone, vibraphone and marimba.

*University Chorus:* This chorus is open to all interested singers both on campus and in the community. The music studied includes masterworks of the choral literature from all eras. The chorus collaborates every year with the Saskatoon Symphony Orchestra in the presentation of large choral works.

*Chamber Ensemble with Piano:* Open to all students on campus. This ensemble provides experience in vocal and instrumental chamber music. Third- and fourth-year piano students may use this ensemble for Ensemble A Category credit.

*Wind Orchestra:* This organization is open to all wind and percussion players on campus by audition. This ensemble performs a challenging repertoire and a large percentage of music written originally for the

modern wind ensemble.

*Small Ensembles:* Brass, Woodwind (including Recorder), Vocal, String and Keyboard Ensembles are open to all students on campus. Although the nature and number of these groups may vary from year to year, there is always some opportunity for chamber music performances on campus.

*University Chamber Orchestra:* A chamber orchestra performing works primarily for strings. Participation in the orchestra is open to all interested musicians both on campus and in the community.

### **Concerts and Recitals**

On campus many concerts and recitals are presented each year by outstanding artists. A valuable adjunct to any student's education is the opportunity to attend the guest artist series and any departmental ensemble and student recitals. Note that the series involves a fee for tickets. Many significant concerts and recitals are also available in the community.

### **Standards of Academic Performance**

It is the expectation of the Department of Music that students attend all rehearsals, recitals, and applied lessons as scheduled. Class attendance policy as established by the University is also to be followed.

### **Alternating of Courses**

Students should be advised that not all courses listed in the Calendar are offered in any given year. Some courses are given in alternate years. Careful planning in consultation with the Department of Music will eliminate any problems.

### **Major Average**

The major average in Music Education programs includes the grades earned in:

- All EMUS, MUS and MUAP courses

### **Residency Requirements in the Major**

To receive a degree in Music Education, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- All required credit units in EMUS, MUS and MUAP.

See [Residency](#) for additional details.

## Bachelor of Music (Music Education) (B.Mus.(Mus.Ed.)) - Elementary/Middle Years

### G1 Academic Courses (33 credit units)

- [KIN 121.3](#)
- [NS 107.3](#)

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

- [100-Level ENG Courses](#)

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

- [100-Level, 200-Level, 300-Level or 400-Level MATH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level STAT Courses](#)
  - [COMM 104.3](#)
  - [COMM 207.3](#)
  - [ECON 204.6](#)
  - [EPSE 441.3](#)
  - [GE 210.3](#)
  - [PLSC 214.3](#)
  - [PSY 233.3](#)
  - [PSY 234.3](#)
  - [SOC 225.3](#)
  - [SOC 325.3](#)

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

#### Science

- [ASTR 102.3](#)
- [ASTR 103.3](#)
- [BIOL 107.6](#)
- [BIOL 120.3](#)
- [BIOL 121.3](#)
- [CHEM 112.3](#)
- [CHEM 115.3](#)
- [CMPT 100.3](#)
- [CMPT 102.3](#)
- [CMPT 105.3](#)
- [CMPT 106.3](#)
- [CMPT 111.3](#)
- [CMPT 115.3](#)
- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOL 108.3](#)
- [GEOL 109.3](#)
- [GEOL 121.3](#)
- [GEOL 122.3](#)
- [MATH 104.3](#)
- [MATH 110.3](#)
- [MATH 112.3](#) or [MATH 116.3](#)
- [MATH 121.3](#)
- [MATH 125.3](#)

- [MATH 128.3](#)
- [PHYS 115.3](#)
- [PHYS 117.3](#) or [PHYS 125.3](#)
- [PHYS 127.3](#) (formerly PHYS 128)
- [STAT 103.3](#)
- Any senior-level science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Science Requirement
- Students may use only 6 credit units in mathematics and statistics towards the Science Requirement
- [STAT 244.3](#) may not be used to meet the Science Requirement in Program Types A, B or D

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

- any course approved for credit in Arts & Science

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

- A subject that is chosen to be Teaching Area II

It is recommended that students contact the Undergraduate Student Office for advice on choosing courses for this teaching area.

Note: If any of the required academic courses are part of the chosen Teaching Area II, they will be used for the Teaching Area and replaced with an additional course(s) approved for credit in Arts & Science.

### [\(G1 Teaching Area 2\) - Arts Education](#)

#### **12 credit units**

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

- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)
- [DRAM 203.3](#)
- [DRAM 204.3](#)
- [DRAM 303.3](#)
- [DRAM 304.3](#)

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

- [100-Level, 200-Level, 300-Level or 400-Level ART Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level DRAM Courses](#)

### [\(G1 Teaching Area 2\) - English Language Arts](#)

#### **12 credit units**

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

- [100-Level ENG Courses](#)

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

- [200-Level, 300-Level or 400-Level ENG Courses](#)
- [NS 270.6](#)

### **(G1 Teaching Area 2) - Mathematics**

**12 credit units**

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

- [100-Level MATH Courses](#)
- [100-Level STAT Courses](#)
- [COMM 104.3](#)

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

- [200-Level, 300-Level or 400-Level MATH Courses](#)
- [200-Level, 300-Level or 400-Level STAT Courses](#)
- [CE 316.3](#)
- [COMM 207.3](#)
- [COMM 393.3](#)
- [CMPT 393.3](#)
- [ECON 204.6](#)
- [ECON 450.3](#)
- [GE 210.3](#)
- [GEOG 302.3](#)
- [PLSC 214.3](#)
- [PSY 233.3](#)
- [PSY 234.3](#)
- [SOC 225.3](#)
- [SOC 325.3](#)

### **(G1 Teaching Area 2) - Modern Languages**

**12 credit units**

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

- [100-Level, 200-Level, 300-Level or 400-Level CREE Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level FREN Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GERM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RUSS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SPAN Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level UKR Courses](#)

### **(G1 Teaching Area 2) - Physical Education**

**12 credit units**

Students interested in choosing Physical Education as their Teaching Area 2 must consult an advisor in the Undergraduate Student Office. A minimum of 6 credit units will be required above the 126 credit units required for the Bachelor of Music (Music Education) degree.

### (G1 Teaching Area 2) - Science, General

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

PLSC 214.3 may not be counted as part of this Teaching Area.

- [100-Level, 200-Level, 300-Level or 400-Level ACB Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARCH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [300-Level or 400-Level BIOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BIOL Courses](#)
- [200-Level BMSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CHEM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CMPT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GEOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MCIM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PHYS Courses](#)
- [GE 226.3](#)
- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOG 233.3](#)
- [GEOG 235.3](#)
- [GEOG 271.3](#)
- [GEOG 280.3](#)
- [GEOG 322.3](#)
- [GEOG 323.3](#)
- [GEOG 325.3](#)
- [GEOG 328.3](#)
- [GEOG 335.3](#)
- [GEOG 351.3](#)
- [GEOG 423.3](#)
- [GEOG 490.3](#)
- [GEOL 282.3](#)
- [GEOL 334.3](#)
- [GEOL 335.3](#)
- [EVSC 210.3](#)
- [EVSC 220.3](#)
- [EVSC 420.3](#)
- [EVSC 430.3](#)
- [EP 321.3](#)
- [EP 370.3](#)
- [EP 421.3](#)
- [PLSC 213.3](#)
- [PLSC 240.3](#)
- [PLSC 345.3](#)
- [PLSC 405.3](#)
- [PLSC 411.3](#)
- [PLSC 416.3](#)
- [PLSC 417.3](#)
- [PLSC 420.3](#)

- [PLSC 422.3](#)
- [PLSC 423.3](#)
- [PLSC 425.3](#)
- [PLSC 461.3](#)

## **(G1 Teaching Area 2) - Social Sciences/Social Studies**

Note: At least 6 credit units of the total 12 credit units must include Canadian content. HIST courses with Canadian content are: [HIST 151.3](#), [HIST 152.3](#), [HIST 257.3](#), [HIST 258.3](#), [HIST 259.3](#), [HIST 260.3](#), [HIST 263.6](#), [HIST 264.3](#), [HIST 265.3](#), [HIST 266.3](#), [HIST 361.3](#), [HIST 363.3](#), [HIST 364.3](#), [HIST 450.6](#), [HIST 464.6](#), [HIST 466.3](#); ECON course with Canadian content is: [ECON 231.3](#); GEOG courses with Canadian content are: [GEOG 202.3](#), [GEOG 204.3](#), [GEOG 381.3](#), [GEOG 386.3](#), [PLAN 342.3](#), [PLAN 343.3](#), [PLAN 442.3](#); POLS courses with Canadian content are: [POLS 204.3](#), [POLS 205.3](#), [POLS 222.3](#), [POLS 225.3](#), [POLS 226.3](#), [POLS 303.3](#), [POLS 304.3](#), [POLS 305.3](#), [POLS 306.3](#), [POLS 307.3](#), [POLS 322.3](#), [POLS 323.3](#), [POLS 349.3](#), [POLS 375.3](#), [POLS 376.3](#), [POLS 404.3](#), [POLS 405.3](#), [POLS 422.3](#), [POLS 424.3](#), [POLS 425.3](#); SOC courses with Canadian content are: [SOC 203.3](#), [SOC 204.3](#), [SOC 219.3](#), [SOC 227.6](#), [SOC 244.3](#), [SOC 246.3](#), [SOC 319.3](#); all NS courses are acceptable except [NS 221.3](#) and [NS 272.3](#).

### **12 credit units**

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

- [100-Level, 200-Level, 300-Level or 400-Level NS Courses](#)

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

- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)

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

- [100-Level, 200-Level, 300-Level or 400-Level ANTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECON Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level NS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level POLS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RLST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level WGST Courses](#)
- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CLAS 220.3](#)
- [CLAS 225.3](#)
- [CLAS 240.3](#)
- [CLAS 242.3](#)
- [CLAS 247.3](#)
- [CLAS 248.3](#)
- [GEOG 130.3](#)
- [GEOG 202.3](#)
- [GEOG 204.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 340.3](#)

- [GEOG 364.3](#)
- [GEOG 381.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [GEOG 392.3](#)
- [GEOG 486.3](#)
- [GEOG 491.3](#)
- [NRTH 101.3](#)
- [PLAN 341.3](#)
- [PLAN 342.3](#)
- [PLAN 343.3](#)
- [PLAN 346.3](#)
- [PLAN 350.3](#)
- [PLAN 442.3](#)
- [PLAN 446.3](#)

### **G2 Music (41 credit units)**

- [MUS 120.2](#)
- [MUS 121.2](#)
- [MUS 133.3](#)
- [MUS 134.3](#)
- [MUS 150.3](#)
- [MUS 151.3](#)
- [MUS 160.0](#)
- [MUS 180.0](#)
- [MUS 220.2](#)
- [MUS 221.2](#)
- [MUS 233.3](#)
- [MUS 234.3](#)
- [MUS 250.3](#)
- [MUS 325.3](#)
- [MUS 428.3](#)

### **Music Theory or Music Elective**

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

- [MUS 303.3](#)
- [MUS 311.3](#)
- [MUS 346.3](#)
- [MUS 347.3](#)
- [MUS 363.3](#)
- [MUS 364.3](#)
- [MUS 365.3](#)
- [MUS 367.3](#)
- [MUS 368.3](#)
- [MUS 447.3](#)
- [MUS 450.3](#)
- [MUS 457.3](#)
- [MUS 464.3](#)
- [MUS 465.3](#)

- [MUS 472.3](#)

### **G3 Applied Music (24 credit units)**

- [MUAP 143.3](#)
- [MUAP 145.3](#)
- [MUAP 243.3](#)
- [MUAP 245.3](#)
- [MUAP 343.3](#)
- [MUAP 345.3](#)
- [MUAP 443.3](#)
- [MUAP 445.3](#)

### **G4 Applied Music Ensemble (4 credit units)**

Choose **4 credit units** from the following:

These courses may be taken more than once for credit. Students must complete at least one of these ensembles each year.

- [MUAP 201.1](#)
- [MUAP 202.1](#)
- [MUAP 203.1](#)
- [MUAP 204.1](#)
- [MUAP 205.1](#)

### **G5 Music Recitals**

- [MUS 129.0](#)
- [MUS 229.0](#)
- [MUS 329.0](#)
- [MUS 429.0](#)

### **G6 Music Education (24 credit units)**

- [EMUS 238.3](#)
- [EMUS 431.3](#)
- [EMUS 490.3](#)

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

- [EMUS 270.3](#)
- [EMUS 311.3](#)
- [EMUS 313.3](#)
- [EMUS 330.6](#)
- [EMUS 333.3](#)
- [EMUS 337.3](#)
- [EMUS 339.3](#)
- [EMUS 438.3](#)
- [EMUS 442.3](#)
- [EMUS 448.3](#)

Choose **6 credit units** from the above list, from any MUS course or from [MUAP 201.1](#) - [MUAP 210.1](#)

### G7 Student Teaching

- [EDST 130.0](#)
- [EDST 230.0](#)
- [EDST 330.0](#)

### Bachelor of Music (Music Education) (B.Mus.(Mus.Ed.)) - Secondary

#### G1 Academic Courses (30 credit units)

- [NS 107.3](#)

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

- [100-Level ENG Courses](#)

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

#### Science

- [ASTR 102.3](#)
- [ASTR 103.3](#)
- [BIOL 107.6](#)
- [BIOL 120.3](#)
- [BIOL 121.3](#)
- [CHEM 112.3](#)
- [CHEM 115.3](#)
- [CMPT 100.3](#)
- [CMPT 102.3](#)
- [CMPT 105.3](#)
- [CMPT 106.3](#)
- [CMPT 111.3](#)
- [CMPT 115.3](#)
- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOL 108.3](#)
- [GEOL 109.3](#)
- [GEOL 121.3](#)
- [GEOL 122.3](#)
- [MATH 104.3](#)
- [MATH 110.3](#)
- [MATH 112.3](#) or [MATH 116.3](#)
- [MATH 121.3](#)
- [MATH 125.3](#)
- [MATH 128.3](#)
- [PHYS 115.3](#)
- [PHYS 117.3](#) or [PHYS 125.3](#)
- [PHYS 127.3](#) (formerly PHYS 128)
- [STAT 103.3](#)
- Any senior-level science course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Science Requirement

- Students may use only 6 credit units in mathematics and statistics towards the Science Requirement
- [STAT 244.3](#) may not be used to meet the Science Requirement in Program Types A, B or D

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

- any course approved for credit in Arts & Science

Choose **15 Credit Units** from a subject that is chosen to be Teaching Area II.

It is recommended that students contact the Undergraduate Student Office for advice on choosing courses for this teaching area.

Note: If any of the required academic courses are part of the chosen Teaching Area II, they will be used for the Teaching Area and replaced with an additional course(s) approved for credit in Arts & Science.

### **(G1 Teaching Area 2) - Biology**

#### **15 credit units**

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

- [100-Level BIOL Courses](#)

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

- [BIOL 222.3](#)
- [BIOL 224.3/BMSC 224.3](#)
- [BIOL 228.3](#)
- [BIOL 301.3](#)
- [BIOL 302.3](#)
- [BIOL 312.3](#)
- [BIOL 318.3](#)
- [BIOL 324.3](#)
- [BIOL 325.3](#)
- [BIOL 326.3](#)
- [BIOL 350.3](#)
- [BIOL 361.3](#)
- [BIOL 365.3](#)
- [BIOL 373.3](#)
- [BIOL 410.3](#)
- [BIOL 412.3](#)
- [BIOL 424.3](#)
- [BIOL 436.3](#)
- [BIOL 451.3](#)
- [BIOL 455.3](#)
- [BIOL 458.3](#)
- [BIOL 466.3](#)
- [BIOL 470.3](#)
- [BIOL 475.3](#)
- [BIOL 480.3](#)

- [BIOL 481.6](#)

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

- [200-Level, 300-Level or 400-Level ACB Courses](#)
- [300-Level or 400-Level BIOC Courses](#)
- [200-Level, 300-Level or 400-Level BIOL Courses](#)
- [200-Level, 300-Level or 400-Level MCIM Courses](#)
- [200-Level BMSC Courses](#)
- [HSC 350.3](#)

### **(G1 Teaching Area 2) - Chemistry**

**15 credit units**

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

- [100-Level CHEM Courses](#)

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

A course in Analytical Chemistry or Inorganic Chemistry is recommended.

- [300-Level or 400-Level BIOC Courses](#)
- [200-Level BMSC Courses](#)
- [200-Level, 300-Level or 400-Level CHEM Courses](#)

### **(G1 Teaching Area 2) - Drama**

Choose **15 credit units** from the following:

- [100-Level, 200-Level, 300-Level or 400-Level DRAM Courses](#)

### **(G1 Teaching Area 2) - English Language Arts**

**15 Credit Units**

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

- [100-Level ENG Courses](#)

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

- [200-Level, 300-Level or 400-Level ENG Courses](#)
- [NS 270.6](#)

### **(G1 Teaching Area 2) - Mathematics**

**15 Credit Units**

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

- [100-Level MATH Courses](#)
- [100-Level STAT Courses](#)
- [COMM 104.3](#)

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

- [200-Level, 300-Level or 400-Level MATH Courses](#)
- [200-Level, 300-Level or 400-Level STAT Courses](#)
- [CE 316.3](#)
- [CMPT 393.3](#)
- [COMM 207.3](#)
- [COMM 393.3](#)
- [ECON 204.6](#)
- [ECON 450.3](#)
- [EPSE 441.3](#)
- [GE 210.3](#)
- [GEOG 302.3](#)
- [PLSC 214.3](#)
- [PSY 233.3](#)
- [PSY 234.3](#)
- [SOC 225.3](#)
- [SOC 325.3](#)

### **(G1 Teaching Area 2) - Modern Languages**

**15 credit units**

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

Bilingual/immersion students must complete [FREN 128.3](#) and [FREN 218.3](#) or approved equivalents.

- [100-Level CREE Courses](#)
- ([FREN 122.3](#) and [FREN 125.3](#)) or ([FREN 128.3](#) and [FREN 218.3](#))

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

- [100-Level, 200-Level, 300-Level or 400-Level CREE Courses](#)
- [200-Level, 300-Level or 400-Level FREN Courses](#)

### **(G1 Teaching Area 2) - Physical Education**

This teaching area is not available for students in the Secondary program, but is available for students in the Elementary/Middle Years program.

### **(G1 Teaching Area 2) - Physics**

**15 credit units**

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

- [100-Level PHYS Courses](#)

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

- [200-Level, 300-Level or 400-Level PHYS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [GE 226.3](#)
- [GEOL 282.3](#)
- [GEOL 334.3](#)
- [GEOL 335.3](#)
- [EP 321.3](#)
- [EP 370.3](#)
- [EP 421.3](#)

### **(G1 Teaching Area 2) - Social Sciences/Social Studies**

**15 credit units**

**Note:** At least 6 credit units of the total 15 credit units must include Canadian content. HIST courses with Canadian content are: [HIST 151.3](#), [HIST 152.3](#), [HIST 257.3](#), [HIST 258.3](#), [HIST 259.3](#), [HIST 260.3](#), [HIST 263.6](#), [HIST 264.3](#), [HIST 265.3](#), [HIST 266.3](#), [HIST 361.3](#), [HIST 363.3](#), [HIST 364.3](#), [HIST 450.6](#), [HIST 464.6](#), [HIST 466.3](#); ECON course with Canadian content is: [ECON 231.3](#); GEOG courses with Canadian content are: [GEOG 202.3](#), [GEOG 204.3](#), [GEOG 381.3](#), [GEOG 386.3](#), [PLAN 342.3](#), [PLAN 343.3](#), [PLAN 442.3](#); POLS courses with Canadian content are: [POLS 204.3](#), [POLS 205.3](#), [POLS 222.3](#), [POLS 225.3](#), [POLS 226.3](#), [POLS 303.3](#), [POLS 304.3](#), [POLS 305.3](#), [POLS 306.3](#), [POLS 307.3](#), [POLS 322.3](#), [POLS 323.3](#), [POLS 349.3](#), [POLS 375.3](#), [POLS 376.3](#), [POLS 404.3](#), [POLS 405.3](#), [POLS 422.3](#), [POLS 424.3](#), [POLS 425.3](#); SOC courses with Canadian content are: [SOC 203.3](#), [SOC 204.3](#), [SOC 219.3](#), [SOC 227.6](#), [SOC 244.3](#), [SOC 246.3](#), [SOC 319.3](#); all NS courses are acceptable except [NS 221.3](#) and [NS 272.3](#).

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

- [100-Level, 200-Level, 300-Level or 400-Level NS Courses](#)

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

- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)

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

- [100-Level, 200-Level, 300-Level or 400-Level ANTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECON Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level NS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level POLS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PSY Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RLST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level WGST Courses](#)
- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CLAS 220.3](#)

- [CLAS 225.3](#)
- [CLAS 240.3](#)
- [CLAS 242.3](#)
- [CLAS 247.3](#)
- [CLAS 248.3](#)
- [GEOG 130.3](#)
- [GEOG 202.3](#)
- [GEOG 204.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 340.3](#)
- [GEOG 364.3](#)
- [GEOG 381.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [GEOG 392.3](#)
- [GEOG 486.3](#)
- [GEOG 491.3](#)
- [NRTH 101.3](#)
- [PLAN 341.3](#)
- [PLAN 342.3](#)
- [PLAN 343.3](#)
- [PLAN 346.3](#)
- [PLAN 350.3](#)
- [PLAN 442.3](#)
- [PLAN 446.3](#)

### **(G1 Teaching Area 2) - Visual Arts**

#### **15 Credit Units**

The second 6 credit units of 100-level ART taken will count as senior credit units. The first 6 credit units of 100-level ART and additional credit units (above 12 credit units) 100-level ART will be counted as junior credit units.

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

- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)

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

- [100-Level, 200-Level, 300-Level or 400-Level ART Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)

Must include 2 different studio areas (painting, drawing, printmaking, extended media, sculpture, photography) within ART:

Painting: [ART 111.6](#), [ART 211.6](#), [ART 311.6](#), [ART 411.6](#), [ART 421.6](#), [ART 431.6](#)

Drawing: [ART 112.6](#), [ART 212.6](#), [ART 312.6](#), [ART 412.6](#), [ART 422.6](#), [ART 432.6](#)

Printmaking: [ART 113.6](#), [ART 213.6](#), [ART 313.6](#), [ART 413.6](#), [ART 423.6](#), [ART 433.6](#)

Extended Media: [ART 136.3](#), [ART 236.6](#), [ART 237.3](#), [ART 338.3](#), [ART 339.3](#), [ART 438.3](#), [ART 439.3](#)

Sculpture: [ART 141.3](#), [ART 241.3](#), [ART 242.3](#), [ART 341.3](#), [ART 342.3](#), [ART 441.3](#), [ART 442.3](#), [ART 443.3](#), [ART 444.3](#), [ART 445.3](#), [ART 446.3](#)

Photography: [ART 161.3](#), [ART 216.6](#), [ART 235.3](#), [ART 316.6](#), [ART 416.6](#), [ART 426.6](#), [ART 436.6](#)

### **G2 Music (41 credit units)**

- [MUS 120.2](#)
- [MUS 121.2](#)
- [MUS 133.3](#)
- [MUS 134.3](#)
- [MUS 150.3](#)
- [MUS 151.3](#)
- [MUS 160.0](#)
- [MUS 180.0](#)
- [MUS 220.2](#)
- [MUS 221.2](#)
- [MUS 233.3](#)
- [MUS 234.3](#)
- [MUS 250.3](#)
- [MUS 325.3](#)
- [MUS 428.3](#) or [MUS 438.3](#)

### **Music Theory or Music Elective**

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

- [MUS 303.3](#)
- [MUS 311.3](#)
- [MUS 346.3](#)
- [MUS 347.3](#)
- [MUS 363.3](#)
- [MUS 364.3](#)
- [MUS 365.3](#)
- [MUS 367.3](#)
- [MUS 368.3](#)
- [MUS 447.3](#)
- [MUS 450.3](#)
- [MUS 457.3](#)
- [MUS 464.3](#)
- [MUS 465.3](#)
- [MUS 472.3](#)

### **G3 Applied Music (24 credit units)**

- [MUAP 143.3](#)
- [MUAP 145.3](#)
- [MUAP 243.3](#)
- [MUAP 245.3](#)
- [MUAP 343.3](#)
- [MUAP 345.3](#)
- [MUAP 443.3](#)
- [MUAP 445.3](#)

### **G4 Applied Music Ensemble (4 credit units)**

Choose **4 credit units** from the following:

These courses may be taken more than once for credit. Students must complete at least one of these ensembles each year.

- [MUAP 201.1](#)
- [MUAP 202.1](#)
- [MUAP 203.1](#)
- [MUAP 204.1](#)
- [MUAP 205.1](#)

#### **G5 Music Recitals**

- [MUS 129.0](#)
- [MUS 229.0](#)
- [MUS 329.0](#)
- [MUS 429.0](#)

#### **G6 Music Education (27 credit units)**

- [EMUS 438.3](#) or [EMUS 448.3](#)
- [EMUS 442.3](#)
- [EMUS 490.3](#)

Choose **15 credit units** from the following:

- [EMUS 238.3](#)
- [EMUS 270.3](#)
- [EMUS 311.3](#)
- [EMUS 313.3](#)
- [EMUS 330.6](#)
- [EMUS 333.3](#)
- [EMUS 337.3](#)
- [EMUS 339.3](#)
- [EMUS 431.3](#)

Choose **3 credit units** from the above list, from any MUS course or from [MUAP 201.1](#) - [MUAP 210.1](#)

#### **G7 Student Teaching**

- [EDST 137.0](#)
- [EDST 237.0](#)
- [EDST 337.0](#)

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

**PRESENTED BY:** Roy Dobson, Chair  
**DATE OF MEETING:** June 19, 2014  
**SUBJECT:** Annual Report to Council for 2013-14  
**COUNCIL ACTION:** For information only

**ANNUAL REPORT OF THE  
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL  
2013-14**

The terms of reference for the Academic Programs Committee are as follows:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 13) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities,

inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

The Academic Programs Committee of Council held 15 meetings this year (compared to 12 last year.) The Committee has dealt with 22 proposals for new programs, program revisions and policy revisions this year (compared to 19 last year.)

### **Curricular Changes**

**Council's curricular approval process.** As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even so much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes which may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements which colleges propose. The Committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies and policy exemptions for the Student and Enrolment Services Division.

**New programs, major program revisions, and program terminations.** The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

#### **September, 2013**

*Request for Decision:*

College of Engineering: Increase in enrollment targets

#### **October, 2013**

*Item for Information:*

Resolution of Challenge

#### **November, 2013**

*Request for Decision:*

College of Medicine: Doctor of Medicine replacement program  
School of Environment and Sustainability: Certificate in Sustainability

**December, 2013**

*Request for Decision:*

Dentistry: changes to admission qualifications

*Item for Information:*

Academic Calendar 2014-15

**January, 2014**

*Request for Decision:*

Arts and Science: Honours and four-year B.A. and B.Sc. in Health Studies  
Graduate Studies and Research: M.A. in Women's, Gender and Sexualities Studies  
College of Medicine: changes to admission qualifications

**February, 2014**

*Request for Decision:*

Graduate Studies and Research: Master of Nursing (Nurse Practitioner Option) and  
Postgraduate Degree Specialization Certificate – Nurse Practitioner – Change to  
admission qualifications

*Item for Information:*

Fall Mid-Term Break in November, 2014  
2014-15 Admissions Template Update Report

**April, 2014**

*Request for Decision:*

Arts and Science: Honours and four-year B.Sc. in Biology and Biotechnology – program  
termination  
Arts and Science: Honours and four-year B.Sc. in Biomolecular Structure Studies –  
program termination

*Item for Information:*

Report on disestablishment processes of Council (joint report with Planning and  
Priorities Committee)

**May, 2014**

*Request for Decision:*

Arts and Science: Four-year General Degree – program termination

**June, 2014**

*Request for Decision:*

Graduate Studies: M.Sc. in Marketing  
Graduate Studies: Master of Physical Therapy from the School of Physical Therapy –  
change in admission requirements  
Arts and Science: Honours, three-year and four-year B.A. and B.Sc. in Geography –  
program termination  
Arts and Science: Aboriginal Theatre – Certificate of Proficiency

*Item for Information:*

Arts and Science: Human and Physical Geography Minors – deletion of a lesser depth of study

Arts and Science: B.Mus. in Music Education – Adding Honours depth of study  
Academic Courses Policy

**University Course Challenge.** The University Course Challenge is a process mandated by University Council which allows for efficient but collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at [http://www.usask.ca/secretariat/governing-bodies/council/committee/academic\\_programs/index.php](http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php)

During the 2013-14 year, a total of 14 Course Challenge documents have been posted. These included new courses, prerequisite changes, course deletions and program revisions for programs in Agriculture & Bioresources, Arts & Science, Education, Edwards School of Business, Engineering, Dentistry, Graduate Studies & Research, Kinesiology, Law, Nursing, Pharmacy and Nutrition, the School of Environment and Sustainability and Veterinary Medicine.

An item submitted to Course Challenge in the 2012-13 year was challenged, as was reported in last year's APC annual report. This challenge was resolved by APC, and was reported for information to the October, 2013 meeting of Council.

The University Course Challenge is now posted on a regular schedule, so that items posted on approximately the 15<sup>th</sup> of each month are considered to be approved by the end of the month. No proposed curricular changes were challenged this year.

**Other curricular changes,** Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with SESD. Changes of this type which affect the Catalogue listings of other colleges can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as certificates of successful completion and certificates of attendance. This year, there were two new certificates of this type approved by the Provost or by deans:

- The Graduate Pathways Certificate, Graduate Studies and Research
- The Graduate Professional Skills Certificate, Graduate Studies and Research

The following certificates were approved this year, as reported above:

- Certificate in Sustainability, School of Environment and Sustainability

The following certificates have been recommended for approval to University Council, as reported above:

- Aboriginal Theatre – Certificate of Proficiency, Arts and Science

**Policies and Procedures**

There are a number of areas of Council policy and procedures which are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

### **Student Enrolment and Services Division**

The following policies were presented to Council for information, as shown above:

- Fall Mid-Term Break in November, 2014 (at the February meeting)
- 2014-15 Admissions Template Update Report (at the February meeting)

### **Academic calendar**

The Committee reviewed and approved the 2014-15 Academic Calendar. This was reported to the December, 2013 meeting of Council.

### **Policy exemptions**

In specific situations and based on academic rationale, the Academic Programs Committee can permit exemptions to policies. No exemptions were requested this year.

Proposal forms, examples, and other information about program approval procedures are available on the Committee's website at

[http://www.usask.ca/secretariat/governing-bodies/council/committee/academic\\_programs/index.php](http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php)

### **Review of TransformUS Task Force reports**

The committee sent a letter to the Planning and Priorities Committee regarding its comments on the TransformUS task force reports. This letter is posted on the APC website:

[www.usask.ca/secretariat/governing-bodies/council/committee/academic\\_programs/reports2013-14/APC\\_on\\_TransformUS.pdf](http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/reports2013-14/APC_on_TransformUS.pdf)

### **Subcommittees**

Arising from its discussions about the TransformUS Task Force reports, the Academic Programs Committee formed a subcommittee to review the criteria for program evaluation and approval, and to review the APC worksheet to ensure these processes consider the university signature areas, the third integrated plan, and the impact of program costs. The members who volunteered for the subcommittee were Patti McDougall, Pauline Melis, Sina Adl (Chair), and Russ Isinger.

The Academic Programs Committee formed a subcommittee to review and to propose changes to the Academic Courses Policy. The members who volunteered for the subcommittee were Jay Wilson, Jim Greer (Chair), Kevin Flynn, Jordan Sherbino, and Russ Isinger.

### **Members of the Academic Programs Committee**

#### Council Members

<b>Roy Dobson (Chair)</b>	<b>Pharmacy and Nutrition</b>	<b>2014</b>
Kevin Flynn	English	2015
Robert Johanson	Electrical and Computer Engineering	2015

Jim Greer	University Learning Centre	2016
Nick Ovesnek	Biomedical Sciences	2016

General Academic Assembly Members

Sina Adl	Soil Science	2015
Alec Aitken	Geography and Planning	2015
Michael Bradley	Physics & Engineering Physics	2014
Dean McNeill	Music	2014
Ian McQuillan	Computer Science	2015
Yandou Wei	Biology	2014

Sessional Lecturer

Jarita Greyeyes	Native Studies	2014
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Other members

Undergraduate Student Member	Jordan Sherbino / Desiree Steele	VP Academic USSU
Graduate Student Member	Izabela Vlahu / Rajan Datta	VP Academic GSA
Patti McDougall	[Provost designate] Vice-Provost, Teaching & Learning	
Russ Isinger	Registrar	
Alison Pickrell	Director of Enrolment and Student Affairs	
Jeff Dumba	[VP Finance designate] Director, Student Accounts & Treasury	
Pauline Melis	Assistant Provost, Institutional Planning and Assessment	
Jacque Thomarat	[Budget Director designate] Financial Planning and Projects Officer	

Secretary: Cathie Fornssler / Alex Beldan, Committee Coordinator, Office of the University Secretary

I wish to thank Committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I also wish to thank Pauline Melis, Patti McDougall, Jacque Thomarat, Jeff Dumba, Jason Doell and SESD staff, and the committee secretary Cathie Fornssler for the assistance and advice they have provided to the committee this year.

Respectfully submitted on behalf of the Committee,

Roy Dobson, Chair

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR INPUT

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

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** **Proposed Recommendations on Program Evaluation and Approval Processes**

**COUNCIL ACTION:** For input only

**DISCUSSION SUMMARY:**

The proposed recommendations on program evaluation and approval processes for the Academic Programs Committee (APC) were developed by a Planning Subcommittee of APC, which met four times over the past few months. The subcommittee was established January 8, 2014 for the purpose of reviewing criteria for program evaluation and approval used by APC. Members of the subcommittee were Sina Adl (Chair), Patti McDougall, Russ Isinger, Pauline Melis and Sandy Calver.

The concern of APC which motivated the work of the subcommittee was the university--wide reorientation towards program sustainability and a consideration of university signature areas in the program evaluation and approvals processes. APC sought to clarify the existing criteria used in program evaluations to ensure the approvals process was both efficient and transparent and provided clear direction to proponents on the criteria by which proposals would be evaluated. The hope is this in turn will result in proposals that clearly and directly address program evaluation criteria in a structured and systematic way.

In reviewing the criteria, the subcommittee referred to the [Criteria for Evaluation of Program Proposals](#). No new program evaluation criteria are proposed. The subcommittee's goal was to develop clear expectations of the need for programs to have a sustainable resource base informed by the TABBS model to ensure that projected program costs could be evaluated objectively by APC, and to ensure that proposals contain evaluation metrics.

APC recognizes that it is important that those who will be using the proposed forms find them useful and to be an improvement over the status quo. As such, APC invites comments on these forms from Council in order to improve their overall quality. Comments may be forwarded to Alex Beldan, committee secretary at [alex.beldan@usask.ca](mailto:alex.beldan@usask.ca) by July 1<sup>st</sup>, 2014. Final versions of the forms will be developed over the summer months and presented to Council in September.

**ATTACHMENTS:**

Memo from APC Planning Subcommittee to APC

# Memorandum

**To:** Roy Dobson, Chair, Academic Programs Committee

**From:** Sina Adl, Chair, APC Planning Subcommittee

**Date:** May 18<sup>th</sup>, 2014

**Re:** APC Planning Subcommittee Recommendations on Program Evaluation and Approval Processes

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Dear Roy,

Attached is a report from the APC Planning Subcommittee on program evaluation and approval criteria, with recommendations for changes to the program evaluation procedure, the criteria used for evaluation, and to the APC worksheet for program evaluation. The APC Planning Subcommittee was established as an ad hoc committee of APC January 8<sup>th</sup>, 2014 for the purpose of reviewing criteria for program evaluation and approval used by APC. The committee was established as a result of discussion following a request from PPC for consultation regarding the TransformUS reports.

The central concern of APC which initiated the work of the subcommittee was a UofS-wide reorientation towards program sustainability and consideration of university signature areas, as embodied in the TransformUS reports. The goal of the review by the subcommittee was to make use of existing criteria to develop clear expectations informed by the TABBS model. The expectations developed by the subcommittee prioritize approval of programs with a sustainable resource base that further university signature areas and that are aligned with integrated planning processes. Developing the ability to assess programs in light of these expectations has involved a refining of existing program evaluation criteria to ensure that projected program costs can be evaluated by APC at an adequately abstract level, and to ensure that new program proponents are providing adequate metrics such that the success of approved programs can be evaluated in the future. Specifics are provided in the attached report.

On behalf of the APC Planning Subcommittee, I look forward to discussing the attached report with recommendations at the next meeting of APC.

Sina Adl

# Report from APC Planning Subcommittee

## 1. APC Planning Subcommittee Terms of Reference:

Purpose: To review the criteria for program evaluation and approval used by APC, and the APC worksheet for program evaluation

Membership: Sina Adl, Patricia McDougall, Russ Isinger, Pauline Melis, Sandra Calver

Task and Reporting: The committee will meet as necessary to review the criteria and procedures used for evaluating and approving programs by APC. The committee will submit in its report recommendations for changes, where necessary, to: the procedure followed by APC; the criteria used for evaluation; and to the worksheet. In this task, the committee will take into consideration the university signature areas, the IP3, and the impact of program costs. In particular, the report should provide recommendations as to how APC can evaluate a proposed program's cost, and how to measure a program's success. The committee shall submit its written report to the chair of APC no later than 30th March 2014.

The committee's responsibilities and term ends with submission of the report.

NOTE: due to meeting time restrictions the committee requested and obtained an extension to May 30<sup>th</sup>.

## 2. Documents considered by the task force:

- PPC of Nov 18 2010 Agenda item 9.1, Template for Notice of Intent for New Programs
- Also of PPC November 2010, Notice of Intent for New Programs (purpose of)
- Budget Requirements for new Programs and Major Revisions
- APC Information Guide for Course and Program Deletions
- PPC January 25 2007 agenda item 12.1," Issues and Criteria when considering viable enrolment at the U of S"
- Criteria for Evaluation of Programs at the U of S, and the Committee Worksheet for Evaluation of Program Proposals
- A review of Program Approval Process across comparable Canadian universities

## 3. Committee meeting dates:

February 26, 2014

March 19, 2014

April 1, 2014

May 6, 2014

## 4. Report:

- We propose a fillable form based on the approved documents and criteria that exist, that specify in order the required information. This will help to make sure each item is addressed in a similar format between proposals considered. A draft of the form content is provided.
- The budget requirement is transferred into a TABBS format, which contains two forms, for units to articulate the feasibility and viability of the program expectations.

- The Dean's (or equivalent) signature on the proposal is required prior to submission of the proposal to PPC and APC.

**5. Attached Forms:**

- New program proposal and evaluation form
- Criteria for Evaluation of Program Proposals at the University of Saskatchewan, 2011 (*a summary of procedural and policy documents as reported to or approved by Council from 1996 to 2007*).
- Proposed Committee Worksheet for Evaluation of Program Proposals, including Revised Criteria for Evaluation of Program Proposals at the University of Saskatchewan
- Proposed Budgetary Assessment Worksheets

## New program proposal & program evaluation form

Home Department & College

Proposed name of program

1. Academic justification:
  - a. Describe why the program would be a useful addition to the university, from an academic programming perspective.
  - b. Specify how the new program fits the university signature areas and integrated plan areas, and the college/school, and department plans.
  - c. Who are the targeted student groups for this program?
  - d. What are the strategic objectives for offering this new program?
  - e. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?
2. Description of the program
  - a. What are the curricular objectives, and how are these accomplished?
  - b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming.
  - c. Provide an overview of the curriculum mapping.
  - d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.
  - e. Explain the comprehensive breadth of the program.
  - f. Referring to the university "Learning Charter", explain how the 5 learning outcomes are addressed.
  - g. Describe how students can enter this program from other programs (program transferability).
  - h. Are there opportunities for degree laddering?
  - i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.
  - j. What are the degree attributes and skills acquired by graduates of the program?
3. Consultation
  - a. Describe how the program relates to existing programs in the department, in the College or School, and with other Colleges. Establish where students from other programs may benefit from courses in this program.

- b. List units that were consulted formally, and provide a summary of how you have addressed the concerns that were raised. Attach the relevant communication in an appendix.
- c. List other pertinent consultations and evidence of support, if applicable (eg. professional associations, accreditation bodies, potential employers, etc.)

#### 4. Budget

- a. How many instructors will participate in teaching, advising and other activities related to program delivery? (estimate the percentage time for each person). Table to fill here: faculty, sessional, ASPA; PT/FT, LTA
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?
- c. How is the teaching load of each unit and instructor affected by this proposal?
- d. Describe how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements.
- e. What are there scholarships students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?
- f. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)
- g. What is the enrolment target for the program? How many years to reach this target?
- h. What are the total expected revenues at the target enrolment level?
- i. At what enrolment number will the program break even?
- j. Describe in which fiscal year and how this program proposal is budgeted.
- k. Describe how the program will be reviewed and modified over the next 3 years. Specify the criteria that will be used to evaluate whether the program is a success 3 years after full implementation.

END.



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**Criteria for Evaluation of Program Proposals  
at the University of Saskatchewan**

*Based on procedural and policy documents as reported to or approved by Council  
from 1996 to 2007*

**1. Overall Framework for Program Evaluation**

Of primary importance to the University of Saskatchewan is that academic programs:

- be of **high quality**
- be in **demand** by students and the public
- **use resources efficiently**

In addition to the three primary characteristics related to quality, demand and resources, for some programs it is also important to consider:

- the **unique** features of a program, and
- the **relevance** of the program to Saskatchewan

We must also keep in mind other of the *University of Saskatchewan Objectives* including our commitment to fair and equitable **access** to our programs, to **equity**, to **environmental responsibility**, and to an **international perspective** in our endeavours.

The University is committed to developing programs which exhibit the three primary characteristics above, recognizing that our present program strengths lie with the programs which exhibit those characteristics. Programs should be assessed so as to direct change both in terms of programming and resource allocation; i.e., to determine how/why they do not meet criteria and whether changes to remedy the situation are feasible.

The unique features of a program and its relevance to the province should be viewed as characteristics of secondary importance, having first established the quality of, demand for, and costs associated with a program. Certain core disciplines/programs represented within any university are not expected to be unique. However, it is still possible that instructional methods or particular sub-specializations might be described as unique within the province or region. On the other hand, being 'unique' assumes greater importance where the cost of delivering a program is high or demand for the program is low. The importance or relevance of a program to the province may relate to building on economic or other strengths which already exist. On the other hand, a program may serve as a nucleus contributing expertise and services which would otherwise be unavailable to the community.

The Table which follows identifies essential components for each of the primary characteristics and general criteria associated with them. The components are not necessarily independent and therefore similar criteria may appear for different components; e.g., both curriculum and

learning environment have a criterion related to education equity. The relative importance of criteria for different types of programs can vary.

<b>A Framework for Evaluation of Academic Programs</b>		
<b>Characteristics</b>	<b>Components</b>	<b>Criteria</b>
High quality	Curriculum	<ul style="list-style-type: none"> <li>• curriculum is designed to meet the objectives for the program (e.g. array and sequence of courses, modes of instruction and evaluation, development of skills, acquisition of knowledge, synthesis of information).</li> <li>• program provides students with the elements of a liberal education by encouraging the development of broadly informed, reflective and literate minds capable of independent and critical thinking.</li> <li>• program includes opportunities for synthesis, application and integration of knowledge within and between disciplines.</li> <li>• program is current, both in content and modes of instructional delivery, and reflects a responsiveness to changes in the discipline.</li> <li>• curriculum reflects the goals of education equity.</li> <li>• curriculum provides sufficient flexibility to individual students to choose courses according to their own interests within and outside their major discipline (e.g. electives).</li> <li>• program meets or exceeds accreditation and/or national standards (if they exist).</li> </ul>
	Faculty	<ul style="list-style-type: none"> <li>• faculty responsible for/involved in program are well-qualified; i.e., have the appropriate academic and/or professional qualifications to support and develop the program. In the case of graduate programs, this includes active involvement in scholarly work.</li> <li>• faculty maintain and update the skills and knowledge appropriate to their discipline through involvement with academic, professional and/or scientific organizations.</li> <li>• faculty are nationally/internationally recognized for their scholarly and/or professional work; e.g., have obtained awards and/or local/national/international invitations to present their work to colleagues in their discipline.</li> <li>• scholarly work of faculty has made a significant contribution to the discipline. faculty are committed to developing their teaching skills.</li> <li>• faculty are successful in obtaining external research support.</li> </ul>
	Learning Environment	<ul style="list-style-type: none"> <li>• students are involved in evaluating instruction and perceive instruction is effective.</li> <li>• program incorporates a variety of modes of instruction, accommodates different learning styles and, where possible, allows flexibility in scheduling.</li> <li>• teaching within the program demonstrates responsiveness to new developments in the field, including incorporating practical experiences, where appropriate.</li> <li>• program integrates teaching and scholarship.</li> <li>• approaches to instruction and students reflect a commitment to the goals of education equity.</li> </ul>

		<ul style="list-style-type: none"> <li>• instructional methods and philosophies are consistent with program objectives.</li> <li>• scholarly work of faculty enhances the learning environment.</li> </ul>
	Infrastructure	<ul style="list-style-type: none"> <li>• adequate numbers of appropriately trained staff are available to support the program.</li> <li>• necessary facilities and equipment are provided.</li> <li>• appropriate library resources are available.</li> <li>• the organization and administration of the program and the academic unit(s) delivering the program are effective and supportive of the program.</li> </ul>
	Outcome	<ul style="list-style-type: none"> <li>• program achieves its educational objectives.</li> <li>• students are satisfied that the program has helped them achieve their personal and/or professional goals.</li> <li>• students completing graduate programs are 'successful' in that they find employment or pursue endeavours which utilize the advanced training in their field of study.</li> <li>• the academic load does not impose undue barriers to completion such that students can complete the program in the regular allotted time.</li> <li>• qualifications/education of students graduating from specific 'professional' programs are acceptable to licensing bodies and/or employers.</li> <li>• students are successful in national/international examinations or competitions.</li> <li>• employers or subsequent graduate supervisors are satisfied with the performance and academic preparation of students.</li> </ul>
In demand	Student demand, Market demand and/or societal need	<ul style="list-style-type: none"> <li>• interest by students of the Province is sufficient to establish or to maintain a program and to allocate resources to it.</li> <li>• market demand (provincial, national) for graduates justifies the size of the program which is offered by the University.</li> <li>• the program attracts outstanding students from within and outside the Province, while still providing general access to other applicants.</li> <li>• high demand for junior 'service' courses is sufficient to maintain some programs within an academic area.</li> </ul>
Uses resources efficiently		<ul style="list-style-type: none"> <li>• program is delivered in a cost-effective manner, relative to other similar programs.</li> <li>• where student demand for a program is low, high demand for 'service' courses justifies maintenance of the area of study and the incremental cost of offering the program is low.</li> <li>• major areas of research, scholarly or artistic work are associated with opportunities for graduate education.</li> </ul>
Unique  Relevant to the province		<ul style="list-style-type: none"> <li>• program is unique in content (e.g. specialization) and/or approach - nationally, regionally (Western Canada), provincially [in descending order of priority].</li> <li>• program builds on and contributes to the cultural and economic strengths of Saskatchewan.</li> <li>• faculty and other personnel associated with the program provide services and expertise otherwise unavailable.</li> </ul>

## **2. Agreement with the College of Graduate Studies and Research regarding procedures for review of graduate program proposals**

With the goal of reducing duplication of effort, the Academic Programs Committee and the Dean of the College of Graduate Studies and Research have agreed to follow this procedure:

- **College of Graduate Studies and Research (CGSR)** will conduct a comprehensive and thorough review of the nature of the program, particularly the curriculum, the program requirements, the program rationale, the faculty credentials associated with the program delivery and a judgment of the faculty's ability to deliver the program, the program content, the relationships with other units who may be involved in program delivery, the budgetary requirements for program delivery, and the general "fit" of the proposed program with other similar programs (in a provincial and national context) and with the requirements of the College. The process followed by the review, the nature of the discussions at college committees, interactions of the CGSR with the college or department making the proposal, committee and college observations and conclusions, and the general assessment should be documented in a comprehensive report which will be forwarded to the APC for its review. That report should include the following:

- a recommendation from the CGSR;
- a description of the process followed by the college in arriving at the recommendation;
- a description of the issues noted in the paragraph above;
- a description of the relationship of the proposal to recommendations arising from Systematic Program Review (if applicable); (where applicable, the acceptability of the response<sup>1</sup>, particularly the action response for 'C-rated' programs, from the CGSR will be provided, including the feasibility of continued admissions);
- a description of any concerns/issues arising at the CGSR committees reviewing the program and the responses provided (if any);
- a statement by the Dean on the relationship of the proposed program to other programs offered by the sponsoring unit, the track record of the sponsoring unit, a descriptive account of where and how the program fits, supports and/or enhances the initiatives identified in the CGSR and sponsoring college plan, and a statement on the relative priority attached to the proposal within the overall structure of graduate programs offered by the University of Saskatchewan.

**Academic Programs Committee** will review the program proposal to determine its general "fit" with the University's *Strategic Directions, Foundational Documents, Integrated Plan*, Systematic Program Review recommendations, any other Council-approved policies that might arise from time to time, and on its relationship and fit with the College of Graduate Studies and Research plan as well as the sponsoring unit's plan. In particular, the APC will focus its discussions on the program rationale and its relationship to the University's and college's stated priorities. In other words, the APC will rely heavily on the CGSR to conduct a thorough review of the program from the viewpoint of objective assessment, not advocacy. The APC will act primarily as a "review and assessment" body; APC will, however, reserve the right to review a proposal thoroughly should continued questions arise from the initial CGSR review

*This Summary is based on the following reference documents:*

*Framework – April, 1996; APC review guide -- March, 1997; Graduate program review guide – June, 2004; Planning review guide – January, 1999; Dissolution of Budget Committee, creation of Planning & Priorities Committee, changes to Academic Programs Committee terms of reference - May, 2007*

## Academic Programs Committee of Council

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### COMMITTEE WORKSHEET for Evaluation of Program Proposals

#### Program

#### Discussion Leaders:

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#### Program Proposal Document -- please note any missing components:

1.  Proposal Identification

2.  Type of change

3. Rationale

- Program objectives  Need for the program  Demand  Uniqueness  Expertise of the sponsoring unit  
 Relationship to college plans and to SPR or other review recommendations

4. Description of Program Characteristics

- Draft Calendar entry  Consultation Form with Registrar

5. Resources

- Impact on resources used by existing programs  Whether the program be handled within the existing resources of the department or college  How any required new resources will be found  
 Memo from Dean about resources  
Consultation Forms if required for  Library  Information Technology  Physical Requirements

6. Relationships and Impact of Implementation

- Impact  on department activities  on students  on other departments or colleges;  
Consultation process;  Consultation memos

7. Budget

- Whether budget allocations within the department or the college will change  
 Consultation with College Financial Analyst  Budget Form if required
-

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**Program Justification**

- Is the rationale and objectives for the program or the change in program clearly stated?
- Is the program unique in content and/or approach?
- Is the program relevant to the mission and objectives of the University?
- Is there evidence of demand for the program?
- Is the program appropriate to a university?

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**Nature of the Program**

- Is the curriculum designed to meet the objectives of the program?
- Do the instructional methods and philosophies match the program objectives?
- Does the program encourage the development of broadly informed, reflective and literate minds capable of independent and critical thinking?
- Does the program include opportunities for synthesis, application, and integration of knowledge within and between disciplines?
- Is the program current, both in content and modes of instructional delivery, and responsive to changes in the discipline?
- Does the curriculum reflect the goals of education equity?
- Does the curriculum provide sufficient flexibility to individual students to choose courses according to their own interests within and outside their major discipline (e.g. electives)?
- Does the program meet or exceed accreditation and/or national standards (if they exist)?
- Is the proposed program comprehensive and cohesive?

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**Relationships**

- How does the program relate to existing programs? Is there duplication? If so, is there justification for proceeding?
- Has there been consultation with other Colleges/departments/units or interested parties and is there evidence of their support? If there is a lack of support, is there justification to proceed?
- Has the transition between the new and previous programs been articulated and its impact on students been considered?
- Is the program within the domain of expertise and administrative purview of the sponsoring unit?
- What response to the proposal, if any, has been provided by professional associations or the community?

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**Resources**

- Are there sufficient numbers of appropriately qualified faculty and staff to support the program?
- Are the necessary resources and structures available to support the program (e.g. space, laboratories, library, computing, equipment and administrative structure)?
- Is another program being deleted by the sponsoring unit as part of the proposal? Are there other internal trade-offs?
- Budgetary areas: full costing of resource requirements (capital and start-up costs; permanent operating costs); sources of funding; enrolment (tuition revenue) - enrolment increases and decreases in courses in the sponsoring college/department, and in courses in the other colleges/departments

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**Overall**

- Given the information supplied, the responsibility to balance academic and fiscal considerations, and the University's overall objectives, plans, and priorities, should this proposal be recommended to Council for approval?
- What are the College's plans for its future direction or development (in this area)? How does this proposal fit into college and university plans?
- How will this proposal foster excellence in teaching, research, scholarly and artistic work, public service and extension?
- How does the College propose to evaluate the effects of implementing this proposal?
- What is the likely impact of the proposed program on the sponsoring College /Department?
- What is the likely economic impact, if any, of this proposed program on the Province?
- What is the track record of the sponsoring college(s) in managing their academic and fiscal affairs (as evidenced by recent systematic program reviews and graduate program reviews)?
- Should the Committee request a post-approval program review?

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**Any Other Issues?**

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“fit” of the proposed program with other similar programs (in a provincial and national context) and with the requirements of the College. The process followed by the review, the nature of the discussions at college committees, interactions of the CGSR with the college or department making the proposal, committee and college observations and conclusions, and the general assessment should be documented in a comprehensive report which will be forwarded to the APC for its review. That report should include the following:

- a recommendation from the CGSR;
- a description of the process followed by the college in arriving at the recommendation;
- a description of the issues noted in the paragraph above;
- a description of the relationship of the proposal to recommendations arising from Systematic Program Review (if applicable); (where applicable, the acceptability of the response<sup>1</sup>, particularly the action response for ‘C-rated’ programs, from the CGSR will be provided, including the feasibility of continued admissions);
- a description of any concerns/issues arising at the CGSR committees reviewing the program and the responses provided (if any);
- a statement by the Dean on the relationship of the proposed program to other programs offered by the sponsoring unit, the track record of the sponsoring unit, a descriptive account of where and how the program fits, supports and/or enhances the initiatives identified in the CGSR and sponsoring college plan, and a statement on the relative priority attached to the proposal within the overall structure of graduate programs offered by the University of Saskatchewan.

**Academic Programs Committee** will review the program proposal to determine its general “fit” with the University’s *Strategic Directions, Foundational Documents, Integrated Plan, Systematic Program Review* recommendations, any other Council-approved policies that might arise from time to time, and on its relationship and fit with the College of Graduate Studies and Research plan as well as the sponsoring unit’s plan. In particular, the APC will focus its discussions on the program rationale and its relationship to the University’s and college’s stated priorities. In other words, the APC will rely heavily on the CGSR to conduct a thorough review of the program from the viewpoint of objective assessment, not advocacy. The APC will act primarily as a “review and assessment” body; APC will, however, reserve the right to review a proposal thoroughly should continued questions arise from the initial CGSR review

*Worksheet is based on the following reference documents: Framework – April, 1996; APC review guide -- March, 1997; Graduate program review guide – June, 2004; Planning review guide – January, 1999; Dissolution of Budget Committee, creation of Planning & Priorities Committee, changes to Academic Programs Committee terms of reference*

Cumulative projected impact on TABBS Mode: using TABBS model reference figures plus projected incremental impact, excluding potential new

	TABBS Model Reference Figures (2011-12)	2014/15	2015/16	2016/17	Total
<b>Operating Grant</b>					
Total instruction (FTE) for Program Delivery					\$ -
Research					\$ -
Targeted Funding					
Directed Funding					
<b>Tuition</b>					
Undergraduate - Enrolment					
Undergraduate - Instruction					\$ -
Graduate - Enrolment					\$ -
Graduate - Instruction					\$ -
Graduate - Supervision					\$ -
<b>Total Revenues *</b>		\$ -	\$ -	\$ -	\$ -
<b>Allocated Expenses</b>					
Research Support					\$ -
Student Support (classrooms, SESD, university managed scholarships)					\$ -
Graduate Support (research grants and contracts)					\$ -
Graduate Support (scholarships from college)					
Graduate Support (general support from university)					\$ -
Faculty/Staff Support (FSD, instruction, provost)					\$ -
General Occupancy					\$ -
Utilities					\$ -
Caretaking					\$ -
Leases					
Health Sciences					
General Support from College or School					\$ -
<b>Total Expenses</b>		\$ -	\$ -	\$ -	\$ -
<b>TABBS Model Surplus/(Deficit)</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Projected Direct Operating Expenses **</b>					\$ -
<b>Net Projected Surplus/(Deficit)</b>	\$ -	\$ -	\$ -	\$ -	\$ -

UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Louise Racine, on behalf of Carol Rodgers  
**Governance Committee**

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** Bylaws Amendments

**DECISION REQUESTED:** *It is recommended:*

That Council approve the following amendments to Council Bylaws:

1. Addition of the following statement as Part One, III, 5 (k)  
“Unless the Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary’s office as designated by the University Secretary.”
2. Deletion of the following two sentences from Part Three, I, 2 –  
“Recipients of degrees other than honorary degrees shall be presented for admission by the dean of the faculty, or a designate, to which the degree belongs. Each recipient of an honorary degree shall be presented for admission by the President or by a person designated for that purpose by the President.”
3. Housekeeping changes to correct cross-referencing in Part One, III, 5 (f) and (g), as shown on the attached pages 5 and 6 of Council Bylaws.

**PURPOSE:**

The proposed Bylaws amendments are indicated in the attached marked version of the Council Bylaws on pages 5, 6 and 26.

- The first amendment is to include the following statement in Part One, III, 5(k):  
*“Unless the Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary’s office as designated by the University Secretary.”*

Section 55 of *The University of Saskatchewan Act, 1995* currently states: *Unless the council decides otherwise, the secretary is the secretary to the council.* (The definition of

“secretary” in the Act is the secretary appointed by the Board – which is the University Secretary.) The reasons for the inclusion of the revised statement are:

(i) there are times when the University Secretary has been unable to attend Council meetings due to sickness or absence for some other reason, and in those cases someone from the Office of the University Secretary has been asked to be the acting secretary; and

(ii) to enable the University Secretary to designate a member of the university secretariat to serve as secretary to Council to allow this office to have a division of responsibilities and focus. In this instance the designated secretary to Council would also serve as a resource person to the governance committee, coordinating committee, planning and priorities committee, nominations committee and administer Council elections. The proposed change is in keeping with the model found at many other universities in Canada, where there is one person who provides dedicated support as secretary to the academic governing body and another who is secretary to the board of governors, but both individuals are in the same office and often one reports to the other.

- The second amendment is to delete two sentences found in Part Three, I, 2 on page 26 of the Bylaws, to allow more flexibility in the presentation of recipients for degrees and honorary degrees. The university’s current practice at Convocation does not align with the language in the Bylaws as we currently have orators present the recipients of degrees not deans, and the presentation of recipients for honorary degrees is by a person designated for that purpose by the University Secretary not the President. The two sentences recommended for deletion are: *“Recipients of degrees other than honorary degrees shall be presented for admission by the dean of the faculty, or a designate, to which the degree belongs. Each recipient of an honorary degree shall be presented for admission by the President or by a person designated for that purpose by the President.”*
- The third amendment is to correct cross-referencing in Part One, III, 5, (f) and (g), as shown on the attached pages 5 and 6 of Council Bylaws.

**FURTHER ACTION REQUIRED:**

The amended bylaws will be posted on the University Secretary’s website and implemented.

**ATTACHMENTS:**

1. Council Bylaws, proposed amendments indicated

- (i) That the Chairperson and Vice-Chairperson will normally hold office for a period of 2 years unless removed by a vote of 2/3 of the members of the Council.

#### **4. Council Membership**

- (a) Annual elections for Council will be completed by March 31.
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment.
- (c) Terms of student members will be one year beginning July 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a dean, the acting dean or a new dean appointed during the term of the incumbent dean will occupy the position of dean with voice and vote until the expiration of the incumbent dean's term on Council when a new election or appointment occurs.
- (e) A vacancy occurs on Council when:
  - (i) a member resigns from Council or ceases to be an employee of the University, or
  - (ii) a member is unavailable to attend meetings of Council for a period of greater than six months during his or her term.

#### **5. Council Meetings**

- (a) Council meetings will be open except when Council decides to have them closed.
- (b) Council will meet monthly during the academic term (September - June). The Chairperson can call a meeting during the July to August period.
- (c) Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chairperson.
- (d) Special meetings of Council can be called by the Chairperson or by petition of 20% of the members of Council.
- (e) A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.
- (f) Except as provided in bylaws (~~de~~) and (~~gh~~), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chairperson.

- (g) The requirement of bylaw (ef) may be suspended upon vote of two-thirds of the members present and voting at a meeting.
- (h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.
- (i) In the event of an emergency situation as declared jointly by the president and chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Governance Committee.
- (j) The meetings of the Council and of committees of Council will be conducted in accordance with the rules of order contained in *Procedures for Meetings and Organizations, Third Edition by Kerr and King*.
- (k) Unless the Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary.

#### IV. THE COMMITTEES OF COUNCIL

##### 1. Creation and Composition of Council Committees

- (a) Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council members.<sup>2</sup> Council is also empowered to appoint members of joint committees involving the Board, the Senate or the General Academic Assembly.
- (b) The committees specified in Part Two of these bylaws are created as standing committees.
- (c) The Governance Committee will nominate the members and chairperson of the Nominations Committee.
- (d) The Nominations Committee will nominate members, including the chairpersons, of Council committees. Except where the chair is required to be a member of Council, the Nominations Committee shall first consider Council members for the position of Chair and if a suitable nominee cannot be obtained, then the Chair will be selected from the General Academic Assembly members.
- (e) The Nominations Committee will present its nominations to the Council at the May meeting and otherwise as required when vacancies occur.

It is the responsibility of the Nominations Committee of Council to present a slate of candidates for all committee positions except the Nominations

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<sup>2</sup> The only statutory restriction on the committee structure is prescribed by section 61(2) of the *Act* which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of Council who are students.

Certificate in Agricultural Lifetime Leadership  
This Land Certificate  
Certificate in Human Resource Leadership Development

2. Degrees, Certificates and Diplomas may be conferred at the annual meeting of Convocation or at any other meeting of Convocation. The formal admission of candidates to degrees, certificates and diplomas shall, in the absence of the Chancellor, be made by the President (Vice-Chancellor), or by a member of the Council, appointed for that purpose. ~~Recipients of degrees other than honorary degrees shall be presented for admission by the dean of the faculty, or a designate, to which the degree belongs. Each recipient of an honorary degree shall be presented for admission by the President or by a person designated for that purpose by the President.~~
3. Degrees may be conferred upon persons in absentia.

## II. CANCELLATION OF DEGREES

Council may revoke the Degree or Degrees, Diplomas, Certificates and Distinctions of the University and all privileges connected therewith of any holder of the same for cause or where the conduct of the holder, in the opinion of Council and following due process under the Academic Misconduct regulations, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by that person without further examination.

## III. UNIVERSITY SCHOLARSHIPS

Under section 61(1) (d) of the Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.

## IV. THE ESTABLISHMENT OF COLLEGES AND DIVISIONS

1. In the University the following Colleges and Schools shall be established, namely:
  - (a) The College of Arts and Science
  - (b) The College of Agriculture and Bioresources
  - (c) The College of Law
  - (d) The College of Engineering
  - (e) The College of Pharmacy and Nutrition
  - (f) The College of Education
  - (g) The Edwards School of Business
  - (h) The College of Graduate Studies and Research
  - (i) The College of Medicine
  - (j) The Western College of Veterinary Medicine
  - (k) The College of Dentistry
  - (l) The College of Kinesiology
  - (m) The College of Nursing
  - (n) The Johnson-Shoyama Graduate School of Public Policy
  - (o) The School of Public Health
  - (p) The School of Environment and Sustainability

UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Louise Racine, on behalf of Carol Rodgers  
**Governance Committee**

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** *Amendment to Procedures on Student Appeals in Academic Matters*

**DECISION REQUESTED:** *It is recommended:*  
That Council approve the amendment to the *Procedures on Student Appeals In Academic Matters* to enable the university to modify a student's involvement in a practicum, clinical setting, or other work environment when the student has appealed a decision of academic assessment related to the student's work and interactions with others in these types of settings.

**PURPOSE:**

The proposed change to the *Procedures for Student Appeals in Academic Matters* permits the student's activities to be discontinued or modified until the appeal can be heard when there is a concern about the safety or wellbeing of others in relation to the student. - A similar change will be recommended in relation to the university's *Academic Misconduct Regulations*, when the revised regulations are submitted to Council once ongoing revisions are complete.

At the May 22 meeting of University Council, members of Council were invited to share their thoughts regarding the proposed procedures, and to consult with their colleagues and associates regarding the procedures. Having heard no further comments, the revised procedures are now being submitted to Council for approval.

**FURTHER ACTION REQUIRED:**

None.

**ATTACHMENTS:**

1. Draft revised *Procedures on Student Appeals in Academic Matters* (April 2014) – see **section B.1.2.c, pp 8 and 9.**



**UNIVERSITY COUNCIL**

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**Procedures for Student Appeals in Academic Matters**

Pursuant to the *Policy on Student Appeals of Evaluation, Grading and Academic Standing*

Approved by Council January 2012

Effective for appeals of decisions made on or after May 9, 2012

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# **CONTENTS**

## **Student Appeals in Academic Matters**

- I Scope of Procedures
- II Availability of Written Work
- III Substantive Academic Judgment of Student Work: Undergraduates (including postgraduate trainees and students in diploma programs and certificate programs under the oversight of Council)
  - A. Instructor Level: Informal Consultation
  - B. Formal Appeals for Re-assessment at the level of department or non-departmentalized college
- IV Substantive Academic Judgment of Student Work: Graduate Students
  - A. Instructor Level: Informal Consultation
  - B. Formal Appeals for Re-assessment at the level of department or non-departmentalized college
- V Appeals Dealing with Matters other than Substantive Academic Judgment
  - A. College Level Appeals
    - 1. Appeals of Standing in Program
    - 2. Appeals of Assessment of Course Work
  - B. University Level Appeals
    - 1. Grounds for an Appeal
    - 2. Initiation of the appeal
    - 3. Appointment of an Appeal Board
    - 4. Appeal Procedure
    - 5. Disposition by the Appeal Board
    - 6. Copy of a Report
    - 7. No Further Appeal
    - 8. Student Records
- VI Rights and Responsibilities of Parties to a Hearing
- VII Assistance with Appeals and Procedural Matters

### Appendices:

- |                        |  |
|------------------------|--|
| Re-Assessment Form     | Appeal at the level of Department or Non-departmentalized College: Request for and Report of Re-Assessment |
| University Appeal Form | University-Level Appeal of Matters Other than Substantive Academic Judgment                                |

# PROCEDURES FOR STUDENT APPEALS IN ACADEMIC MATTERS

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The following are approved by the University of Saskatchewan Council as regulations pursuant to Council's [Policy on Student Appeals of Evaluation, Grading and Academic Standing](#).

## I. SCOPE OF PROCEDURES AND DEFINITIONS

These procedures apply to the following decisions that affect the academic record and/or standing of a student registered or in attendance in a program under the oversight of Council:

- (a) those involving an academic judgement, including (where relevant) assessment of a student's level of professionalism, on all course work, whether written (such as an examination paper, assignment, essay or laboratory report) or unwritten (such as performance in a verbal or artistic presentation, clinical or professional service activity or practicum), including deferred examinations, supplemental examinations, special examinations and other extraordinary methods of assessment;
- (b) those pertaining to a student's academic standing in his or her program; and
- (c) those pertaining to academic assessment to the extent that it has been affected by other than substantive academic judgment.

In these procedures,

- "appellant" refers to the student making the appeal;
  - "course work" includes all of the components of a student's program that are assigned a grade or outcome including thesis, project, field, practicum and laboratory work;
  - "department" and "college" refer to the administrative unit of the university which offers the course or other academic activity to which a grievance relates;
  - "department head" and "dean" refer to the administrative heads of such units and "dean" includes the dean of a college or the executive director of a school;
  - "instructor(s)" refers to the person(s) who was/were responsible for the assessment of student work or performance because she or he or they prepared and graded or arranged for the grading of written work or who otherwise provided the assessment of the work or performance to which the following procedures apply;
  - "respondent" refers to the individual(s) responding to the appeal.
-

## **II. AVAILABILITY OF WRITTEN WORK**

A student shall be permitted to see her or his examinations or other work, and where possible to be provided a copy of her or his work, in accordance with the practices of the department or college. A department or college is not required to provide the student with access where a special form of examination is used. In such cases, students in the course should be informed at the beginning of a course that copies of examinations or other forms of assessment are not available.

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## **III. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: UNDERGRADUATE STUDENTS<sup>1</sup>**

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures set out below.

The University recognises that instructors may use alternative forms of evaluation either to meet specific circumstances of the student (e.g., oral examinations to accommodate students physically unable to write) or because of the nature of the course (e.g. performance in a verbal or artistic presentation, clinical or service activity or practica). The following procedures shall also apply (as much as possible) to such alternative forms of evaluation.

### **A. Instructor Level: Informal Consultation**

Prior to initiating formal procedures as set out below, a student who has a concern with the evaluation of her or his work or performance shall consult wherever possible with the individual(s) that evaluated the work or performance. This informal consultation should take place as soon as possible, but in any event, not later than 30 days after the assessment has been made available to the students in the class.

The purpose of the informal consultation is

- To assist the student in understanding how his or her grade was arrived at;
- To afford an opportunity for the instructor(s) and student to review the evaluation and ensure that all work was included, that all material was marked, that no marks were left out and that additions and grade calculations were correctly made.

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<sup>1</sup> Includes postgraduate trainees and students in diploma programs and certificate programs under the oversight of Council.

Any errors discovered during this review should result in an appropriate change in the grade awarded the work or performance and in the instructor's records for the course. If the consultation relates to a final grade in a course, the mark or grade in the course may be changed following the normal grade change procedures, subject to approval by the department head (or dean in a non-departmentalized college).

If the student is not satisfied with the academic judgement rendered with respect to the work or performance, he or she may request reconsideration of the assessment. The instructor(s) may decide to evaluate the work or performance or request that the student apply for a formal re-assessment as set out in these procedures.

If the instructor(s) responsible for evaluation is/are not available, the student should seek advice from the individual responsible for the course (this may be the course coordinator, department head or dean in a non-departmentalized college, or the executive director for continuing and distance education) about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the student to apply for a formal re-assessment as provided for under Section B.

The college or department responsible for the course may specify different time limits than those prescribed above, and may, at its discretion, waive compliance with the time limits.

#### **B. Formal Re-assessment (Re-read) at the level of Department or Non-departmentalized college**

A department-level re-assessment involves a re-evaluation of assessment of written or non-written work in the context of the expectations for that work, arranged for by the department head (or dean in a non-departmentalized college, or executive director for certificate programs offered through continuing and distance education). The re-assessor should have access to a description of the instructor's expectations for the work, and, where feasible, to samples of work submitted by other students in the course. Where possible, the re-assessor should assess the work without knowledge of the mark given by the instructor(s).

Examples of non-written work include marks given for class participation, performance in oral or artistic presentations, clinical or professional service activities and practicum based activities. Since such forms of work or performance often involve assessment based on observation of the student's performance by the instructor or, in the case of a practicum, by someone else, it is not always possible to apply with precision the re-reading procedures set out in this section. However, these procedures shall apply as much as possible to such assessments.

Student should be aware that a grade may be reduced as the result of a re-assessment.

Process to be followed:

- (a) To initiate a re-assessment of written work, the student shall submit a completed *Request for and Report of Re-Assessment Form* to the department head or dean in a non-departmentalized college, or the executive director for certificate programs offered through continuing and distance education. The request must be made within 30 days of the delivery to the student of the results of the assessment under review. A fee specified by the registrar shall be tendered with the request. The fee will be refunded if the student's grade on the course or course component is increased at least five (5) percentage points as a result of the re-reading or if the student's grade is increased from a Fail to a Pass in a course or course component where the assessment is Pass/Fail.

The request shall state briefly the student's concern with the assessment of the work.

- (b) The department head or dean in a non-departmentalized college, or the executive director for certificate programs offered through continuing and distance education, shall determine whether it is feasible to arrange to have some or all of the student's work or performance re-assessed by someone, other than the instructor(s), whom the department head, dean or executive director decides is qualified to do so. Where the department head or dean or executive director concludes that some or all of the performance or work can be re-assessed by someone other than the instructor who is qualified to do so, he or she shall appoint such person or persons for this purpose. The re-assessment may be done by the original examiner(s) when no such person is available.

Where possible, the marking or grading structure used by the instructor(s) shall be used by the re-reader. The mark or grade given by the re-assessor may be higher or lower than the mark given by the instructor(s). The result of the re-read shall be recorded on the *Request for and Report of Re-Assessment Form*.

- (c) The original mark or grade shall not be changed until after the original instructor(s) has/have been consulted by the department head or dean or executive director. This requirement may be waived by the department head or dean or executive director when consultation is not practicable. A third reader may be appointed to resolve any disagreement between the instructor(s) and the re-reader as to the mark or grade to be assigned to the work. Otherwise, the department head, dean or executive director, or a committee appointed for such purpose, shall determine the mark or grade following the report of the results of the re-reading.

- (d) The student shall be notified in writing by the department head or dean or executive director of the determination of the mark or grade as soon as possible, but not later than 30 days after the results of the re-assessment are determined as provided in (c).
  - (e) A ruling of a department-level decision on a matter of substantive academic judgement will be final.
  - (f) A student who believes that the assessment of his or her work or performance has been negatively affected by a factor not involving academic judgement of the substance of the work or performance may appeal as provided in Part V.
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#### **IV. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: GRADUATE STUDENTS**

##### **A. Instructor Level: Informal Consultation**

A graduate student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work shall first follow the informal procedures for consultation with the instructor(s) as set out in III.A, above.

##### **B. Formal Appeals**

Following informal consultation with the instructor (where feasible), a graduate student who has a concern or question about the evaluation of her or his work or performance should consult with the graduate chair of the program or the dean of graduate studies and research before invoking formal procedures. If, after these consultations, the student is unsatisfied, he or she may petition the graduate academic affairs committee of the College of Graduate Studies and Research for a formal ruling on the matter. If the concern relates to a written examination, essay or research paper, the student may request, or the committee may institute, a re-read procedure similar to that described above for undergraduate students. If the concern involves any other form of assessment, the committee shall consider and rule on it.

The ruling by the graduate academic affairs committee of the College of Graduate Studies and Research on a matter of substantive academic judgment will be final. This includes decisions on the acceptability of the thesis and the results of oral examinations.

A ruling on a concern that assessment of a graduate student's academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may be appealed as hereinafter provided.

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## **V. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT**

### **A. COLLEGE LEVEL APPEAL**

This section deals with matters not directly involving substantive academic judgment which, however, may affect a student's academic record, standing or status.

#### **1. Appeals of Standing in Program**

Council delegates to college and school faculty councils and in the case of certificates of successful completion offered through continuing and distance education, to the provost, the responsibility for developing and approving procedures by which a student may appeal decisions concerning his or her overall standing, including decisions around progression in the program, granting of leaves, probationary status and graduation, on compassionate, medical or other grounds. These decisions may be further delegated by the faculty council or the provost to a committee established for this purpose, or to a college dean, the executive director of a school, or an associate or assistant dean provided that there is a provision for reporting such decisions back to the faculty council. Such decisions are subject to university-level appeal on limited grounds as provided for in Section B, below.

#### **2. Appeals of Assessment in Course Work**

A student who alleges that assessment of her or his academic work or performance in course work has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal the assessment. Council delegates responsibility for investigating and, if the appeal is upheld, for determining an appropriate remedy, to the dean of the college responsible for the course or activity or to the provost for certificate programs offered through continuing and distance education as described below. The outcome of the appeal to the dean or provost is limited to a change in the student's grade in the course(s) under appeal, and is subject to university-level appeal as provided for in Section B below.

- (a) The student shall deliver to the dean or provost, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation and a request for a review of the matter. The dean or provost may extend the period of time to submit the written statement.
- (b) Subject to section (c) below, the dean or provost shall instruct the department head (if it is a departmentalized college) to arrange for an informal

investigation of the allegation. In a non-departmentalized college or the Centre for Continuing and Distance Education, the dean or provost respectively shall arrange for such an investigation. The investigation shall be carried out as expeditiously as possible and must include, wherever practical, consultation with the original instructor.

- (c) In a case where a student's allegation involves the dean or department head or provost, that individual should declare a conflict of interest and assign the case to an associate or assistant dean or another member of the department who has not been involved in the assessment.
- (d) The dean or provost (or delegate under section c) shall inform the student and the original instructor in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, he or she may initiate an appeal as provided in Section B below, subject to the grounds specified in that section.

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## **B. UNIVERSITY LEVEL APPEAL**

### **1. Grounds for an Appeal**

- (a) A student may appeal as hereinafter provided a decision affecting her or his academic standing on the following grounds only:
  - (i) alleged failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance or administrative decisions or alleged misapplication of regulations governing program or degree requirements;
  - (ii) alleged differential treatment of the student as compared to the treatment of other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance;
  - (iii) alleged discrimination or harassment, as set out in the University's Policy on Discrimination and Harassment Prevention and procedures for addressing issues of discrimination and harassment, where the alleged violation affected assessment of the student's academic work or performance; or
  - (iv) alleged failure to implement the approved policy and procedures of the University dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance.

- (b) A student has no right of appeal under these rules with respect to an academic judgment of the written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1(a).
- (c) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules. In particular, a university-level appeal hearing will not be held until a report of the college-level investigation as outlined in Section A has been rendered.

## **2. Initiation of the Appeal**

- (a) A student initiates an appeal under these rules by delivering a notice of university-level appeal to the following persons:
  - (i) the university secretary;
  - (ii) the dean of the college offering the course to which the allegation relates or, if it is a program offered through continuing and distance education, the provost;
  - (iii) the faculty member responsible for the course to which the allegation relates; and
  - (iv) the dean of the college in which the student is registered, if different from the dean in (ii) above ; and
  - (v) the registrar.
- (b) The notice of appeal shall be delivered as soon as possible, but not later than 30 days from the date a final decision on the college-level appeal has been communicated in writing to the student. Thereafter no appeal may be brought.
- (c) In general, any assessment of student work and/or standing is considered valid until and unless it has been successfully overturned by an appeal. Reasonable and appropriate efforts should be made, however, to maintain a student's standing while an appeal is pending, subject to such considerations as safety or wellbeing of others. If any assessment of student work and/or standing pertains to conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the dean of the college responsible for the course or activity, or the provost, for those certificate programs approved by the provost, may modify the participation of the student in academic or

clinical settings or other work placements, pending final outcome of an appeal under these procedures.

### **3. Appointment of an Appeal Board**

- (a) Upon receipt of a notice of appeal, the university secretary shall constitute an appeal board to be composed of three members of Council, one of whom is a student. One faculty member of the appeal board shall be named chairperson. The members of the board shall be chosen from a roster nominated by the nominations committee of Council.

### **4. Appeal Procedure**

- (a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later date as is acceptable to the student and the dean whose decision is being appealed. Under exceptional circumstances, the board may extend this period.
- (b) Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the university secretary to the appellant, to the individual whose decision is being appealed as respondent, and to members of the appeal board. Where possible and reasonable the secretary will accommodate the schedules of all parties and will provide at least seven (7) days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the secretary), the matter may be heard on less than seven (7) days' notice.
- (c) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written statement of appeal and/or a written response in lieu of arguments made in person. An appellant who chooses to be absent from a hearing may appoint an advocate to present his/her case at the hearing.
- (d) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following provisions and to the principles outlined in Section VI, *Rights and Responsibilities of the Parties to a Hearing*:
  - (i) The student shall be entitled to be represented by one other person, including legal counsel;
  - (ii) The dean or designate shall respond to the allegation and may be represented by one other person, including legal counsel;
  - (iii) Evidence supporting or rebutting the allegation may be given by witnesses, including, in cases where the appeal relates to a course,

the instructor(s) responsible for the course(s) to which the allegation relates;

- (iv) Witnesses may be questioned by a person mentioned in clauses (i) to (ii) or by the board;
- (v) The appellant and the respondent(s) shall appear before the appeal board at the same time;
- (vi) Both the appellant and the respondent(s) will have an opportunity to present their respective cases and to respond to questions from the other party and from members of the appeal board.
- (vii) It shall be the responsibility of the appellant to demonstrate that the appeal has merit;
- (viii) Hearings shall be restricted to persons who have a direct role in the hearing, except that either party may request the presence of up to three observers, not including witnesses. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
- (ix) Appeal boards may at their discretion request further evidence or ask for additional witnesses, including asking the instructor to give evidence.
- (x) The university secretary or a designate of the university secretary shall record the proceedings.

## **5. Disposition by the Appeal Board**

The appeal board may, by majority:

- (a) conclude that the allegation was unfounded and dismiss the appeal; or
- (b) conclude that the allegation was justified and specify measures to be taken by the college, school, department division, registrar or faculty member involved to correct the injustice including, but not limited to, the following:
  - (i) re-evaluation of the student's work or performance in accordance with the applicable rules of the college or the University; or
  - (ii) assessment of the student's work or performance by an independent third party capable of doing so; or
  - (iii) a refund or re-assessment of tuition or other fees

- (c) The chairperson of the appeal board shall prepare a report of the board's deliberations and its conclusions. The report shall be delivered to the university secretary.

**6. Copy of a Report**

- (a) Within 15 days from the date the appeal board has completed its deliberations, the university secretary or designate shall deliver a copy of the chairperson's report to the student who initiated the appeal and to the persons mentioned in Rule V.B.2(a) (ii)-(v).
- (b) Where the appeal board has determined that a college, school, department or division is to address or act upon a particular matter, the college, school, department or division shall, within thirty (30) days of the receipt of the chairperson's report, advise the university secretary of its compliance, or timetable for compliance, with the decision. If the college, school, department or division fails without cause to confirm its compliance, the governance committee will review the matter and, if appropriate, require the provost and vice-president academic to instruct the unit to comply.

**7. No Further Appeal**

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be findings and a ruling of Council.

**8. Student Records**

- (a) Upon receipt of a notice of university-level appeal, the registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the student's record upon receipt by the registrar of a copy of the decision of the appeal board.
  - (b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.
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## **VI. RIGHTS AND RESPONSIBILITIES OF PARTIES TO A HEARING**

Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decision-makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,

- (a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.
- (b) Reasonable written notice will be provided for hearings, and hearings will be held and decisions rendered within a reasonable period of time. It is the responsibility of all parties to ensure that the University has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.
- (c) All information provided to a hearing board in advance of a hearing by either party will be shared with both parties prior to the hearing.
- (d) Neither party will communicate with the hearing board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.
- (e) The appellant and the respondent have a right to bring or to send in his/her place an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses, subject to the provisions below with respect to the rights of the hearing board. If possible, the names of any witnesses and/or advocates are to be provided to the secretary 7 days prior to the hearing so that the secretary may communicate the names to the appellant and respondent and to the hearing board.
- (f) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.
- (g) The hearing board has a right to determine its own procedures subject to the provisions of these procedures, and to rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party. The secretary shall communicate to the appellant and respondent, as appropriate, the basis for the decision of the hearing board not to admit any evidence or witnesses. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called, subject to the requirement that all of the information before the hearing board be made available to both parties.

## **VII. ASSISTANCE WITH APPEALS AND PROCEDURAL MATTERS**

Students should be informed of the opportunity to receive assistance with appeals. Various offices within the Student Enrolment Services Division including the Aboriginal Students' Centre, Disability Services for Students, and the International Student and Study Abroad Centre, as well as representatives from the University of Saskatchewan Students' Union and the Graduate Students' Association, are available to assist with appeals.

Questions concerning procedural matters relating to appeals under these rules should be directed to the university secretary.

First approved by University Council on November 18, 1999 with revisions noted December 3, 1999.

Revisions approved by University Council on September 21, 2000.

Minor revisions approved by University Council on January 25, 2001; March 21, 2002, September 19, 2002.

Major revisions approved by University Council on January 26, 2012.

**Request for and Report of Re-Assessment**  
**(Appeal at the level of Department or Non-departmentalized College)**

- This application is to be completed **only after** informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results. The completed report of re-assessment should be returned to the department head or dean (non-departmentalized college), who will complete it and submit to the Registrar.
- This application must be submitted along with the required fee (as set by the Registrar) to the department or non-departmentalized college offering the course which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the course or course component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the re-reading, the fee will be refunded. Students should be aware that a grade may be reduced as the result of a re-assessment.

APPLICATION FOR RE-ASSESSMENT		
Name:	Student number: NSID:	
Address (Street, City, Postal Code):	Telephone: Email:	
Formal re-assessment requested in: Course name/number		Section:
Instructor(s):		
Formal re-assessment requested for (check where applicable):		
<input type="checkbox"/> Final examination	Date Written	
<input type="checkbox"/> Midterm examination	Date Written	
<input type="checkbox"/> Essay	Due Date	
<input type="checkbox"/> Term Work	Due Date	
<input type="checkbox"/> Laboratory	Due Date	
<input type="checkbox"/> Other (specify)		
<input type="checkbox"/> Date of informal consultation with the instructor(s) _____ OR		
<input type="checkbox"/> I was not able to consult with the instructor(s) (provide reason)		
Specific nature of the complaint (The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Use the reverse of sheet if additional space is required):		
Date:	Signature of student:	
REPORT OF RE-ASSESSMENT. (The re-assessor should not be aware of the original mark)		
Re-assessor's Mark ( )	Comments : (attach separate sheet)	
Date:	Signature of Re-Assessor:	
To be completed by department head once the report from the re-assessor is received.		
Results: Original Mark ( )	<input type="checkbox"/> Change to: ( )	<input type="checkbox"/> No Change
Final Grade ( )	<input type="checkbox"/> Change to: ( )	<input type="checkbox"/> No Change
Signature of dean, department head or executive director: <i>Submit to Registrar when completed.</i>		

## University-Level Appeal of Matters Other than Substantive Academic Judgement

- This form must be delivered as soon as possible, but **not later than thirty (30) days** from the date the outcome of a college-level appeal has been communicated in writing to the student.
- A written statement outlining the allegation must be attached to this form; additional supplementary written information may also be attached.

<b>Name:</b>	<b>Student Number:</b>
	<b>NSID:</b>
<b>Address</b> ( <i>Street, City, Postal Code</i> ):	<b>Telephone:</b>
	<b>Email:</b>
<b>Appeal related to</b> ( <i>check where applicable</i> ): <ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty action/Standing in Program (<i>Program, year of program</i>):</li> <li><input type="checkbox"/> Course work/course grade (<i>Course name/number/section</i>): (<i>Instructor(s) responsible for the course</i>):</li> <li><input type="checkbox"/> Other (<i>please specify</i>):</li> </ul>	
<b>Date final college-level decision communicated in writing:</b>	
<b>Grounds for appeal</b> ( <i>check where applicable</i> ):	
<input type="checkbox"/> failure to follow procedural regulations of the relevant college or University dealing with assessment of students' academic work or performance or administrative decisions and the application of regulations governing program or degree requirements.	
<input type="checkbox"/> differential treatment compared to other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance.	
<input type="checkbox"/> alleged discrimination or harassment as set out in the university's Policy on Discrimination and Harassment Prevention and associated procedures, where the alleged discrimination or harassment affected assessment of the student's academic work or performance.	
<input type="checkbox"/> failure to implement the approved policy and procedures of the University concerning accommodation of students with disabilities, where the alleged failure affected assessment of the student's academic work or performance.	
<b>Supplementary written information attached:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Date:</b>	<b>Signature of Student:</b>
<b>Instructions:</b> To initiate an appeal, a student must deliver this form (with any supplementary written information attached) to <b>all</b> of the following: the <b>university secretary</b> , the <b>dean</b> of the college responsible for the course (if a specific course is involved), the <b>instructor(s)</b> responsible for the course (if a specific course is involved), the <b>dean</b> of the college in which the student is registered, and the <b>registrar</b> .	



**Office of the University Secretary**  
**212 Peter MacKinnon Building**  
University of Saskatchewan  
**107 Administration Place**  
**Saskatoon, SK S7N 5A2**  
**(306) 966-4632**

email to *university.secretary@usask.ca*

**policies and forms are available at:**

<http://www.usask.ca/secretariat/student-conduct-appeals/index.php>

**UNIVERSITY COUNCIL**  
**NOMINATIONS COMMITTEE**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Terry Wotherspoon, Vice-Chair  
Nominations Committee of Council

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** **Nominations: Academic Programs Committee; Teaching, Learning and Academic Resources Committee**

**DECISION REQUESTED:**

That Council approve the nominations of Matthew Paige, Department of Chemistry and Ganesh Vaidyanathan to the Academic Programs Committee and Takuji Tanaka, Department of Food and Bioproduct Sciences to the Teaching, Learning and Academic Resources Committee, for three-year terms respectively ending June 30, 2017.

**Note:** Matthew Paige was approved by Council in May to serve on the Teaching, Learning and Academic Resources Committee; due to a resignation on the Academic Programs Committee as a result of an administrative leave, Professor Paige agreed to serve on the Academic Programs Committee; Professor Tanaka agreed to serve as his replacement on the Teaching, Learning and Academic Resources Committee.

**ATTACHMENTS:**

1. Academic Programs Committee Membership
2. Teaching, Learning and Academic Resources Committee Membership

## ACADEMIC PROGRAMS COMMITTEE

Reviews and approves curriculum changes from all college; recommends major curriculum changes to Council; oversees policies relating to students and academic programs.

### Council Members (5)

Roy Dobson (Chair)	Pharmacy & Nutrition	2014
Kevin Flynn	English	2015
Robert Johanson	Electrical and Computer Engineering	2015
<del>Jim Greer</del>	<del>University Learning Centre</del>	<del>2016 (on leave)</del>
<b>Matthew Paige</b>	<b>Chemistry</b>	<b>2017</b>
Nick Ovesnek	Biomedical Sciences	2016

### General Academic Assembly Members (6 - to include one member with some expertise in financial analysis)

<b>Ganesh Vaidyanathan</b>	<b>Accounting</b>	<b>2017</b>
Sina Adl	Soil Science	2015
Alec Aitken	Geography and Planning	2015
Mary Longman	Art and Art History	2017
Som Niyogi	Biology	2017
Elizabeth Snead	Small Animal Clinical Sciences	2017

### Sessional Lecturer

Leslie Ehrlich	Sociology	2015
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### Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching & Learning ( <i>ex officio</i> )
Russ Isinger	University Registrar and Director of Student Services ( <i>ex officio</i> )
Jeff Dumba	[VP Finance designate] Director, Student Accounts & Treasury ( <i>ex officio</i> )

Undergraduate student member

Graduate student member

### Resource members

Alison Pickrell	Director of Enrolment and Student Affairs
Pauline Melis	Assistant Provost, Institutional Planning and Assessment
Jacque Thomarat	Acting Director, Budget Strategy and Planning
Secretary: Alex Beldan,	Committee Coordinator, Office of the University Secretary

## **TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE**

Reviews and advises on pedagogical issues, support services for teaching and learning, and policy issues on teaching, learning and academic resources.

### Council Members (5)

Jay Wilson, Chair	Curriculum Studies	2017
Bev Brenna	Curriculum Studies	2016
Kathleen James-Cavan	English	2015
Aaron Phoenix	Engineering	2016
Alison Muri	English	2016
<del>Matthew Paige</del>	<del>Chemistry</del>	<del>2017</del>

### General Academic Assembly Members (6)

<b>Takuji Tanaka</b>	<b>Food and Bioproduct Sciences</b>	<b>2017</b>
Trisha Dowling	Veterinary Biomedical Sciences	2015
Marcel D'Eon	Community Health and Epidemiology	2016
Hadley Kutcher	Crop Development Centre	2017
Lachlan McWilliams	Psychology	2017
Ken Van Rees	Soil Science	2017

### Sessional Lecturer

Michael McGarity	English, St. Thomas More	2015
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### Other members

Patti McDougall	Vice-Provost, Teaching and Learning
Mark Roman	Chief Information Officer and Associate Vice President ICT
Ken Ladd	Acting Dean, University Library
Jim Greer	Director, University Learning Centre and Academic Lead, Gwenna Moss Centre for Teaching Effectiveness

Undergraduate student member

Graduate student member

Secretary: Alex Beldan, Committee Coordinator, Office of the University Secretary

**UNIVERSITY COUNCIL  
COORDINATING COMMITTEE  
MOTION FROM INDIVIDUAL COUNCIL MEMBER**

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**PRESENTED BY:** Jay Kalra, Chair, Coordinating Committee

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** Motion to rescind approval of document Vision 2025: From Spirit to Action

**MOTION FROM INDIVIDUAL MEMBER OF COUNCIL:**

**RIGBY/KALYNCHUK:** That Council rescind the motion moved by Dr. Walley and seconded by Dr. Kalynchuk of April 17, 2014 approving the document Vision 2025: From Spirit to Action as the new institutional document of the University of Saskatchewan.

**BACKGROUND:**

This motion was presented to the coordinating committee by Dr. John Rigby. This motion was reviewed at the coordinating committee meeting of June 9, 2014, and the decision was made to add it to the June 19, 2014 Council agenda. Dr. Rigby will speak to his motion at the Council meeting.

At Council on April 17, 2014, the following motion was passed:

*That Council approve the document Vision 2025: From Spirit to Action as the new institutional vision document of the University of Saskatchewan.*

The motion being brought by Dr. Rigby is to rescind the previously passed motion.

**ATTACHMENTS:**

1. Vision 2025: From Spirit to Action (as amended by Council April 17, 2014)

# University of Saskatchewan

## Vision 2025: *From Spirit to Action*

### Our Mission

To excel in learning and discovery, and the integration, application and preservation of knowledge in order to shape the province of Saskatchewan, promote social, policy and cultural innovation and enable students and graduates to become active and responsible global citizens.

### Our Vision

To be recognized among the most distinguished research-intensive universities in North America, and world-leading in targeted areas of education and research, knowing that we serve Saskatchewan best by helping to solve global challenges that have particular relevance to our region and by striving to lead the nation in Aboriginal post-secondary education initiatives that meet community needs.

### Our Values

Our values, inspired by our history and place, are critical to achieving our vision. They will guide us as we move from spirit to action.

- *We prize and encourage creativity, innovation, critical thinking and courage:*

We value creative, innovative and critical thinking that advances knowledge within and across disciplines, and have the courage to challenge preconceived notions.

- *We honour our sense of our land and our place:*

We value our strong sense of community, our culture of collaboration, and our connections to the land.

- *We are proud of our prairie and northern resourcefulness and respect our history of achievement through perseverance and vision.*

We value our determined and innovative “can-do” spirit that has led to many of our successes and will continue to distinguish us.

- *We appreciate community and a desire to work together with a sense of shared purpose:*

We value our enduring relationships with our many local, national and international partners that enable us to work together towards our common goals.

- *We foster diversity with equity built through relationships, reciprocity, respect and relevance:*

We value being an open, welcoming and supportive university with equal opportunities for everyone. We respect all members of our community and their diverse contributions in advancing the university's goals and enriching the community for all.

- *We prize academic freedom, institutional autonomy and ambition:*

We value our institutional independence and the academic freedom to ambitiously engage in the open pursuit of knowledge, including controversial matters, while practising scholarly responsibility.

## Our place in the post-secondary landscape

Situated on the banks of the South Saskatchewan River, the University of Saskatchewan sits in Treaty Six territory and on land long used by the First Nations and Métis of this area. On this site, with our elegant stone buildings and vast green space, our campus is widely known to be one of the most beautiful in Canada and an inspiring place to work and learn. Here, for more than a century, we have led far-sighted research and innovation to help grow a province, partnering with communities, farmers and businesses to achieve these gains. Now, increasingly, the University is recognizing our connections and commitments to Aboriginal people of this territory. We are proud of our partnerships with Aboriginal communities. These have brought us to a leadership role in First Nations, Métis and Inuit student engagement in Canada. In Saskatchewan's changing demographics and fast-growing economy, we play a key role in enabling Saskatchewan people to find employment in this province and in attracting new, highly talented citizens.

The University of Saskatchewan is a member of the U15 group of Canada's leading research-intensive universities. Collaboration is our signature trait: we rate very highly compared to our U15 peers in the extent of our research collaboration with other institutions, industries and communities. Our key partners include: U15 institutions and similar universities outside Canada; post-secondary institutions in the province, especially our federated college, St. Thomas More; the Government of Saskatchewan and other provincial governments; the federal government; funding organizations, alumni and donors who support our mission; and prominent businesses, social agencies and arts communities. Given our relationships outside Canada, partnerships with governments of our international partners are also important.

Uniquely among Canadian universities, we host two national laboratories—the Canadian Light Source synchrotron and VIDO-InterVac, a state-of-the-art facility at the forefront of infectious disease research. We also lead a distributed national facility, the SuperDARN network of radars. We are strong in research commercialization, ranking high in national rankings of licensing revenue and driving innovation through partnerships. Our peers are the 14 other research-intensive universities of Canada. Our benchmarking is routinely against this group of peers.

## Where will we leave our mark?

We will build on the unique, special and distinguishing attributes of the University of Saskatchewan to leave a lasting legacy, focusing on commitment in three key areas: advancing our learning and discovery mission, enhancing Aboriginal engagement, and inspiring lifelong citizenship.

### **ADVANCING LEARNING AND DISCOVERY**

We recognize that the primary mission of any University is learning and discovery and believe that each is best accomplished in the presence of the other. We value both curiosity-driven and application-driven research, scholarly and artistic work. We are positioned to capitalize on our geographical and historical attributes to continue to distinguish ourselves as one of the top research-intensive universities in North America.

*We will lead in our signature areas of focus and build on our strengths.*

We recognize areas in which our research and academic programs establish our pre-eminence. These include our signature areas (water, food, extractive industries, one health, synchrotron science and Aboriginal peoples) and other areas of excellence across our many colleges and schools. We will continue to lead in these matters and expand our areas of academic world leadership.

We will generate, communicate, and apply new knowledge in our areas of excellence, and become the “go-to” place for Saskatchewan-made solutions and discussion of relevant global issues. We will leverage these research strengths and continue to foster other emerging strengths to expand our academic leadership globally.

*We will capitalize on the synergies that our unique breadth offers in both our learning and discovery missions, taking multidisciplinary approaches to global challenges.*

We are the Canadian university with the broadest disciplinary coverage. This diversity in academic programs, in ways of knowing and learning and in research, scholarly and artistic work enables us to consider the world’s most difficult challenges from many perspectives simultaneously.

*We will emphasize team learning and discovery experiences.*

While we value and reward both individual and team research, our history has demonstrated that we are stronger when we work together. We will seek out learning and discovery opportunities that allow us to honour our sense of place as a strong community with a culture of collaboration. We will emphasize team experiences for students and create physical spaces that encourage interaction.

*We will be distinguished as a leader in community-based scholarship and education.*

We will continue building strong partnerships with community-based organizations around our discovery and learning missions and presenting opportunities for engagement by students, staff and faculty.

*We will excel in and distribute high quality education, research and clinical training in the health fields throughout the province.*

We will increase the participation rates in post-secondary education in Saskatchewan by working to eliminate or transcend the barriers that currently prevent many people in rural and northern Saskatchewan from accessing a university education. We will expand our programming outside of Saskatoon and make it possible for Saskatchewan people to pursue degrees without leaving their homes and support structures.

A particularly important domain in which the university interacts strongly with our community is through our health disciplines. A key goal for the coming decades is to improve the performance in our health-related fields in education and research.

## **ENHANCING ABORIGINAL ENGAGEMENT**

We recognize that scholarly traditions and institutions, including our own, have often excluded First Nations, Métis and Inuit people and knowledge. We will change this legacy at the University of Saskatchewan.

As the Canadian research-intensive university with the highest percentage of self-identified Aboriginal students and the highest proportion of provincial residents identifying as First Nations, Métis and Inuit, we have a special role to play in modeling a university that offers Aboriginal students, and all students, equitable access to an education and to university services. In partnership with Saskatchewan Indigenous communities, we are uniquely positioned to identify the characteristics of such a university, to articulate the principles that will guide the transition, and to make the changes that will ensure the success of our Aboriginal students.

*We will meaningfully incorporate Indigenous knowledge and perspectives into the curriculum, into research, scholarly and artistic work, into operations and into the physical identity of the University of Saskatchewan.*

We will become a place where traditional Indigenous ways of knowing and Western scholarly ways of knowing will meet, engage, and sometimes intertwine, for the mutual enrichment of both. In this coming together, we will respect both scholarly traditions and Indigenous traditions, acknowledging that both include knowledge, histories, values, cultural practices, and governance systems.

*We will work to eliminate systemic barriers within our own practices and to strengthen supports for Aboriginal students, including academic, social, and cultural programs.*

Our efforts will be sensitive to the immediate challenges and systemic barriers inhibiting access and academic success for Aboriginal students and to take steps to improve the system.

*We will ensure Aboriginal students see themselves and their experiences reflected in the university's academic and administrative leadership.*

We will recruit and retain Aboriginal faculty and staff in a variety of fields and roles. We will ensure we recognize and develop leadership capacity among First Nations, Métis and Inuit students, faculty and staff in order to build a diverse community at all levels and to establish a supportive environment.

## **INSPIRING LIFELONG CITIZENSHIP**

We expect our students, faculty, and staff to be engaged members of our campus, local and global communities, connecting and contributing to help make our communities stronger. We aim to inspire students who value diversity, share their knowledge and continuously exercise leadership long after graduation.

*We will be strategic in our student recruitment, seeking out students who not only excel academically but also demonstrate citizenship and capacity for leadership*

We will align our recruitment strategies to best reflect the type of community we want to build. Our top students will not only excel academically but they will also show their commitment to their communities and to society-at-large. This approach serves the province, not only through attracting new highly talented individuals, but by raising the degree completion rates across the board, enhancing our visibility nationally and internationally, and shaping the leaders of tomorrow.

*We value leadership within our community and will assess, develop and reward leadership skills across the university.*

We will do more to groom students, faculty and staff for leadership at all levels of the university. We will describe the characteristics needed to support innovation, creativity, nimbleness and responsiveness, and then create the opportunities that allow people to grow and exercise skills in these areas.

*We will help students to succeed in their fields, equipping them for the future with the skills, attributes and values to keep learning long after they have graduated.*

We accept that career preparation is part of our mandate, but rather than training individuals for particular job opportunities or to work for specific companies we will equip them to be continuous learners and to seek out every opportunity to develop themselves. Our graduates will reflect our institutional values and in particular will be known for learning actively, thinking broadly, acting ethically, and engaging respectfully.

## **What will be our guiding principles?**

The University of Saskatchewan chooses to be principle-driven in its actions and decisions. We recognize the following principles that will help create and maintain the environment that enables us to reach our vision.

### ***People***

- We will put students at the centre of our programs and planning.
- We will have our alumni recognize the university as having played a major role in their lives.
- We will embrace diversity and actively promote equity in fulfilling our mission.
- We will ensure our employees reflect the values of the university, and it is our responsibility to make certain that we embed sufficient professional development in our operations so that our personnel can grow their skills and expand their knowledge.
- We will position ourselves to be competitive and we will reward outstanding performance.
- We will ensure that our structures do not ossify, that we have sufficient flexibility to respond to change and be nimble.
- We will change how we view technology – seeing it as a means of changing the nature of our work and study rather than simply a means of automating processes conceived in an earlier age.

### ***Programs and Planning***

- We will refer to our mission, vision and values in making hard decisions at all levels. We are prepared to take some difficult actions to preserve integrity of mission.
- We will honour a culture of planning, implementing plans and evidence-based decision-making.
- Institutionally, we will define a set of key performance indicators that provide a snapshot of performance and are regularly presented to the public and our governing bodies.
- We will identify areas in which risk-taking should be valued but also be clear about areas in which we should be risk-averse.
- We will grow our academic programs and our student numbers only when we can do so while maintaining or improving upon our learning and discovery standards and the quality of the student experience.

- We will increase our efforts to ensure that people throughout the world are aware of our accomplishments. We will publish our results and we will publicize those accomplishments of particular importance to our local, provincial, national, or global community.
- We will be transparent and accountable in our decision-making.
- We will retain our autonomy so that decisions are based not on expediency but on our best judgments tempered by public discussion with interested parties.

### ***Resources, Focus and Partnership***

- We will resist the temptation to see funding as more than it is – a resource rather than a driver of what we, as a public institution, can do.
- We will model how a university achieves financial, social and environmental sustainability in the long term, through planning and attention to mission and priorities.
- We will ensure that our resources are distributed appropriately – neither massed in a narrow portion of our mission, nor spread so thinly that we are incapable of excelling in any part of our mandate.
- We will partner where it is clear that such a partnership is in the best interest of all involved and preferable to competition. Partnerships are especially valued when they link to both our discovery and learning missions.
- We will only grow new research or teaching programs that may be found elsewhere within the province if we can provide added value, capitalize on unique opportunities at the University of Saskatchewan, or respond to unmet demand.
- We will craft mechanisms to help us select which opportunities we will respond to in a timely fashion.

### **The University of Saskatchewan in 2025**

Achieving this vision of a more engaged and research-intensive university will require innovative thinking, commitment, and a willingness to challenge established processes and structures. Building on our proud history, our strengths, and our outstanding talent, we are determined to make the changes needed to take this institution to the next level of academic, research and community engagement by the end of this quarter century.

**UNIVERSITY COUNCIL**

**RESEARCH, SCHOLARLY and ARTISTIC WORK COMMITTEE**

**FOR INFORMATION ONLY**

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**PRESENTED BY:** Caroline Tait, Chair

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** **Research, Scholarly and Artistic Work Committee  
Annual Report to Council**

**COUNCIL ACTION:** For information only

**COMMITTEE TERMS OF REFERENCE**

1. Recommending to Council on issues and strategies to support research, scholarly and artistic work.
2. Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly and artistic work.
3. Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
4. Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.
5. Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.
6. Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University and providing advice to the Planning and Priorities Committee of Council.
7. Receiving annual reports from the Vice-President Research and the Dean of Graduate Studies and Research.
8. Receiving and reporting to Council the University's research ethics boards' annual reports.

9. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

## **COMMITTEE MEMBERSHIP FOR 2013/2014**

### Council Members

Rainer Dick	Physics & Engineering Physics
Paul Jones	School of Environment and Sustainability
Yu Luo	Biochemistry
Jaswant Singh	Veterinary Biomedical Sciences
Julita Vassileva	Computer Science

### General Academic Assembly Members

Pam Downe	Archaeology and Anthropology
Tim Nowlin	Art and Art History
<b>Caroline Tait (Chair)</b>	Psychiatry
Keith Willoughby	Edwards School of Business

### Student Members

Jordan Sherbino/Desiree Steele	VP Academic Affairs, USSU
Izabela Vlahu/Ranjan Datta	VP Academic, GSA

### Ex Officio

Adam Baxter-Jones	Acting Dean, Graduate Studies and Research
Karen Chad	Vice-President Research

### Resource personnel

Laura Zink	Special Projects and Operations, Office of the Vice-President Research
Susan Blum	Director, Research Services

### Administrative support

Sandra Calver	Coordinator, University Governance
Alex Beldan	Committee Coordinator, University Secretariat

## **ATTACHMENTS:**

1. Research, Scholarly and Artistic Work Committee Annual Report for 2013-14
2. Annual Report of the Vice-President Research for 2013-134
3. Annual Report of the Dean of Graduate Studies and Research for 2013-14

**ANNUAL REPORT TO COUNCIL  
of the  
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE**

During 2013-14, the Research, Scholarly and Artistic Work Committee (RSAW) held 18 regular committee meetings. As the committee submitted a mid-year report to Council in January, 2014, the committee's annual report will focus on the committee's activities from January – June, 2014.

Much of the committee's efforts in the second half of the year focused upon writing and finalizing the report [\*Undergraduate Research Initiative\*](#), as presented to Council in May. The report was written in response to the university initiative led by the Vice-President Research in collaboration with the Vice-Provost Teaching and Learning and the University Learning Centre to provide research opportunities to all undergraduate students across all university colleges. The report outlines a series of specific and practical suggestions in relation to this goal and poses questions where the RSAW believes further discussion and consideration is needed. Next year, the committee will follow-up to hear directly from faculty and students involved in the undergraduate research pilot projects presently underway and planned for 2014/15, at which time the RSAW will update Council again about this initiative.

The committee reviewed several draft policies relevant to researchers. The draft *Policy on Eligibility to Apply for, Hold and Administer Research Funding* was created to address the Tri-agencies increased accountability regarding eligibility, and the need to identify how any conflicts of interest relating to research funding will be handled. The *Policy on Research Administration* consolidates the former *Administration of Research Funds* and *Administration of Grants and Contracts* policies, which were merged to provide a single, comprehensive policy. The new policy outlines the responsibilities of the different parties, clarifies sponsored versus non-sponsored research, the negotiation of agreement terms and authorization, and provides expanded procedures related to research administration. Both policies are scheduled for review by PCIP and submission to the Board of Governors for approval in the fall of 2014.

The RSAW committee is responsible to approve the terms of reference for the [\*Distinguished Researcher and New Researcher Award\*](#) terms of reference. The committee updated the terms of reference of each award to reflect that the committee has the ability to designate a member of the General Academic Assembly to serve as the committee's designate on these selection committees and also that the member of the College of Graduate Studies and Research on the selection committees should be a full member of the college. This year, Dr. Ernest Walker of the Department of Archaeology and Anthropology agreed to serve as the committee designate on these award committees.

The committee has been involved in previewing and providing feedback on demos of the [\*UnivRS\*](#) research administration system as stage 1 nears completion. The first stage of the

research process, known as “project idea,” has the capacity to record and track future research projects, build project teams, identify funding sources, develop documents, and lead to a conversion from “project idea” to “project application”, as desired by the researcher. The system is carefully designed to protect the intellectual property of the individual through the privacy and security provisions attached to the system. The system is also designed to have all internal approvals within the workflow of the system. UnivRS will unfold in four stages with associated timelines. Project idea is within *Stage 1: Pre- and Post-Award* (June 2013-Dec 2014). The other stages are: *Stage 2: Compliance, CV and CASRAI* (the Consortia Advancing Standards in Research Administration Information, an international not-for-profit organization working to standardize research administrative data) (Jan 2015-2016); *Stage 3: Publications and Advanced Reporting* (July 2016-Dec 2017); and *Stage 4: Clinical Trials and Graduate Students* (Jan 2018-June 2019).

The RSAW received the results of the [national survey on post-doctoral fellows](#) coordinated by The Canadian Association of Postdoctoral Scholars and Mitacs, a national, not-for-profit research organization. The concerns and issues regarding post-docs are national in scope. There is no uniform funding for post-docs and variable salary and benefit packages apply. Members acknowledged the uncertainty faced by postdocs, particularly in terms of categorization and status, leading to lack of a social safety net and emphasized the importance of postdocs relative to the research success of the university. Members requested that the committee be kept informed as to the university’s involvement with and work with postdocs to rectify the issues raised and noted that many of the issues raised could be ameliorated with some attention and communication.

I am pleased to report on the work of the Research, Scholarly and Artistic Work Committee and extend my appreciation to all members for their positive engagement, attendance and thoughtful discussion. I look forward to serving as committee chair in the coming year.



Caroline Tait, Chair

## **Report of the Vice-President Research**

To the Research, Scholarly and Artistic Work Committee of Council

For the period May 1<sup>st</sup>, 2013 to April 30<sup>th</sup>, 2014

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It has been a pleasure over the last year to work with colleagues, researchers and external partners as we continue to develop the University of Saskatchewan as a place of discovery with impact. This has been an exciting year for U of S research, as we are seeing many of our past efforts come to fruition and have a positive effect on our research environment. We look forward to working with the entire university community to continue developing these initiatives and supporting individuals, groups and units in all their research activities.

I am pleased to provide an overview of key accomplishments and activities of the Office of the Vice-President Research for the period May 1<sup>st</sup>, 2013 to April 30<sup>th</sup>, 2014.

### **STRATEGIC INITIATIVES AND PORTFOLIOS**

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#### ***Strategic Planning: Development of College Research Strategies***

- A key deliverable of IP3 is the development of individual college/school research strategies. This is the first time colleges/schools have been asked, on an institution-wide basis, to develop research strategies. Each college's plan will both identify discovery and creation goals, and describe how these goals will be advanced through: articulation of areas of research focus, complement planning for highly qualified personnel (faculty, students and PDFs), development of the research environment (infrastructure and program/services), and development of a strategy for collecting research metrics.
- The Associate Deans Research or Dean's designate led development of the college research strategies. Following submission in Fall 2013, each strategy was reviewed extensively by the OVPR executive team and the compiled feedback was endorsed by PCIP.
- In May 2014, ADRs will receive written feedback, including both individualized recommendations and common themes for improvement found across colleges. Colleges will revise their strategies for submission in December 2014 after which they will be publically shared.

#### ***Successful Proposal: Canada Excellence Research Chair***

- The OVPR led the development of a phase I application for a Canada Excellence Research Chair (CERC) in Integrated Infectious Disease Mitigation. The CERC review committee called the proposal "one of the most exciting and exceptional proposals submitted to the program."
- A rigorous candidate search was launched in the fall of 2013. With a candidate selected, the OVPR submitted the phase II proposal in February, with a final decision in June 2014.

#### ***Improving e-Services for Researchers: UnivRS***

- The University Research System (UnivRS) was identified as one of the university's top priorities in its third integrated plan. The system is jointly sponsored by the Office of the Vice-President Research

and the Vice-President Finance and Resources. The plan for implementation received Board approval in May 2013.

- UnivRS is a single, web-based system that provides opportunities for researchers within and outside the U of S to collaborate on research projects securely, including online proposal development, submission of research and ethics applications, and electronic signatures. It will serve as a central repository to collaboratively manage all research project activities, including pre- and post-award and compliance processes, such as human ethics, animal care and biosafety.
- UnivRS will roll out over a five year period and will release functionality in stages; each stage is scheduled to take 12-18 months. The goal is to fully implement UnivRS by 2019.
- Stage 1 – pre-and post-award management – will be released to Research Services in summer 2014, with further deployment across campus in the months subsequent to the summer release. Stage 2 will focus on compliance (i.e., human ethics, animal care, and biosafety) and publications.

### ***Supporting New Faculty: Research Mentorship Program***

- Nearing the completion of its second year, the Research Mentorship Program links newly hired faculty members with a personalized research mentorship team to assist the new faculty member in creating a 5 year research plan. The program was established to: improve research success for new faculty; enhance the teacher-scholar model across campus; and, advance the U of S's research-intensive culture.
- The U of S is the only U15 university with a research-focused mentorship program.
- Over two years, 36 new faculty members from 10 different colleges and schools have participated, amounting to half of the 71 new hires.
- Mentorship teams are composed of 2-4 individuals including senior faculty and the department head/ADR. The program also involves semi-annual workshops for new faculty and annual training for mentors.
- A review of the first year was completed in the summer of 2013, with very positive feedback overall. 77% of participating new faculty said their mentorship team had been helpful in developing a five-year research plan. 89% of mentors felt they had "been able to contribute [...] to the 5-year research vision/plan of the new U of S faculty member."
- The program's second year will be evaluated in May 2014, and efforts are underway to ensure that all new faculty members are provided with a mentorship team.

### ***Improving Funding Success: Internal Review and Tri-Agency Leaders***

- The OVPR's internal review process continues to help researchers secure Tri-Agency funding.
- Internal review is available for the following grants: CIHR Operating, NSERC Discovery, SSHRC Insight, SSHRC Insight Development, and SSHRC Partnership Development
- Assessments of the CIHR and SSHRC programs demonstrate improved success rates:
  - In 2013-14, SSHRC Insight applicants who participated in Internal Review were nearly three times more successful than individuals who did not participate.
  - In the two 2013 CIHR Operating Grant competitions, 33% of internally-reviewed applicants were successful, compared to 7% (one individual) who was successful

without internal review.

- Please see the attachment pages for further details.
- The internal review process is led by the OVPR's Tri-Agency Leaders, highly respected faculty who have been seconded to support the success of their colleagues in securing tri-agency support. In 2013-14 the Tri-Agency Leaders were:
  - SSHRC: Bram Noble (Geography and Planning)
  - CIHR: Roger Pierson, (Obstetrics, Gynecology and Reproductive Sciences) and Troy Harkness (Anatomy and Cell Biology)
  - NSERC: Tom Steele, Department of Physics and Engineering Physics

### ***Facilitating Interdisciplinary Collaboration: One Health Initiative***

- To accelerate the development of One Health research and training opportunities, the OVPR has helped to develop the One Health Initiative. Comprising more than 40 faculty members from a variety of colleges and schools, a collaborative effort is being made to advance this signature area and establish the U of S as a leading One Health institution.
- Led by Hugh Townsend and Bruce Reeder, the Initiative secured \$400,000 from PCIP and the Council of Health Science Deans. Four seed grants of \$20,000 have been awarded to interdisciplinary teams developing research projects in areas identified by the One Health group. Similar funding will be available next year, with the majority of the remaining funding to support the internationalization of One Health student training.
- Baljit Singh is leading the NSERC-CREATE-supported "Integrated Training Program in Infectious Disease, Food Safety and Public Policy." The program will train 78 graduate students from diverse disciplines and is the model for a future One Health Graduate Certificate Program at the U of S. PCIP funding has enabled the development of an international dimension to the program, which involves establishing partnerships with universities (including ones in Germany and India), supporting student exchanges, and participating in a rotating international summer school.
- The growing intensity of One Health research has also supported a successful phase I CERC proposal and a successful LOI for a U of S-led Network of Centres of Excellence (Phase II to be submitted in June) led by Baljit Singh, Volker Gerdt, and John Gordon.

### ***Recruiting Top Talent***

- In addition to the extensive CERC candidate search, the VPR has been involved as a board member in hiring top talent for leadership positions at the U of S's research centres, institutes and facilities. In the past year, these efforts included ongoing membership on the hiring committees for Executive Directors at both the Global Institute for Food Security and the Fedoruk Centre, and the completed search for the Canadian Light Source's new Executive Director.

### ***Global Institute for Food Security***

- 2013 was the foundational year for the Global Institute for Food Security (GIFS). The Institute's vision is to catalyze food security research and innovation by engaging and supporting leading scientists, educators, innovators and students.

- In June 2013, GIFS identified three research and innovation themes linked to its mission to increase crop production, build a prosperous economy in Saskatchewan, and contribute to global food and nutrition security:
  - *Healthy soils for optimum crop productivity and agricultural sustainability.*
  - *Increasing resiliency of crops and cropping systems.*
  - *Capturing value in the global food supply system.*
- In July 2013 GIFS' first Call for Proposals was issued and in January 2014, four projects were selected for consideration, pending receipt of acceptable revised research plans. Final announcements will be made in the summer of 2014.
- In November 2013, Viterra became GIFS' first Innovation Partner through its contribution of \$2 million for operations and programs. The five year funding agreement makes Viterra the first grain industry partner.
- In April 2014 David Natcher became the first GIFS Enhancement Chair when he was appointed to a five-year term as the GIFS Research Chair in the Social Dimensions of Food Security.

### ***Sylvia Fedoruk Canadian Centre for Nuclear Innovation***

- The Sylvia Fedoruk Canadian Centre for Nuclear Innovation was established in 2011 as a separate not-for-profit corporation owned by the U of S. The Centre's purpose is to place the province among global leaders in nuclear research, development and training through investment in partnerships with academia and industry.
- In 2013-14 the Centre awarded \$3 million to 17 projects led by U of S researchers. Including partner contributions, these projects total over \$5.8 million.
- In support of academic programs, the Centre invited two full proposals from the U of S, one in nuclear medicine and the other in physical environmental research, in addition to a Letter of Intent with the U of R and an environmental scan on nuclear energy and safety.
- The cyclotron was delivered to the facility in April, 2014. The Fedoruk Centre will assume responsibility for operations, starting with regulatory commissioning in October 2014.
- Strategic Plan 2020 Saskatchewan's Future in Nuclear Innovation has been adopted ([http://www.fedorukcentre.ca/docs/SK\\_FutureInNuclearInnovation.pdf](http://www.fedorukcentre.ca/docs/SK_FutureInNuclearInnovation.pdf)).
- An international search for an executive director was launched in March 2013 and is in progress.

### ***International Minerals Innovation Institute (IMII)***

- The International Minerals Innovation Institute (IMII) was launched in 2012 to develop and implement innovative education, training, research and development partnerships for supporting a world-class minerals industry.
- In June 2013, the IMII committed to providing the U of S with \$1.67M over three years for the development and delivery of new mining courses leading to the creation of a mining option in three programs in the College of Engineering.
- The IMII also partnered with Mitacs and the U of S on a novel research and training initiative valued at more than \$600,000. Engin Özberk, IMII executive director, will act as the first Mitacs Industry Executive in Residence-Minerals, providing the U of S with leadership in the minerals research and innovation sector and catalyzing industry-researcher collaborations.

- In March 2014, IMII announced its commitment to support six projects focused on safety, the environment, and developing specialized training for the mining industry. The projects include two research and development projects worth \$1.1M and four education and training projects worth \$3.2M. The projects are spread across Saskatchewan post-secondary institutions including one project at the U of S.

### ***Diversifying Research Culture: Undergraduate Research Initiative***

- The Undergraduate Research Initiative is a collaboration between the OVPR and the Office of the Vice-Provost Teaching and Learning committed to ensuring the majority of students have the opportunity to experience research during their undergraduate degree.
- Priorities of the initiative include: making research opportunities more widespread across disciplines and academic years; designing research into the curriculum from first year onwards; and, improving the visibility and appreciation of undergraduate research.
- In January 2014, a pilot course was launched in the department of sociology to develop strategies for including research experiences in 100-level courses. Through this course, 340 students in two classes engaged in a research project.
- In September 2014, a full pilot will be launched, involving course-based research experiences in classes in Agriculture, Kinesiology, and Social Sciences.
- With the leadership of a new Undergraduate Research Coordinator, a community of action has been formed, composed of faculty interested in enabling undergraduate research at the U of S.
- Undergraduate Summer Research Assistantships were awarded to 76 researchers from 13 different colleges and units. The matching grants of \$2000 or \$4000 support researchers interested in providing an undergraduate student with a meaningful research experience.
- In February 2014, the inaugural issue of the University of Saskatchewan Undergraduate Research Journal (USURJ) was published, with support from the OVPR.

### ***Policy Development***

- The Institutional Costs of Research Policy was approved by the Board of Governors and implemented on May 1, 2014. A flat rate of 25% is now being applied to all research agreements, replacing variable overhead rates. The change will ease negotiations with sponsors, create administrative efficiencies, and align U of S policies with fellow western U15 universities.
- The Human Research Ethics Policy and the Responsible Conduct of Research Policy were approved by University Council in June, 2013.
- Two other policies have been prepared and gone through the consultation phase, with PCIP and Board approval anticipated in fall 2014: the Research Administration policy and the Eligibility to Apply for, Hold, and Administer Research Funding policy.

### ***Research Infrastructure Developments: Capital Projects***

- The Vice-President Research is the Executive Sponsor for a number of large-scale capital projects. The projects are at varying stages of development within the University's *Major Project Planning Process*:

- Beef Cattle Research and Teaching Unit: a location for the new facility has been identified, and the project is in the design phase.
- Dairy Research Facility: the new facility has been completed, with occupation in August 2013.
- Canadian Feed Research Centre: construction of the facility is proceeding, with completion projected for August 2014.
- Phytotron Renewal: Phases I, II, and III are complete, and the facility is occupied.
- SCI-CS (Cyclotron): Construction is in progress, with completion expected in September 2014. CNSC licensing and commissioning is expected to be complete spring 2015.

### ***Centres: Review***

- The ongoing systematic review of Type B centres continued through 2013/14. Since the start of the process in 2011, four reviews have been completed: Division of Biomedical Engineering, Prairie Swine Centre Inc., Saskatchewan Structural Sciences Centre, and Toxicology Centre.
- Three reviews are currently being finalized: Canadian Centre for Health and Safety in Agriculture; Centre for the Study of Co-operatives; Community-University Institute for Social Research; and further reviews are planned to be initiated in 2014/15.

### ***Capitalizing on Opportunities: Synchrotron Sciences Initiative***

- Working with strategic leads Graham George and Ingrid Pickering, the OVPR has been developing a framework to make the U of S Canada's leader in synchrotron sciences training.
- Based on experience gained through the CIHR-THRUST training program, the first step will develop comprehensive and interdisciplinary synchrotron programming at the U of S. The goal is to serve the Canadian need for specialized training while attracting top talent from overseas.
- TransformUS underscored the necessity of new structures to support interdisciplinary programming. The Vice-Provost Teaching and Learning is now working with the synchrotron strategic leads to develop a framework for the proposed synchrotron sciences programming.

### ***Raised National Profile for U of S Research Partnerships in Signature Areas***

U of S research strengths and partnerships were publicized in a variety of media in 2013-14. Selected signature area communications initiatives include:

- Synchrotron Sciences: The OVPR led a national campaign to highlight a unique \$750,000 NSERC-funded partnership among the U of S, SIAST and Federal Co-operatives Ltd. This included stories and photos in multiple major newspapers; a 6-minute video paid for by a special NSERC grant; and a half-page ad in a CFI supplement jointly funded by FCL, SIAST, and U of S. NSERC uses the video to encourage researchers and potential industry partners to apply for partnership program funding.
- Water Security: Stories for the StarPhoenix and other Post-Media papers on topics such as the Global Institute for Water Security's recent groundwater report.
- Food Security: Developed the national messaging, communications strategy and an event to announce the new \$90-M Canadian Wheat Alliance with NRC, Ag and Ag-Food, and SK Ag. Oversaw development of articles on the first four GIFS projects.

- **Aboriginal Scholarship:** Led a short video on a former Aboriginal graduate student for Association of Universities and Colleges of Canada (AUCC) website.
- **Student Research: Students Promoting Awareness of Research Knowledge (SPARK) program:**
  - In 2013-14, the OVPR provided journalism mentorship to four graduate students who produced 14 Young Innovator profiles. The science articles were printed in the Saskatoon StarPhoenix and used to publicize U of S graduate student research, with an emphasis on signature areas.
  - Over nine years, 116 research stories have been published by the StarPhoenix, and more than 20 students have been mentored in journalism skills.

### ***OVPR Internal Communications Initiatives***

- Provided quarterly/annual research metric reports to colleges, enabling them to track research progress.
- Introduced monthly research updates to provide U of S community with highlights of recent funding successes, innovations in programs and services, partnership development, and new research-related initiatives.
- The Research website is currently being redesigned, in partnership with Communications and Information and Communication Technology, with launch anticipated in 2014.
- Initiated twice-a-year Annual Report by the VP Research to University Council.

### ***Representing U of S Nationally and Internationally***

- The Vice-President and Associate Vice-Presidents continue to represent the U of S as members of international delegations and on major research and innovation boards. 2013-14 highlights include:
  - The VPR served on 13 boards, ranging from the Executive Committee for numerous U of S Institutes such as VIDO, to providing a U of S voice at major national groups such as the U15 Vice-Presidents Research Committee
  - The AVPR-H represented the U of S on a number of health-related boards including membership with the Saskatchewan Health Research Foundation, and chairing the Kidney Foundation of Canada Allied Health Research Council
  - The AVPR sits on the Boards of U of S centres such as the Toxicology Centre Advisory Board and the Prairie Swine Centre Board of Directors
  - In January, the VPR also traveled to Ethiopia, strengthening ties with the U of S' long-standing partner Hawassa University and investigating further opportunities for student exchange and engaged research.

### ***Awards Office***

The Awards Facilitation Office works to help identify candidates and compile nominations for local, national and international faculty recognition awards. The awards facilitator provides direct support for major awards and prizes that recognize scholarship, teaching and outreach contributions nationally and internationally.

- From May 2013 to April 2014, 39 new nominations and 6 updates to previous nominations for awards were submitted in collaboration with the Awards Facilitator. Examples include nominations for: the Killam Fellowship and Killam Prize; the Royal Society of Canada; the Canadian Academy of Health Sciences; the Canadian Academy of Engineering; the Royal Society of Canada's new College of Scholars, Artists & Scientists; Fellowship in the Agricultural Institute of Canada; and the Saskatchewan Order of Merit. Many of the decisions remain outstanding on nominations submitted over the past year.
- Recent successful nominations have included:
  - The **Killam Prize in the Humanities** was awarded to Jim Miller, recognizing his exceptional contributions to Native-Newcomer relations within Canada. Miller was also appointed to the **Saskatchewan Order of Merit**.
  - Karen Chad was named one of Canada's **Top 100 Most Powerful Women** by Women's Executive Network (WXN).
  - A **Global Capacity Award** from the Society of Environmental Toxicology and Chemistry was awarded to John Giesy for his seminal studies and discoveries in the field of environmental toxicology.
  - Ajay Dalai was made a **Fellow of the American Institute of Chemical Engineering** in recognition of his internationally recognized research in bio-energy and environmentally friendly chemical processing.
- The Awards Office continues to take a proactive approach to identifying potential candidates for awards. Regular meetings are held with department heads, Associate Deans of Research, and individual faculty to build relationships, promote award opportunities and build a culture of value and recognition at the U of S. The Vice-President Research also chairs the Faculty Recognition Advisory Committee (FRAC) which continues to evaluate and select candidates for major national and international awards and to strategize around improving the U of S awards profile and culture of faculty recognition.

### ***Industry Liaison Office***

The Industry Liaison Office facilitates the commercialization of research and knowledge developed by the University's researchers, faculty, staff and graduate students. The Office focuses on fostering and developing collaborative work environments among researchers, industry partners and funding agencies.

Development of collaborative commercialization and research relationships:

- Established over 500 contacts with industry globally.
- Successfully supported research proposals totaling approximately \$3 million.
- Provided program management to the Province of Saskatchewan, Hitachi-Japan, U of S research program – a large-scale effort involving seven discrete projects.

ILO metrics and successes:

- Active licenses/options to license
  - Completed: 8
  - Under final negotiation: 1
  - Research Agreement with exclusivity on arising IP: 1
- ILO-managed license and royalty revenue:
  - \$10.1 M (a slight increase from approx. \$10 M in 2012/2013)
- Marketplace sales of ILO licensed products since 2007 equaled approximately \$2.3 billion.
- Start-ups (companies based on U of S-owned technologies):
  - Opportunities under review: 12
  - Through the Saskatchewan Immigration Nomination Program (SINP), 6 immigrant nominees were successfully qualified who can provide investment funding and management expertise for U of S start-ups.
- Spin-offs (companies not based on U of S-owned technologies but developed by U of S stakeholders) :
  - 12 under assessment or receiving ongoing business support.

Industry Engagement Highlights:

- Held the 2014 “Technology Venture Challenge,” a business development competition for the university community:
  - 24 applications received; 12 finalists chosen with workshops and mentoring ongoing.
  - Mariner Innovations, Mercan, and Affinity Credit Union were added as sponsors for second and third place prizes. ILO sponsors the first place prize.

### ***International Office***

The International Office provides leadership, coordination, and support services to advance the internationalization of the university’s core missions of research, teaching and learning, and service.

Transforming internationalization at the U of S:

- Following a thorough environmental scan of other institutions, a white paper was developed which reviewed international structures at the U of S and described opportunities the university may wish to follow in the future.
- Joined CALDO, a consortium of Canadian universities, in January 2014. CALDO is designed to facilitate: attracting sponsored international graduate students to member institutions; building and sustaining partnerships with sponsoring agencies and their governments; and, leveraging those relations to foster broader academic collaborations with universities in the countries where CALDO

operates.

#### Country Strategy Implementation:

- In 2013-14, the International Office provided leadership, logistical, and operational support for a number of initiatives related to the university's emerging country strategy. The country strategy includes China, India, and Other initiatives, and the details of its implementation are still under development.
- As part of the China Initiative, highlight developments include signing agreements to establish flagship partnerships with the following institutions:
  - Huazhong Agricultural University in June 2013
  - Xi'an Jiaotong University in June 2013
  - Three agreements with Beijing Institute of Technology (Flagship Partnership, General Collaboration, and Dual Degree Program) signed in May 2013.
- As part of the India Initiative, highlight developments include:
  - Signing a Memorandum of Understanding for general collaboration with Banasthali University in August 2013.
  - Participation in the Conference Board of Canada mission to India to develop mutually beneficial relationships involving Canada's post-secondary education system in response to economic and social development opportunities presented by India's growth strategy (April 2014).

#### Partnership initiation and agreement development:

- 40 new agreements were signed in 2013-14: 26 general collaboration, 11 student exchange, 2 dual degree, and 1 funding support.
- Working with Research Services, ISSAC, and the College of Graduate Studies and Research, the International Office led the development of standard operating procedures for partnership initiation and agreement development to ensure a standardized process is followed across campus.
- Developed an international agreements database in 2013-14.

#### Delegation support:

- Provided support to 20 delegations, including approximately 100 people.
- Developed the delegations management database.

#### Communication and data collection:

- Prepared more than 50 briefing notes and reports for the Saskatchewan Ministry of Advanced Education and university leaders in 2013-14.
- Acted as the first point of contact for government, international institutions, and many prospective international students and replied to more than 2400 requests.
- Launched the new International Office website in October 2013.

### ***Office of Associate Vice-President Research – Health, U of S / Vice-President Research & Innovation, Saskatoon Health Region (SHR)***

Renewed in 2011/12 following a full review, the AVPR-H / VPR&I's goal is to produce collaborative health research and innovation opportunities between the University of Saskatchewan and the Saskatoon Health Region (SHR), as well as other stakeholders.

2013 marked the first year the SHR made the list of the top 40 Canadian Research Hospitals (Research InfoSource). The SHR ranked 35<sup>th</sup> nationally, following a year in which it led all research hospitals in research income growth. 2013/14 was just the second year the Joint Office, in partnership with the OVPR's Research Services, submitted metrics for consideration.

#### Saskatoon Centre for Patient-Oriented Research (SCPOR):

- SCPOR was created through the collaborative efforts of the University of Saskatchewan's College of Medicine, Saskatoon Health Region, and the Saskatchewan Cancer Agency. SCPOR provides support and services to researchers wanting to conduct clinical research from various fields either academic, governmental, or industry related.
- Within 2013-2014 SCPOR had:
  - 42 new studies, including 30 new industry sponsored studies
  - Produced a Clinical Research Handbook detailing the procedures clinical researchers will follow at the University of Saskatchewan (May 2013).

#### CIHR's Strategy for Patient-Oriented Research (SPOR) and SUPPORT Units:

- The CIHR SPOR SUPPORT Unit is a major national initiative from CIHR. Support for People and Patient-Oriented Research Trials (SUPPORT) units are being developed across Canada to build provincial and national capacity for *patient-oriented research* and to provide resources and expertise for selected priorities of the provincial health systems.
- The AVPR-H office has been working to finalize the business plan for the Saskatchewan CIHR SUPPORT Unit, in collaboration with the Ministries of Health and Advanced Education Employment and Labour, Saskatchewan Health Quality Council, E-Health, Saskatoon Health Region & Regina Qu'Appelle Health Region, Council of CEOs, University of Regina, University of Saskatchewan, and First Nations University.
- Development of the proposal required an iterative process. A first draft proposal was submitted and initial feedback was received from CIHR's internal review committee in January 2014. This information is currently providing direction for the second draft which will be submitted to the CIHR International Review Panel at the end of June, 2014.
- The AVPR-H office also helped to facilitate the submission of the SPOR Network: Primary and Integrated Health Care Innovations grant opportunity and the SPOR team has now moved on to Phase II.

#### Research Development Support:

- The AVPR-H office has been responsible for many projects within the office from analyses to literature reviews. A few highlights from the past year include:
  - 7 literature reviews: Nurses' 12 Hour Shifts, Methicillin-Resistant Staphylococcus aureus, Environmental Scan for Mentorship Program, Continuity of Care, ED Waits and Patient Flow Initiative, Collaborative Nursing Models, and Labour and Delivery Nursing Models.
  - 164 new approved studies were performed within the Saskatoon Health Region's fiscal year (April 1, 2013-March 31, 2014), with 395 ongoing studies.

- Two new policies/procedures were developed and approved in the Saskatoon Health Region, including the Responsible Conduct of Research policy/procedure and the Intellectual Property policy/procedure, aligning SHR's policies with those of the U of S.

**New Location for AVPR-H Office:**

- At the end of 2013, the Joint Office moved back to the U of S campus after its three-year temporary location in Innovation Place. The office is now located at A102 Health Sciences Building, 107 Wiggins Road.

**Research Ethics**

The Research Ethics Office (REO) continues to play a leadership role in ethics and education in the responsible conduct of research.

**Research Ethics Boards (REBs):**

- The number of new research ethics applications to all REBs increased compared to 2012-13. Applications to the Biomedical REB have increased by 22% (from 300 to 367), the Behavioural REB has seen an increase of 2.4% (491 to 503) and the Animal REB has seen an increase of 1% (167 to 169). The REBs also approve or follow up on study renewals, study closures, amendments, protocol violations and serious adverse events.
- The decision-making of the University's Animal, Behavioural and two Biomedical Research Ethics Boards is supported by over 80 faculty, staff and community members.
  - Dr. Valerie Thompson chairs the University Committee on Human Research Ethics (UCEHR).
  - Dr. Brenda Allan is the acting Chair of the University Committee on Animal Care and Supply (UCACS).
  - Dr. Michael Corcoran chairs the Animal Research Ethics Board with Dr. Marcus Hecker as Vice-Chair.
  - Dr. Ildiko Badea is acting Chair of the Biomedical Research Ethics Board.
  - Dr. Beth Bilson chairs the Behavioural Research Ethics Board with Dr. Jamie Campbell as Vice-Chair.

**Research Ethics Education:**

- The research ethics education program includes college and departmental presentations, online courses, ethics drop-ins, one-on-one consultations, as well as small group and one-on-one animal handling training. The Research Ethics Office provided online research ethics and integrity training to 1592 graduate students this year through the courses GSR 960, 961 and 962.

**Community Engagement Workshop:**

- REO collaborated on a Community Engagement Workshop in October 2013 focused on promoting a supportive environment for Aboriginal peoples' health research in Saskatchewan. Over 110 participants attended the workshop, organized along with Saskatchewan Health Research Foundation (SHRF), Indigenous Peoples Health Research Centre (IPHRC), Regina Qu'Appelle Health

Region (RQHR) and the University of Regina. A report is forthcoming and will be posted on the SHRF website.

#### Research Ethics Harmonization

- Provincial research ethics review harmonization among the U of S, U of R, and RQHR has proven very successful with 67 studies handled through harmonized review in 2012-13 representing over 8% of studies submitted to the U of S Human REBs. So far this year, ethics reviews for 92 studies were harmonized representing 13% of studies submitted to the U of S Human REBs.
- Progress continues on harmonization among the U of S, University of Alberta and UBC in Western Canada.
- The U of S Research Ethics Boards (REBs) continue to be the Boards of Record for the Saskatchewan Cancer Agency, Saskatoon Health Region, Sunrise Health Region, and Five Hills Health Region.

#### Care and Management of Animals:

- The U of S report addressing the recommendations from the Canadian Council of Animal Care Assessment visit was submitted in January, 2014 and a response is forthcoming.
- The University Veterinarian has established the UCACS Tissue Share Databank as a means to reduce the number of animals used by providing researchers with tissue and blood from animals that are euthanized from other projects.

#### Responsible Conduct of Research

- New online ethics education programming is being developed for faculty, staff and post-doctoral fellows, scheduled to be made available by September 2014. This year the director of research ethics also delivered six full day, face-to-face academic integrity workshops for both international and non-international students.
- Three breaches of the Responsible Conduct of Research Policy were investigated this past year, including two cases of alleged plagiarism and one of alleged plagiarism and redundant publication.

### ***Research Services***

Research Services' mandate includes responsibility for grant/contract management, institutional programs, and international research. The unit has continued its efforts to provide excellent services to researchers on campus and to play a leadership role in implementing research administration best practices.

#### Data Management & Metrics

- An enhanced portal, the uView Report Portal, was launched in November 2013 to provide easier access to student and research data.
  - Users can access research award activity, standard reports (e.g. quarterly reporting) and customize their queries from institutional to the researcher level.

- Research metrics and analysis were provided for a variety of purposes including the U of S Achievement Record, TransformUS, senior administration, external surveys, and media.
- Preparations are being made to ensure compliance in preparation for a November 2014 Tri-Agency Monitoring Visit, including:
  - Supporting the steering committee, and planning and implementation efforts, including the requirement for an Institutional Approver.
  - Contributing to the development of communication and training information.
  - Participating in numerous well attended and received presentations/sessions on Tri-Agency administration to faculty, department heads, deans, and support personnel.

#### Funding Application/Contracts Metrics

- Funding application activity from May to April:
  - 2011/12: **1524**
  - 2012/13: **1569**
  - 2013/14: **1476**
- Contract activity from May to April:
  - 2011/12: **484**
  - 2012/13: **548**
  - 2013/14: **517**

#### Federal Indirect Cost Program

- 2013-14 FICP allocation was \$8.65M, a 1% decrease as compared to the 2012-13 allocation of \$8.75M.
- Funding was used for operating budget support (operating cost of space, management and administration, regulatory requirements, library resources) and research support (to fund Saskatchewan Structural Science Centre operations, intellectual property, management and administration, and more).

#### Canada Foundation for Innovation (CFI)

- Funding was awarded for 17 regular John R. Evans Leaders Fund (JELF; formerly Leaders Opportunity Fund) projects (CFI \$3,764,460; total project \$9,411,156) and 1 JELF-CRC project (CFI \$195,533; total project \$488,232)

#### Canada Research Chairs (CRC)

- Two new CRCs awarded in April 2013:
  - 1 NSERC Tier 1 (promotion from Tier 2)
  - 1 SSHRC Tier 2
- One SSHRC Tier 2 awarded a renewal in November 2013
- Total CRCs at the U of S: 31

## International Research

- A total of \$3.28M was awarded to U of S international research and development projects sponsored by the Department of Foreign Affairs, Trade and Development, International Development Research Centre, Grand Challenges Canada, and Association of Universities and Colleges of Canada, etc.

### ***Strategic Projects: Advancing Research Priorities and Initiatives***

Originally introduced during IP2, the Strategic Projects Team is a critical arm of the Office of the Vice-President Research. The Team consists of recognized experts from both the academic and external environment who are recruited for limited terms to address emergent and strategic opportunities related to institutional research goals. The Team allows the U of S to nimbly respond to strategic opportunities. 2013-14 Strategic Project members:

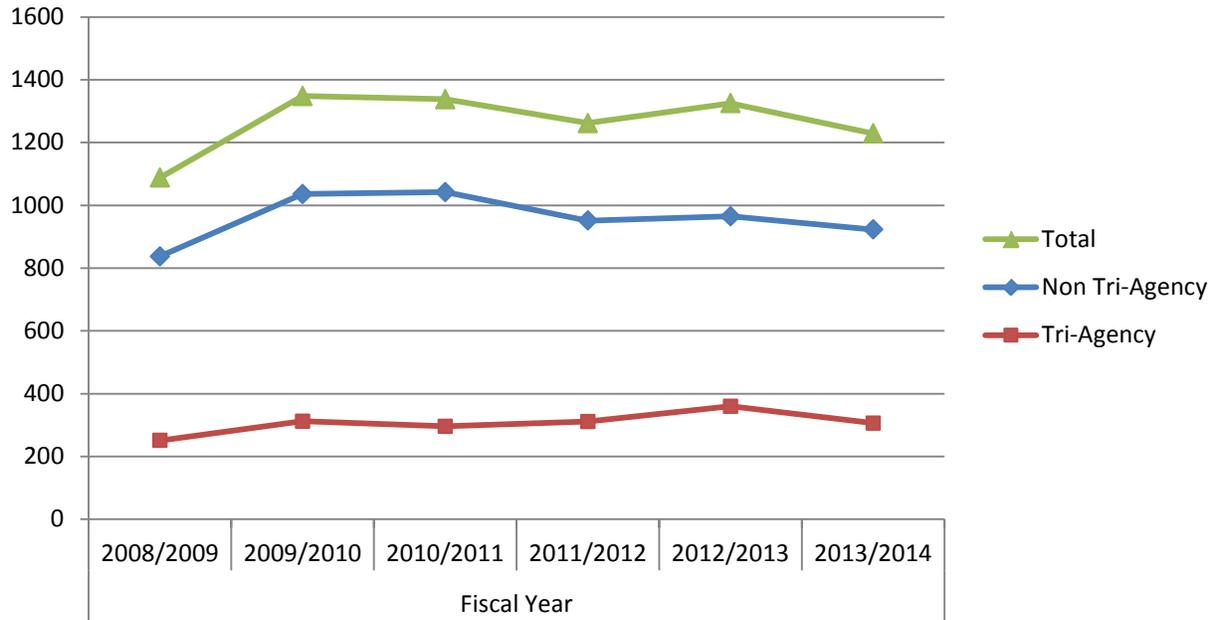
- Kevin Schneider (Computer Science, U of S) provided executive-level support to the UnivRS project which culminated in a successful Board proposal. Dr. Schneider also explored strategies for improved ICT resources/services for researchers, and facilitated development of ICT research.
- Robert Lewis (past-Director of the Monash Centre for Synchrotron Science) provided strategic advice related to BMIT educational, training and research activities, and supported instrumentation development strategic to the BMIT beamline.
- Gordon McKay (Past CEO and President, Pharmalytics Ltd.) took the interim role of Science Director of the recently launched Saskatoon Centre for Patient Oriented Research, and is a key member of a working group exploring the current and future research of the mass spec facility.
- Hugh Townsend and Bruce Reeder are the co-directors of the One Health Initiative and are leading the U of S' effort to support researchers in this signature area.

***Institutional Research Revenue***



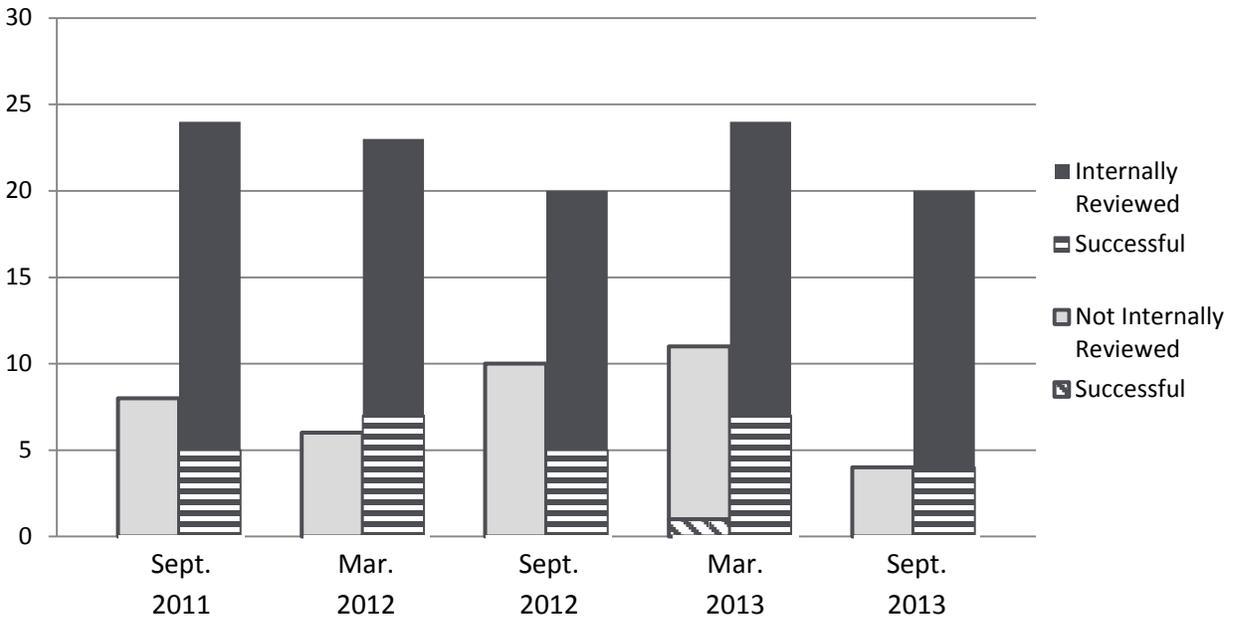
\*2013-14 Data to be released August 2014

### Number of Funded Research Projects Awarded



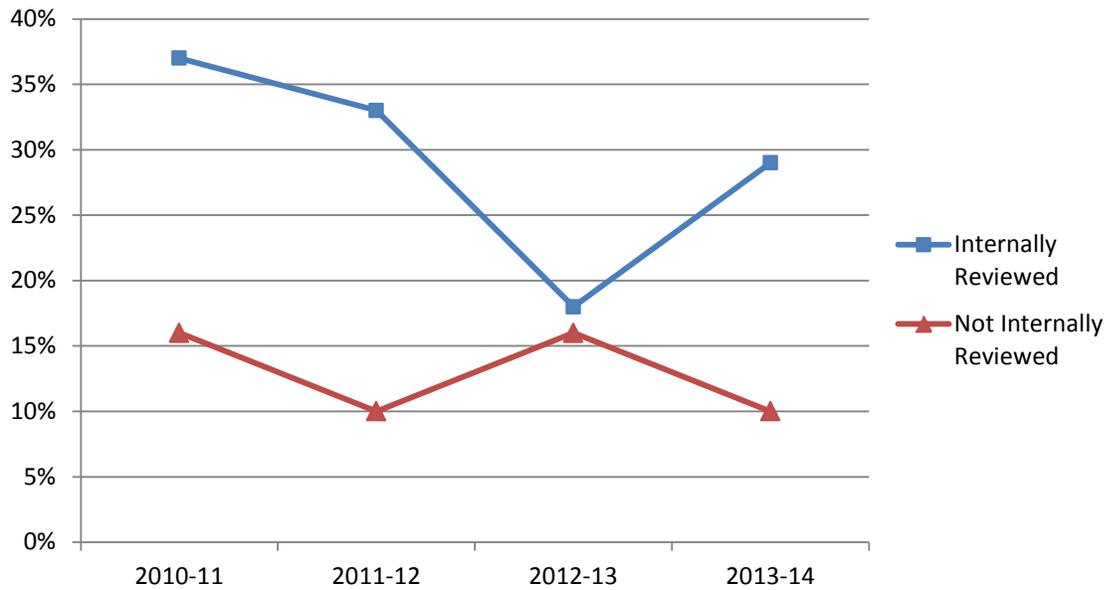
Source of Funding	Fiscal Year					
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
<b>Non Tri-Agency</b>	837	1036	1042	951	965	923
<b>Tri-Agency</b>	251	312	296	311	360	306
<b>Total</b>	1088	1348	1338	1262	1325	1229

**Internal Review: CIHR Operating Grant Applications**



Competition	Not reviewed			Reviewed		
	Successful	Total	Success Rate	Successful	Total	Success Rate
Sept. 2011	0	8	0%	5	19	26%
Mar. 2012	0	6	0%	7	16	44%
Sept. 2012	0	10	0%	5	15	33%
Mar. 2013	1	10	10%	7	17	41%
Sept. 2013	0	4	0%	4	16	25%
<b>Total</b>	<b>1</b>	<b>38</b>	<b>2%</b>	<b>28</b>	<b>83</b>	<b>33%</b>

**Internal Review: SSHRC Insight Grant Success Rate**



Competition	Internally Reviewed	Not Internally Reviewed
2010-11	37%	16%
2011-12	33%	10%
2012-13	18%	16%
2013-14	29%	10%

# 2014 Annual Report to the Research, Scholarly and Artistic Work Committee of Council

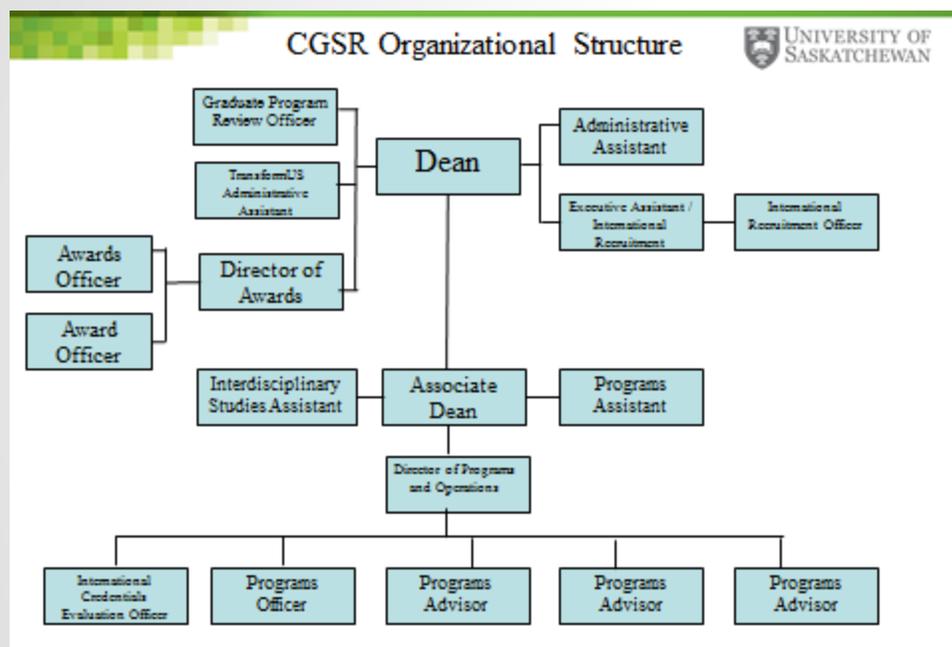
CGSR RSAW 2014 Report

During the 2013-2014 academic year (September 1<sup>st</sup> to August 31<sup>st</sup>) the four standing committees of the College of Graduate Studies and Research (CGSR) met on a regular basis to monitor, direct and facilitate College business. Copies of their respective reports are attached.

## **Staffing**

The figure below displays the current organizational structure of CGSR. During the last 12 months, the following faculty and staff changes have occurred: (i) Acting Dean Dr Adam Baxter-Jones's appointment was

extended by 6 months from June 30<sup>th</sup> to December 31<sup>st</sup> 2014. (ii) Associate Dean Dr Trever Crowe's contract was also extended from June 30<sup>th</sup> to December 31<sup>st</sup> 2014. In 2013, Dr Alex Beldan resigned his position as Programs Assistant and was replaced by Ms. Cat Bonner. Mr. Nathan Risling was hired as the Graduate Programs Review Officer.



Program Advisor Ms. Darla Mitchell was seconded to the International Credentials Evaluation Officer's position for 4 months. Ms. Susan Prpich is currently providing cover for Ms. Mitchell during her leave of absence. Ms. Shauna Quintin returned from covering a maternity leave and replaced Ms. Prpich as a Program Advisor. Ms. Quintin subsequently resigned and has been replaced by Ms. Prpich. The outcome of these changes has resulted in a decrease in Program Advisors from three to two. In the award's office Ms. Corinne Anderson resigned resulting in a current reduction of two to one Awards Officer. Ms. Eleonore Danial-Vaugeosis, previously on a 6 months term position as an International Credentials Evaluation project manager, was retained as the TransformUS Administrative Assistant to the Dean on a term contract until Dec 31<sup>st</sup> 2014.

### **Student Numbers**

As of fall census day October 10<sup>th</sup> 2013, graduate student numbers were up 3.2% on the previous year at 3,116. At winter term census day graduate student numbers were 1.3% higher than the previous year. International graduate student numbers have also risen and now make up 34% of the total graduate student numbers, one of the highest percentages in Canada.

### **International Recruitment**

International student recruitment remains a top priority. Delegations have visited China, Ecuador, and Chile this year, with delegations from these countries also visiting this campus. Agreement discussions are progressing. This initiative is supported by funding of the Ambassador Program. The University has also joined CALDO, a consortium of Canada's leading research universities committed to international education, which develops strategic partnerships with foreign governments, sponsoring agencies and groups of universities in order to enable students and researchers from Latin America to gain privileged access to the wide range of programs and state-of-the-art research facilities of its member universities (<http://www.caldo.ca/>). To assist in the recruitment of high academic caliber international students with low English language proficiency, CGSR introduced this year a Graduate Pathways Certificate. This will open up the opportunity for students without the minimal English language proficiency to be given a provisional entry to an academic program contingent on reaching language proficiency at our English-language school. Whilst enrolled in the English language classes they will be registered as non-degree graduate students. CGSR have also tried to assist international, and domestic, recruitment through the creation of an Admissions and Credentials Evaluation Officer. In line with new federal and provincial laws this officer will ensure consistency in our practices of international credentials evaluation. In collaboration with SEDS an up-to-date and appropriate centralized credentials evaluation methodology is now available for graduate students.

### **Visiting Scholars**

In 2013 the number of visiting scholars increased by 62% to a record high of 117. Ninety three percent of visiting scholars were international.

### **College Membership**

From 2012 to 2013 the number of newly appointed Adjunct Professors increased from 58 to 66 (99% were domestic appointments), whilst during the same period the number of newly appointed Professional Affiliates dropped from 31 to 18 (90% Canadian).

### **Scholarships and Awards**

In 2013- 2014 the College of Graduate Studies and Research administered approximately \$8 million of centrally funded money for graduate student support.

The total funds available for Dean's Scholarships increased by just over 44%, to \$2.1 million. This resulted in an increase in the number of scholarships awarded from 46 in 2013 to 54 in 2014. These new funds were made available through a PCIP initiative resulting in an additional \$520,000 being added to the \$1 million annual commitment and increased funds made available for International Deans Scholarships through increases in revenue generated from the International Tuition Fee Differential.

Just over \$3.9 million was awarded in devolved and non-devolved funding; with unit allotments based on the previous year's allotment and a three year rolling average head count, ratio of PhD to Masters and years in program formula.

The 20 Teacher-Scholar Doctoral Fellowships were increased in value from \$18,000 per year to \$20,000 per year.

The number of Graduate Teaching Fellowships was increased this year from 47 to 54 due to surpluses in the funds due to scholarships not being up taken in the previous years.

The Graduate Research Fellowship funds remained the same and were awarded to 25 students.

In 2013 -2014 \$1,521,000 was awarded through the Saskatchewan Innovation and Opportunity Scholarship.

## **College Initiatives**

One of the major focuses of the last 12 months has been to update and make more accessible CGSR's Policies and Procedures manual; an updated pdf version can be found here:

[http://www.usask.ca/cgsr/for\\_fac\\_staff/Policy-and-Procedure-Manual.php](http://www.usask.ca/cgsr/for_fac_staff/Policy-and-Procedure-Manual.php)

In addition, the Director of Programs and Operations has been working with colleagues in EMAP to produce an interactive online version that will be available in the summer of 2014.

With a new organizational structure in place and the recruitment of a Graduate Program Review Officer (Mr. Nathan Risling), the Graduate Program Reviews will be re initiated in the fall of 2014.

Finally, as indicated in the TransformUS Action Plan, the institution wishes to disestablish the College of Graduate Studies and Research. Under the University Act, it is the Board of Governors' responsibility to disestablish colleges on the authorization of Council. Decisions of Council to authorize the disestablishment of a college must go to Senate for confirmation. To achieve this goal Dr Adam Baxter-Jones and Dr Murray Fulton (Director, Centre for the Study of Co-operatives, Professor, Johnson-Shoyama Graduate School of Public Policy and member of the Graduate Education Review Committee (GERC)) have been asked to be the project co-leads, on TransformUS Action Plan project #4.1: The development of a new model for oversight of graduate education. The brief for project #4.1 is to consider where future graduate programs administrative decisions will be made: (i) in a recommended Office of Graduate Studies and Postdoctoral Fellows, (ii) in amalgamated units of undergraduate and graduate shared services or (iii) colleges or schools. It is important to note that the brief of project #4.1 is not to decide how decisions will be made.

Due to recent developments with regards to senior leadership positions, the projected timelines are not known. However, what is required is a submitted notice of intent (NOI) of a concept paper (CP) to the Planning and Priorities Committee of Council for them to take the CP to Council for approval. If approved, it will be submitted to Senate for their approval.

A working / advisory group has now been struck in consultation: Drs. Murray Fulton (co-chair and GERC member), Adam Baxter-Jones (co-

chair), Baljit Singh (Faculty), Peta Bonham-Smith (Faculty and GERC member), Greg Marion (Faculty and GERC member), Cathy Arnold (Faculty), Stephen Urquhart (Faculty), Pattie McDougall (Vice-Provost Teaching and Learning) and Ms Pauline Melis (Assistant Provost, Institutional Planning and Assessment), Ms Izabela Vlahu (President GSA), Mr Rahwa Osman (VP External Affairs GSA), and a Postdoctoral Fellow Rep (TBD). Support for this group is being provided by Dr. Trever Crowe and Ms. Eleonore Daniel-Vaugeois.

Ms. Daniel-Vaugeois is currently compiling a report for the working / advisory group to assist with their deliberations, which includes: (i) an external review of graduate administration in the U15 compiled from one-on-one interviews; (ii) an internal review of the faculty's issues with CGSR compiled from discussions at faculty meetings and an online survey; and (iii) flow diagrams outlining current graduate administration decision making.

With regards to Toxicology and Interdisciplinary graduate programs, these will be discussed as part of Action Plan projects 4.1, 10.1 and 10.2. It should be noted that project 4.1 is not responsible for the reorganization of staffing within any proposed new model; this is the responsibility of project TransformUS Action Plan #4.2 lead by the Vice-Provost, Teaching and Learning, Dr Pattie McDougal.



**College of Graduate Studies and Research**  
**Report of the Graduate Academic Affairs Committee**  
**May 2013 – April 2014**

**Committee members (for the period May 2013 – April 2014)**

Dr. Avi Akkerman, Dr. Ravindra Chibbar, Dr. Maud Ferrari, Dr. Kent Kowalski, Dr. Veronika Makarova, Dr. Paul Orłowski, Dr. Louise Racine (Chair), Dr. Chanchal Roy, Dr. Kara Somerville, Dr. Lisa Vargo, Dr. Khan Wahid

**GSA representative:** Mostafa Aghbolaghy

**CGSR members:** Dr. Trevor Crowe, Associate Dean; Dr. Alex Beldan (recorder, May 2013 – February 2014), Cat Bonner (recorder, March 2014 - )

**Nature of business conducted by the Graduate Academic Affairs Committee 2013-2014:**

- New Graduate Course Proposals
- Graduate Course Modifications
- Graduate Course Deletions
- Special Case Admissions
- Alleged Academic Misconduct Hearings
- Student/Academic Unit Appeals

Please note: approvals during May-August 2013 (after publication of the 12-13 report to Graduate Faculty) are marked with \*

**New Graduate Courses**

- PHSI 860.3 – Advanced Seminar in Neuroscience\*
- LAW 805.3 – Advanced Criminal Law Studies\*
- BPBE 825.3 – Research Issues in Agribusiness Management\*
- ME 897.3 – Mechanics and Control of Robots\*
- ECUR 815.3 – Decolonizing the Curriculum\*

- MBA 830.3 – Operations Management\*
- VBMS 880.3 – Experimental Design and Statistical Analysis for the Natural Sciences
- GSR 974.0 – Preparation for the Future: Graduate Professional Skills for the 21<sup>st</sup> Century
- ENG 803.3 - Topics in Literary and Cultural History
- MPAC 801.3 – Business Environment and Strategy
- NURS 990.0 – Seminar
- PUBH 812.3 – Emergency Management for Public Health
- PTH 832.3 – Musculoskeletal II
- PTH 834.4 – Musculoskeletal III
- PTH 838.5 – Musculoskeletal IV
- PHAR 865.3 – Analytical Mass Spectrometry
- VLAC 808.3 – Introduction to Veterinary Epidemiology
- PUBH 805.3 – Biostatistics for Public Health
- CHEP 814 – Food Systems and Community Health

### **Graduate Course Modifications**

- ANTH 806.3 – Anthropological Environments (course title change)\*
- MBA 865.3 – Accounting for Planning, Decision Making and Operations (course title and calendar description change)\*
- NURS 816.3 – Community within the Context of Diversity and Vulnerability (pre-requisites change)\*
- NURS 878.3 – Practicum III: Advanced Nursing Practice with Vulnerable Populations (pre-requisites change)
- NURS 885.3 – Nursing Therapeutics I Individual to Community (pre-requisites change)
- NURS 886.3 – Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II (pre-requisites change)
- ENG 803.3 – Topics in Literary and Cultural History (exam exemption)
- APMC 830.3 – Advanced Environmental Microbiology (pre-requisites change)
- BIOL 812.3 – Advanced Limnology (pre-requisites change)
- BIOL 827.3 – Multivariate Analysis in Ecology (title and pre-requisite change)
- WRIT 803.3 – Extended Forms: Capstone workshop (course title, content and calendar description change)
- WRIT 800.3 – The Craft of Writing Fiction (course title and calendar description change)
- PTH 832.3 – Musculoskeletal II (course content change)
- PTH 834.4 – Musculoskeletal III (course content change)
- PTH 838.5 – Musculoskeletal IV (course content change)
- PUBH 846.3 – Analytic Methods In Epidemiological Research (pre-requisites change)
- EADM 826 – Human Resources Leadership in Education (course title change)

- PUBH 992.6 – Public Health Practicum (course hours change and addition of pre-requisites)

### **Graduate Course Deletions**

- ACB 833.3 – Platelets in Human Health and Disease
- ACB 832.3 – Thrombosis and Haemostasis

### **Special Case Admissions**

Admittance to Ph.D. program in Native Studies

Admittance to Ph.D. program in Educational Technology and Design

Admittance to Ph.D. program in Curriculum Studies

Admittance to Ph. D. program in Women, Gender and Sexuality Studies

Admittance to M.A. program in Linguistics

Admittance to Ph.D. program in Curriculum Studies

### **Alleged Academic Misconduct**

The Committee formed two subcommittees to hear cases of alleged academic misconduct between May 2013 and April 2014.

### **Student/ Academic Unit Appeals**

Student, request to write supplemental exam for course EE 840 (denied).

**College of Graduate Studies and Research**  
**Report of the Graduate Programs Committee**  
**May 2013 – April 2014**

**Committee members**

Dr. Ron Cooley, Dr. Ralph Deters (Chair), Dr. David DiZhang, Dr. Donna Goodridge, Dr. Tasha Epp, Dr. Dwight Makaroff, Dr. Laureen McIntyre (Chair to June 2013), Dr. Jafar Mohammadzadeh, Dr. Dionne Pohler, Dr. Debbie Pushor, Dr. Leon Wegner, Dr. Susan Whiting (Dr. Mary Ellen Andrews July – Dec 2013)

**GSA representative:** Dylan Beach, Qin Xiang

**CGSR members:** Dr. Trever Crowe, Associate Dean; Dr. Alex Beldan (recorder, May 2013 – February 2014), Cat Bonner (recorder, March 2014 - )

**Nature of business conducted by the Graduate Programs Committee 2013-2014:**

- New Degree Level Programs
- New Graduate Programs and Certificates
- Program Modifications
- Proposal to transfer departmental administrative responsibility for program
- Review of Guidelines on Manuscript-Style Thesis document

Please note: approvals during May-August 2013 (after publication of the 12-13 report to Graduate Faculty) are marked with \*

**New Degree Level Programs**

- M.A. in Women's Gender and Sexuality Studies\*

**New Graduate Programs and Certificates**

- Graduate Pathways Certificate

## **Program Modifications**

- Master of Business Administration\*
  - Change in course number from 880.0 to 883.3 (MBA International Tour)
  - Increase in credit unit count from 0 to 3 for the same course
  - Deletion of MBA 881.3 - Mergers, Acquisitions and Negotiating for Business
  - Changes to required courses (883.3 and 830.3 added)
- Ph.D. in Physics and Engineering Physics
  - Change in required classes from Phys 812 and Phys 883 or Phys 811, to Phys 812 or Phys 873 or Phys 886
- M.Sc. in Physics and Engineering Physics
  - Removal of required classes Phys 812, Phys 883, Phys 811
- M.A. in Religion and Culture
  - Include special topics courses RLST 898 and RLST 899 to be included in the list of restricted electives.
- Master of Environment and Sustainability, Master of Sustainable Environmental Management
  - New graduate courses - ENVS 806.3 – Field Skills in Environment and Sustainability, ENVS 807.3 – Sustainability in Theory and Practice and ENVS 808.3 – Tools and Applications for Sustainability Problem-Solving
  - Modification of ENVS 804.3 – Advanced Problem-Solving for Environment and Sustainability (change to course title and calendar description)
  - Deletion of ENVS 802.3 – Human Dimensions of Environment and Sustainability
  - Change to required courses from ENVS 801.3 or ENVS 802.3, ENVS 804.3 and ENVS 805.3 (9 credit units) to ENVS 806.3, ENVS 807.3, ENVS 808.3 and ENVS 805.3 (12 credit units)
- Ph.D. program in SENS
  - New graduate course: ENVS 809.3 – Ph.D. Seminar in Environment and Sustainability
  - Change to required courses from ENVS 801.3 or 802.3 to 809.3
- M.A. and Transfer to PhD Programs in the Department of Psychology
  - Change to required courses – remove 802.3
- MPAcc program
  - Change total credit unit count in program from 37 to 42
  - New graduate courses: 816.4 – Taxation 1, MPAC 824.3 – Finance 2
  - Course modifications – change to title and number for the following courses (additional changes in brackets)
    - MPAC 811.4 – Performance Management 1
    - MPAC 814.4 – Finance 1 (calendar description, increase credit unit count),
    - MPAC 813.4 – Financial Reporting 1 (calendar description)
    - MPAC 815.4 – Assurance 1 (increase credit unit count)

MAPC 821.3 – Performance Management 2 (pre-requisite – MPAC 811, calendar description)

MPAC 823.3 – Financial Reporting 2 (pre-requisite – MPAC 813, calendar description)

MAPC 825.3 – Assurance 2 (pre-requisite – MPAC 815.4, calendar description, decrease credit unit count)

MPAC 826.3 – Taxation 2 (pre-requisite – MPAC 816.4, decrease credit unit count)

MPAC 890.4 – Integrative Capstone (calendar description, increase in credit unit count)

- Deletion of MPAC 810.3 – Professional Skills Application and Integration
- MFA in Studio Arts
  - Clarification and approval of program’s required courses
- PTH 841.2 – Foundations IV Electrophysical Agents (modification to calendar description)
- MPH (add GSR 961: Ethics and Integrity in Human Research as a required course)

#### **Proposal to transfer departmental administrative responsibility for program**

The Graduate Programs Committee approved a proposal to transfer administrative responsibility for the graduate programs in Environmental Engineering to the department of Chemical and Biological Engineering. \*

#### **Review of Guidelines on Manuscript-Style Thesis document**

In November 2013, the committee developed the “Guidelines on Manuscript-Style Thesis” document, and recommended that the document progress to the Graduate Executive Committee and Graduate Faculty for further approval. The document was ultimately tabled at the February 2014 Graduate Faculty meeting, to provide an opportunity for faculty to give further input into the document. CGSR elicited feedback from faculty in academic units across campus during March 2014. This feedback was brought back to the Programs Committee, along with the guidelines document, for further review and suggestions on how to move the document forward. The document was reviewed and edited, and the committee supported submission of the revised version to the Graduate Executive Committee for further approval.

## **College of Graduate Studies and Research Awards Committee Report, 2013-2014**

Lynn P. Weber  
May 1<sup>st</sup>, 2014

### **1. Membership**

- Lynn Weber, Dept. of Veterinary Biomedical Sciences (Chair)
- Chijin Xiao, Physics & Engineering Physics
- Sonia Udod, College of Nursing
- Laureen McIntyre, Dept. of Educational Psychology & Special Education
- Jack Gray, Dept. of Biology
- Allison Muri, Dept. of English
- Andrew Grosvenor, Dept. of Chemistry
- Other individuals who helped for particular competitions (see below)

### **2. Awards Staff**

- Heather Lukey, Director of Graduate Awards and Scholarships
- Peggy Naughton, Awards Officer

### **3. Activities**

#### **3.1 Introduction**

The awards committee adjudicated a number of applications for scholarship and thesis award competitions, both internally and externally funded. The major competitions adjudicated by the committee were the Vanier scholarship, NSERC Postgraduate Scholarship, SSHRC Scholarships, CIHR scholarship, the NSERC Undergraduate summer research awards and the University Graduate Scholarship competitions. The Governor General's Gold Medal recipients and thesis awards have not been recommended at the time of writing this report.

The following is a summary of the committee's major activities through the 2013-2014 academic year.

#### **3.2 Vanier-graduate scholarships (Oct 28, 2013)**

Full committee – L.Weber (Chair), C. Xiao, A. Muri, L. McIntyre, J. Doering (Graduate student representative); Regrets – A. Grosvenor, S. Udod, J. Gray.

The number of Vanier scholarship applications reviewed at this university was 14. The University quota for forwarding nominations of these awards is allocated over a 3 year period, meaning that the number of candidates forwarded by the University in any given year varies up to that total over the 3 year cycle. We were in the last year of a 3-yr quota; CIHR had a

remaining quota of 6, NSERC a quota of 11 and SSHRC a quota of 7 candidates. The committee ranks candidates based on academics (33%) and research potential (33%), but with an additional category of leadership (33%) not found in most other scholarship competitions. Winners of this highly prestigious scholarship are the ‘best of the best in all of Canada’. Therefore, in order to be nominated from this university for further consideration, the applicant and their application must be of the highest standards. Based on applications meeting sufficient quality to be competitive at the national level and numbers of applications, the CGSR awards committee nominated for further consideration by the national committee all 3 applications received in the CIHR pool, 3 applications in the NSERC pool and 3 for the SSHRC pool. The applications from the SSHRC pool were particularly poor overall or incomplete. Therefore, quotas were not filled in all cases because insufficient applications of excellent calibre were obtained. This year was a banner year for this university’s Vanier competition, with 4 Vaniers awarded (2 in NSERC, 1 in SSHRC and 1 in CIHR).

### **3.3 NSERC Post-graduate scholarships - PGS D, and (Nov 12, 2013)**

Sub-committee – L.Weber (Chair), C. Xiao, A. Grosvenor, J. Doering (Graduate student representative); Regrets – J. Gray.

This year the NSERC PGS competition was very different, since only the Doctoral applications were considered at this meeting, with all MSc applications considered later with the harmonized competition in Dec 2013. Previous year’s quota for nominating PGS applications included both Doctoral and MSc, but are now separated and the University quota for this national competition was 28 applications at the Doctoral level. The total number of applications received was 31 and these were evaluated using NSERC’s evaluation criteria. A composite committee ranking was established and the top ranked 28 applications were judged to be of sufficient quality to be considered federally and were forwarded to NSERC. In addition, 2 applications were forwarded in the aboriginal pool, which NSERC does not include in the regular quota and considers separately. Of these, 8 were awarded scholarships (6 CGS-D, 2 PGS-D and 2 others on the alternate list for PGS-Ds).

### **3.4 SSHRC Doctoral (Dec 9, 2013)**

Sub-committee – L.Weber (Chair), A. Muri, L. Martens (Graduate student representative); Regrets - L. McIntyre

The University quota for nominations to be considered at the federal level for the SSHRC doctoral competition was increased to 16 candidates. The committee received 27 applications to consider. Of those 16 candidates forwarded to the national level for consideration for SSHRC doctoral awards, 9 were awarded scholarships (1 CGS-D and 8 PGS-D).

### **3.5 NSERC, CIHR & SSHRC Harmonized Master’s Competition (Mar 4, 5 & 10, 2014)**

NSERC Sub-committee – L.Weber (Chair), C. Xiao, A. Grosvenor, J. Gray, L. Kalynchuk, J. Doering (Graduate student representative)

CIHR Sub-committee – L. Weber (Chair), D. Mousseau, D. Bickford (Graduate student representative); Regrets – S. Udod

SSHRC Sub-committee – L. Weber (Chair), L. McIntyre, A. Muri, L. Martens (Graduate student representative)

New this year was the harmonization of the PGS-M applications among the tri-agencies, with a common application used and deadline for all on Dec 1, 2013. Also new this year, the university was allocated a fixed number of PGS-M scholarships for each tri-agency to be awarded based solely on the ranking of the CGSR awards committee (i.e. no consideration at the federal level). Each university was able to set their own guidelines for determining awards. The applications received were ranked in full accordance with each tri-agency's guidelines. This university was allocated 13 PGS-M for the NSERC pool, 5 for the CIHR pool and 17 for the SSHRC pool based on an average of several previous years' numbers of awardees. Another major change in the application procedure was that applicants could list up to 5 different universities where they would like to take up the award, but each university did not know how many other universities or where each applicant had applied in addition to the University of Saskatchewan. As a result, the numbers of applications for each of these three PGS-M pools was drastically increased and it was not always clear whether every applicant knew anything about this university before they chose to apply in our pool. The number of complete PGS-M applications that were considered was 62 for NSERC, 16 for CIHR and 62 for SSHRC. Offers of award were sent out April 1, 2014 from all universities, but applicants had up to 21 days to accept an award from a given university. Once an offer was rejected, the awards office then moved down the reserve list to make any remaining offers. As of writing of this report, a few offers are still pending in all three tri-agencies.

### **3.6 NSERC Undergraduate Student Research Awards (USRA, Feb 3, 2014)**

Sub-committee – L.Weber (Chair), J. Gray, A. Grosvenor, C. Xiao

The quota for USRA awards at this university was up slightly over previous years at 65 awards. The declining trend in numbers of USRA applications held again this year (down to 71 applications this year from 75 and 90 the last two years). These applications were ranked based on academic standing, research potential and the proposed project. After ranking the top 65 individuals to be offered this award, the committee also approved the remaining applicants as a reserve list in case any awards cannot be accepted.

### **3.7 University Graduate Scholarships (UGS), Non-devolved & Equity (March 17, 2014)**

Full committee – L.Weber (Chair), J. Gray, A. Grosvenor, A. Muri, C. Xiao, L. McIntyre, M. Rafati (Graduate student representative).

There were 26 applications received for the non-devolved scholarship competition. After ranking, the committee awarded 8 scholarships (3 Master's and 5 doctoral). Departmental rankings were considered along with academic standing and reference letters as part of the scoring. In response to the previous CGSR awards committee's recommendations, the Equity Scholarship was not offered this year and instead will be replaced with an Equity Bursary. Terms of reference are in the drafting stage for this Equity Bursary. The rationale behind this change was that in previous years, the scholarship component prevented true equity from being achieved.

### **3.8 Dean's Scholarship (Dec 2013 & Feb 27, 2014)**

Full committee – L.Weber (Chair), A. Grosvenor, A. Muri, C. Xiao; Regrets - J. Gray, L. McIntyre, S. Udod

In response to concerns raised in last year's Graduate Council meetings and on the recommendation of last year's CGSR awards committee, the Dean's scholarships were considered by the full CGSR awards committee this year. In order to accommodate this, monthly competitions could not be held and instead only 2 competitions in Dec and Feb were held. Departmental rankings, publications/presentations as well as academic standing were taken into consideration when forming the composite rankings. Of the \$2,050,000 to be awarded in the Dean's scholarship competitions, 25% was awarded in the Dec competition and 75% in the Feb competition. The domestic and international applicants were considered in separate pools, with 2/3 of the money awarded to domestic applicants and 1/3 to international applicants.

In total, between both rounds, over 125 candidates were considered for these awards. As in the past, final award counts for the Dean's scholarship are not finalized until all scholarships offered are officially taken up by students and all students have heard results from tri-council competitions where applicable.

#### **4 Conclusions**

The future status of the CGSR awards committee is uncertain in view of the upcoming revisions to the college structure. Although many of the functions of CGSR will likely become decentralized, there is an absolute need for a centralized committee comprised of experienced researchers/academics in each of the tri-agency areas to continue. An awards committee independent of departments and colleges is needed to ensure compliance with agency rules and equitable access to awards across the campus.

The Awards Committee academic members are to be credited for their extensive time commitment to this process. With the changes to the tri-agency PGS-M competitions, this year was particularly onerous. Each hour of meeting time translates roughly into 10 hours or more of time spent prior to the meeting developing the rankings. I would particularly like to thank the Graduate student representatives for their dedication and always finding time to complete this task.

The committee would also like to thank the CGSR awards support staff (Peggy Naughton) that takes the large volume of information handed to them, compiles it and disseminates it to the committee in a usable format. I would especially like to thank Heather Lukey who has served as a representative in Ottawa during tri-agency awards revisions, increasing our knowledge of the tri-agency competitions. She is an invaluable resource that has continued to advocate for students and navigate our university's awards office through this period of significant change, both internally and externally, to seeing some of our best successes in tri-council competitions.

**INTERDISCIPLINARY STUDIES PROGRAM  
ANNUAL ACTIVITIES REPORT  
April 2014**

**1. THE INDIVIDUAL INTERDISCIPLINARY GRADUATE PROGRAM**

The College of Graduate Studies and Research offers the individual Interdisciplinary Graduate Program for M.A. M.Sc. and Ph.D. candidates whose research falls outside traditional academic boundaries. Interdisciplinary Studies is a problem-based approach where knowledge and methods from several disciplines are brought together either to solve a complex problem or address an object of study. The problem is defined externally to the disciplines involved; it is not a simple intellectual construct or abstraction. Such an approach is distinct from disciplinary research, in which problems are conceived within the knowledge and methods of the discipline. To be truly interdisciplinary, the research program must integrate at least two or more different disciplinary perspectives and methodologies that are usually considered distinct.

The Interdisciplinary Studies Committee administers the Individual Interdisciplinary Graduate Program and maintains a website ([http://www.usask.ca/cgsr/grad\\_programs/programs/INTERD.php](http://www.usask.ca/cgsr/grad_programs/programs/INTERD.php)) that contains details on the application, procedure, scholarships, and the Interdisciplinary seminars. This website continues to be updated to serve as the key source of information for both prospective and current students enrolled in the Interdisciplinary Studies program.

The Interdisciplinary Graduate Program interacts closely with graduate programs from other departments and colleges to ensure the necessary flexibility required for students to complete an interdisciplinary program yet enjoy affiliation with an established academic unit. Such relations have enhanced the stability of the Individual Interdisciplinary Graduate Program but in no way has impinged upon or competed with these traditional programs.

As knowledge in a wide range of disciplines has advanced, scholars at the University of Saskatchewan have become increasingly aware of the need to link disciplinary fields to more fully answer critical questions, or to facilitate application of knowledge in a specific area. For students, the advantage of the Interdisciplinary program is that it is “a design your own major.” An interdisciplinary major gives students the freedom to design an academic program that either serves their particular interests or allows them to prepare for a specific career requiring a broad range of knowledge. Candidates interested in the Individual Interdisciplinary Studies are responsible for developing the program proposal with assistance from the supervisor, which must be approved by the Interdisciplinary Studies Committee. To be considered “interdisciplinary,” the proposed program must integrate course work and research into a concise program that is not available within the traditional academic setting.

**2. INTERDISCIPLINARY GRADUATE COURSES**

INTD 898.3/899.6 -Special Topics. Topics are selected according to the student’s area of interest.

INTD 990-Seminar. Students are required to attend and to present one seminar in the course of study for Masters and two for Doctoral students.

INTD 994 Students writing a Master’s thesis must register in this course.

INTD 996 Students writing a Doctoral dissertation must register in this course.

All students also take interest area specific graduate courses.

Additionally, all students must take the required ethics GSR courses applicable to their program.

GSR 960.0 is a requirement for all students.

GSR 961.0 if research involves human subjects.

GSR 962.0 if research involves animal subjects.

### **3. THE INTERDISCIPLINARY STUDIES COMMITTEE MEMBERSHIP**

The elected membership to the Committee, their affiliation with departments and interdisciplinary area.

The members for 2013-2014:

Paul Hackett, (Graduate Chair), Geography & Planning: Medical Geography

J. Moffatt, Engineering, Graham Centre for the Study of Communication

K. Belcher, *Agriculture & Bioresources: Bioresources Policy*

Joyce Davison, College of Nursing

Fangxiang Wu, Biomedical Engineering, Mechanical Engineering

S. Kirychuk, Medicine: Canadian Centre for Health & Safety in Agriculture

Qin Xiang, GSA Representative

T. Crowe, Associate Dean, CGSR

A. Baxter-Jones, Acting Dean, CGSR

We anticipate considerable turnover for the coming year due to sabbatical leave and the end of several members' terms. This may prove a challenge to operations of the program over this period.

### **4. STUDENTS AND GRADUATING CLASSES**

At present there are 29 students registered in Interdisciplinary Studies Programs of which there are students in the Masters of Arts program, the Masters of Science Program while many of the students are in PhD programs. Recently, the Interdisciplinary Studies Program has been active with the China Scholarship Council (CSC) with the admission of 2 students. The objective of the CSC is to provide financial assistance to Chinese citizens wishing to study abroad. Admissions for 3 PhD students were approved and the students began their programs in September 2014 and January 2014.

The program had two students convocate in spring 2013 and three students convocate in fall 2013.

### **5. INTERDISCIPLINARY SEMINARS**

One of the areas of innovation has been the interdisciplinary 990 Seminar, held on a monthly basis, where numbers warrant. The seminars aim at building a community of interdisciplinary scholars and are sometimes followed by a social event. This year, there were four seminars and four presentations. Interdisciplinary student attendance and participation are required for a predetermined number of seminars over the course of the academic year and attendance is monitored. Students present their on-going work to their peers in addition to participating faculty members during their time in program with written detailed audience feedback.

A second component to the seminar requirement is regular attendance at one or more campus seminars in the area or areas of relevance for the students program or research. As we are dealing with increasing numbers of external students we have been testing the use of Skype to have out-of-city students participate.

The committee addressed the mixed interests of students from a vast range of topics and research methodologies by adopting participatory strategies that create a more coherent dialogical seminar that garners more interaction between students and faculty. One way to create a more dialogical group of scholars was to change the presentation format. Requiring the student's supervisor to lead with introductions to the area of research and a committee member to be the respondent to the presentation has led to a more dynamic participation that extended to the personal interactions and follow-up discussions. The graduate student presentation changed in fall 2013. The seminar entailed an elaboration on the process of research and less on the product. Students presented a brief overview of the research focus and question, the research methodology, and the interdisciplinary nature of their work followed by a discussion of how the interdisciplinary study integrates a range of perspectives, theories, and ensuing methodologies. This sharpened focus provided a more comprehensive understanding of the issues, complexities, and challenges pertinent to conducting interdisciplinary research and hopefully captured the interest of most students.

## **6. STUDENT ADVISORY COMMITTEES**

There are 35 faculty members involved with the supervision or co-supervision and many more involved in the Student Advisory Committees (SAC) of the interdisciplinary students. Between 2006 and 2013, there was a network of 198 faculty scholars in diverse disciplines serving on the Student Advisory Committees from 11 colleges which accommodate 59 academic departments, 3 schools and 2 research centres.

Implemented in 2012 was an Annual Standard Student Progress Report that outlines the responsibilities of the student, supervisor, and Student Advisory Committee. It monitors annual SAC meetings, courses completed, timing of the comprehensive exams, years in program and deadlines for gathering of data, the writing of the thesis or dissertation, and defense date. Additionally, the report lists student activity such as the seminars attended, scholarships and sources of funding, presentations and conferences, publications and awards which are reported digitally.

The Interdisciplinary committee has circulated to students, supervisors, and committee members a document on comprehensive exams as there is a wide variety of procedures, wider when scholars from different disciplines serve on the student advisory committees. The document lists some alternative procedures and appears on the InterD website and has been adopted by other departments on campus as a model.

## **7. STUDENT SCHOLARSHIPS**

Sources of student scholarship remain a challenge for students in the InterD program. Some have access to a number of opportunities for internal and external funding. Some receive funding through their supervisor, grants, or teaching fellowships. Others have received the Interdisciplinary Scholarship and Graduate Teaching Fellowship provided through the funds provided to Interdisciplinary Studies from the College of Graduate Studies and Research.

Tri-Council funding is subject specific within a wide array of disciplines such as English, Sociology, Education or History. Therefore, Interdisciplinary students find it difficult to compete when their research program crosses a number of disciplines.

## **8. CONCENTRATION AREAS**

By nature, interdisciplinary studies are highly individualistic and the majority of students follow personal or individual programs of study. Some students enter the program with the specific aim of training in

research focused around a general topic or concentration area or a group of faculty that interact quite closely. Presently, with the introduction of the schools in Public Policy, Environment & Sustainability and Public Health, there is only one concentration area as in the Centre for the Study of Cooperatives. The Interdisciplinary Committee is interested in the identification and pursuit of new concentration areas.

## **10. STUDENT ENVIRONMENT**

The most prevailing concern raised by students in the Individualized Interdisciplinary program is their feeling of isolation and lack of collegiality. Unlike departments, the students are scattered across campus as Interdisciplinary Studies does not have a “common space” on the university campus for either the students or our admin, Alison Kraft. This tends to detract from our attempts to create a presence for the program.

In an attempt to foster group identity and collegiality among the students, we have hosted a new Student Orientation, a Fall Social, and a Winter Gathering. Further, the Chair on behalf of the committee sends a letter of congratulations to a student who receives a scholarship, completes the comprehensive exams, or successfully defends a thesis or dissertation and a letter to the student and family on the occasion of convocation.

Periodic gatherings for students are planned for the academic year and a new website has been created that showcases students and their research.

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

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**PRESENTED BY:** Caroline Tait, Research, Scholarly and Artistic Work  
Committee Chair

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** University Research Ethics Boards Annual Reports

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Research, Scholarly and Artistic Work Committee (RSAW) has received the University's Research Ethics Boards Annual Reports on behalf of the Vice-President Research since the Tri-agencies made the determination that the receipt of these reports by the Vice-President Research represented a conflict of interest and required that the highest body of the institution hold the institution's ethics boards accountable. Council has been designated as this body for this purpose.

Review of the revised RSAW terms of reference by the Governance Committee of Council, reinforced this principle as articulated in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (2010). The Governance Committee viewed that it is appropriate that the RSAW receive the reports and discuss the reports in committee, as has been the case, but that Council also receive the reports, thereby ensuring the University's obligation under the *Tri-Council Policy Statement* is fully met.

**DISCUSSION SUMMARY:**

The RSAW reviewed the reports at its meeting on May 29 with Diane Martz, Director of Research Ethics. Committee discussion focused on the challenges and opportunities presented by the growing emphasis on undergraduate research; the challenges for researchers engaging in Aboriginal research, and what is being done to facilitate that research; issues of harmonization of ethics reviews within the province and out of province; institutional changes in the Research Ethics Office; the possibility of phased-in required ethics training for researchers; lab oversight; variations in the number of submissions for ethics reviews; adverse event reports; responsible conduct of research; and tissue banks. Executive summaries of the 2013-14 reports and reported statistics are attached. The full reports are posted on the Research Ethics website.

Members of research ethics boards serve on a volunteer basis and spend many hours in meetings and preparing by reviewing documentation. The RSAW highly commends the chairs and members of the University's Research Ethics Boards for their commitment and efforts to engage in ethics review on behalf of the University community, in order that researchers may conduct research.

**ATTACHMENTS:**

1. Animal Research Ethics Board: Executive summary and statistics from annual report
2. Behavioural Research Ethics Board and Biomedical Research Ethics Board: Joint executive summary and statistics from annual report

The full reports are posted at [http://www.usask.ca/research/ethics\\_review/](http://www.usask.ca/research/ethics_review/)

<b>2013 - 2014</b>													
MONTH	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	Yearly TOTALS
REVIEW DATE	22	26	24	28	25	23	27	18	29	26	26	23	
<b>FULL AREB Review</b>													
TOTAL PROTOCOLS REVIEWED BY COMMITTEE	30	31	14	13	28	19	21	27	20	16	27	35	281
NUMBER ACCEPTED	29	29	12	12	25	17	19	25	19	16	22	33	258
RESPONSES	1	1	0	2	1	1	3	4	1	1	1	3	19
APPROVED	1	1	0	2	1	1	3	4	1	1	1	3	19
QUESTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW APPLICATIONS	14	7	4	6	11	10	8	8	5	8	10	15	106
APPROVED	13	6	4	6	9	9	6	6	4	8	7	13	91
QUESTIONS	1	1	0	0	2	1	2	2	1	0	3	2	15
ANNUAL REVIEW	8	19	8	3	10	7	9	13	10	7	15	17	126
APPROVED	8	18	6	2	9	6	9	13	10	7	13	17	118
QUESTIONS	0	1	2	1	1	1	0	0	0	0	2	0	8
TEACHING	2	2	2	0	0	0	0	0	0	0	0	0	6
APPROVED	2	2	2	0	0	0	0	0	0	0	0	0	6
QUESTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
MODIFICATIONS: FULL AREB	5	2	0	2	6	1	1	2	4	0	1	0	24
APPROVED	5	2	0	2	6	1	1	2	4	0	1	0	24
QUESTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
DEFERRED/POSTPONED	0	0	0	0	0	0	0	0	0	0	0	0	0
DEFERRED/POSTPONED	0	0	0	0	0	0	0	0	0	0	0	0	0
COMPLETED	6	4	10	13	2	9	9	15	4	11	10	12	105
<b>Designated Member</b>													
B/C CATEGORY PROTOCOLS REVIEWED BY CHAIR / UNIV VET / COMMUNITY REP	2	23	4	8	12	5	7	12	13	26	26	2	73
MODIFICATIONS Reviewed by CHAIR / UNIV VET	28	53	42	13	16	23	24	17	13	16	14	1	216
A Category Protocols Reviewed by CHAIR	13	5	8	7	7	5	8	4	6	4	8	1	57

**Please Note:**

Questions include the following:

Approved include the following:

Protocols (New/Renewal):

University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council, Research Ethics Annual Reports

## Annual Report of Biomedical Research Ethics Board May 1, 2012 - April 30, 2013

Meeting Date's 2013/14	Protocols Submitted	1 Full Board Reviews	2 Delegated Reviews	3 Exempt	4 Approved	5 NERS	6 Full Board Amend	7 Delegated Amend	8 Full Board Renewals	9 Delegated Renewals	10 Closures	11 Protocol Violations	12 Internal SAE's	13 from ABCC	14 Harmonized Review
June 5 (May 2- May 22)	15	3	11	1	0	10	0	20	4	36	6	0	1	1	1
Jun 19 (May 23- Jun 5)	12	6	6	0	2	14	1	17	6	22	9	3	0	1	4
July 3 (June 6 - June 19)	8	2	6	0	1	7	1	21	6	21	15	0	0	1	2
July 17 (June 20 - July 3)	6	2	4	0	0	5	1	6	5	23	10	3	0	1	2
Aug 14 (July 4 - Jul 31)	29	6	21	2	3	19	3	33	5	30	5	4	0	3	6
Sep 4 (Aug 1 - 21)	14	4	8	2	0	11	0	11	5	25	16	0	0	2	0
Sep 18 (Aug 22 - Sept 4)	14	5	7	2	0	9	2	13	6	12	9	0	0	3	3
Oct 2 (Sept 5 - 18)	12	5	6	1	1	10	2	12	4	28	8	0	0	0	2
Oct 16 (Sept 19 - Oct 2)	12	5	7	0	2	9	0	4	6	17	3	0	0	1	2
Nov 6 (Oct 3 - 23)	13	4	7	2	0	9	2	10	5	9	8	0	1	1	3
Nov 20 (Oct 24 - Nov 6)	17	3	14	0	2	9	0	23	3	77	14	1	0	1	1
Dec 4 (Nov 7 - Nov 20)	27	5	17	5	3	10	3	5	0	13	5	1	0	0	2
Dec 13 (Nov 21 - Dec 4)	16	1	13	2	5	6	1	26	3	24	5	3	0	0	1
Jan 8 (Dec 5 - Dec 16)	14	6	8	0	0	14	1	10	1	15	9	2	0	1	5
Jan 22 (Dec 17 - Jan 8)	25	1	21	3	2	13	1	14	5	13	6	4	0	0	8
Feb 5 (Jan 9 - Jan 22)	19	0	12	7	0	6	0	9	0	12	14	0	0	1	4
Feb 19 (Jan 23 - Feb 5)	17	2	10	5	0	8	3	40	2	20	7	1	0	0	2
Mar 5 (Feb 6 -Feb 19)	13	0	11	2	1	10	0	28	0	29	10	0	0	0	2
Mar 19 (Feb 20 - Mar 5)	19	5	12	2	2	11	3	23	8	15	8	1	0	0	5
Apr 2 (Mar 6 - Mar 19)	14	5	9	0	0	1	2	11	4	17	29	0	0	0	2
Apr 16 (Mar 20 - Apr 2)	13	3	9	1	1	6	0	25	0	34	6	4	0	3	1
May 7 (Apr 3 - Apr 23)	19	4	13	2	2	4	2	21	8	35	23	2	0	0	2
May 21 (Apr 24 - May 7)	19	4	14	1	0	2	2	17	0	5	6	0	0	1	3
<b>2013-14 Year Totals</b>	<b>367</b>	<b>81</b>	<b>246</b>	<b>40</b>	<b>27</b>	<b>203</b>	<b>30</b>	<b>399</b>	<b>86</b>	<b>532</b>	<b>231</b>	<b>29</b>	<b>2</b>	<b>21</b>	<b>63</b>
<b>2012-13 Year Totals</b>	<b>300</b>	<b>82</b>	<b>184</b>	<b>34</b>	<b>49</b>	<b>208</b>	<b>41</b>	<b>261</b>	<b>65</b>	<b>439</b>	<b>166</b>	<b>30</b>	<b>20</b>	<b>17</b>	<b>34</b>
<b>% Change</b>	<b>22%</b>	<b>-1%</b>	<b>34%</b>	<b>18%</b>	<b>-45%</b>	<b>-2%</b>	<b>-27%</b>	<b>53%</b>	<b>32%</b>	<b>21%</b>	<b>39%</b>	<b>-3%</b>	<b>-90%</b>	<b>24%</b>	<b>85%</b>
<b>Active Files</b>	<b>714</b>														

### NOTES:

1. Refers to review of research assessed as above minimal risk, and reviewed at a face-to-face REB meeting fulfilling all necessary quorum requirements.
2. Refers to a review by the Chair and/or one or more REB members.
3. Projects exempt from research ethics review based on TCPS2 criteria (e.g. quality assurance, secondary use of de-identified data).
4. Approved category includes those protocols approved as an outcome of a first time review.
5. Notice of Ethical Review (NERS) are an itemized list of required changes/concerns as an outcome of the first time review.
6. Major amendment to an already approved study reviewed by the Full REB
7. Minor revisions to an already approved study reviewed by the Chair and/or one or more REB members.
8. Study renewals that require review at a face-to-face REB meeting.
9. Study renewals reviewed through the delegated review process.
10. Closures include completed protocols as well as those that are cancelled or withdrawn.
11. Unanticipated or unintentional divergence from the expected conduct of an approved study that is not consistent with the current protocol.
12. Refers to any unanticipated problem(s) that occurs involving a UofS researcher/study participant.
13. ABCC - files that we have received from Allan Blair Cancer Centre, either as a transfer or new file
14. Harmonized Review - Studies that are reviewed at UofS as well as either Regina Qu'aplle Health Region and/or Univ. of Regina

**TO:** University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council.  
**FROM:** Michael Corcoran, Chair, Animal Research Ethics Board  
Diane Martz, Director, Research Ethics Office  
**DATE:** May 29, 2014  
**RE:** Animal Research Ethics Board (AREB) Activities – May 1, 2013– April 30, 2014  
Executive Summary

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The **Animal Research Ethics Board (AREB)** reviews and approves all use of animals for research, teaching, production, and testing before initiation of animal use for these purposes. In this role, the AREB's primary responsibilities are to provide "informed consent" on behalf of the animals and to review and assess all animal use protocols in accordance with University Committee on Animal Care and Supply (UCACS) policies and the Canadian Council on Animal Care's (CCAC) guidelines on animal use protocol review. The AREB's responsibilities also include insuring that all proposed animal use has been reviewed for scientific merit; that high standards of care for animals are met; that the protection of academic staff, animal care support staff, and students is considered; and that the appropriate education of all individuals directly involved in animal use is assured. Dr. Michael Corcoran chairs the AREB and Dr. Markus Hecker is the Vice Chair.

163 new research studies and six teaching protocol were submitted to the AREB in 2013-14. The AREB received 199 applications for annual review of ongoing studies, 105 study closures and 240 study modifications.

As of November 2011, the Associate Deans of Research or Directors of Units (or their designates) coordinate peer review for scientific merit when merit was not previously established. The AREB will not accept an animal use protocol for review until scientific merit has been demonstrated. Although this process is generally functioning well, it has resulted in slower turn-around times and delays in protocol approval. The *UCACS Procedures for Assessing Scientific Merit of Projects Relating to Animal Use Protocols* guide the peer review process. The UCACS will consider implementation of a UCACS subcommittee for scientific merit review. The merit review process will still remain at arms-length to the AREB; however, this committee will assure that all protocols receive the same degree of attention, will remove any conflict of interest, and will result in quicker turnaround for the reviews, therefore improving the functioning of the peer review process and reduce the burden on the Offices of the Associate Deans of Research.

An active Animal Use Protocol now exists for the UCACS Tissue Bank (blood, serum, plasma, tissues). At present, an -80°C freezer in the vivarium serves as the UCACS Tissue Repository. An inventory spreadsheet will document blood/tissue collection according to species, strain, tissue, and other pertinent information. The University Veterinarian will manage this inventory. The SOP/HIP/CM databank continues to expand. Principal Investigators provide positive feedback on the availability of the tissue share bank and the SOP databank.

The UCACS needs an improved system for central ordering, purchasing, and tracking of animals to ensure that all animal orders are checked against existing animal use protocols and that the animal numbers requested have been approved by the AREB. The Research Ethics Office will implement an online animal request form to facilitate this process.

A Post-Approval Monitoring Program (PAMP) has been formalized into a UCACS procedure document for review and approval at the spring 2014 UCACS meeting. As a component of the PAMP, a Post-Approval Review (PAR) visit process has been implemented to ensure compliance to protocol procedures and education and training requirements. Since January 2014, the University Veterinarian has conducted over 40 PAR visits. The University Veterinarian's overall assessment of the review process is that it continues to be generally well-received and helpful. Informal PAR visits are conducted with facilities that maintain herds for the purpose of addressing ongoing herd health issues and developing strategies to deal with these issues.

**TO:** University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council.  
**FROM:** G McKay, Chair, Biomedical Research Ethics Board (Bio-REB)  
Beth Bilson, Chair, Behavioural Research Ethics Board  
D. Martz, Director, Research Ethics  
**DATE:** June 10, 2013  
**RE:** Biomedical and Behavioral Research Ethics Board Activities – May 1, 2012– April 30, 2013  
Executive Summary

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The **Biomedical Research Ethics Board (BioREB)** is responsible for the review of all ethics applications involving human participants that include medically invasive procedures; physical interventions and therapies (including exercise and diet interventions); administration and testing of drugs, natural products or devices; or physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure) and research projects collecting personal health information from medical charts or health records. Dr. Gordon McKay was BioREB Chair from May to Nov, 2013 and Dr. Ildiko Badea assumed the role of acting BioREB Chair effective July 1, 2012.

367 new studies were submitted to the BioREB in 2012-13, an increase of 18% over 2011-12. The BioREB reviewed and approved 618 applications for continuing review of ongoing studies, 231 study closures and 429 study amendments. The Bio-REB oversees the Kinesiology Research Ethics Committee (REC), which reports jointly to the Biomedical and Behavioural REBs.

The transfer of files from the Allan Blair Cancer Agency (ABCC) REB to the U of S Biomedical REB was completed successfully in 2012 and the U of S REBs are now the boards of record for the Saskatchewan Cancer Agency. The U of S REBs are also the boards of record for the Saskatoon, Sunrise, Cypress and Five Hills Regional Health Authorities (RHAs) and agreements are being considered with other RHA's in the province.

The **Behavioural Research Ethics Board (BehREB)** is responsible for the review of all protocols involving human participants which include social, behavioural and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording. Dr. Beth Bilson assumed the role of BehREB Chair and Dr. Jamie Campbell assumed the role of BehREB Vice Chair effective July 1, 2012.

503 new studies were submitted to the BehREB in 2012-13, an increase of approximately 2% over 2011-12. The BioREB reviewed and approved 383 applications for continuing review of ongoing studies, 314 study closures and 172 study amendments. The Bio-REB also oversees RECs in the Department of Psychology, the Edwards School of Business and the College of Kinesiology (joint with the Biomedical REB).

The BehREB has continued the practice of inviting researchers to attend REB meetings to discuss ethical concerns about their ethics submissions. This has been a very successful initiative resulting in more rapid review of ethics applications and in building positive relationships with researchers.

### **Joint Activities**

91 research ethics applications (BioREB - 63, BehREB - 28) were handled through harmonized ethics review processes with the University of Regina and Regina Qu'Appelle Health Region. This initiative creates efficiencies by reducing the number of full board reviews for multisite research in the province. Saskatchewan has the most successful implementation of harmonization in Canada. Work continues on the development of a full set of common forms for REBs in the province of Saskatchewan. An agreement among the U of S, UBC and U of A for harmonized review of multisite research has been signed and is in the process of implementation.

The University of Saskatchewan agreement with the Tri-Agencies requires researchers receiving funding from CIHR, SSHRC and NSERC to maintain continuous research ethics approvals. While effective processes are in

place to ensure the first installments of research funds are not released until all ethics approvals are granted, ensuring continuous approvals through the annual renewal process remains a challenge. Additional telephone reminders have been added to the three web reminders sent to researchers for their annual renewals.

REB Committee member recruitment, retention and recognition continues to be a challenge. The work of REB members is essential to the research enterprise at the U of S and it is difficult to adequately recognize their contributions. The Biomedical REBs are in the process of searching for individuals to take over both the REB Chair and REB Vice-Chair positions effective July 1.

The REO delivers ethics and responsible conduct of research education in many formats, through college and departmental presentations, incorporation into classes, web-based courses, ethics drop-ins and workshops. The number of students and faculty reached through college and departmental presentations in the past year was approximately 556. More than 1500 graduate students enrolled in the online GSR ethics courses and the face to face GSR960 workshops with international graduate students are very well received.

A major initiative of the REO has been contributing to a biobank working group which is developing a business plan for a BioResource Repository to be housed in the College of Medicine. REO was a major presence in this initiative to ensure the ethical and sustainability issues with a Biobank were addressed at the onset.

Major initiatives in the coming year will include the OVPR Reorganization which is slated to merge Research Ethics and Research Services and building research ethics processes into the UnivRS system. The REO is currently evaluating the SK harmonization initiative as well as mandatory human ethics training for all UofS researchers. As well, REO has a number of initiatives to improve the work of the REBs and increase harmonization with other REBs.

**Behavioural REB Annual Report  
May 1, 2013 - April 30, 2014**

Meeting Date	Protocols Submitted	1 Full Board Reviews	2 Delegated Reviews	3 Exempt	4 Exempt no file	5 NERs	6 Renewed	7 Amendment	8 Closed	9 Harmonized	10 Participant calls
May	65	0	43	4	18	24	33	23	32	1	3
June	47	0	34	5	8	15	35	17	28	1	1
July	47	0	39	6	2	32	31	14	17	2	0
August	39	0	28	5	6	23	26	9	27	2	0
September	43	0	36	3	4	20	32	13	30	0	0
October	40	1	27	5	7	24	25	16	22	4	0
November	40	1	32	4	3	16	19	14	27	4	1
December	30	2	26	1	1	11	35	6	29	2	1
January	22	0	18	0	4	17	39	16	24	2	1
February	42	2	30	4	6	12	31	11	16	4	2
March	48	0	33	0	15	18	31	22	20	5	1
April	40	1	36	3	0	11	46	11	42	1	0
<b>2013/2014 Totals</b>	<b>503</b>	<b>7</b>	<b>382</b>	<b>40</b>	<b>74</b>	<b>223</b>	<b>383</b>	<b>172</b>	<b>314</b>	<b>28</b>	<b>10</b>
<b>2012/2013</b>	<b>491</b>	<b>12</b>	<b>343</b>	<b>33</b>	<b>103</b>	<b>232</b>	<b>384</b>	<b>147</b>	<b>266</b>	<b>33</b>	<b>11</b>
<b>% Change</b>	<b>2%</b>	<b>-42%</b>	<b>11%</b>	<b>21%</b>	<b>-28%</b>	<b>-4%</b>	<b>0%</b>	<b>17%</b>	<b>18%</b>	<b>-15%</b>	<b>-9%</b>
<b>Active Files</b>	<b>532</b>										

**Notes:**

1. Full Board Review - Refers to the review of "above minimal risk" protocols by the full Beh-REB.
2. Delegated Review - Refers to the review of "minimal risk" protocols by an Beh-REB subcommittee.
3. Expedited Review - Refers to Chair reviewed protocols
4. Exempt from review reflects the protocols that are deemed exempt of ethical review by the Beh-REB, based on the TCPS (e.g. quality assurance, secondary use of de-identified data)
5. NER - Notice of Ethical Review
6. The Annual Renewals column denotes those files that remain active.
7. Amendments - Refers to modifications made to previously approved projects that have been submitted for review.
8. Closed - Studies that have been finished and file closed
9. Harmonized Review - Studies that have gone through the harmonized review process with UofR and/or RQHR
10. Calls from participants 13-90 x2; 13-72x1, 04-48x1

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

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**PRESENTED BY:** Karen Chad, Vice President Research

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** Responsible Conduct of Research Policy: Report on policy breaches

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Tri-Agency Framework on the Responsible Conduct of Research section 4.5c requires the university to publish “public statistical annual reports on confirmed findings of breaches of that policy and actions taken, subject to applicable laws, including the privacy laws”. As well, the procedures of the university’s [Responsible Conduct of Research \(RCR\) Policy](#), requires an annual report to be provided to Council documenting the numbers of allegations received, the numbers of those proceeding to a hearing, and the numbers and nature of findings of breach of this policy.

**DISCUSSION SUMMARY:**

During the past year, the Associate Vice-President Research dealt with three allegations of a breach of the RCR policy; of these three, only one allegation was new within the year. In the case of two allegations, one of plagiarism and one of plagiarism and redundant publication, hearing boards found there had been breaches of the policy.

Actions taken involved disciplinary action in the first case. In the second case, the student involved was expelled, one paper was retracted and a corrigendum added to a second paper. Both cases were reported to the Tri-Agencies as required.

In the third case, the hearing board found that no policy breach had occurred. The outcome of this case has been reported to the Tri-Agencies.

**Education on the Responsible Conduct of Research**

**Graduate Students:** Since January 2008, all graduate students at the U of S have been required to take GSR960 in their first term as a graduate student. 1096 graduate students enrolled in GSR960 in the 2013-14 academic year. Five face to face full day workshops on RCR were also offered, primarily for international students. Presentations on RCR were also made to graduate seminars and classes in 2013-14.

**Faculty, Staff and Post Docs:** The Research Ethics Office and Gwenna Moss Centre for Teaching Effectiveness are designing an online RCR course to be made available in September for these groups.

**UNIVERSITY COUNCIL**  
**INTERNATIONAL ACTIVITIES COMMITTEE**  
**FOR INFORMATION ONLY**

**PRESENTED BY:** Gap Soo Chang, Chair  
**DATE OF MEETING:** June 19, 2014  
**SUBJECT:** **Second semi-annual Report to Council for 2013-14**  
**COUNCIL ACTION:** For information only

**INTERNATIONAL ACTIVITIES COMMITTEE OF COUNCIL**  
**SECOND SEMI ANNUAL REPORT 2013-14**

The committee met on ten occasions in the 2013-14 academic year, including six times in the second semester.

The International Activities Committee is responsible for:

1. Recommending to Council on issues relating to international activities at the University of Saskatchewan.
2. Encouraging the development of programs and curricula that provide an international perspective on campus.
3. Promoting and expanding scholarly exchange programs for faculty, students and staff.
4. Encouraging interactions with university and education/research institutions outside Canada, thereby fostering new opportunities for University of Saskatchewan stakeholders in international teaching, learning and research.
5. Receiving an annual report on matters relating to international student, faculty and alumni activities from the International Coordinating Committee.

**Committee Membership**

Council Members

Bill Albritton	Microbiology & Immunology	2016
Gap Soo Chang (Chair)	Physics & Engineering Physics	2014

General Academic Assembly Members

Claire Card	Large Animal Clinical Sciences	2014
Michael Cottrell	Educational Administration	2015
Nadeem Jamali	Computer Science	2014
Angela Kalinowski	History	2015
Mabood Qureshi	Pathology	2015
Stella Spriet	Languages & Linguistics	2014

Other members

Undergraduate Student member      Nour Abouhamra / Jack Saddleback, VP Student Affairs, USSU  
 Graduate Student member              Izabela Vlahu / Rahwa Osman, VP Academic GSA  
 Patti McDougall                      [Provost designate] Vice-Provost Teaching and Learning  
 Harley Dickinson                      [designate for Vice-President Research] Strategic Advisor, International  
 Alison Pickrell                        Director of Enrolment and Student Affairs

Administrative support

Secretary: Cathie Fornssler / Alex Beldan, Committee Coordinator, Office of the University Secretary

By invitation: Gingi Sheppard (Acting manager, ISSAC); Penny Skilnik, CGSR; Amit Shukla, Associate Director, Research Services.

**Issues and discussions*****Monthly Updates***

Each meeting, the International Activities Committee receives monthly updates from Research Services, including lists of new International Agreements. The committee also invites members from the International Student and Study Abroad Centre, the College of Graduate Studies and Research, and Enrolment and Student Affairs to attend meetings and provide regular updates to the committee on international activities in those units. Monthly updates, including lists of new International Agreements, are available on the committee's website:

[www.usask.ca/secretariat/governing-bodies/council/committee/international/index.php](http://www.usask.ca/secretariat/governing-bodies/council/committee/international/index.php)

***International University Rankings and Metrics***

Over the last two years, the International Activities Committee has been discussing the importance of identifying priority areas to measure and improve internationalization at the university. The committee agrees that establishing such metrics will allow us to determine whether we are meeting University goals for international activity, and will provide direction to the University on actions that can be taken to improve how we are perceived internationally. The committee has held many discussions of metrics over the past two years, including meetings and discussions with Harley Dickinson (Strategic Advisor, International); Troy Harkot (Information Strategy and Analytics); Lorna Shaw-Lennox and Glen Schuler (Industry Liaison Office); Amit Shukla (Associate Director, Research Services); David Harris (Research Services); and Sarah Savage (Information and Communications Technology); Laura Zink (Office of the Vice-President Research). The committee will be receiving a report at its June 12<sup>th</sup> meeting on internationalization metrics from Tory Harkot and Pauline Melis (Assistant Provost Institutional Planning and Assessment).

The committee is currently in the process of compiling metrics utilized both internationally and at the university into a white paper, which will provide direction on which metrics to focus on at an institutional level. The aim of the committee is to provide this white paper to Council and other interested bodies, in order to aid in developing a unified direction to international activities across campus.

### ***Terms of Reference Review***

Recognizing that many of the Terms of Reference of the International Activities Committee either entail responsibilities that have not been and are not likely to be met, or fail to provide a clear direction for the committee, the committee has engaged in revising its Terms of Reference. The committee's aim in the revision is to focus on the committee's role as a general knowledge resource and consulting body for the various international activities on campus. As such, the committee proposed responsibilities that would have it serving as a consulting or reporting body for other committees and for Council where matters of international activity are at stake. The committee has proposed removing more operational responsibilities from its Terms of Reference, such as the responsibility that the committee promote and expand scholarly exchange programs, so that the committee can focus on its role as knowledge resource and consulting body. Proposed Terms of Reference were developed at the April, 2014 meeting of the committee. These Terms of Reference were reviewed by the Governance Committee at its May meeting, and will be revised at the June meeting of the International Activities Committee, with the aim of having them approved in the fall.

### ***TransformUS Action Plan***

The committee discussed the TransformUS reports in light of the reports' impact on international activities, and provided feedback to the Planning and Priorities Committee at their request.

### **Reports received**

#### ***Experiential Learning Concept Paper***

The committee received a concept paper on experiential learning developed by the Teaching, Learning and Academic Resources Committee of Council. The paper was the product of work begun by the Teaching and Learning Committee (a predecessor to the Teaching, Learning and Academic Resources Committee) in 2013, and addresses definitional issues related to experiential learning, as well as providing a brief overview of research on the benefits of experiential learning. Consideration is given in the paper to activity and operational structure at U15 comparators as well as to providing an overview of experiential learning opportunities at the U of S. The document concludes with a set of recommendations regarding increasing experiential learning opportunities by 20% by 2016. Of specific interest to the IAC was the discussion of study abroad opportunities as one element of experiential learning.

#### ***International Enrolments and Recruitment Activities***

- Winter Term Enrolment of international undergraduate students is up by 5% (1028 students) and international graduate student enrolment is up by 8% (984 students).
- Direct-entry international application and acceptance numbers for Fall 2014 are strong. Offers of admission are up 55.3% compared to the same last year. International applications are down 2.54%, which is part of a larger strategy to attract qualified applicants while decreasing the number of unqualified or non-serious applicants.
- The top ten countries of origin for international undergraduate students shows that China continues to be the biggest provider of international undergraduate students (554), followed by Nigeria (110) and India (38) as distant second and third providers. The remaining students are from over 100 different source countries. This dependence on China is considered a major risk by Student Recruitment. If the U of S wishes to maintain international student numbers, it must concentrate on diversification of sources of undergraduate students.

- The top country of origin for international graduate students is also China, with India, Iran, Nigeria, Bangladesh, the USA, and Ghana also being significant sources of students. Of interest, over 35% of graduate students are international students.
- The university has begun taking part in CALDO, with our first CALDO consortium events occurring in Columbia March 2-15, 2014. CALDO is a consortium of universities committed to strong international education, who work together towards that end. ‘CALDO’ is taken from the initials of the consortium’s founding members (University of Calgary, University of Alberta, University of Laval, Dalhousie University, and the University of Ottawa). See <http://www.caldo.ca/index.php?id=13> for more information on CALDO.
- We had one more undergraduate international recruitment trip occurring at the beginning of May that took us back to Europe (UK, Switzerland, Belgium, Germany and Hungary) and the Language Centre and CGSR were recently in South America (Peru and Ecuador) promoting all three levels of study for the U of S and on behalf of CALDO.
- Work has been completed on our IB recognition policy, positioning the U of S as a preferred Canadian destination for these high quality students. See <http://explore.usask.ca/ib.php>
- Information for international students has been improved. See U of S explore site: <http://explore.usask.ca/international.php> and the *Curious? Guide for International Students 2014-15*
- Alison Pickrell is the postsecondary representative on the Pan-Canadian Quality Assurance Framework (QAF) for the Assessment of International Academic Credentials (CMEC/CICIC). This is a national project creating a framework for good practice in the assessment of credentials in all sectors (regulatory bodies, assessment services, universities and colleges). The QAF will promote fair, credible methods and promote consistency of practice.
- ISSAC has been implementing new study abroad software. The contract was signed on December 15, 2014, and the project will be completed over summer 2014. “Moveon 4” was purchased by ISSAC to reduce overall costs, increase ability to manage student mobility, academic partners, and international relations. Students will benefit by more streamlined and simplified application processes for exchange programs. Faculty and staff will benefit from simpler mobility processes and enhanced communication channels.

Reports: Report from Student and Enrolment Services Division (SESD) on student enrolments.

### **Other activities**

The committee received a presentation from Mitacs, which covered both the opportunities Mitacs offers to facilitate international students coming to study at Canadian universities, and the opportunities Mitacs provides Canadian students to study abroad. The committee also received a presentation from Baljit Singh on the One Health Initiative, which has a strong international component and provides opportunities to select Masters and PhD students who are capable of completing the additional training offered through the One Health Certificate.

### **Acknowledgements**

On behalf of the Committee, I wish to thank Mabood Qureshi who acted as Vice-Chair of the committee this year, Cathie Fornssler, who acted as Committee Coordinator until February 10, 2014 followed by Alex Beldan who took over this important role. I also thank all the members of the Committee for their thoughtful participation in the Committee’s work.

Respectfully submitted,

Gap Soo Chang, International Activities Committee of Council

UNIVERSITY COUNCIL  
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Aaron Phoenix, Chair, Teaching and Learning Committee of Council  
**DATE OF MEETING:** 19 June 2014  
**SUBJECT:** **Teaching, Learning and Academic Resources Committee  
Annual Report**  
**COUNCIL ACTION:** For Discussion Only

**ANNUAL REPORT OF THE  
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF  
COUNCIL  
2013-14**

At its April 2013 meeting, University Council approved the disestablishment of the Teaching and Learning Committee and the Academic Support Committee and the establishment of the Teaching, Learning and Academic Resources Committee.

The Teaching, Learning and Academic Resources Committee met eleven times over the past year.

**Terms of Reference**

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

**Membership** (as of June 19, 2014)

*Council members*

Bev Brenna	Curriculum Studies	2016
Kathleen James-Caven	English	2015
Deborah Lee	Library	2015
Dwight Makaroff	Computer Science	2014
<b>(Chair) Aaron Phoenix</b>	<b>Chemical and Biological Engineering</b>	<b>2015</b>

*General Academic Assembly Members*

Sandra Bassendowski	Nursing	2014
Marcel D'Eon	Community Health and Epidemiology	2016
Trisha Dowling	Veterinary Biomedical Sciences	2015
John Kleefeld	Law	2013
Alison Muri	English	2016
Jay Wilson (vice-chair)	Curriculum Studies	2014

*Sessional Lecturer*

Leslie Ehrlich	Sociology	2013
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*Other members*

Undergraduate Student Member	Jordan Sherbino / Desiree Steele, VP Academic USSU
Graduate Student Member	Izabela Vlahu / Ranjan Datta, VP Academic GSA
Patti McDougall	Vice-Provost, Teaching and Learning
Mark Roman	CIO and Associate Vice-President ICT
Ken Ladd	A/ Dean, University Library
Bob Cram	Executive Director, Centre for Continuing and Distance Education
Jim Greer	Director, University Learning Centre and Gwenna Moss Centre for Teaching Effectiveness
Administrative Support	Cathie Fornssler / Alex Beldan, Committee Coordinator

*Associate members*

Associate members are administrative and technical staff with valuable expertise and experience, who receive committee agendas and can attend TLARC meetings on request or at their initiative.

*Aboriginal engagement*

Candace Wasacase-Lafferty, Director, First Nations and Metis Engagement, English River

*ULC/ GMCTE:*

Director, Centre for Discovery in Learning  
Frank Bulk, Acting Director, University Learning Centre  
Nancy Turner, Program Director, GMCTE

*Technology/ space:*

Bryan Bilokreli, Director, Space Planning, VP Finance and Resources  
Ron Cruikshank, FMD

Glenn Hollinger, Director of Client Services, ICT  
Director, eMAP

*Financial:*

Kelly Bendig, Audit Services

*Student services:*

Maxine Kinakin, Disability Services for Students

*University Services:*

Brenna Lozinsky, Copyright Coordinator

## **Issues and discussions**

### ***Working groups***

At its October 9<sup>th</sup>, 2013 meeting, the committee identified four general priorities for committee development, and formed four working groups to address these priorities. These working groups are:

#### 1. Teaching/ Research Nexus

The working group was tasked with reviewing university policies and practices within the context of teaching, learning and academic resources and recommending appropriate policy changes and strategies to support the enhancement of teaching and learning within the teaching/ research mandate of the University of Saskatchewan. The members who volunteered for the working group were Marcel D'Eon, Leslie Ehrlich, John Kleefeld, Jim Greer, Aaron Phoenix, and Nancy Turner.

#### 2. Aboriginal Engagement

The working group was tasked with reviewing university policies and strategies within the context of teaching, learning and academic resources and recommending appropriate changes to the set of university policies and strategies so that they are supportive of aboriginal success and engagement. This working group was informed by and worked with the other groups and individuals on campus tasked with enhancing and developing aboriginal initiatives. The members who volunteered for the working group were Deborah Lee, Jim Greer, Patti McDougall, Jordan Sherbino, Candace Wasacase-Lafferty, and Nancy Turner.

#### 3. Learning Charter Implementation

The working group was tasked with reviewing university policies and practices within the context of teaching, learning and academic resources and recommending appropriate changes to the set of university policies and practices so that they best reflect the principles, and promote the implementation of, the Learning Charter. The working group was also tasked with making recommendations for promoting and celebrating the Learning Charter and its implementation. The members who volunteered for the working group were Bev Brenna, Patti McDougall, Aaron Phoenix, Bob Cram, Jay Wilson, Jim Greer, and Nancy Turner.

#### 4. Evaluation of Teaching

Following work begun in 2013 by the Teaching and Learning Committee, the working group was tasked with considering whether and what policy is required to help govern student-based evaluations of teaching. In addition, consideration was given to establishing a set of procedures to guide operational as well as strategic directions with regard to student-based evaluations of teaching. TLARC supported a recommendation by the working group to move ahead with a notice of intent regarding the development of policy. Finally, the working group was given the task of planning for a review of the current evaluation instrument (SEEQ) and companion framework that supports the instrument. The members who volunteered for the working group were Patti McDougall, Trish Dowling, Jordan Sherbino, Marcel D'Eon, Dwight Makaroff, Jay Wilson, Alison Muri, Jim Greer, and Nancy Turner.

#### ***Vision 2025***

In response to the President's request to the university community to comment on the draft of the Vision 2025 document, the Committee brought the draft document to the October 30<sup>th</sup>, 2013 meeting as an item for discussion. Committee discussion of the draft, including work from the Learning Charter Implementation group, resulted in suggested changes to the document and a discussion about the draft with the President at the January 15<sup>th</sup>, 2014 meeting of the Committee.

#### ***Change to Standing Agenda of Council***

The Aboriginal Engagement group proposed that the standing agenda of Council be changed to include a recognition that Council is meeting on Treaty 6 land. This proposal would bring the University of Saskatchewan in line with other Canadian universities who similarly recognize the historic importance of place at university meetings.

#### ***TransformUS Action Plan***

The committee discussed the TransformUS reports and Action Plan in light of the reports' impact on teaching, learning and academic resources, providing consultation and feedback to the Planning and Priorities Committee.

#### **Reports received**

##### ***Advising Charter***

Following work begun in 2013 by the Teaching and Learning Committee, the final version of the Academic Advising Charter was brought to committee. The Academic Advising Charter served to define the nature of academic advising at the university, and provided guidelines in the form of core goals, commitments and responsibilities for those serving in an advising role. It was discussed at the October 30<sup>th</sup>, 2013 meeting, and was approved and sent to Council for information.

##### ***Survey of the Scholarship of Teaching and Learning***

The Gwenna Moss Centre for Teaching Effectiveness has undertaken a study of the landscape at the University of Saskatchewan for the Scholarship of Teaching and Learning. Findings from this research initiative have been shared with appropriate committees of University Council including TLCC and RSAW, presented at the Third Annual Scholarship of Teaching and Learning Symposium. The final report is available at the GMCTE website under 'reports': [www.usask.ca/gmcte/resources/library](http://www.usask.ca/gmcte/resources/library)

### ***Experiential Learning Concept Paper***

Following work begun in 2013 by the Teaching and Learning Committee, a subgroup of the committee, with the assistance of GMCTE staff, undertook the task of drafting a concept paper on experiential learning. This document addresses definitional issues as well as providing a brief overview of research on the benefits of experiential learning. Consideration is given to activity and operational structure at U15 comparators as well as providing an overview of experiential learning opportunities at the U of S. The document concludes with a set of recommendations regarding our planning goal to increase experiential learning opportunities by 20% by 2016. The primary source of data for U of S activity stems from the *Experiential Learning Inventory Project*, conducted in the spring of 2013 by the University Learning Centre. The committee accepted the paper at its December 11<sup>th</sup>, 2013 meeting, and presented the paper to Council for information. See the committee's website for the full paper: <http://www.usask.ca/secretariat/governing-bodies/council/committee/TLAR/index.php>

### **Other activities**

The committee also received an update from Disability Services for Students on implementation of the revised policy on Academic Accommodation and Access for Students with Disabilities, and an update from the Vice-Provost Teaching and Learning on the implementation of the Distributed Learning Strategy. The committee has been interested in following the Open Source Textbook project. At the recommendation of the Aboriginal Engagement group, at its March 12<sup>th</sup> meeting, the committee attended the Danis Goulet Talk and Film Screening event as part of Aboriginal Achievement Week.

### **Acknowledgements**

On behalf of the Committee, I wish to thank Jay Wilson who acted as Vice-Chair of the committee this year, Cathie Fornssler, who acted as Committee Coordinator until February 10<sup>th</sup>, 2014, followed by Alex Beldan who took over this important role. I also thank all the members of the Committee for their thoughtful participation in the Committee's work.

Respectfully submitted,

Aaron Phoenix, Teaching & Learning Committee of Council

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 SUBMISSION:** June 19, 2014

**SUBJECT:** Saskatchewan Research Chair in Multiple Sclerosis Clinical  
Research

**DECISION REQUESTED:**

That Council approves the Saskatchewan Research Chair in Multiple Sclerosis Clinical Research and recommends to the Board of Governors that the Board authorize the establishment of the Chair.

**PURPOSE:**

This chair will develop and lead innovative and creative research efforts in the field of clinical multiple sclerosis (MS) and will work closely with other talented investigators in pursuit of outstanding scholarship in the field. The Chair will provide leadership in the area of research, leading practices in MS clinical care, collaborate with external stakeholders and across disciplines to advocate for continued support of MS clinical care and research, and foster teaching and mentorship of clinical research opportunities to students.

**CONTEXT AND BACKGROUND:**

With Saskatchewan having one of the highest MS rates in the country, the province has a calling of global significance to fully leverage our unique combination of facilities, expertise and experience in the battle against multiple sclerosis. The clinical research program under the leadership of the Chair will attract and retain qualified researchers, clinicians and students to continue to build a successful infrastructure for MS clinical research provincially, nationally and internationally.

The Chair will be supported by the Saskatoon City Hospital Foundation, the College of Medicine at the University of Saskatchewan, the Centennial Enhancement Chair program at the University of Saskatchewan, and the Saskatoon Health Research Foundation. The position will focus on

clinical research to identify causes of multiple sclerosis (MS), develop new or improved treatments and therapies with the goal of ultimately finding a cure for MS. The University of Saskatchewan will provide the necessary infrastructure support for the Chair that is consistent with that provided all tenure track faculty in the College of Medicine. The Saskatoon Health Region will provide in-kind support in the way of clinical and research space. The creation of this chair will provide a significant enhancement to the world class research already underway in the Cameco MS Neuroscience Research Centre located in Saskatoon City Hospital.

The position of an MS Clinical Research Chair will serve to meet the priorities identified by the University of Saskatchewan and the College of Medicine. This Chair will be well positioned to work within the priority areas of synchrotron sciences, aboriginal and/or infectious disease scholarly work. These three areas have been identified as emerging signature themes for the University. An MS Clinical Research Chair will enhance opportunities for the University of Saskatchewan to be successful at obtaining tri-council funding for research, especially given the recently identified priority of the Canadian Institutes of Health Research to develop and build a national strategy for patient-oriented research. From the College of Medicine's perspective, this Chair will provide opportunity for medical students to engage in clinically related research experiences, will role-model the research clinician career pathway and will strengthen the appeal to relevant U of S postgraduate programs.

#### **IMPLICATIONS:**

The College of Medicine has identified and provided a tenure track faculty position for this Chair, and will provide the funding to support the Chair's salary, with a guarantee of that 75% of their time will be protected for clinical research efforts.

The Saskatchewan Health Research Foundation (SHRF) and the Saskatoon City Hospital Foundation (SCHF) will jointly and equally (as per a signed agreement dated June 17, 2010 and Nov. 15, 2010) contribute \$100,000 each per year for five years to support research activities, training and knowledge sharing. These two agencies are currently raising funds to support the longer-term endowment, whose goal is to provide more secure and longer term funding for the chair position. The Centennial Enhancement Chair program at the University of Saskatchewan will also provide \$60,000 per year in support.

#### **CONSULTATION:**

The intent to establish a Saskatchewan Research Chair in Multiple Sclerosis Clinical Research has been consulted with the Saskatoon City Hospital Foundation, the Saskatchewan Health Research Foundation, Associate Vice-President Research Health, and recommended for approval 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. The strategic research plan of the College of Medicine identified both neurosciences and clinical service as priorities for invigorating and focusing our research agenda. The successful recruitment of this chair is a significant step for both college and university priorities.

**FURTHER ACTION REQUIRED:**

Approval of the Board.

**ATTACHMENTS:**

Terms of Reference

## **Saskatchewan Research Chair in Multiple Sclerosis Clinical Research**

### **Terms of References**

#### **Purpose:**

This chair will develop and lead innovative and creative research efforts in the field of clinical multiple sclerosis (MS) and will work closely with other talented investigators in pursuit of outstanding scholarship in the field. The Chair will provide leadership in the area of research, leading practices in MS clinical care, collaborate with external stakeholders and across disciplines to advocate for continued support of MS clinical care and research, and foster teaching and mentorship of clinical research opportunities to students.

The Saskatchewan Chair in MS Clinical Research will build on our existing strengths and provide new vision and opportunity for MS clinical research in Saskatchewan and Canada. With Saskatchewan having one of the highest MS rates in the country, the province has a calling of global significance to fully leverage our unique combination of facilities, expertise and experience in the battle against multiple sclerosis.

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

The College of Medicine will provide the funding to support the Chair's salary. Additionally, the Saskatchewan Health Research Foundation (SHRF) and the Saskatoon City Hospital Foundation (SCHF) will jointly and equally (as per a signed agreement dated June 17, 2010 and Nov. 15, 2010) contribute \$100,000 each per year for five years to support research activities, training and knowledge sharing. These two agencies are currently raising funds to support the longer-term endowment, whose goal is to provide longer term and more secure funding for the chair position.

#### **Tenability:**

The College of Medicine has identified and provided a tenure track faculty position for this Chair, and will provide the funding to support the Chair's salary, with a guarantee that 75% of their time will be protected for clinical research efforts. If the chair is awarded to a current faculty member, 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 their 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:**

The position will focus on clinical research to identify causes of multiple sclerosis (MS), develop new or improved treatments and therapies with the goal of ultimately find a cure for MS. The clinical research program under the leadership of the Chair, will attract and retain qualified researchers, clinicians and students to continue to build a successful infrastructure for MS clinical research provincially, nationally and internationally. It is expected that the Chair will provide direction to research faculty, staff, students and residents.

**Term of Chair:**

The chair holder 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 and the availability of funding.

**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

It will be the discretion of the Chair of the Committee to add members to the Committee as required. The Management Committee will oversee the success of the MS Chair.

Activities are expected to include the following:

- 1) Assess the chair's progress and outcomes in relation to the University of Saskatchewan Chairs 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 Chairs Program.

UNIVERSITY COUNCIL  
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS  
FOR INFORMATION ONLY

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**PRESENTED BY:**

  
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**Jim Germida, Vice-Provost Faculty Relations and  
Chair, JCCP**

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** JCCP 2013-14 Annual Report

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Joint/Board Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost and Vice-President Academic or designate with representation from University Council, Board of Governors, Research, Scholarly and Artistic Work Committee of Council, the Vice-President Research or designate, the Vice-President Advancement or designate and Associate Vice-President, Financial Services or designate and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

**DISCUSSION SUMMARY:**

Over the course of 2013/2014 JCCP met on one occasion and reviewed and approved three letters of intent (Brian Beresh, Q.C. Professor of Criminal Law, Saskatchewan Research Chair in Multiple Sclerosis Clinical Research and GIFS Enhancement Chairs Program). In addition the committee reviewed and recommended establishment of the University of Saskatchewan Centennial Enhancement Chair Program, which is meant to assist the university in retaining world-class faculty with research and scholarship focused within one of the university's signature areas. This was approved by the Board at the December 13, 2014 meeting.

**Committee Membership:**

Vice-Provost, Faculty Relations and Chair  
Board of Governors Representative  
Vice-President Research Designate  
Member of Council Representative  
University Secretary's Designate  
AVP Financial Services

VP University Advancement

Jim Germida  
Grit McCreath  
Jim Basinger  
Jaswant Singh  
Sandra Calver  
Laura Kennedy  
Jim Traves (alternate designate)  
Heather Magotiaux  
Doug Clark (alternate designate)

**Committee Support:**

Research Services Resource Person  
Secretary

Amit Shukla  
Anna Okapiec

**ATTACHMENTS:**

None

UNIVERSITY COUNCIL  
**SCHOLARSHIP AND AWARDS COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Dr. Gordon DesBrisay  
Chair, Scholarship and Awards Committee

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** Annual Report to Council: Undergraduate and Graduate Scholarships  
and Awards

**COUNCIL ACTION:** For information only

**ORIGIN OF REQUEST AND ADVANCED CONSULTATION:**

This report summarizes the activities of the Scholarship and Awards Committee for two overlapping time periods:

- 1) 2013-2014 Annual summary of centrally administered **and** college administered awards distributed to students
- 2) 2013 Calendar year description of Committee Activities

The Committee has four responsibilities and this report outlines the Committee’s activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility.

On behalf of the Scholarships and Awards Committee of University Council, the Awards and Financial Aid Office distributed approximately \$9.86 million in undergraduate student awards in 2013-2014. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries).

This annual report also includes information regarding the distribution of graduate awards for the 2013-2014 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.

## **DISCUSSION SUMMARY:**

### **Part A - Undergraduate**

#### **Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.**

This Committee last reported to University Council on June 20, 2013. Since that time, the Committee had five regular meetings during the 2013 calendar year and various subcommittee meetings to select undergraduate recipients for awards with subjective criteria.

#### **Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.**

Development officers within University Advancement and the colleges work with donors to establish new scholarships, bursaries and awards. During the 2013-2014 fiscal year, the University of Saskatchewan signed contracts to accept donations establishing 81 new awards for undergraduate students and 19 new awards for graduate students.

#### **Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.**

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

#### **Entrance Awards**

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.<sup>1</sup> There are two components to the Entrance Awards cycle: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

In 2013-2014, Grade 12 graduates proceeding directly to the U of S after high school that applied for admission, paid the application fee and submitted their marks by February 15, 2013 were eligible for the "Best of Three" program. The "Best of Three" program allows a student to have three averages calculated: after Grade 11, after Semester One of Grade 12, and at the end of Grade 12. Students, who applied for admission, paid the application fee and submitted their marks by May 1, 2013 were eligible to have two averages calculated: after Semester One of Grade 12 and at the end of Grade 12.

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships based on their final Grade 12 marks.

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<sup>1</sup> 18 credit units or less of transferable credit if they have attended another post-secondary institution.

Table 1 - Guaranteed Entrance Scholarship Distribution for 2013-2014

Award Tier		Number of Recipients Paid	Total Value
<b>\$3,000 Guaranteed Entrance Scholarship (95% +)</b>			
	Agriculture and Bioresources	16	\$48,000
	Arts and Science	197	\$591,000
	Engineering	84	\$252,000
	Edwards School of Business	31	\$93,000
	Kinesiology	20	\$6,000
	<b>Total \$3,000 Guaranteed Entrance Scholarships</b>	<b>348</b>	<b>\$1,044,000</b>
<b>\$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)</b>			
	Agriculture and Bioresources	17	\$34,000
	Arts and Science	149	\$298,000
	Education	1	\$2,000
	Engineering	60	\$120,000
	Edwards School of Business	28	\$56,000
	Kinesiology	16	\$32,000
	<b>Total \$2,000 Guaranteed Entrance Scholarships</b>	<b>271</b>	<b>\$542,000</b>
<b>\$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)</b>			
	Agriculture and Bioresources	28	\$28,000
	Arts and Science	253	\$253,000
	Education	4	\$4,000
	Engineering	70	\$70,000
	Edwards School of Business	46	\$46,000
	Kinesiology	26	\$26,000
	<b>Total \$1,000 Guaranteed Entrance Scholarships</b>	<b>427</b>	<b>\$427,000</b>
<b>\$500 Guaranteed Entrance Scholarships (85 – 89.9%)</b>			
	Agriculture and Bioresources	61	\$30,500
	Arts and Science	382	\$191,000
	Education	7	\$3,500
	Engineering	95	\$47,500
	Edwards School of Business	77	\$38,500
	Kinesiology	25	\$12,500
	Nursing <sup>2</sup>	1	\$500
	<b>Total \$500 Guaranteed Entrance Scholarships</b>	<b>648</b>	<b>\$324,000</b>
<b>Total Guaranteed Entrance Scholarships</b>		<b>1,694</b>	<b>\$2,337,000</b>

<sup>2</sup> Student was offered Guaranteed Entrance Scholarship at time of admission to Arts and Science in 201201 but did not meet eligibility/credit unit requirements for payment of the scholarship until after being admitted to the College of Nursing.

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. Prestigious renewable entrance awards include the George and Marsha Ivany - President's First and Best Scholarships and the Edwards Undergraduate Scholarships, valued at \$24,000 (\$6,000 paid each year for up to four years) and the Dallas and Sandra Howe Entrance Award also valued at \$24,000 over four years. The highest valued one-time award was a United World College Excellence Award that was funded by the Saskatchewan Innovation and Opportunity Scholarship Program.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2013-2014. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, college-specific awards may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2013-2014

	Number of Recipients	Total Value
<b>University of Saskatchewan Funded Competitive Entrance Awards</b>		
Agriculture and Bioresources	27	\$41,000
Arts and Science	20	\$119,000
Education	-	-
Engineering	5	\$29,400
Edwards School of Business	4	\$23,400
Kinesiology	2	\$10,000
<b>Total U of S Funded</b>	<b>58</b>	<b>\$222,800</b>
<b>Donor Funded Competitive Entrance Awards</b>		
Agriculture and Bioresources	32	\$73,800
Arts and Science	71	\$180,962
Education	-	-
Engineering	47	\$109,300
Edwards School of Business	24	\$50,118
Kinesiology	11	\$13,000
<b>Total Donor Funded</b>	<b>185</b>	<b>\$427,180</b>
<b>Total Competitive Entrance Awards</b>	<b>243</b>	<b>\$649,980</b>

## Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 institutions targeted are offered Transfer Scholarships valued at \$2,500.

Table 3 - Transfer Scholarship Distribution for 2012-2013

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution <sup>3</sup>	\$2,500	4	\$10,000
85% +	\$2,000	8	\$16,000
80-84.9%	\$1,500	16	\$24,000
78-79.9%	\$1,000	9	\$9,000
<b>TOTAL</b>	-	<b>37</b>	<b>\$59,000</b>

## Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units or more in 2012-2013 were eligible for the 2013-2014 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (less the Transfer Scholarships) distributed to continuing students in 2013-2014.

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<sup>3</sup> Incentive institutions include: Athabasca University, Briarcrest College, Camosun College, Capilano College, Columbia College, Coquitlam College, Douglas College, Grand Prairie Regional College, INTI College Malaysia, Lakeland College, Langara College, Lethbridge Community College, Medicine Hat College, Red Deer College, Saskatchewan Institute of Applied Science and Technology (SIAST), and Taylor's College (Malaysia). The list of institutions is reviewed annually.

Table 4 – Centrally-Administered<sup>4</sup> Continuing Awards Distribution for 2013-2014

	Number	Total Value
<b>University of Saskatchewan Funded Continuing Awards</b>		
Agriculture and Bioresources	22	\$49,000
Arts and Science	426	\$684,900
Dentistry	24	\$42,700
Education	53	\$102,800
Edwards School of Business	60	\$114,600
Engineering	70	\$158,500
Kinesiology	41	\$73,500
Law	23	\$38,800
Medicine	119	\$205,000
Nursing	82	\$136,900
Pharmacy and Nutrition	41	\$76,000
Western College of Veterinary Medicine	64	\$103,000
<b>Total University of Saskatchewan Funded</b>	<b>1,025</b>	<b>\$1,785,700</b>
<b>Donor Funded Continuing Awards</b>		
Agriculture and Bioresources	7	\$16,300
Arts and Science	100	\$240,025
Dentistry	15	\$20,800
Education	47	\$124,100
Edwards School of Business	19	\$50,929
Engineering	52	\$128,187
Kinesiology	16	\$34,300
Law	38	\$75,500
Medicine	31	\$50,600
Nursing	35	\$94,100
Pharmacy & Nutrition	41	\$84,500
Western College of Veterinary Medicine	39	\$65,100
Graduate Studies and Research <sup>5</sup>	6	\$16,750
<b>Total Donor Funded</b>	<b>446</b>	<b>\$1,001,190</b>
<b>Total Continuing Awards</b>	<b>1,471</b>	<b>\$2,786,890</b>

<sup>4</sup> Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). They are reported as central awarded since the fund is managed by the central Awards and Financial Aid office. Also, the Aboriginal Achievement Book Prize is paid in two installments and counted as such.

<sup>5</sup> There are a few select Continuing Awards administered by the Awards and Financial Aid Office that are open to both undergraduate and graduate students.

## Saskatchewan Innovation and Opportunity Scholarship (SIOS)

The Saskatchewan Innovation and Opportunity Scholarships are part of a provincial government program that matches scholarship money raised by the university to a maximum of \$2 million per year in the areas of innovation and strategic priority to the institution.

Table 5 – Saskatchewan Innovation and Opportunity Scholarships (SIOS)<sup>6</sup> to support PSE students in 2013-2014

College	Total Payouts	Total Value
Agriculture and Bioresources	1	\$15,000
Arts and Science	9	\$49,000
Engineering	3	\$13,500
Kinesiology	1	\$1,500
Law	4	\$6,000
Nursing	13	\$6,500
<b>TOTAL</b>	<b>31</b>	<b>\$91,500</b>

## University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2012-2013, 212 applications were received. Fourteen of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2012-2013 academic year, was \$245,670.01. Eligible applicants received \$46 per credit unit they successfully completed. One graduate student was capped at the amount of assessed tuition.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2012-2013 Distribution<sup>7</sup>

	Number of Recipients
Undergraduate	171
Graduate	27
<b>Total</b>	<b>198</b>

<sup>6</sup> Saskatchewan Innovation and Opportunity Scholarships (SIOS) administered by SESD (including ISSAC). Numbers and values include United World College and International Baccalaureate Excellence Awards. Additional scholarships are administered by Graduate Awards and Scholarships.

<sup>7</sup> The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2011-2012 academic year.

## Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

In 2012-2013, there were 102 applications for the ASPA Tuition Reimbursement Fund. Eligible applicants received tuition reimbursement for the credit units completed during the academic year of May 1, 2012-April 30, 2013. There was \$120,000 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$46 per credit unit they successfully completed. The total payout for tuition reimbursements in 2012-2013 was \$116,702.

Table 7 – ASPA Tuition Reimbursement Fund 2012-2013 Distribution<sup>8</sup>

Number of Recipients	
Undergraduate	91
Graduate	10
<b>TOTAL</b>	<b>101</b>

### **Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.**

There were no student appeals submitted to the Awards and Financial Aid Office during the 2013 calendar year.

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicates the student appeals of revoked awards. If appeals are received, the Committee would regular reports on appeal activity.

The number of revocations of awards is down because of the proactive behaviour of Internal Compliance Officer, Awards and Financial Aid. The Internal Compliance Officer has been emailing students to let them know their award will be revoked unless they register in the required number of credit units. As a result of this increased communication, the number of appeals has decreased markedly.

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<sup>8</sup> According to Article 12.4 of the ASPA Collective Agreement (May 1, 2011 – April 30, 2014), “Effective 1 May 2012, the university will provide an annual allotment of \$180,000 to the TRF.” Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of \$360,000. The ASPA executive agreed to divide the \$360,000 over three years in order to provide tuition reimbursement to applicants for the 2011-12, 2012-13 and 2013-14 academic years. The ASPA TRF is based on credit units completed in the 2012-13 academic year.

## Additional Section: 2013-2014 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not the purview of the Committee, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

Table 8 – College-specific Awards at the University of Saskatchewan 2013-2014<sup>9</sup>

College	Total Payouts	Total Value
Agriculture and Bioresources <sup>10</sup>	129	\$187,300
Arts and Science <sup>11</sup>	199	\$274,587
Dentistry <sup>12</sup>	21	\$13,875
Education	120	\$66,190
Edwards School of Business <sup>13</sup>	194	\$491,022
Engineering <sup>14</sup>	256	\$439,900
Kinesiology	31	\$23,950
Law	208	\$504,850
Medicine	135	\$456,279
Nursing	45	\$99,650
Pharmacy and Nutrition	86	\$58,705
Veterinary Medicine	136	\$175,850
Huskie Athletics	540	\$782,600
International Student and Study Abroad Centre <sup>15</sup>	30	\$15,000
University Learning Centre	1	\$1,000
<b>TOTAL</b>	<b>2,131</b>	<b>\$3,575,758</b>

<sup>9</sup> Number and values reported as of May 14, 2014.

<sup>10</sup> Numbers do not include awards and values for College of Agriculture and Bioresources entrance awards administered by Awards and Financial Aid.

<sup>11</sup> Number includes Aboriginal Student Learning Community Award.

<sup>12</sup> The University of Saskatchewan Dental Scholarships of \$18,000 is no longer offered.

<sup>13</sup> Numbers reported include the Edwards Undergraduate Scholarships but do not include awards and values for other Edwards-specific entrance awards administered by Awards and Financial Aid.

<sup>14</sup> Numbers do not include awards and values for College of Engineering entering and continuing awards administered by Awards and Financial Aid.

<sup>15</sup> Numbers do not include Study Abroad awards and values that are under the Arts and Science organization fund number.

## Part B – Graduate

In 2013-14, the College of Graduate Studies and Research administered approximately \$8 million of centrally funded money for graduate student support. The majority of this funding was allocated between three major scholarship programs: Devolved, Non-Devolved, and the Dean’s Scholarship.

### Funding Programs

More than \$3.9 million was available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined by the number of scholarship-eligible students.

### Devolved Funding Program

*Devolved* refers to an arrangement whereby larger academic units receive an allocation from the College of Graduate Studies and Research to award to their graduate students at the academic unit level. To be eligible for this pool of funding departments must have: (i) a minimum of twelve full-time graduate students in thesis-based programs over a three-year period and (ii) have been awarded previously two non-devolved scholarships.

Allocations to devolved departments are determined by a formula created in 1997, which is based on the previous years’ allocations and the average number of scholarship-eligible graduate students in thesis-based programs during the previous three years in each program, as a proportion of the number of graduate students in all programs averaged over the same three years. Doctoral students beyond the fourth year and Master students beyond the third year of their programs are not counted in the determination. Doctoral students are valued at 1.5 times Master students in the formula. As such, each academic unit participating in the devolved funding program is allocated a percentage of the total funds available in the devolved pool.

Table 9 - Allocations for Devolved Graduate Programs for 2013-2014

Graduate Program	Allocation
<b>College of Agriculture &amp; Bioresources</b>	
Bioresource Policy, Business and Economics	\$75,034
Animal and Poultry Science	\$99,116
Plant Sciences	\$111,267
Food and Bioproduct Sciences	\$78,704
Soil Science	\$98,162
<b>College of Arts and Science</b>	
Archaeology	\$39,837
Biology	\$143,863
Chemistry	\$152,591
Computer Science	\$180,052
Economics	\$62,661
English	\$82,360
Geography and Planning	\$90,205

Geological Sciences	\$83,954
History	\$123,252
Mathematics & Statistics	\$42,083
Physics and Engineering Physics	\$103,461
Political Studies	\$47,609
Psychology	\$150,276
Sociology	\$85,406
<b>College of Education</b>	
Educational Administration	\$90,683
Educational Foundations	\$38,196
Educational Psychology and Spec. Ed.	\$94,822
<b>College of Engineering</b>	
Agricultural & Bioresource Engineering	\$75,034
Biomedical Engineering	\$72,173
Chemical Engineering	\$75,038
Civil and Geological Engineering	\$99,812
Electrical and Computer Engineering	\$154,478
Mechanical Engineering	\$170,052
<b>Interdisciplinary Studies</b>	
Interdisciplinary Studies	\$54,845
<b>College of Kinesiology</b>	
Kinesiology	\$77,363
<b>College of Law</b>	
Law	\$27,536
<b>College of Medicine</b>	
Anatomy and Cell Biology	\$42,932
Biochemistry	\$75,800
Community Health and Epidemiology	\$83,789
Microbiology and Immunology	\$40,936
<b>College of Nursing</b>	
Nursing	\$56,715
<b>College of Pharmacy and Nutrition</b>	
Pharmacy and Nutrition	\$97,372
<b>College of Veterinary Medicine</b>	
Veterinary Biomedical Sciences	\$72,535
Veterinary Microbiology	\$56,936
<b>Schools</b>	
School of Environment and Sustainability	\$64,035
School of Public Health	\$45,028
School of Public Policy	\$49,890
<b>Toxicology Centre</b>	
Toxicology	\$68,591
<b>TOTAL</b>	<b>\$3,651,982</b>

### Non-Devolved Funding Program

Departments that do not qualify for the Devolved Funding Program may nominate students for consideration in the campus-wide Non-Devolved Scholarship Program. Effective September 2013, Non-Devolved Scholarships values were increased from \$15,000 to \$16,000 for Master students and \$18,000 to \$20,000 for PhD students.

The following table displays funding that was awarded to graduate students in Non-Devolved units across campus.

*Table 10 – Number and Value of Non-Devolved Funding in 2013-2014*

Department	Number of Awards	Amount
Anthropology	5 Master's	\$81,000
Art & Art History	5 Master's	\$79,000
Curriculum Studies	1 Master's	\$15,000
Environmental Engineering	1 Doctoral	\$20,000
Language & Linguistics	1 Master's	\$15,000
Medicine	1 Doctoral	\$20,000
Native Studies	1 Doctoral	\$20,000
Philosophy	1 Master's	\$16,000
Physiology	3 Master's	\$47,000
Physiology	2 Doctoral	\$40,000
Psychiatry	1 Master's	\$15,000
Religion & Culture	1 Master's	\$15,000
Vet Pathology	2 Doctoral	\$40,000
<b>TOTAL</b>	<b>18 Master's 7 Doctoral</b>	<b>\$423,000</b>

### Teacher-Scholar Doctoral Fellowships (TSDF) Program

The Teacher-Scholar Doctoral Fellowships provides a mentored teaching experience; this is made possible by partnerships with other colleges and the Gwenna Moss Centre for Teaching Effectiveness. In September of 2013, TSDFs value increased from \$18,000 per year to \$20,000 per year. Twenty doctoral students across campus received this Fellowship in 2013-2014.

## Graduate Teaching Fellowships (GTF) Program

The College of Graduate Studies and Research traditionally allocates 47 Graduate Teaching Fellowships (GTF) each year valued at approximately \$17,000 each for a total of \$799,000. The GTFs are allocated to the 12 colleges with graduate programs based on a formula which takes into account the number of undergraduate course credits, and the number of graduate students registered, in each college. In 2013-2014 there was surplus from previous years that allowed CGSR to allocate an additional 7 GTFs, making a total of 54 allocated.

Table 11 – Graduate Teaching Fellowships (GTF) 2013-2014 Distribution by College

College	Number
Agricultural & Bioresources	3
Arts and Science	23
Edward School of Business	3
Education	4
Engineering	6
Kinesiology	1
Law	1
Medicine (Basic Health Sciences)	5
Nursing	2
Pharmacy	1
Veterinary Medicine	2
Interdisciplinary Programs	3
<b>TOTAL<sup>16</sup></b>	<b>54</b>

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<sup>16</sup> 2013-2014 had additional GTFs to award from 2012-2013.

## Graduate Research Fellowships (GRF) Program

In 2011-2012, the College of Graduate Studies introduced the Graduate Research Fellowship program funded by the Provost's Committee on Integrated Planning (PCIP). This is a shared-cost program that provides \$8,000 per year to graduate students who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts, from external sources. Thirty of these shared Graduate Research Fellowships are allocated to Colleges/Schools on the basis of Tri-council research funding per faculty member over the past two years.

*Table 12—Graduate Research Fellowships (GRF) 2013-2014 Distribution by College*

College	Number
Agriculture and Bioresources	5
Arts and Science - Natural Sciences	5
Arts and Science - Social Sciences	2
Education	1
Engineering	5
Medicine	3
Pharmacy & Nutrition	2
School of Environment and Sustainability	1
School of Public Health	1
School of Public Policy	1
Veterinary Medicine	2
<b>TOTAL</b>	<b>28</b>

## Dean's Scholarship Program

In 2013-2014, the value of the Dean's PhD Scholarship increased from \$20,000 to \$22,000 per year. The value of Master's awards remained unchanged at \$18,000 per year. An additional \$150,000 from International Tuition Differential increased the total base budget for the Dean's 2013-2014 Scholarship Program to \$1,650,000.

In 2013-2014, 8 Master's and 33 PhD students were awarded Dean's and International Dean's Scholarships.

## Saskatchewan Innovation and Opportunity Scholarships (SIOS)

As discussed in Part A, the Saskatchewan Innovation and Opportunity Scholarships is part of a provincial government program that matches scholarship money raised by the university to a maximum of \$2 million per year in the areas of innovation and strategic priority to the institution.

SIOS funding is being used to support excellence and innovation through a number of programs both for existing students and as a recruitment tool for newly entering students. This funding is also being used to increase our competitive position in recruiting top-ranked Canadian graduate students by providing a

\$3,000 scholarship to any student who secures a national scholarship from SSHRC, NSERC or CIHR and chooses the U of S as the site of tenure.

In 2013-2014, \$1,521,000 was allocated to graduate students across campus.

### **New Faculty Graduate Student Support Program**

The College of Graduate Studies and Research created the New Faculty Graduate Student Support Program to provide matching start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2013-2014, \$262,000 was allocated to seventeen new tenure-track faculty across campus.

### **Graduate Teaching Assistantships**

In 2013-2014, the College of Graduate Studies and Research allocated \$299,567 in graduate teaching assistant support to colleges with graduate programs across campus. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual Census data. This fund was established for the purpose of providing support to Colleges for teaching or duties specifically related to teaching (e.g., marking, lab demonstrations, and tutorials).

### **Graduate Service Fellowships**

The College of Graduate Studies and Research created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting.

In 2013-2014, approximately \$110,000 was allocated for various projects across campus.

### **CSC China Agreement Tuition Scholarships**

The China Scholarship Council (CSC) is a government agency in China which provides scholarships to Chinese citizens for doctoral and postdoctoral studies abroad. The requirement from the CSC for any student studying abroad is that the host institution must provide a tuition bursary or tuition waiver.

In 2010, CGSR developed two initiatives to access this pool of fully funded Chinese post-graduate students. We offer a top-up scholarship program of \$4,000 annually, for a maximum of four years to up to 20 students per year. There is strong competition among western universities for these students, which helps the University of Saskatchewan attract high calibre applicants. In addition, we have partnership agreements with seven top ranked Chinese universities whereby they recruit and recommend CSC candidates for admission to CGSR. In 2013-2014, 47 students received the CSC China Agreement Tuition Scholarships.