

AGENDA
2:30 p.m. Thursday, April 17, 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 19th year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of March 20, 2014
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Report of the Vice-president Research (oral report)

8. Student societies

- 8.1 Report from the USSU
- 8.2 Report from the GSA (oral report)

9. Planning and priorities committee

- 9.1 Request for decision: Vision 2025: From Spirit to Action

That Council approve the document Vision 2025: From Spirit to Action as the new institutional vision document of the University of Saskatchewan.

10. Planning and priorities committee and academic programs committee

- 10.1 Report for information: Joint report on disestablishment processes of Council
 -to be distributed

11. Academic programs committee

- 11.1 Request for Decision: Four-Year and Honours Degree, Biology and Biotechnology – program termination

That Council approve the termination of the honours and four-year degree in Biology and Biotechnology, effective September 2014.

11.2 Request for Decision: Four-Year and Honours Degree, Biomolecular Structure Studies – program termination

That Council approve the termination of the honours and four-year degree in Biomolecular Structure Studies, effective September 2014.

12. Research, scholarly and artistic work committee

12.1 Report for information: Undergraduate research

13. Other business

14. Question period

15. Adjournment

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

A tribute to Professor Terry Tollefson from the Department of Soil Science, College of Agriculture and Bioresources, was given by Dr. Richard Farrell, the department head of Soil Science.

The chair called the meeting to order at 2:45 p.m., observing that quorum had been attained.

1. Adoption of the agenda

DOBSON/deBOER: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

The chair welcomed members and visitors, and noted the items coming before Council. At the chair's invitation, the university secretary provided the election results for Council's members-at-large. The university secretary reported: (i) the 17 members who were elected to sit for a three-year term beginning July 1, 2014 and ending June 30, 2017: Michael Bradley, Bev Brenna, Roy Dobson, Alexander Ervin, Richard Gray, Calliopi Havele, Jill Johnstone, Richard Julien, Jay Kalra, Franz-Viktor Kuhlmann, Lawrence Martz, Allison Muri, Matthew Paige, Chary Rangacharyulu, Erin Watson, Thomas Yates, Gordon Zello; (ii) the two members who were elected to sit for a two-year term beginning July 1, 2014 and ending June 30, 2016: William Brown and Hongming Cheng; and (iii) the three members who were elected to sit for a one-year term beginning July 1, 2014 and ending June 30, 2015: Gap Soo Chang, Nadeem Jamali, Venkatesh Meda.

3. Minutes of the meeting of February 27, 2014

The chair asked if there were any corrections to the minutes, and hearing none raised from the floor, he invited the university secretary to note the corrections that she received prior to the meeting.

The university secretary noted the following corrections to the minutes of the meeting of February 27, 2014, contingent on the approval of Council:

- On page 3 of the minutes, in the second complete paragraph, the second, third and fourth sentences will be corrected to read: **"When we look at other universities, we see that compensation costs rise from year to year** based on nominal settlements, and in addition there are changes to increments, merit, benefits and other variables. **At other universities these additional factors, beyond nominal rates of settlements, amount to additional 1.5 to 2% increases year over year. This means a nominal increase of 2% results in total compensation costs increasing approximately 4%."**
- On page 3, in the fifth paragraph the last sentence will be corrected to read: "He also advised that tuition revenue sharing has been devolved to colleges that have used this amount for student scholarships **among other purposes.**"

- On page 4, in the fifth line at the top of the page, the sentence will be corrected to read: "There are steering groups that have **received** suggestions."
- On page 4, in the second complete paragraph, the second sentence will be corrected to read: "The provost advised that **the fund consists of \$3.5M per year** for the third planning cycle and funds will be set aside for the fund in the fourth planning cycle."
- On page 5, in the fourth paragraph, the second sentence will be corrected and a final sentence added, so the paragraph reads: "The provost advised that the APF **is not \$70M and** is guided by the university's planning priorities and the nature of that planning process is transparent. The plan is one that has been agreed to as a university through our governing bodies and represents the priorities of the university as a whole. **The other funds referenced by the questioner included targeted funding for salaries and services in the Colleges of Medicine and Nursing and funds for the renewal of existing university buildings such as the Arts Tower, Murray Building, Biology, and Physics.**"
- On page 9 the last paragraph will be corrected to recognize that comments provided in the third sentence and thereafter came from two Council members rather than one.
- On page 12 the phrase in the first sentence of the fifth full paragraph will be corrected to read: "**roughly 5% to 10% of its faculty**".

In response to a Council member's question, the chair noted that these were corrections to reflect what was said at the meeting.

KALYNCHUK/deBOER: That the Council minutes of February 27, 2014 be approved as amended.

CARRIED

4. Business from the minutes

Dr. Findlay noted that he thought the minutes reflected a fair and full record of his sentiments. He commented on his disappointment in how the motion he had put forward was revised and diminished. He clarified that he was not commenting on the validity of either the process or the vote, but asking that in the future when an individual puts forward a motion accompanied by a rationale for consideration by the coordinating committee, as was done in his case, that it be treated differently and that the rationale accompany the motion when it is put forward to Council. The chair thanked Dr. Findlay for his comments and assured him that in future such situations the coordinating committee will bring the rationale forward with the motion.

5. Report of the President

President Ilene Busch-Vishniac spoke to a number of items of interest to Council. She reported on the provincial budget in which the university received a 2% increase to the operating budget as requested, in a year when overall budget expenditures are down. She noted that this illustrates the provincial government's recognition of the important role that the universities play in helping the province. The university has continued to receive support from the provincial government for many key projects, including the health sciences building, the nursing and medical expansion, continued support for students, and expanded funding for the graduate student retention program to include both graduate and undergraduate students. The president advised that the university received more than what was expected, but not enough to reverse concerns about fiscal restraints.

On the federal level, the president noted the changes resulting from Minister Flaherty resigning as Minister of Finance, in that Minister Rickford has moved from the Ministry of State for Science and Technology to NRCan and Ed Holder has become the new Minister of State for Science and Technology. The president reviewed Minister Holder's background and what he brings to the position. Also at the federal level, the president noted that the deputy minister advocate for our university and the University of Regina, Colleen Volk, who serves as deputy secretary to cabinet and the deputy minister to the clerk of the Privy Council, has been visiting both universities in Saskatchewan.

Regarding recent events of note, the president praised the research conference and gala hosted by the Graduate Students' Association. She recognized the commendable performances of: the Huskie women's basketball team that went to the national championship and placed fourth; and the Huskie women's hockey team that won Canada West for the first time and a bronze at the national championship. The president also noted that Huskie men's hockey team was currently hosting the Canadian Interuniversity Sport (CIS) university cup. The president thanked everyone who helped organize the Aboriginal Achievement Week commending the USSU, Candace Wasacase-Lafferty and others on the arrangements. She specifically noted: the announcement of the establishment by Buffy Sainte-Marie of the Saskatchewan Cradle Board Initiative to encourage Aboriginal students to pursue math, science, engineering and technology; and the talks by both Cindy Blackstock and Shawn Atleo speaking about challenges and progress at the federal level. The president also noted the Alumni of Influence Gala for Arts and Science and the ITEP Round Dance, both of which had good attendance and were wonderful events.

The president provided an update on the College of Medicine advising that there is continued good progress. A letter has been received from the accreditors acknowledging that the university is addressing the major issues identified, but there are still some modest issues to address. The accreditors will return in 12-15 months to review progress at that time. The president noted that the government has become progressively more aligned with the university's sense of the structural changes required and generally things are going well with the health regions. The president indicated she was pleased to report that this year 63% of the university's medical students chose to stay in Saskatchewan to complete their residencies; this rate has not been above 50% in recent history. The president concluded her remarks regarding the College of Medicine by noting that a report from the Basic Sciences departments is expected in about a month regarding their proposed restructuring.

The president spoke to the Vision 2025 document commenting that she has met with well over 700 people and has received a significant number of letters and emails. She has generated a new draft incorporating many, although not all, of the comments received. The new draft has recently gone to the planning and priorities committee and she anticipates it coming forward to University Council and Senate in April and to the Board of Governors in May.

The president reported that the Board of Governors held its annual public meeting on March 18th. Several faculty members and students spoke primarily on topics related to TransformUS and tuition. There were also questions and positive comments about changes to the university's discrimination and harassment prevention policy to include transgender people.

The president concluded her remarks by speaking about child care funding. She advised that she feels responsible for not having handled information regarding child care funding as well as she should have. The university received \$1.25M from the provincial government for child care as well as a promise of \$1M from the USSU over ten years. The president explained that the difficulty is that the cost of the planned new building would be \$7M, which would require approximately \$5M plus operating costs to be raised before constructing the new facility. The president advised that

she does not want to spend 20 years waiting to raise the money because the need is urgent. Therefore she has asked administration to re-examine the options for expanding the university's child care facilities without building a new facility, so as to bring down the cost to an affordable level and allow the service to be provided much sooner. The president advised that it was clear that when preliminary approval was sought from the Board, that the Board would not entertain final approval without the funding being in hand or pledged. The president stated that the university is not abandoning its commitment to child care.

The president called for questions. A Council member asked whether on the issue of child care there had been any thought to approaching faculty and staff to pledge a small amount per month to allow this initiative to keep moving forward. David Hannah, associate vice-president, student affairs, noted that if approval from the Board is received, administration has considered bringing a request forward to staff and faculty. Another Council member noted that University Advancement is considering a child care campaign among faculty and staff, and asked whether this was high on the agenda within the upcoming capital campaign. The president noted that as Heather Magotiaux, vice-president advancement and community engagement, was unable to attend, she was not certain as to the answer but thought that some donors had been approached about a child care centre and there had been no interest to date.

6. Report of the Provost

Brett Fairbairn, provost and vice-president academic, noted his written report and drew attention to four matters. The first was his academic address delivered in February entitled, "Can Universities Change?" He noted the address is now posted on the university website. Secondly, the provost provided an update on implementation of the Third Integrated Plan. He highlighted one project completed is the identification of those Aboriginal symbols the university will incorporate in its communications. The provost reiterated the announcement of the extension of the implementation period for the Third Integrated Plan, that will now be five years and conclude in 2017. This will allow more time to implement projects and to align with the Vision 2025 document under development. He drew Council's attention to in his written report regarding key milestones that will involve Council consultation for the university's Fourth Integrated Plan.

The third matter raised by the provost was CALDO, a consortium of a number of U15 universities, of which the U of S is a member. The provost noted that one activity of CALDO is the recruitment of international students, particularly graduate students. Recruiters have been travelling in South America and initial reports are very positive. He encouraged Council members to watch for further results of this group.

As the fourth item of note, the provost commented on the announcement of Michelle Prytula as the new dean of the College of Education beginning July 1, 2014, and introduced her to Council. He thanked the current acting dean Robert Regnier and others in the college. He noted that this brings to conclusion the current cycle of searches and reviews for deans at the university, and that the new cycle has already begun with four new reviews this spring.

The provost called for any questions. A Council member questioned some of Dr. Fairbairn's comments about models of interdisciplinary programs within the provost's academic address. The provost advised that what he included in his address regarding interdisciplinary programs could stand on its own.

A Council member noted the research with South American colleges and asked whether as a consequence the university was interested in maintaining its courses in Spanish or possibly Portuguese. The provost advised that when looking at recruiting international students the direct

tie for our university is the preparation of the incoming students for English as an additional language – although he noted his belief that the students from other countries enhance our campus in all ways. The Council member clarified that she was thinking of collaborative research to which the provost advised that one of the university's focal points should be the development of multi-developmental partnerships with other institutions.

7. Student Societies

7.1 Report from the USSU

Jordan Sherbino, vice-president academic affairs of the USSU presented the report to Council. He advised that the USSU elections were underway with voting on March 26th and 27th and results to be announced March 27th.

Mr. Sherbino commented on the important issue of tuition, an issue that is relevant for both undergraduate and graduate students. He noted that tuition posed a major roadblock for many students in lower demographics and may prohibit students from coming to university. He commented on the recent tuition increase of 4.5% that accompanies a climate of cuts and uncertainty, with many students concerned about the academic education they are receiving and student service support. He advised that he is raising this issue before Council because although tuition increases are set by the Board they are influenced by deans and others in colleges. He noted that although the provost believes deans are speaking with students on this issue, this is not the case. Without this occurring, the Board does not receive full and complete information for its consideration. If the Board is following good procedure and governance all sides and perspectives should be raised when these decisions are being made. He noted that he believes there is a failure of communications both within the colleges and from the colleges to the provost.

Mr. Sherbino advised that students have compelling stories regarding accessibility and affordability and Council should care about these stories. To do this means bringing students to the table, welcoming them as colleagues, peers and people who have something to contribute, and listening to them to learn what tuition means as a financial burden and what they are receiving in return. He suggested that this should be done throughout the year, not just in the lead up to tuition increases. Mr. Sherbino noted that tuition is not the only issue of concern to students but the most relevant right now.

7.2 Report from the GSA

Kari Staples, vice-president of the Graduate Students' Association, presented the GSA report to Council. Regarding the UPASS referendum, Ms. Staples advised that there was a 40% turnout of students eligible to vote and overwhelming support for the UPASS, which will now be in effect for the foreseeable future.

Regarding the GSA bursary fund, Ms. Staples advised that there were 60 applicants for the winter term and 15 bursaries of \$1,000 each were awarded. She noted that the call for nominations had gone out for elections of the new GSA executive and voting will be on April 11th. She looked forward to a smooth transition for the new executive, which will include addressing the lack of transitional memory.

Ms. Staples reported on the recent GSA conference noting that there were a number of prominent key note speakers, such as Senator Lillian Dyck, resulting in a successful conference and thanked all those who assisted. Regarding the GSA gala, Ms. Staples advised

that it was a wonderful event with approximately 400 in attendance and 10 deserving awardees. She extended thanks to the president, Council chair, deans and unit representatives who were able to attend.

8. Teaching, Learning and Academic Resources Committee

Professor Aaron Phoenix, chair of the committee, presented this item to Council.

8.1 Item for Information: Experiential Learning Concept Paper

Professor Phoenix noted the powerful learning opportunity of the Experiential Learning Concept paper. The predecessor of the teaching, learning and academic resources committee commissioned the concept paper in support of implementation of the Third Integrated Plan. With the assistance of the Gwenna Moss Centre and the research and projects office from the provost's office, the experiential learning concept paper was developed and is now being presented to Council for information. He invited Dr. McDougall to provide further comments.

Patti McDougall, vice-provost, teaching and learning, advised that the data in the paper reflects the regular academic terms from September to April, but additional summer data will be integrated into the final report before it becomes public. In 2012-13 there were 80 courses offered in the summer that were of an experiential nature resulting in 1,000 additional students accessing experiential learning.

9. Item for Information: Winter Term Enrolment Report

Russ Isinger, university registrar and director of student services, presented the report to Council. He noted the report is based on information taken as of the winter census day, February 10, 2014. The overall enrolment was 20,305 students, down 0.2% from last year. This plateau follows years of moderate growth. The handout distributed at the Council meeting that summarizes his report is attached as *Appendix B*.

Following his report, Mr. Isinger received a number of questions. A Council member asked whether tuition increases may affect retention or attraction of students to the campus, and was there any way this could be tracked with the data that has been collected. Mr. Isinger advised that it would probably require more survey data. He explained that a survey is conducted of students admitted who choose not to come to ascertain their reasons and suggested that the necessary data could be sought during that process. Dave Hannah, associate vice-president student affairs, noted that Saskatchewan has a low participation rate for university attendance overall, being in the bottom quartile of the country, but it is difficult to tease out whether this is due to the lure of good jobs or tuition rates.

A question was asked regarding how the international and domestic numbers compare to the U15. Administrators from the College of Graduate Studies and Research advised that there are more international students at the University of Saskatchewan and that the international differential tuition has not reduced the number of our international students.

There was a question regarding why the credit units were lower in the winter term than in the fall term to which Mr. Isinger advised that there were fewer students taking fewer classes on the winter census day than on the census day in October because the university loses some students over the year. There were no further questions.

10. Other business

There was no other business.

11. Question period

There were no questions.

12. Adjournment

The chair reminded Council members that elections for faculty representatives on University Council are ongoing in the colleges of Agriculture and Bioresources, Medicine, and Veterinary Medicine, and they are scheduled to close on March 27th. He encouraged all Council members in those colleges to vote and to encourage their colleagues to vote.

DOBSON/KROL: That the meeting be adjourned at 4:05p.m.

CARRIED

Next meeting – 2:30 pm, April 17, 2014

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

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



PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

April 2014



Partnership Agreement with Saskatchewan Indian Institute of Technology

Our university and the Saskatchewan Indian Institute of Technologies (SIIT) signed an agreement in March pledging to work together in the coming years to benefit educational outcomes for Aboriginal learners. The agreement means that our two institutions will work collaboratively to create programs, initiatives and services that benefit the Indigenous people of Saskatchewan. The memorandum of understanding between our two institutions is an example of collaboration and commitment to support First Nation students and improve accessibility for students interested in pursuing higher education.

In February, the U of S and SIIT signed a similar agreement that enables students who have completed two years of SIIT's business diploma program to enrol in the four-year bachelor of commerce program at the university's Edwards School of Business.

STIC Appointment

I am pleased to announce that I have been appointed to The Science, Technology and Innovation Council (STIC). STIC is an independent advisory body mandated by the Government of Canada to provide confidential advice on science, technology and innovation (STI) policy issues. This advice helps inform government policy development and decision making. STIC is also mandated to produce biennial, public State of the Nation reports that benchmark Canada's STI performance against international standards of excellence. These reports provide a common evidence base for understanding Canada's STI system. STIC meets quarterly with the Minister of Industry and the Minister of State for Science and Technology. As one of only two University Presidents serving on the 17 person committee it is a genuine opportunity for the University of Saskatchewan to influence innovation policy at a national level.

Provincial Budget

I was present in Regina for the release of the provincial budget. We were satisfied with the provincial government's continued support for post-secondary education, given realities of the 2014-15 provincial budget. The U of S received a 2 per cent increase to its base operating budget and targeted funding to support initiatives in the College of Medicine, the Health Sciences Building, VIDO-InterVac and support for students.

This budget sends a clear message that government recognize the value of post-secondary education to Saskatchewan, as post-secondary educational institutions generally fared better than most other sectors receiving public funding. The university's allocation for 2014-15 is consistent with the university's request to the province and its projections in its multi-year budget framework. This budget is welcome news, but our work towards building a financially sustainable university remains. We have been analyzing the impact of the provincial funding and will announce the 2014-15 budget in early June after it is approved by the U of S Board of Governors.

Presidential Travels

Provincial Tour- North Battleford

Continuing the tradition of touring Saskatchewan in the winter, I had the pleasure of visiting North Battleford in the last month. The morning consisted of meetings with our partners in the First Nations community, Health Region, and the local community colleges. The day ended, as it usually does, with a well-attended event held for alumni and friends of the University.

AUCC Meetings -- Winnipeg

As you most likely are aware, the University of Saskatchewan is a member of the Association of Universities and Colleges of Canada which includes 96 institutions across Canada. As of the writing of this report I am planning on attending the AUCC annual meeting on April 8th and 9th. The meeting will focus on looking ahead to Canada's 150th anniversary and will discuss what Canada and the world will look like for the graduating class of 2017. How will Canadian universities be preparing this class for the changes ahead and for success in 2017 and beyond? The meetings in Winnipeg will also be a key opportunity to advance AUCC's policy and advocacy efforts related to Indigenous higher education and shine a spotlight on our partnership with the Assembly of First Nations.

Upcoming Governance Meetings

April brings with it a confluence of our institutional governing bodies. In addition to our regular University Council meeting, the University Senate will be meeting on April 26th. As well the General Academic Assembly (GAA) is scheduled for April 9th.

PROVOST'S REPORT TO COUNCIL

April 2014

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP met four times in March. On March 2, PCIP approved student fees and the 2014/15 tuition rate recommendations (approved by the Board on March 6), discussed pension surcharges and reviewed numerous items for the March Board of Governors meeting. PCIP had two retreats in March (March 21 and 28) to clarify TransformUS projects that will be undertaken, review the themes that will be used to define the actions taken as part of TransformUS and to begin to shape the documentation that will be used to convey these projects to the campus community and project leaders.

PCIP also met on March 31 to discuss capital planning, the new approval process for appointments to administrative positions, funding for the Saskatchewan Isotope Laboratory and to further refine the documentation of TransformUS projects.

Red Tape Commission

The Red Tape Commission, as an initiative of the third integrated plan, was established to engage the university community in a conversation about inefficiencies and bottlenecks in university processes and structures that impede the ability of faculty, staff and students to carry out activities associated with the teaching and discovery missions of the university. From March 18 to April 4, the Red Tape Commission conducted a campus-wide survey to identify some of these inefficiencies and bottlenecks. Based on the information collected, recommendations for reducing inefficiencies and bottlenecks will be developed and shared with senior administration. Updates and a final report will be shared with the campus community as they become available.

RESOURCE ALLOCATION

Provincial budget announcement

At the time this report was drafted New Brunswick, British Columbia, Quebec, Alberta, Manitoba and Saskatchewan had tabled their provincial budgets. A review of funding changes to post-secondary education shows changes ranging from -0.9 per cent in BC to 5.9 per cent in Alberta.

On March 19, the provincial government announced a 2 per cent increase to our operating grant, as well as support for initiatives in the College of Medicine, the Health Sciences Building, research and support for students. While we will need some time to analyze and fully evaluate the impact of this funding, it reaffirms that we must continue with implementation of

TransformUS and other operating budget adjustment efforts in order to secure financial sustainability and the future of our university. A more detailed analysis will be shared with the campus community in the coming weeks.

Academic Priorities Fund

In follow-up to the discussion at the February meeting of University Council, I have provided below a summary of financial commitments made from the Academic Priorities Fund (APF) since 2002.

Created in 2002 as one of the critical design elements of integrated planning, the APF supports major strategic change initiatives that result from the University of Saskatchewan's *integrated plan*, including specific projects, innovative ideas and programs in priority areas. We include a line item for the APF within our annual budget and we use this to invest in our priorities over each planning cycle. For the third planning cycle, \$3.5 million is available for investment in priorities, which represents less than one per cent of the university operating budget. By comparison, academic units control 73 per cent of the operating budget and administrative units 25 per cent.

The list of funding commitments is provided as an attachment to this report and a web page with information on each of the APF initiatives is in development. The table below summarizes the total financial commitments made on a permanent and one-time basis from the APF since 2002.

Academic Priorities Fund (in 000's of dollars)			PCIP commitments	
Planning cycles		Budgeted in MYOBF 2012-16	Permanent	One-time
2002/03 to 2006/07	First integrated plan		\$3,540	\$13,940
2007/08 to 2010/11	Second integrated plan		\$4,420	\$26,930
2011/12 to 2015/16	Third integrated plan	\$3,500	\$650	\$5,200
2015/16 to 2010/21	Fourth integrated plan	\$4,000	n/a	n/a
Total APF commitments			\$8,110	\$43,900

In addition to the \$3.5 million budgeted for the third integrated plan, and we are also setting aside \$1.0 million per year in cumulative funding for a total of \$4.0 million in funding support for the fourth planning cycle. To the extent funds are held before they are allocated, the APF also represents a pool of funds for investments in selected projects and innovative ideas on a one-time only or term basis.

OPERATING BUDGET ADJUSTMENTS

TransformUS

PCIP is currently in the early stages of the development of an action plan, which is expected to be shared with the campus community no later than May 1, 2014. The plan will identify a set of coordinated actions which, taken together, will represent the Provost's Committee on

Integrated Planning (PCIP)'s response to the recommendations contained in the reports of the two task forces.

At this time, we are envisioning an action plan in three parts, all of which will become publicly available. The plan will include:

- 1) An overarching/high level document which will identify the actions to be taken to address the \$20-25 million target set by the president and the items which will be brought forward for consideration/approval by the university's governing bodies and/or referred to unit leaders for action.
- 2) A set of project briefs outlining the cross-institutional and large-scale unit-based projects of university-wide interest, including scope, timeframe and critical success factors.
- 3) A document outlining the disposition of all of the recommendations of the two task forces.

The action plan is being developed by PCIP with considerable input from the senior administration of the university, including deans, executive directors, associate vice-presidents. Actions will be phased in to allow time for discussions to take place following the normal governance processes.

In addition to the [principles and criteria](#) adopted by PCIP to inform its action plan, the plan will take into account the following:

- The president's new vision statement for the university
- The outcomes of the incentive plan for retirement program for faculty
- The simultaneous introduction of the new resource allocation process
- The relationship of TransformUS to the overall Operating Budget Adjustments (OBA) project and the assignment of responsibility to address selected initiatives to other parts of the OBA project
- The messages sent by the task forces regarding increased effectiveness/impact/profile of programs and services and the need to create a more horizontal organization with improved service delivery
- The need for increased flexibility for program and service delivery through new models and approaches to specifically address interdisciplinarity and break down vertical silos

PROVOST TEACHING AWARD WINNERS

The Provost's Teaching Awards recognize individuals who contribute their energy and talents to enhancing the learning experience of our students. It is my great pleasure to announce the 2014 award winners:

Provost's Outstanding New Teacher Award - Dionne Pohler, Johnson-Shoyama Graduate School of Public Policy

Provost's Award for Excellence in Aboriginal Education - Verna St. Denis, Educational Foundations, College of Education

Provost's Outstanding Graduate Student Teacher Award - Jan Gelech, PhD student, Department of Psychology

Provost's College Awards for Outstanding Teaching:

Agriculture and Bioresources: Terry Tollefson, Department of Soil Science

Arts & Science:

Division of Humanities & Fine Arts - Ann Martin, Department of English

Division of Social Sciences - Loleen Berdahl, Department of Political Studies

Division of Science - Michael Horsch, Department of Computer Science

College of Education: Dirk Morrison, Educational Technology & Design, Department of Curriculum Studies

Edwards School of Business: Chelsea Willness, Department of Human Resources and Organizational Behaviour

Engineering: Mehdi Nemati, Chemical and Biological Engineering

Kinesiology: Joel Lanovaz

Law: Heather Heavin

Medicine: Robert Skomro, Department of Medicine

Nursing: Janet McCabe

Pharmacy & Nutrition: Anas El-Aneed

Veterinary Medicine: Elemir Simko, Department of Veterinary Pathology

VICE-PROVOST TEACHING AND LEARNING

Second Year in a Row for University of Saskatchewan 3M National Student Fellow

Shannon McAvoy, a third-year student in Regional and Urban Planning, has been selected to join the 2014 cohort of 3M National Student Fellows (NSF). The 3M NSF is modeled on the prestigious 3M National Teaching Fellowship for faculty, and honours up to 10 students from across Canada each year who have demonstrated exceptional leadership at their college or university. Shannon is a leader in campus academic support, as a volunteer peer mentor for the University Learning Centre, and a Huskies CIS Academic athlete. She is also a community leader through her numerous extracurricular volunteer activities. When asked what the award means to her, Shannon said, "It has been such an amazing journey to getting this 3M student Fellowship! From the beginning of the application process to the recognition of getting this award, I have realized that I am very fortunate to be a part of a great community at the University of Saskatchewan. Especially since this is the second year in a row that a U of S student has received this award, I believe it is a recognition of the success of student services, experiential learning opportunities, and quality of education, staff and faculty at this institution."

University of Saskatchewan Undergraduate Research Journal (USURJ)

The first issue of the University of Saskatchewan Undergraduate Research Journal (USURJ) was published on 27 February 2014. An initiative of the University Learning Centre and the Office of the Vice-President Research, USURJ is an online, faculty-reviewed multidisciplinary scholarly journal featuring original work by University of Saskatchewan undergraduate students. The first issue exemplifies the excellence of U of S undergraduate students and the dedication of the faculty who support students in their journey towards research and scholarship. All articles in *USURJ* are reviewed by U of S faculty members using a double-blind process. Led by student editors-in-chief Scott Adams and Danielle Bruni-Bossio, faculty advisor Kathleen James-Cavan, and staff advisor Liv Marken, the journal brings visibility to the outstanding undergraduate research happening on our campus and encourages undergraduate

students to pursue research opportunities and graduate studies. The inaugural issue can be found at usask.ca/urj and a second issue is planned for fall 2014.

New Team Leader, First Nations, Metis and Inuit Student Success

We are pleased to announce the appointment of Graeme Joseph to the position of Team Leader, First Nations, Metis and Inuit Student Success. As Team Leader, Graeme will ensure that the diverse needs of Aboriginal students are considered and that barriers to access and support are examined and addressed. Graeme is Gitksan from northwestern British Columbia. He has been working in higher education for almost fourteen years at the University of British Columbia's Vancouver Campus (UBC). Most currently, Graeme held the position of Coordinator, Strategic Aboriginal Initiatives at UBC. He will be joining us effective May 15, 2014.

COLLEGE AND UNIT UPDATES

College of Graduate Studies and Research

This year the College of Graduate Studies and Research has increased the total number of domestic and international Deans scholarship given out from 46 in 2013 to 58 in 2014. Not only have number of scholarships increased by so have the values of the PhD scholarships. This has been made possible by an injection of funding into both domestic (a PCIP initiative) and international funds (International differential fee).

College of Dentistry

The College of Dentistry is celebrating the outstanding achievement of its third year student team of Kellyana Quattrini, Jenna Schmitt, and Anapaula Campos, who won first prize at the 2014 Dental Student Clinician Research Program Competition held in Vancouver on March 6th and 7th. The Canadian Dental Association and DENTSPLY, a dental manufacturing and supply company, sponsored this competition. Our College of Dentistry team, which was supervised by College of Dentistry faculty members Drs. Azita Zerehgar and Assem Hedayat, triumphed over the participants representing all other dental schools in Canada with their study "A Novel Mercury-Free Metal-Based Dental Restorative Material". Their first prize is a travel package to present their research at the 155th Annual Session of the prestigious American Dental Association meeting, which will be held in San Antonio, Texas in October 2014. President George W. Bush is the scheduled keynote speaker at this event.

College of Arts and Science

Keith Thor Carlson (History) was recently awarded the University of Saskatchewan Centennial Enhancement Chair in Aboriginal and Community-Engaged History.

Hugo Cota-Sanchez (Biology); **Ann R.C. Martin** (English); and **Robert J. Patrick** (Geography & Planning) are the 2013-14 recipients of the College of Arts & Science Teaching Excellence Awards.

Congratulations to **Erika Dyck** (History), whose Tier 2 Canada Research Chair in History of Medicine has been renewed. Dr. Dyck also recently delivered the 6th Annual Dave DeBrou Lecture in History.

Stavros Stavrou was the 2014 recipient of the USSU Young Alumni Excellence Award. He is the science outreach leader for PotashCorp's Kameskenow program in the science outreach office.

The College held its fifth annual **Alumni of Influence** of Gala on March 14. This year's inductees are: **Gail Appel** (BA '66); **Gordon L. Barnhart** - BA'67, PhD'98; **James Bolton** - BA'58, MA'60; **Eric Cline** - BA'76, LLB'79; **John Dewar** - BA'86, BEd'88, MEd'99 (d. 2013); **Frank Farley** - BA'60, MA'63; **Keith Geddes** - BA'68; **Namarta Kochar** - BA'00; **Ruth Millar** - BA'63; **Kendal Netmaker** - BA'11, BEd'11; **Shannon Skinner** - BA'87.

The U of S signed a memorandum of understanding to support Aboriginal education in Saskatchewan with the founder of the **Cradle Board Teaching Project**, artist and educator **Buffy Sainte-Marie**. Sandy Bony, Saskatchewan Cradleboard Initiative project lead, also gave a workshop earlier in the month.

Congratulations to college students for winning awards at the second annual USSU Undergraduate Project Symposium: **Joey Eremondi**; **Nicole Nagy**; **Lindsay Aspen**; **Linda Huynh**; **Jill Doepker**; **Rozan El-Salem**.

During the Aboriginal Achievement Week, college students won awards from the Indigenous Students' Council: **Milo Cameron** and **Jacqueline Nokusis** (A&S); **Robin Parent** (Classical, Medieval, and Renaissance Studies); **Max FineDay** (Political Studies); **Gaelene Lerat** (Physics and Engineering Physics); **Omesaoo Butt** and **Claire Thomson** (History); **Logan Martin-Arcand** and **Aren Okemaysim** (Drama); **Robert Henry** (Native Studies); **Hilary Peterson** and **Rachelle McHenry** (Aboriginal Justice and Criminology).

March was a busy month for fine arts performances, including the Greystone Singers and Jazz Ensemble Joint Concert; the Greystone Singers Spring Concert; Greystone Singers U Chorus with Saskatoon Symphony Orchestra concert; "The Beggar's Opera" Music Theatre Ensemble, directed by Garry Gable (Music); the Greystone Theatre production of "Our Country's Good," directed by Pamela Haig Bartley (Drama); The Big Swing U of S Jazz Ensemble Concert.

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

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

SEARCHES AND REVIEWS

Review, Dean, Western College of Veterinary Medicine

The review committee for the Dean, Western College of Veterinary Medicine will have met in early April.

Review, Dean, Edwards School of Business

The review committee for the Dean, Edwards School of Business will meet in April.

Commitments made from APF

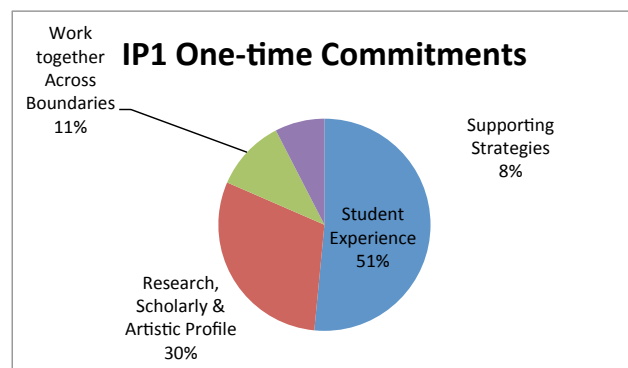
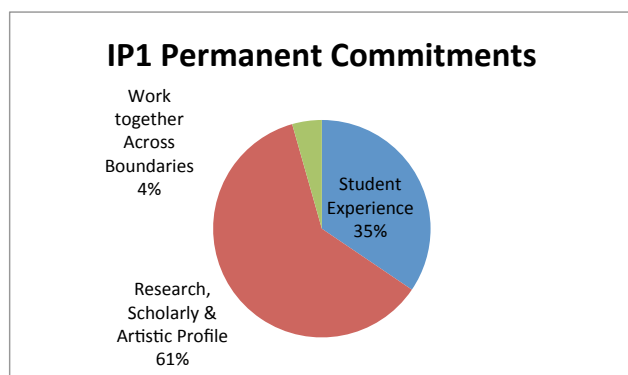
Provost's report to Council April, 2014

IP1 2002/03 to 2006/07

Permanent

Graduate Scholarships
Global Commons
University Learning Centre
Strategic Research Fund
Interdisciplinary Schools
Native Studies
Computer Engineering

Total permanent IP1 \$3.54M



One-time

Matching research grants
New faculty awards program
CUISR commitment
SESD special initiatives
SESD recruitment initiatives
Wanuskewin Agreement
Health economist funding
Centre for Cooperatives
I.ARE.H
Undergraduate Scholarships
Retention research project
Global commons
Undergraduate awards program
IP Initiatives (development)
International Research Unit
SWITCH
Continuing education
Master of International Trade
SSHRC Initiatives
AERC - start-up costs
PAWS support
Aboriginal Achievement
Interprofessional Health Sciences
Recruitment
Faculty in Residence
Royal West Transition
Native Studies
Community Service Learning
SIPP Liaison Office
University Learning Center
Master of Public Health
School of Environment

sub-total \$8.03M

Capital

SI project
Global Commons Space
Aboriginal Student Space
Royal West Transition
AERC - Ed 2015 refit
CME Lab upgrade
Digital Media Lab
ULC - Phase 1
ULC - Phase 2
Law capital project

sub-total \$5.91M

Total one-time \$13.94M

IP2 2007/08 to 2010/11

Permanent

Interdisciplinary Schools
College of Grad Studies & Research
Assessment Function Implementation
Enabling Innovation in Social Science Research
Academic Innovations/Research
Vice Provost Teaching and Learning
Geographical Information Systems
Recognizing and Rewarding Teaching
Indigenous Land Management Institute
Interdisciplinary Centre for Culture and Creativity
International Recruitment and Advising
Matching Research Grant Program
Sustainability Initiative (Sustainability position)

Total permanent IP2 \$4.42M

One-time

Work together Across Boundaries
Wanuskewin Agreement
Sustainability Initiative (Sustainability position)
Implementation of Globalism
Leadership Development
International Recruitment and Admissions
Eco Pass

Supporting Strategies

Financial Resources (FSD)
IP commitments fund
Assessment Budget Request
ICT Innovation Fund
Graham Centre - Engineering

One time cont.

Research, Scholarly & Artistic Profile

Matching research grants
SESD Recruitment initiatives
Retention research
SWITCH
New faculty awards program
International research unit
School of Environment
School of Public Health
School of Public Policy
Centennial Chairs - Interdisciplinary schools
Centre for Study of Cooperatives
Int. Northern Governance & Dev't (ICNGD)
Geographical Information Systems GIS
Chair in Quality Improvement Science
PGD in Ag and Land Management
School of Public Health Enrolment Growth
JSGSPP - Director
Enabling Innovation in Social Science Research
Undergrad Research

Student Experience

CLASSIC
Biomedical Sciences
Interdisciplinary Centre for Culture & Creativity (ICCC)
College of Graduate Studies and Research
Student Information Systems (SESD)
Huskie Athletics Marketing Director
Learning Community Project
SWITCH
(SEEQ) Student Evaluation of Educational Quality
Recognizing and Rewarding Teaching
Undergrad Student Advising
Guaranteed Scholarship Program
Aboriginal Student Achievement
Museums and Galleries
Dr. Peter Donald Stewart Endowment
Indian Teacher Education Program
Reform to Respect and Privilege Aboriginal Education
Televised Class funding - CCDE
Academic Innovations
English for Academic Purposes
Vice-Provost Teaching and Learning

sub-total \$24.6M

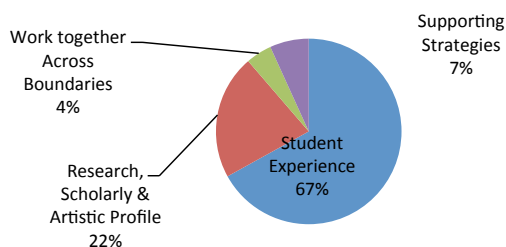
Capital

Global Commons Space
GSA Commons
Gordon Oakes-Red bear
Graduate Student Housing Design Phase
Clarion Project Design
Dairy Research Facility Loan
College Quarter Amenities Building
College Quarter Seed Money for design

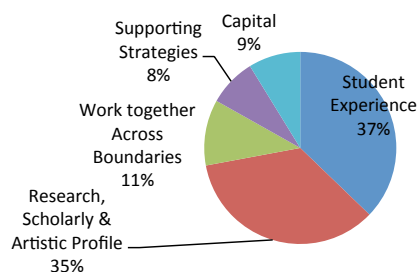
sub-total \$2.4M

Total one-time IP2 \$26.93M

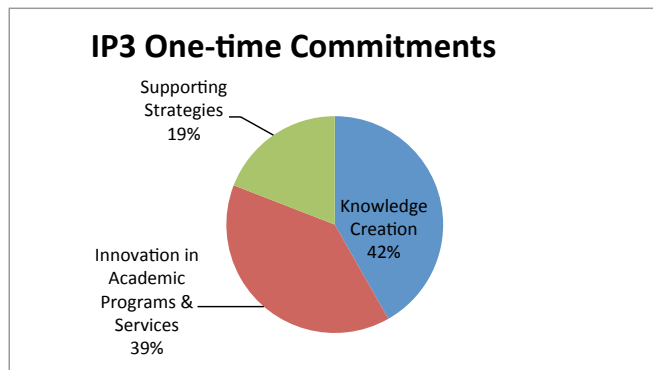
IP2 Permanent Commitments



IP2 One-time Commitments



IP3	2011/12-2015/16 (inc 5th yr)
	<u>Permanent</u>
	Indigenous Knowledge in Undergrad: Social Sciences
Total permanent IP3	\$0.65M



<u>One-time</u>
Academic Innovations
IP commitments development and implementation

Knowledge Creation

Graduate Scholarships
Online Admin Research Mgmt System (OARMS)
UA Communications
International Research Partnership
One Health Signature Area Initiative
Integrated Experiential Learning: WCVI

Innovation in Academic Programs & Services

Resource Plan for SENS
Transforming Student Advising Phase 2
Medicine Restructuring

Total one-time IP3	\$5.20M
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POLICY & PROCESS

Board of Governors Approves Research Policy

A flat rate of 25% will now be applied to all research agreements replacing variable overhead rates.

- ❖ The change will ease negotiations with sponsors, create administrative efficiencies, and align with fellow western U15 universities
- ❖ The new "*Institutional Costs of Research*" policy will revise the current "Administration of Research Overheads" effective May 1st, 2014.
- ❖ For further details or a presentation in your unit, contact Susan Blum (Research Services), 966-8575

Report On Western Canadian Innovation Offices

The Industry Liaison Office completed a *Report on Western Canadian Innovation Offices*:

- ❖ Based on discussions of representatives from western Canadian post-secondary institutions
- ❖ Outlines items for action in western technology transfer offices

PARTNERSHIPS

International Agreements Signed

The U of S signed agreements with four international partners:

- ❖ A Memorandum of Understanding with **Mekelle University in Ethiopia** was finalized on March 20th.
- ❖ A Memorandum of Agreement for a Collaborative Dual Ph.D. Program in Plant Science was signed on March 3rd with **Iwate University in Japan**.
- ❖ VIDO-InterVac and Pan-Provincial Vaccine Enterprise Inc. (PREVENT) signed a Memorandum of Understanding with the **Bureau of Science & Information Technology** under Guangzhou Development District and South China United Vaccine Institute Ltd. in **China**.
- ❖ A Memorandum of Understanding was signed on March 24th with **Universidad Tecnológica ECOTEC in Ecuador**.

Dutch Delegation Visits Campus

A delegation from the Netherlands including the Ambassador to Canada and the Honorary Consul at Saskatoon visited the U of S on March 27th.

FUNDING SUCCESSES

Idea to Innovation Funding

Two U of S researchers were awarded **NSERC Market Assessment - Idea to Innovation (I2I) Grants** in collaboration with the U of S Industry Liaison Office:

- ❖ **Bernard Laarveld** (Animal and Poultry Science) was awarded \$10,000 for the project "*Market Consulting Services for Commercialization of an Animal Waste Catalytic Process Technology*."
- ❖ **Stephen Foley** (Chemistry) was awarded \$10,000 for the project "*Design and Synthesis of Well-Defined Ligands for Selective Extraction of Gold from Alkaline Cyanide Solution*."

Provincial Funding for Infrastructure Projects

The U of S received \$2.086 million from the Province of Saskatchewan's 2013-14 **Innovation and Science Fund**:

- ❖ Will support nine projects previously funded by the Canada Foundation for Innovation
- ❖ Includes \$1.298 million for the *BioXAS: Life Science Beamline for X-Ray Absorption Spectroscopy* at the Canadian Light Source Synchrotron
- ❖ For more information, visit: <http://goo.gl/KTkAUj>

Assessing Rural and Aboriginal Co-operatives

Murray Fulton (Centre for the Study of Co-operatives) has received \$1 million from **Federated Co-operatives Limited** (FCL) to support the project *"Co-operative Business Development in Rural Municipalities and Aboriginal Communities in Canada."*

❖ For more information, visit: <http://goo.gl/1reZmA>

Resisting Stripe Rust

Randy Kutcher (CDC) has received \$800,000 from **Bayer Crop Science Inc.** for the project *"Integration of Fungicide Strategies and Genetic Resistance to Control Stripe Rust of Wheat."*

Further Funding for "Camera Pill" Project

Khan Wahid (Electrical and Computer Engineering) has been awarded \$99,500 from **Western Economic Diversification Canada** for the project *"Advanced Image Processing Technology"*.

❖ For more information, visit: <http://goo.gl/YwN80k>

Doctoral Research in Mongolia

Doctoral candidate Thuan Chu was awarded \$20,000 from the **International Development Research Centre** for the project *"Modelling Patterns and Drivers of Post-Fire Forest Regeneration through a Remote Sensing Approach in Mongolia"* under the supervision of Xulin Guo (Geography and Planning).

Health Projects Funded

Six U of S health projects have been awarded funding from Canadian Institutes of Health Research (CIHR) and other organizations.

- ❖ **Nazeem Muhajarine** and **Cordell Neudorf** (Community Health and Epidemiology), with Margaret Baker (Saskatchewan Ministry of Health) were awarded \$73,750 from CIHR for the project *"SPOR Network in Primary and Integrated Health Care Innovations: Saskatchewan."*
- ❖ **Troy Harkness** (Anatomy and Cell Biology) and **Terra Arnason** (Medicine) were awarded \$165,000 from the Canadian Cancer Society for the project *"Metformin and Microarrays: An Innovative Approach to Treating and Monitoring Drug Resistant Canine Lymphoma."*
- ❖ **Andries Muller** (Family Medicine) was awarded a \$35,000 Canadian Medical Protective Association (CMPA) Grant for the project *"Continuing Interprofessional Cultural Safety Education for Distributed Health Care Teams"* with co-investigator Stacey Lovo Grona (School of Physical Therapy).
- ❖ **Colleen Dell** (Sociology), **Peter Butt** (Family Medicine), **Joseph Stookey** and **Hugh Townsend** (Large Animal Clinical Sciences) were awarded \$49,913 from CIHR for the project *"Treating Drug Addiction with Animal Assisted Therapy."*
- ❖ **Rachel Engler-Stringer** (Community Health and Epidemiology) was awarded \$25,000 from CIHR for the project *"Dissemination Activities for the Smart Cities, Healthy Kids: Food Environments Study"* with U of S co-investigators Nazeem Muhajarine (Community Health and Epidemiology), Fleur MacQueen Smith (SPHERU), Tracy Ridalls (SPHERU).
- ❖ **Lorraine Holtslander** (Nursing) and was awarded \$100,000 from CIHR for the project *"Honoring the voices of bereaved caregivers: A Metasynthesis of Qualitative Research with Bereaved Caregivers"* with principal knowledge user Sharon Baxter (Canadian Hospice Palliative Care Association).

University of Saskatchewan Students' Union

UNDERGRADUATE RESEARCH

Briefing Document

Background

The University of Saskatchewan Students' Union (USSU) has had substantial involvement in the development of and visioning for the undergraduate research initiative with the Office of Vice-President, Research and the Vice-Provost, Teaching and Learning. For years this has been a USSU priority as a feasible (and logical) way to enhance the academic experiences of undergraduate students. Undergraduate research, while being an aspect of the goal of *Promise and Potential* to increase experiential learning on this campus by twenty per cent by 2017, also serves to enable undergraduate students to be actively engaged in the evolving research mission of the University of Saskatchewan.

Academic Experience

The University of Saskatchewan's status as a member of the research-intensive U15 universities has undoubtedly changed the way that the University views itself. However, it is important not to always contextualise the University's current situation relative to these fourteen other institutions, but rather to understand what research intensiveness means to the entirety of the greater campus community.

Unfortunately for undergraduate students, research intensiveness can carry many negative implications, such as a decreased emphasis on undergraduate learning, a more corporatised structure to education, and fewer resources to promote and enable student success in an increasingly competitive market for funds. Undergraduate research, however, serves both as a way to alleviate some of these concerns and as a way to allow for an enriched academic experience that utilises the expertise and knowledge at this institution. The University of Saskatchewan has a promising research culture and we are beginning to realise that our institution that is capable of being among the best. The research mission of any university should, after all, be owned by all of us.

Importance

Many students seek out learning opportunities that involve the utilisation, application, and integration of knowledge learnt in the classroom. Engaging undergraduate students in research creates the additional prospect for the discovery of new knowledge, and this is only possible at a post-secondary institution that engages in and values research. As an academic community, it is important to seize the potential that already exists on this campus: a talented faculty, a large research infrastructure, and expertise in the research process. The benefits of undergraduate research programming are manifest and many. Students are able to gain a more thorough appreciation of their field and benefit from valuable insights into the processes that go into knowledge creation in the academy.

As this institution continues to move forward and establish its place in the Canadian and global post-secondary landscape, it is important not to neglect the needs and perspectives of undergraduate students. It is imperative to take this holistic approach as the University strives to establish and entrench itself as 'an honourable place among the best.'

Questions

If you have any questions or if you would like additional information, please contact:
Jordan Sherbino, USSU Vice President, Academic Affairs, 306.966.6968, vpacademic@ussu.ca



UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Fran Walley, chair
Planning and Priorities Committee

DATE OF MEETING: April 27, 2014

SUBJECT: *Vision 2025: From Spirit to Action*

COUNCIL ACTION: For decision

DECISION REQUESTED:

*It is recommended:
That Council approve the document Vision 2025: From
Spirit to Action as the new institutional vision document of
the University of Saskatchewan.*

PURPOSE:

On behalf of President Ilene Busch-Vishniac, the planning and priorities committee submits to Council the document, *Vision 2025: From Spirit to Action* for approval. In approving the document, Council signals its approval of a new vision statement of the University of Saskatchewan as expressed in the document, and the approval of a new mission statement.

CONSULTATION:

An extensive period of consultation has informed the document as outlined in the attached summary. The draft discussion document was first released to the university community on October 9, 2013. The planning and priorities committee met with President Busch-Vishniac that day to discuss the draft vision document and subsequently presented the draft document to Council for information on October 24, 2013. Following presentation of the draft vision document to the university's governing bodies, input and feedback was sought through town halls, public meetings, and meetings with student organizations, alumni and administrative units, and discussion with government representatives. A number of colleges and departments also invited the president to present the draft document to their faculty, students and staff.

At last count, President Busch-Vishniac presented the draft document to over 700 individuals at face-to-face meetings, and received over 100 online submissions. In

response, substantive revisions to the document included an expansion of the values expressed, the incorporation of language from *The Learning Charter* and an entirely new section on Aboriginal engagement. The themes of advanced learning and discovery, enhancing Aboriginal engagement and inspiring lifelong citizenship were identified and highlighted in the document. A section on guiding principles was added to articulate how the university will express its chosen principles through actions. In terms of format, the document was reorganized to articulate the themes and eliminate overlapping sections.

The planning and priorities committee discussed the revised vision document at its meetings on March 19 and April 2, 2014. Substantive revisions requested included strengthening the value statement on creativity, innovation, critical thinking and courage, and removing the reference to the examples of areas of academic excellence under the heading, “*We will lead in our signature areas of focus and build on our strengths.*” The suggested revisions were made, and on April 4, 2014, the committee carried a motion to recommend that Council approve the Vision 2025 document as the new institutional vision document of the University of Saskatchewan. One minority view held that the document is vague and fragmentary and the desire for more explicit language was expressed. A firm and continuing commitment to the fine arts and humanities within the vision document was also desired.

SUMMARY:

The *Vision 2025* document is intended to become an institutional statement of the university’s broadest goals and objectives and lay the foundation for the university’s future integrated plans and foundational documents. The document speaks to the university’s collective mission, vision, values and guiding principles. As such, it is appropriate that Council be asked to approve the Vision 2025 document to voice its support of this collective vision and direction of the university.

FURTHER ACTION REQUIRED:

Approval by Senate will be sought at the April 26 Senate meeting; approval by the Board of Governors will be sought at the May 27 Board meeting.

ATTACHMENTS:

1. Vision 2025: *From Spirit to Action*
2. Consultation Summary

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.

Groups Consulted/Provided Feedback -- as of Feb. 2014

Governing Bodies		Administrative Units
Board of Governors		Office of Vice-President Research
Senate		Office of Vice-President, Finance and Resources
University Council -- Council Chairs		Advancement and Community Engagement
University Council -- PPC		ULC/GMCTE
University Council -- TLARC		SESD
University Council -- RSAW		STM Senior Admin
University Council		Huskie Athletics
		ICT
Student Organizations		
USSU Executive		External Consultations
University Student's Council		Alumni Association Board
GSA Executive		Alumni Dinner -- Ottawa
Indigenous Student's Council		Alumni Dinner -- Regina
Aboriginal Student Leadership Group		Alumni Dinner -- Vancouver
Aboriginal and Indigenous Graduate Student's Council		Alumni Dinner -- Victoria
		Chamber of Commerce Executive
Administrative Bodies		Gov't - Deputy Ministers
President's Executive (Vice-Presidents, University Secretary)		Gov't -- Advanced Education
Senior Leadership Forum (Deans, EDs, and Senior Administrative Leaders)		Gov't -- Sask. Federal Council
Department Heads		Gov't -- Labour Relations and Workplace Safety
		FSIN Education Commission
Colleges and Dept.		
Dept. of Chemistry		Open Consultations
Dept. of Music		Town Hall
Engineering and Science Library		Special President's Breakfast (3)
Education and Music Library		Blog and E-mail (approx. 100 responses)
Engineering Faculty Council		
Education Faculty Council		
STM Faculty Council		
SENS Faculty Council		
Library Dean's Office		

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

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

DATE OF MEETING: April 17, 2014

SUBJECT: **Four-Year and Honours Degree, Biology and Biotechnology –
program termination**

DECISION REQUESTED:

It is recommended:

That Council approve the termination of the honours and four-year degree in Biology and Biotechnology, effective September 2014.

PURPOSE:

University Council approves termination of academic programs.

SUMMARY:

The program in Biology and Biotechnology was established as part of the Virtual College of Biotechnology and program priority initiative stemming from the VP Academic's office in the late 1990s. The Virtual College of Biotechnology has since been disbanded and program-specific courses related to the Virtual College of Biotechnology have generally disappeared from the course catalogue. Substitute courses have been added to the Biology and Biotechnology program, but low student interest plagues the program, with the program having an average of one graduate per year since 2007. A single faculty member (P Bonham-Smith) led the initiative and was responsible for student advising, but is no longer able to be involved with the program in this capacity. The department is unwilling to divert resources from other, more successful programs being offered to support the Biology and Biotechnology program. The few students currently in the program will be allowed to complete their degree.

REVIEW:

The Academic Programs Committee discussed this proposal with Jack Gray, Head, Department of Biology and Alexis Dahl, Director of Programs, Arts and Science. The committee noted the lack of formal consultation with students currently in the Biology and Biotechnology program, but was assured that students had been informed about the program termination proposal by way of annual individual student advising. The program specializes in an area that, due to advances in Biology, no longer serves academic or industry needs. Students completing a degree in Biology and Biotechnology are less employable in the area of Biotechnology than students with a strong lab background and a general degree in Biology.

ATTACHMENTS:

Proposal documents; Letters of support.



Program(s) to be deleted: Biology & Biotechnology

Effective date of termination: September 2014

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

The Biology and Biotechnology (BIOL/BTEC) programs were established as part of the “Virtual College of Biotechnology” and program priority initiative stemming from the VP Academic’s office in the late 1990s. The programs were built upon existing course offerings in BIOL and some new courses offered by partner departments in the initiative. Several undergraduate programs in Biotechnology were established in the Virtual College and a number of courses were developed within the partner departments for the programs. The programs in Biology were built entirely with existing resources and no new money came to the department from the Virtual College of Biotechnology initiative. With the passage of time, the Virtual College of Biotechnology was disbanded and the specific courses developed for the various programs have pretty much all disappeared from the course catalogue. Substitute courses were added to the Biology & Biotechnology program but the program has always suffered from low enrolment and graduation rates (high of 5 in 2007 and low of 0 in 2010). The Honours program has had on average one graduate per year over this timeframe, indicating a generally low student demand for this program. There are likely many reasons for this, including highly prescriptive program requirements and a drift away from the original biotechnology initiative by the various partner departments in the old “Virtual College of Biotechnology”. Within the Department of Biology, a single faculty member lead the initiative and was responsible for student advising in the program. This faculty member (P Bonham-Smith) is no longer able to do this and the Department is unwilling to divert resources away from the other more successful programs they are currently offering.

Students currently in this program will be allowed to complete the requirements and convocate with this major, within a reasonable period of time.

2. Technical information.

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

There are no courses offered specifically for this program. Students choose from existing BIOL courses or those existing in cognate departments.

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

The program requires time for student advising, which was provided by a single faculty member.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

14 students in the BSc 4-year program, 1 student in the BSc Honours program.

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

Enrolled:

2009/10	2010/11	2011/12	2012/13	2013/14
10	9	10	15	10

Graduated

2009	2010	2011	2012	2013 (spring only)
4	0	4	1	2

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?

The Department of Biology wishes to discontinue the program effective January 1 2014. Students who have declared a major in BIOL/BTEC by this date will continue to be accommodated in the program. However, no new students will be allowed in the program beyond this date. If they wish, students currently listing BIOL/BTEC as their major can also transition over to complete a regular BIOL program. Students will be advised of this through the regular Department of Biology advising programs. We will specifically contact existing majors and encourage them to seek advice from the Department.

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

No changes are anticipated.

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

No impact is anticipated. Student enrollment in the Biology & Biotechnology program is very minimal and students will continue to be accommodated in existing BIOL courses.

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?

Biotechnology programs are currently offered through Biochemistry, Microbiology & Immunology, and in some of the programs in the College of Agriculture and Bioresources.

- 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.

None.

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

No effect is anticipated.

- 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).

No impact is anticipated.

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

This is unlikely. SIAST already offers a 2 year diploma in Bioscience Technology (renamed from their Biotechnology program).

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 this program was placed in Quintile 5.

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

Please see College Statement.



MEMORANDUM

COLLEGE OF ARTS AND SCIENCE

DIVISION OF SCIENCE

TO: Roy Dobson, Chair, Academic Programs Committee

FROM: Peta Bonham-Smith, Vice-Dean (Science)

DATE: February 19, 2014

RE: Deletion of the B.A. 4-year and Honours programs in Biology & Biotechnology

This memo confirms that the College of Arts & Sciences supports the deletion of the B.Sc. program in Biology & Biotechnology, as set out in the Program Termination form. The specific courses in biotechnology have almost all been deleted, or are not being offered with adequate regularity, due to lack of resources or limited demand.

Students who have begun work on these programs prior to May 2014 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

The proposal to terminate the program was submitted to the College Course Challenge in October 2013, and was approved by the Academic Programs Committee (Science) on October 22, 2013. The proposal was approved by the Divisional Faculty Council (Science) on January 28, 2014.

Peta Bonham-Smith

UNIVERSITY COUNCIL ACADEMIC
PROGRAMS COMMITTEE REQUEST
FOR DECISION

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

DATE OF MEETING: April 17, 2014

SUBJECT: Four-Year and Honours Degree, Biomolecular Structure
Studies – program termination

DECISION REQUESTED:

It is recommended:

That Council approve the termination of the honours and four-year degree in Biomolecular Structure Studies, effective September 2014.

PURPOSE:

University Council approves termination of academic programs.

SUMMARY:

The Biomolecular Structure Studies program has no enrollment, no student interest, no faculty support, and no funding.

REVIEW:

The Academic Programs Committee discussed this proposal with David Palmer, Head, Department of Chemistry and Alexis Dahl, Director of Programs, Arts and Science. It was noted that the program was designed by nature to be small and to focus on preparation for graduate studies. The original funding for the program came from the Provost's office as part of the Priority Determination process in 1999, but that funding is no longer available. The faculty who originally championed the program are no longer involved with it. In the estimation of the departments, generalist degrees provide equivalent preparation for graduate studies while providing more employment opportunities.

ATTACHMENTS:

Proposal documents; Letter of support.



Program(s) to be deleted: Biomolecular Structure Studies

Effective date of termination: September 2014

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

Start-up funding for this program has expired, and the program failed to attract sufficient students to have base-budget funds devoted to it. No students have currently declared this major.

All remaining BMST courses will be deleted, and this subject code will no longer be used. (BMST 305 has already been relabelled to BIOC 405.)

Students currently in this program will be allowed to complete the requirements and convocate with this major, within a reasonable period of time.

2. Technical information.

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

BMST 305.3 Structure and Function of Biomolecules (revised to BIOC 405) (required course for 4-year and Honours)

BMST 406.3 Advanced Biomolecular Techniques (required course for 4-year and Honours)

BMST 408.3 Macromolecular Structure Determination (required course for 4-year)

BMST 485.6 Research in Biomolecular Structure Studies (required course for Honours)

Up to 15 credit units of teaching assignments

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

BMST 406 is a lab course that requires access to specialized equipment for studying biological macromolecules.

2.3 Courses to be deleted, if any.

BMST 406

BMST 408

BMST 485

The BMST subject code will no longer be used, so no special topics courses will be available under this label.

2.4 Number of students presently enrolled.

No students have currently declared this major.

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

Enrolled:

2009/10	2010/11	2011/12	2012/13	2013/14
4	3	1	0	0

Graduated

2009	2010	2011	2012	2013 (spring only)
1	1	1	1	0

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.

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

BMST 305 has been revised as a BIOC course, and will be taught by faculty in that Department.

Faculty who may have taught other BMST will return to teaching within their specific discipline (BIOC or CHEM), instead of the Sessional Lecturers who were hired with the start-up funding.

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

Termination of the program affects the Departments of Biochemistry and Chemistry, each of which has approved the deletion.

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

BMST courses are not required in any other programs. Some of the BMST courses are listed as restricted electives in Bioinformatics; Biochemistry; Biotechnology, Microbiology & Immunology; Biochemistry & Biotechnology; Chemistry; and Microbiology & Immunology. Each of these programs has sufficient other courses in these lists that deletion of the BMST courses will not

cause students to have problems in completing their degree nor in having adequate choice of courses.

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?

BMST 305 has been revised to BIOC 405.

Content from the other BMST courses may be included in other Science courses, especially in BIOC or CHEM, but it is not likely that full courses will be developed to replace the ones being deleted.

3.7 Describe any impact on research projects.

No impact on faculty research

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

No impact. All resources are also used for Biochemistry and Chemistry.

3.9 Describe the budgetary implications of this deletion.

Start-up funding has expired. No base budget funding was committed, so there are no further budgetary implications.

External

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

This is a very small program, first appearing in the *Calendar* (now Program Catalogue) in 2005-6. It is unlikely that the deletion of this program will have any external impact.

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

No.

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 this program was placed in Quintile 5.

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

Please see College Statement.



MEMORANDUM

COLLEGE OF ARTS AND SCIENCE

DIVISION OF SCIENCE

TO: Roy Dobson, Chair, Academic Programs Committee

FROM: Peta Bonham-Smith, Vice-Dean (Science)

DATE: February 19, 2014

RE: Deletion of the B.A. 4-year and Honours programs in Biomolecular Structure Studies

This memo confirms that the College of Arts & Sciences supports the deletion of the B.Sc. programs in Biomolecular Structure Studies, as set out in the Program Termination form. The start-up funding for this program has expired, and the program did not attract the necessary level of student enrolment to warrant base-budget funding.

Students who have begun work on these programs prior to May 2013 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis. (Intake of students into this program was suspended in 2013-14. A note indicating this suspension was included in the 2013-14 Course and Program Catalogue.)

The proposal to terminate the program was submitted to the College Course Challenge in November 2013, and was approved by the Academic Programs Committee (Science) on December 3, 2013. The proposal was approved by the Divisional Faculty Council (Science) on January 28, 2014.

Peta Bonham-Smith

**UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY and ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Caroline Tait, Chair, Research, Scholarly and Artistic Work Committee

DATE OF MEETING: April 17, 2014

SUBJECT: **Report on Undergraduate Research**

COUNCIL ACTION: For information only

PURPOSE:

The Research, Scholarly and Artistic Work Committee terms of reference call upon the committee to recommend to Council on issues and strategies to support research, scholarly and artistic work, and to provide 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. In keeping with its terms of reference, the attached report summarizes and reports on the Research, Scholarly and Artistic Work Committee's discussions on the university's initiative to more firmly establish undergraduate research within the undergraduate curriculum.

ATTACHMENTS:

1. Research, Scholarly and Artistic Work Committee Report to Council:
Undergraduate Research Initiative

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1. Purpose of the report:

Toward an Engaged University: The Second Integrated Plan 2008/09 – 2011/12 sets out the goal of the “**engagement of students in research and discovery**” as follows:

The full potential of a research-engaged university is realized when students experience discovery and creative inquiry first-hand...Increasingly, a goal of our instructional design will be to provide students with authentic research experiences including modeling and mentoring by faculty as well as direct experience individually and in groups...We will not have succeeded, however, if we do not ensure that the vast majority of our undergraduate students have opportunities to experience research and discovery for themselves.... [and] have an opportunity to participate in a research project directly related to their program of study at least once during their academic career.

The following report summarizes a series of discussions held by the Research, Scholarly and Artistic Work (RSAW) committee that began in earnest in Fall 2013 and serves as follow up to committee discussions held in previous years about the enhancement of undergraduate research at the University of Saskatchewan. This academic year, RSAW set out to learn more about the university driven initiative in undergraduate research headed by the Vice-President of Research and in collaboration with the Vice-Provost Teaching and Learning, and the University Learning Centre. The goal of this new initiative is to provide research opportunities to all undergraduate students across all university colleges. The RSAW committee elected to hear from the administrative units who are directly involved in promoting and advancing the initiative, and from undergraduate students and faculty members who are currently or have in the past been engaged in undergraduate research activities. The committee thanks these individuals for their time and particularly for discussing the benefits and challenges of undergraduate research in a frank and open manner. In the future, RSAW plans to hear directly from faculty and students involved in the pilot projects that are underway now and those implemented in 2014/15 academic year, at which time RSAW will update Council again about the initiative.

This report outlines a series of specific and practical suggestions brought forward by the RSAW committee and poses questions where we believe further discussion and consideration is needed. For simplicity, this document uses the word “research” as a proxy for “research, scholarly, and artistic work.” Importantly, the intent of the document is not to critique the efforts of those involved in advancing undergraduate research but to provide information and advice to Council and proponents based on the committee’s exploration of the initiative. As such, the report is meant to inform, reinforce, and complement the work that has occurred to date. The RSAW committee will continue to keep up-to-date about advancement of this initiative, and this report should be viewed as a current update to Council on an initiative that will be followed by RSAW into the future.

2. Summary of efforts to date engaging undergraduate students in research:

The offices of the Vice-President Research, the Vice-Provost Teaching and Learning, and the University Learning Centre are leading the advancement of the university’s initiative to systematically engage in undergraduate research. In 2010, an interdisciplinary task force was

created to develop a framework to engage undergraduate students in discovery and creation opportunities, resulting in the submission of a paper entitled, *Undergraduate Research Opportunities*. The paper consists of an environmental scan of successful approaches used at other institutions to promote undergraduate research and a series of recommendations on strategies to advance undergraduate research at the University of Saskatchewan. Consultation on the report occurred with key bodies across campus, including the Associate Deans Research Forum, Deans' Council, the [then] Teaching and Learning committee of Council, and the RSAW committee.

In 2011, PCIP awarded \$400,000 in permanent funding to advance the undergraduate research initiative. The initiative focuses primarily on course-based experiences for undergraduate research and involves curricular revision and development based upon the goal of embedding an undergraduate research experience within the curriculum from the first through to fourth year. Expansion of student opportunities outside of the classroom (e.g. cooperative placements, internships, and research assistantships) and active promotion of knowledge translation of undergraduate research through various activities [e.g. poster presentations, undergraduate research journal] will be a central development of this initiative.

In approaching the challenge of making undergraduate research a priority in educational training at the University of Saskatchewan, the leadership team recognized the need to engage colleges and invite them to become champions of the initiative. As a start three colleges/divisions were invited to participate in curricular pilot projects focused on core "gateway" courses. These included the College of Kinesiology, the College of Agriculture and Bio-resources, and the Social Sciences Division, College of Arts and Science. Fifteen members of faculty agreed to participate in the pilot and introduce an undergraduate project into a 100-level course. A curriculum coach was hired to support faculty members in designing course content and a fundamental principle was adopted; "research is about asking questions and using the methods of a discipline to find answers and communicate results". It was felt this principle could be equally applied in a first-year class or a senior undergraduate class. In addition, senior undergraduate and graduate students were hired as research coaches for students. The role of the research coaches is to support faculty instructors by providing mentorship to students enrolled in the courses. In January 2014, the first of these courses – two sections of SOC 111 were taught, engaging a total of 340 students. Other faculty involved in the pilot project are currently developing undergraduate research courses for roll out in the first and second terms of the 2014-15 academic year. The planned assessment by the leadership team will determine the viability and success of the first three college level pilot projects and the potential for broader application.

3. The benefits:

The benefits of engaging undergraduate students in research are manifold to the university's mandate and to the student—undergraduate and graduate—and faculty bodies.

a) Recruitment and retention:

The undergraduate research initiative has the potential to be a distinguishing feature of the undergraduate experience at the University of Saskatchewan and serve as a recruitment and retention tool. As our goal is to recruit top level undergraduate students from within the province and beyond, offering a well crafted undergraduate research experience will be an attractive feature to students when making their decision of where to attend university.

The committee speculated that engaging in undergraduate research could be a positive and powerful part of a student's undergraduate experience. For students who are less comfortable initially with university education and engagement, having opportunities to participate in research may serve as a protective measure that increases their interest in their education, improves their academic performance and prevents them from considering dropping out. The committee felt that because of the level of engagement required and purposeful linking of undergraduate research to "real life" impacts, a greater sense of identity, belonging, and meaningful contribution could occur for undergraduate students. Assessment and evaluation of the undergraduate research experience will determine the degree to which this is true and identify areas and strategies that could utilize the undergraduate research experience to reduce student drop out and increase academic achievement.

b) Equal opportunity:

Undergraduate research has been a priority of the USSU for a number of years and they have been involved with the development and visioning of this initiative as an equal opportunity education experiences for all undergraduate students. While endorsed by the USSU (see USSU briefing document on Undergraduate Research), a curriculum-based approach to undergraduate research seeks to enhance undergraduate education at the University of Saskatchewan in new and innovative ways. By providing undergraduate students with a number of experiences throughout their program, students will gain a better understanding of the scope of research questions, methodologies, techniques, processes, and outcomes. Under the umbrella of undergraduate research, independent analytical and critical thought will be enhanced for all undergraduates and better prepare students to actively select graduate studies as a career pathway and/or prepare them for employment post-graduation. Embedding undergraduate research within the curriculum from the first year is expected to remove the mystique of research as something that takes place outside of the classroom or as an activity done by only a select few undergraduate students in honours programs.

c) Building a research culture:

The University of Saskatchewan is one of the U15 universities in Canada and as such is undertaking strategies to build a cross-college research culture that involves all students who attend the university. When faculty members describe the scope of their research field to undergraduate students in the classroom, research becomes more accessible and is enhanced further when students have the opportunity to take part in their own research development and application. When faculty and graduate student assistants work alongside undergraduate students on a research project, the students receive mentoring in research that has not up until now been available across all colleges and units. As one of the U15 universities in Canada, the entrenchment of research activities in undergraduate curriculum should foster a culture of research that positively impacts all colleges. Providing undergraduate students with the opportunity to showcase and present their research to peers and mentors builds accomplishment and disseminates knowledge to others. The involvement of graduate students as mentors, instructors, and collaborators further builds the university's capacity, giving graduate students important experience for future employment either as a university faculty member or in whatever career path that they choose. The outcome of inter-generational mentoring and instruction (faculty→graduate student→undergraduate student or faculty→undergraduate student) builds collegial ties that will expand the academic genealogy of the University of Saskatchewan, enhancing research and academic networks for the University of Saskatchewan across universities, industry, local and regional communities, and government.

d) Strengthening and enhancing connections with local, national, and international communities

Many undergraduate research opportunities involve partnerships (to varying degrees) with community, government, and private sector and non-profit organizations. Students may take up research that addresses a set of needs identified by research partners from outside of the university and in so doing they not only learn the process and value of engaged learning, but their work also benefits their research partners. This, in turn, strengthens the community outreach efforts of the university and positions us advantageously within the broader cultural, political, scientific, economic, and artistic landscapes.

4. The challenges:

A broad array of opinions exists regarding what is practical and feasible at the undergraduate level, and the RSAW committee carefully considered the challenges associated with the integration of undergraduate research at the level desired.

a) The challenge for faculty:

Success of undergraduate research across the student body relies upon the engagement and commitment of faculty and their respective departments and colleges. The committee feels that achieving this requires a cultural shift in how undergraduate curriculum is designed and delivered across the university. Cross-college exposure to, and discussion of enhancement of undergraduate research, occurred during the initial implementation of pilot sites with significant interest being expressed from faculty and departments. For some departments, undergraduate research is already embedded in specific courses, however, for other departments engaging in undergraduate research is a larger challenge, particularly in first- and second-year courses, and will require departments to rethink the current curriculum and the adoption of new approaches. Faculty members who spoke to our committee as well as our own committee members expressed concern that embedding undergraduate research in the curriculum requires a substantial commitment of time for faculty. Faculty require time to develop and integrate research within their undergraduate courses and to build alternate grading systems. While there appears to be openness on the part of faculty and departments to provide undergraduate research opportunities to all students, concern exists that the desired shift will inevitably result in significant time and resource pressures on faculty and departments that are already stretched to breaking points.

Faculty member participation in undergraduate research also demands time and energy beyond curriculum development, including supervisory responsibilities, logistical challenges (e.g. scheduling lab time and supervision, identification and arrangement of community placements, securing financial and human resources to undertake specific course projects), and, ensuring university ethical standards are met. For junior faculty, their primary focus should be on building a successful research program by attaining tri-agency and other research funding, and undertaking research and knowledge translation activities, specifically academic publication. At the same time, junior faculty are required to meet their department and college standards for renewal of probation, tenure, and promotion. Because of competing demands, measures must be in place to give junior faculty the optimal conditions to support both their career development and to engage in providing undergraduate research opportunities.

The curriculum of the professional colleges, such as Law and Medicine, which are already fully subscribed, makes fitting in an undergraduate research experience challenging. At the first-year level, the dense and demanding content will require judicious selection of content revision. This will also be required in disciplines where research per se is not the language of innovation and discovery. For example, in some units, entrepreneurship or artistic works account for advancement in the field and therefore an “undergraduate research experience” must reflect the framework of the unit rather than a generic (and irrelevant) understanding of “research” and research “innovation” and “discovery”.

b) The importance of using a tailored approach: simplicity and the right level:

The challenge of distinguishing between research experience in the first year versus senior and upper-year courses requires careful thought to ensure the experience is a positive one and pitched at the right level. Simplicity and “do-ability” in years 1 and 2 is key to ensuring success. Therefore, research projects must be scaled appropriately and able to be completed in the time available.

Disciplinary approaches will need to be tailored to appropriate expectations. For example, community-based research activities are embedded in real-life challenges and in some areas students without training and experience in methodologies used in research with vulnerable populations can run into significant challenges if they are not under full supervision. Further, in certain areas involving research with human or animal subjects, timely submission and approval of ethics will be required. For their own and the university’s protection and protection of research subjects, undergraduate students will need instruction in ethical standards and practices before being allowed to engage in research with vulnerable research subjects (human and animal) that requires review by the university’s research ethics boards.

c) Funding limitations:

Granting agencies often limit the researcher’s ability to provide a stipend for technical assistance or undergraduate student support, requiring that research funds be applied toward graduate student stipends. Strained departmental budgets make the additional expense of providing an undergraduate research experience, particularly field experiences a barrier. This is an even greater challenge given the current budgetary reductions the university faces. The committee heard that sessional support provided in some instances to assist with the instruction of sections of large first-year classes, with respect to coordination and delivery of a research module, is being downsized and may not be available in the future. The gap between ramping up undergraduate research and the fiscal reality that departments and colleges find themselves in was a question that the committee felt has not been fully answered, and will be something that we will continue to monitor and seek feedback about from all stakeholders.

Dissemination of research outcomes can vary significantly and depending on the needed resources and those available to faculty instructors will determine whether dissemination activities occur. Although the impact of some student research projects might be significant and the potential for ongoing application might be tremendous, if there are inadequate funds to support dissemination and knowledge transfer - workshops, publications, written, oral or on-line reporting back to communities, advertisements, etc. - then the overall value of the research will be undermined. The RSAW committee felt that dissemination was an important conclusion to the undergraduate research experience and questioned the demands that the full range of research activities (start to finish) would place upon undergraduate students. An additional concern is whether those students who because of necessity are employed while in university, and/or are parents or caregivers of

family members, will be disadvantaged, particularly if research activities such as data collection and dissemination activities require flexible hours or for them to work more frequently in teams that meet at inopportune hours for them. The committee was unable to determine how undergraduate research will impact upon these particular groups of students, if at all. We will continue to seek information about this question as the pilot projects conclude and new initiatives started.

d) Logistics:

Consideration of resources – including as applicable, equipment, travel time, safety—must prevail and adequate infrastructural support made available. Group project work is often predicated upon having a set limit of participants—too few or too many students may mean the project is no longer available. Ensuring the expectations of the course (degree of work, student initiative, access to transportation, etc.) are apparent at the outset to students is important. Proximity to a research mentor is also important to enable side-by-side learning and the resolution of any conflicts should they arise.

e) Graduate student assistants:

The model of employing graduate student teaching assistants requires new resources and training to ensure graduate students also have a positive experience and that their efforts make a difference. Graduate students in interdisciplinary programs may be disadvantaged in not having affiliated undergraduate programs and efforts should be made to include them as mentors and instructors.

5. Committee recommendations:

- **Faculty be rewarded at an institutional level for developing their curriculum to encompass undergraduate research; if faculty are not rewarded, the intention to participate may evaporate in the face of competing demands and pressures, regardless of how interesting or worthwhile the initiative is.**
- **The initiative be embedded at the departmental level and individual faculty members can opt out of the initiative.**
- **The experience of undergraduate research be broadly defined, and should not be misconstrued to mean only experiential hands-on learning. Many departments and faculty regularly engage in undergraduate research whenever they offer a course on how to write a research proposal or how to research secondary sources. Other frameworks for innovation and discovery must be considered such as entrepreneurial, artistic work, and other models employed by departments.**
- **Dissemination and knowledge transfer of undergraduate research be a priority of the initiative and the participating units in order to provide students and all stakeholders with tangible outcomes.**
- **Learning outcomes be developed to measure success;**
- **Exploration continues regarding the possibility of applying academic course credits to summer research internships and research assistantships, and in doing so that practical considerations of this direction be considered, (e.g. should tuition apply? How will**

evaluation be undertaken?)

- **Individual departments and non-departmentalized colleges are encouraged to include a section that details their undergraduate research initiatives in all curriculum renewal processes.**

6. Summary:

The undergraduate research initiative at the University of Saskatchewan is an exciting and bold strategy to improve undergraduate education. It holds great promise for the university's future by improving the university's ability to attract and retain the best students in the province and beyond. Young people are by nature curious and innovative. Providing them with a range of opportunities to explore and discover throughout their undergraduate degree will create mature and accomplished graduates.

The implications of the undergraduate initiative for colleges, departments and faculty is still unclear, however more will be known once evaluation of some of the early pilot projects are completed and modification to later ones are made. This will be a learning process for all, and the RSAW committee will continue to monitor this initiative for Council, as well as providing advice and guidance to the OVPR's leadership team.

7. Further information:

Additional information can be found on the university web site as outlined below.

[The Gwenna Moss Centre for Teaching Effectiveness: Undergraduate Research and Inquiry](http://www.usask.ca/gmcte/resources/teaching/strategies_experiential/undergraduate-research-and-inquiry)
http://www.usask.ca/gmcte/resources/teaching/strategies_experiential/undergraduate-research-and-inquiry

[The University of Saskatchewan Undergraduate Research Journal, volume 1, issue 1, February 2014](http://www.usask.ca/urj/)
<http://www.usask.ca/urj/>

[Research Learning Community](http://www.usask.ca/ulc/lc/research)
<http://www.usask.ca/ulc/lc/research>

[College of Kinesiology One-Credit Undergraduate Research Experience](http://kinesiology.usask.ca/study-here/undergraduate/ocre.php)
<http://kinesiology.usask.ca/study-here/undergraduate/ocre.php>

[Social Sciences: Taking the Pulse of Undergraduate Research](http://www.usask.ca/gmcte/stories/2013/08/taking-pulse-undergraduate-student-research)
<http://www.usask.ca/gmcte/stories/2013/08/taking-pulse-undergraduate-student-research>

[Undergraduate Project Symposium](http://words.usask.ca/ussu/2013/11/25/undergraduate-project-symposium/)
<http://words.usask.ca/ussu/2013/11/25/undergraduate-project-symposium/>
<http://words.usask.ca/ussu/2014/01/20/undergraduate-project-symposium-2/>

[NSERC sponsored undergraduate research](http://words.usask.ca/news/2013/08/21/nserc-program-fosters-undergraduate-research-at-u-of-s/)
<http://words.usask.ca/news/2013/08/21/nserc-program-fosters-undergraduate-research-at-u-of-s/>