

**AGENDA**  
**2:30 p.m. Thursday, February 27, 2014**  
**Neatby-Timlin Theatre (Room 241) Arts Building**

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

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of January 23, 2014
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Student societies
  - 7.1 Report from the USSU (oral report)
  - 7.2 Report from the GSA (oral report)
8. Planning and Priorities Committee
  - 8.1 Item for Information: TransformUS Program Prioritization Process and the Task Force Reports
9. Motion from Council member Len Findlay

*The University Council expresses non-confidence in the TransformUS process as a means of making academic decisions, and Council will therefore continue to rely on existing collegial structures and processes in making such decisions.*

10. Academic Programs Committee
  - 10.1 Request for Decision: College of Graduate Studies and Research: Master of Nursing (Nurse Practitioner option) and Postgraduate Degree Specialization Certificate: Nurse Practitioner – change to admission qualifications

*That Council approve the changes in admission qualifications for the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner from the College of Graduate Studies and Research, effective September 2014.*

10.2 Item for Information: Fall Mid-Term Break in November, 2014

10.3 Item for Information: 2014-15 Admissions Template Update Report

11. Teaching, Learning and Academic Resources Committee

11.1 Item for Information: Experiential Learning Concept Paper

12. International Activities Committee

12.1 Item for Information: Semi-annual Report to Council for 2013-14

13. Other business

14. Question period

15. Adjournment



*Minutes of University Council  
2:30 p.m., Thursday, January 23, 2014  
Arts 241, Neatby-Timlin Theatre*

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

A tribute to Dr. Ian McDonald, former dean of the College of Medicine and professor emeritus from the Department of Psychiatry, was delivered by Dr. David Keegan, clinical professor and professor emeritus from the Department of Psychiatry. A tribute was also given to Dr. David Popkin, professor and dean emeritus from the College of Medicine by Dr. Femi Olatunbosun, professor from the Department of Obstetrics, Gynecology and Reproductive Sciences. A moment of silence was observed.

The chair called the meeting to order at 2:48 p.m.

1. Adoption of the agenda

TYLER/RIGBY: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

The chair extended New Year's greetings to all in attendance and noted that the Council newsletter, "Council Matters", was delivered to all faculty by email on December 24th and is posted on the Council section of the university secretary's website.

3. Minutes of the meeting of December 19, 2013

A correction to the minutes was requested and agreed to by the President, to add at the end of the first sentence of the last paragraph on the second page, the clause: "...and student academic matters." followed by the sentence, "The president agreed with this principle."

BRENNA/TYLER: That the Council minutes of December 19, 2013 be approved as circulated with the noted amendment.

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. Report of the President

President Ilene Busch-Vishniac provided updates on those significant matters she has worked to address over the fall term. The College of Medicine continues to advance *The Way Forward*, as the implementation plan for the college's vision. The provincial government supports the plan and is willing to work with the university in the development of an alternative funding plan which will protect faculty time for teaching and

research. The president reported that recently she and Colum Smith, acting dean of the College of Medicine, served on a panel for the Canadian College of Health Leaders with leaders from the Saskatoon Health Region, and that they continue to work on building strong relationships with the health regions.

Regarding *Vision 2025*, the president advised that after two months of focusing internally, she has turned her focus externally, meeting with the FSIN's Education Committee. Meetings are also scheduled with the Chamber of Commerce, Deputy Ministers' Council and others to gather comments and feedback. Work continues on a revised draft. The tentative schedule is that the *Vision 2025* document will be submitted to Council for consideration of endorsement in April.

Thirdly, the president commented briefly on the TransformUS initiative. Meetings have concluded with each unit leader with budget authority, and through these meetings she has learned an incredible amount of what is occurring on campus.

Regarding the federal and provincial budgets, which will be released in the next month, the president advised that both are expected to be tight. The president noted she continues to consult federally and provincially and press the cause for the universities at large, and also provincially specifically for the needs of the University of Saskatchewan.

The president referred to the U15 group of Canadian universities and quoted from a recent publication by the U15 to illustrate why it matters that the University of Saskatchewan is a part of the U15, as follows:

U15 universities are major contributors to Canada's science, technology and innovation (ST&I) ecosystem. We represent a \$5.3B annual research enterprise, attract more than 85% of the private sector's investment in university research, receive 80% of Canada's competitive research awards, and hold a portfolio of more than 2800 active intellectual property licences. Our researchers partner with thousands of small, medium and large business to help them innovate and become increasingly globally competitive. We educate more than 565,000 people annually, attract more than one-third of Canada's total international post-secondary students (and more than half of Canada's international university students), and produce about 75% of Canada's PhDs. Our institutions employ more than 100,000 people and have an economic impact of more than \$100 billion annually.<sup>1</sup>

The president then called for questions. A Council member referred to a comment made by Robert Campbell, President of Mount Allison University, regarding reliance on revenue from international students that results in dependence on a particular stream of funding and this would be a concern for a university in an inappropriate way, and asked whether President Busch-Vishniac had similar concerns. In response the president concurred with what she believed President Campbell was saying to the extent he has identified that a

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<sup>1</sup> *U15 Response to Federal ST&I Consultation Paper, Seizing Canada's Moment: Moving Forward in Science, Technology and Innovation, January 24, 2014, U15 Group of Canadian Research Universities*

percentage of government funding is targeted for specific purposes and has increased over time, which removes the decision-making from where it belongs.

A Council member noted a number of letters to the editor of *The StarPhoenix* regarding TransformUS cuts and asked senior administration to comment on where the university's budget needs are at this moment. The president advised that senior administration has been clear about how the deficit amount was derived, and invited the provost to respond more directly.

Dr. Fairbairn noted that he responded to similar questions at the last Council meeting. In summary, the administration identified in 2012 that based on reasonable assumptions the university would face a \$44M deficit by 2016 if no action were taken. Actions have been taken resulting in reducing the deficit by \$15M by 2016 and maintaining a balanced budget through both permanent and one-time measures. As a result, approximately one-third of the budgetary gap has been accounted for, which represents significant progress; two-thirds of the gap remains to be addressed to achieve a balanced budget in 2016 and sustainability beyond. The Council member asked whether a financial town hall could be held to confirm the cuts that have in fact been made to assist in decision-making. The provost noted that in spring the multi-year budget framework is updated and addressed at the Board and Council. Also administration will present the framework to the capital and finance budget sub-committee of the planning and priorities committee of Council. Dr. Fairbairn agreed that the budget could be reviewed again at a town hall and committed to also thinking about other means in which to make the university's budgetary information more accessible. In the meantime, he referred Council to the information provided on the university website from the financial town halls held last year.

A Council member noted that there have been widespread questions about the deficit and asked whether in the interest of transparency, the administration would work with the unions on campus to have an independent audit examination to demonstrate if the deficit claimed by administration is correct. The president noted that this is a question for the Board of Governors which has financial authority and advised that the university's financial books are independently audited. Administration is currently in discussions with the University of Saskatchewan Faculty Association about the transparency of the information. The provost added that one can only audit financial information from the past so the current and prior years can be reviewed but that an audit would not apply to projected budgets. He noted that one can review the multi-year budgets, but this is different than an audit of past information.

A Council member referred to the U15 mandate that the president had quoted noting that faculty aspire for everything in this mandate and agree with it, but she wondered about matters beyond this mandate – for example with respect to artistic work. The president agreed that everything that was in the quoted paragraph is reflective of a source of pride for the university, but there are certainly other pieces, such as artistic work and engagement of Aboriginal students which are also sources of pride for the university.

A Council member noted the timing of the recent TransformUS town hall meetings and suggested that the times were not convenient for students or alumni and recommended having another town hall meeting at which all stakeholders can attend, perhaps in the

evening. He also noted that the spirit of Council's vote in January 2013 to approve the undertaking of program prioritization included consultation with students in this prioritization. He expressed that he thought this should be a continued intent and encouraged further consultation with students. The president explained that there were four town hall meetings, the students were invited to three of them and the fourth was for department heads. In addition to these meetings there were mechanisms put in place to collect responses including emails, letters and postings to the website. The president noted that there has been concern expressed that when the task force reports were released it was just before or at the beginning of final exams; however, the USSU executive was consulted and recommended that the reports be released.

The president advised that there is a desire to continue moving the process forward so that some actions may be taken this year as even a short delay could have a significant impact, resulting in the need to make deeper cuts later on. The president also clarified that she was asked why if she had time to meet with 33 unit leaders she did not have time to meet with the USSU executive. The president noted, in fact, she meets with the USSU and GSA executive monthly, and will be meeting with them this coming Monday. These meetings will continue because students are important. Also, the deans have been asked as they speak with their units regarding TransformUS to ensure they are including the students in their college.

A Council member asked whether the president was disappointed with the level of student response. The president advised that she was not disappointed. Students were placed on the task forces because they belonged there; the student voices were influential, they were heard and they had an impact. There are also student members on Council, Senate and the Board of Governors. She stated that it is not true that any of these are token students, but rather these students are people who have played an important role to make sure students are heard. Also, more student reaction has been received online. The president advised she believes because we have promised all students that if they are currently in a degree program they will not be impacted, that a number of students have determined that they need not address this issue. The Council member asked whether consultation is happening at college and unit levels, to which the president advised that all units have been asked to make sure consultation occurs. As an example she cited the meeting that the College of Arts and Science held with its students the previous afternoon.

An undergraduate student in the College of Arts and Science commented that she was disappointed in hearing that the president was not disappointed in the student response, because she was disappointed in the student response. The student noted that there is a feeling of exclusivity that surrounds this process and that the students are not being taken seriously. She pointed out the fact that there was a public reaction taken with a banner on the overpass over College Drive and that students feel their voices are not being heard. She also expressed her disappointment that all of the town hall meetings were at the same time and encouraged senior administration to be more supportive of student involvement, noting that speaking with student associations and bodies is not the same as speaking directly with students.

## 6. Report of the Provost

Brett Fairbairn, provost and vice-president academic, referred members to his written report in the meeting materials. He noted that earlier in the week a letter was sent to all members of the GAA from the chair of council and himself in response to questions received that touched on matters of governance and how decisions are made at the university. This letter provided information on the university's tricameral governance and decision-making. University Council considers both academic and financial matters in making its decisions and this is very important to both Council and the GAA. Dr. Fairbairn added that Council, and notably Council's planning and priorities committee, is an extremely important partner for him in his work.

Regarding TransformUS, Dr. Fairbairn advised that the consultation period extends to the end of the month and following that PCIP will develop an implementation plan, using a principled approach. Through the ongoing consultations and other forms of input, themes of questions and comments from those meetings have been recorded. The provost advised that he hopes to be in a position to provide more information on PCIP's progress in February. His intent is that the plan will be relatively short and coherent consisting of 10 to 20 pages, which will outline areas of work to be done at the university and how to proceed with each. The plan will comment on the information collected in developing that plan and provide an update on the process.

The provost called for questions. A Council member noted that he was not surprised that the USFA and university administration appear to be on a collision course over the reduction of academic positions. He expressed that providing all relevant budget information to the faculty association and other unions would provide validity on the projected budgetary shortfall and assist in the process. He asked why the provost was not willing to open the books and provide evidence of a budgetary shortfall. The provost advised that this information might be something that administration addresses with unions, but not through University Council, as there is a difference between collegial self-governance which is the mandate of Council, and employer and employee discussions which take place with collective bargaining units. The provost noted that it is also important to talk about financial matters at Council and particularly with the planning and priorities committee. He explained that disclosing further information will be reviewed within all of these relationships to the extent appropriate within each relationship.

The provost advised that he has taken care to regularly talk about the key drivers in the university's budget and briefly recapped these: 70% of the university's revenue is from the provincial grant, followed by tuition fee revenue and then other miscellaneous revenue. On the expenditure side, 75% is compensation to employees of the university. The university's key source of revenue from the province is optimistically projected to increase by 2% per year. Given these key drivers, if no action is taken, there will be growing deficits over the years. The multi-year budget updates budgetary projections annually. Reports are also issued each year on the university's budget. The provost noted that it is always possible to communicate more and that he would look for additional means to communicate the university's financial position.

A Council member referred to the article by the economist, Eric Howe, in the latest issue of *VOX* and asked the provost if he had a response to the key points raised in that article. The provost advised that he has seen a copy of the article and although he did not wish to debate one person's expression of opinion, he did note that many of the comments delving into the nature of the task force process were askew of his reading of the process. The provost advised that having read the task force reports he thought it was clear that the groups used their judgment and took many aspects into account, as appropriate to any prioritization methodology.

Comments were received from a Council member who expressed his belief that there is deep skepticism among students and faculty, that there is a predisposition to exclude students and to infanticide faculty and that administration should take the skepticism seriously. He advised that there is an initiative for a group to have a meeting with the Board of Governors and there is also an initiative to have a special GAA meeting. The Council member noted that the provost was showing an inclination to implement the recommendations rather than begin again, and that a number of faculty members are very strongly transforming anxiety to initiative. The provost noted that these initiatives were unknown to him and that he would look into them further. In response, a Council member spoke in support of administration working proactively to head off a budgetary crisis and that although he acknowledged the process was not perfect, that no process would be, and that it was better to work together than against each other.

## 7. Student Societies

### 7.1 Report from the USSU

Max FineDay, president of the USSU, spoke to the challenges facing the university with the TransformUS process. He noted that he believed it is a process that is failing the whole university community, not just students. He advised that in conversations with students the students feel unheard and uninvolved which they are finding disappointing. He stated that students can and should be able to be represented on further deciding bodies in the TransformUS process.

Mr. FineDay referred to a public letter from the president, which spoke to input in the task force groups from students, and that finding further effective student input now lies with student administrators. Mr. FineDay stated that in fact, the USSU or any other student association has had no communication from senior administration on offering student input into this process, which he believes to be a troubling lack of process. He advised that the president did consult the USSU with regard to the release of the reports, and the USSU executive did want the reports out as soon as they were available to provide the most time for students to go through them; however, the USSU was not consulted on the timeline. He advised that releasing the reports at the height of exams and with holidays to follow resulted in students being required to go through pages of reports during a time when students were otherwise occupied. Mr. FineDay stated that student leaders should be consulted specifically by senior administration.



Mr. FineDay advised that he moved the following resolution at USSU Council which was passed unanimously:

Whereas student associations, the USSU and student constituencies have not and will not be formally consulted;

And, whereas the timeline for consultation is inadequate due to the complexity of the reports and the significant time required for meaningful review and discussion;

And, whereas there is no student representation on the Provost's Committee on Integrated Planning;

And, whereas student have expressed concern with the implementation of the reports moving forward,

Therefore be it resolved that the University Students' Council on behalf of its members has lost confidence in the TransformUS process.

Mr. FineDay advised that other student bodies on campus will be considering similar motions as the students feel left out of the process. He noted that this is not to take away from the work of the task forces, especially the student involvement on the task forces, however for this process to have legitimacy it should be met with cooperation and not division. He asked senior administration to take another look to determine how best to work together with the student body.

Mr. FineDay's comments were followed by applause. The chair thanked Mr. FineDay for his report noting his pleasure at hearing student comments.

## 7.2 Report from the GSA

Kiri Staples, vice-president operations and communications for the Graduate Students' Association, presented the GSA report to Council. Ms. Staples highlighted the graduate research conference that will be held March 6-8 with the theme of the conference being, 'Curiosity'. The conference is intended to be interdisciplinary in nature, with students and researchers asked to speak about the purpose of their research and what makes them passionate about it. Ms. Staples strongly encouraged both students and faculty to participate in the conference to make the event successful and directed Council members to the GSA website for more information.

Ms. Staples also noted the GSA awards gala which will be held on March 8 at the Radisson Hotel. She encouraged Council members to participate and attend the event.

## 8. Research, Scholarly and Artistic Work Committee

Caroline Tait, chair of the committee, presented this item to Council.

### 8.1 Item for information: Mid-year report

Professor Tait noted that she enjoyed working with an excellent committee, and particularly noted the engagement and contributions of the student members on the committee. She highlighted the areas covered by the committee during the year including TransformUS, the review of the College of Graduate Studies and Research and the College of Medicine vision and implementation plans. Work continues on a report on undergraduate research that will likely come to Council in April.

Professor Tait requested feedback to inform the committee as it considers its priorities in the coming year and asked members to send their thoughts to her in this regard. Potential topics suggested to date include the expression of artistic works, interdisciplinary multi-research, which has changed dramatically over recent years, the guidelines for Indigenous research on campus and looking at industry partners involved in mentoring graduate students and researchers.

The Council chair noted that any responses could also be submitted to the Office of the University Secretary for communication to Professor Tait.

## 9. Academic Programs Committee

Professor Roy Dobson, chair of the academic programs committee, presented the reports to Council.

### 9.1 Request for Decision: College of Arts and Science BA & Sc in Health Studies

Professor Dobson noted the decision before Council relates to the honours and four-year degree programs in Health Studies which have an element of interconnectedness. The program has been developed over a number of years with a great deal of consultation and has three streams of concentration: biology development and health; individual society and health; and culture, environment and health.

DOBSON/KROL: That Council approve the Bachelor of Arts and Science Honours and Four-year degree programs in the field of Health Studies in the College of Arts and Science.

CARRIED

### 9.2 Request for Decision: College of Graduate Studies and Research MA in Women's, Gender and Sexuality Studies

Professor Dobson noted that this program was identified as an important area of development as far back as 2004. It is a 15-credit research focused thesis-based master's program. Students will be admitted every two years to allow for a small number of faculty to accommodate the program. In response to a Council member's question as to whether the university had a master's program in this area previously, Professor Dobson advised that there have been undergraduate programs and special-case master's students, but this would be the first regularized master's program. David Parkinson, vice-dean of the College of Arts and Science,

advised that there has been an array of undergraduate programming in women's and gender studies and this serves to broaden the scope from that programming. The program provides an opportunity to students from other disciplines and that faculty and students have been seeking graduate-level programming in this area for some time.

DOBSON/KROL: That Council approve the Master of Arts degree program in the field of Women's, Gender and Sexuality Studies from the College of Graduate Studies and Research.

CARRIED

### 9.3 Request for Decision: College of Medicine Admission Qualifications

Professor Dobson explained that in the past completion of the Medical College Admissions Test (MCAT) was only required for students who were not already attending the University of Saskatchewan or the University of Regina. As the new MCAT is more reflective of the needs of the College of Medicine and the students the college is trying to recruit, the decision submitted is to require all applicants to write the MCAT to facilitate comparison of students. In the past, the admission scoring for students was based 65% on the interview and 35% on grade point average; whereas now 50% will be based on the interview, 20% on the MCAT and 30% on the grade point average to determine the student's ranking and therefore their eligibility for admission to the college's M.D. program. Professor Dobson advised that there has been broad consultation including with medical students who are strongly in favor of this change.

DOBSON/KROL: That Council approve the College of Medicine admission qualification requirement for the Medical College Admissions Test (MCAT) of all Saskatchewan residents who apply for entrance into medicine effective for applicants as of October 2015.

CARRIED

## 10. Nominations Committee

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

### 10.1 Request for Decision: Nominations to review committees for the dean of the Edwards School of Business and the dean of the Western College of Veterinary Medicine.

Following the motion being read, the chair asked three times if there were any nominations from the floor. Hearing none the vote was then taken.

KROL/WITHERSPOON: That Council approve nominations to the review committees for the dean of the Edwards School of Business and the dean of the Western College of Veterinary Medicine as presented in the meeting materials.

CARRIED

11. Other business

There was no other business.

12. Question period

There were no questions.

13. Adjournment

In his closing remarks the chair encouraged Council members to encourage colleagues to run for Council positions, and noted that nominations will close on February 3, 2014.

On behalf of Council, the Chair recognized Cathie Fornssler, committee coordinator, on her retirement after more than 30 years on campus. Her various contributions through the years were noted, and she was thanked in particular for her many contributions to Council. A gift was presented.

PARKINSON/DOBSON: That the meeting be adjourned at 4:20 p.m.

CARRIED

Next meeting – 2:30 pm, February 27, 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					
Anand, Sanjeev	R	P	P	P	P					
Bartley, William	P	P	A	P	P					
Baxter-Jones, Adam	P	P	P	P	P					
Berlinic, Wyatt	R	P	R	R	P					
Berry, Lois	P	P	A	P	R					
Bonham-Smith, Peta	P	P	P	P	P					
Brenna, Bev	P	P	P	P	P					
Brenna, Dwayne	P	P	P	P	P					
Brooke, James	P	P	P	P	P					
Buhr, Mary	P	R	P	P	P					
Busch-Vischniac, Ilene	R	P	P	P	P					
Calvert, Lorne	R	R	P	R	R					
Chang, Gap Soo	P	P	R	P	P					
Chibbar, Ravindra	P	P	R	P	R					
Crowe, Trever	P	P	P	P	P					
Daum Shanks, Signa	P	P	P	P	P					
Day, Moira	P	A	A	R	P					
de Boer, Dirk	P	P	P	P	P					
D'Eon, Marcel	P	P	P	R	R					
DesBrisay, Gordon	R	P	P	P	P					
Deters, Ralph	A	P	P	R	P					
Deutscher, Tom	A	A	P	P	P					
Dick, Rainer	P	P	P	P	P					
Dobson, Roy	P	P	P	P	P					
Eberhart, Christian	A	A	A	A	R					
Fairbairn, Brett	P	P	P	P	P					
Findlay, Len	A	P	P	P	P					
Flynn, Kevin	R	P	A	P	P					
Freeman, Doug	P	R	A	A	R					
Gabriel, Andrew	A	R	P	R	A					
Ghezelbash, Masoud	P	R	P	R	P					
Gobbett, Brian	A	P	A	A	P					
Goncalves Sebastiao, Bruno	A	A	A	A	A					
Greer, Jim	A	P	P	P	P					
Gyurcsik, Nancy	NYA	P	P	P	P					
Hamilton, Murray	P	P	A	A	P					
Harrison, Liz	P	P	A	P	R					
Heidel, Steven	P	P	A	A	P					
Heinz, Shawn	P	A	A	A	A					
Herriot, Jon	A	A	A	A	A					
Hill, David	P	P	P	P	P					
James-Cavan, Kathleen	P	P	R	P	P					
Johanson, Robert	P	P	P	P	P					
Jones, Paul	P	P	P	R	P					
Kalra, Jay	P	P	P	P	P					
Kalynchuk, Lisa	P	P	P	P	A					
Khandelwal, Ramji	P	P	P	P	P					
Kipouros, Georges	A	P	P	R	R					
Klaasen, Frank	P	P	A	A	P					
Konchak, Peter	NYA	P	P	P	P					
Krol, Ed	P	P	P	R	P					
Kulshreshtha, Surendra	P	P	P	A	A					

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

## COUNCIL ATTENDANCE 2013-14

## Non-voting participants

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



## PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

February 2013



### Vision 2025 Consultations

Over the last five months I've had an opportunity to consider feedback from many different individuals and groups, internal and external to the University. I have been able to interact with over 700 people, face-to-face, through venues such as town halls, faculty council meetings, and small group discussions. I have received formal written feedback from Council committees, student government, multiple faculty councils, departments, and administrative units and directly from over 100 individuals online. I've also had the opportunity to connect externally with alumni, government and local community groups on their thoughts on a vision for the University of Saskatchewan. I have been pleased to see the passion that people have for the broad vision for our institution and am proud to have been able to connect with so many people on our future.

I am currently working to incorporate this feedback in order to develop a new version of the vision document which will be brought forth formally to our governing bodies for endorsement in April.

### Review of the Vice President Research

Karen Chad was appointed as the Vice President Research on Jan. 1<sup>st</sup>, 2010 and she is now in the final year of her first review period. As per the *Search and Review Procedures* for the University of Saskatchewan, a review committee has been struck, of which I am chair, and we are seeking feedback from the campus community for consideration.

The committee is soliciting feedback from those who are familiar with the work of Dr. Chad to ensure the members have the appropriate information on which to base a recommendation to the Board of Governors. The feedback is intended to help the review committee assess Dr. Chad's performance as Vice President Research using the accountabilities and competencies for the position as metrics.

Submissions received through this process will be considered by the review committee in raw form. Letterhead and signature information will be removed to protect the confidentiality of the respondents as all feedback is shared with the incumbent.

I would urge all those interested to make a confidential submission by March 15th to Julian Demkiw, co-ordinator of the Review Committee, Office of the President, (by email: [Julian.demkiw@usask.ca](mailto:Julian.demkiw@usask.ca), in hard copy: 212 Peter MacKinnon Building)

The committee will review submissions and use these to frame its report, which will inform the committee's recommendation to the Board of Governors regarding renewal. An announcement will be made following the conclusion of this process – which is anticipated in late spring.



## Federal Budget

One of the key announcements in the recent federal budget is a significant investment of \$1.5 billion over 10 years for the new Canada First Research Excellence Fund. The Research Excellence Fund – which will escalate to \$200-million per year from 2018 onward – will be flexible, with universities competing for funds to spend in targeted areas. Details remain incomplete at this point but it is clear that the funding will go to institutions rather than to specific individuals. This could permit universities to hire new talent, buy new equipment, improve library holdings and cement international partnerships.

The Canada First Research Excellence Fund, administered by the Social Sciences and Humanities Research Council on behalf of all the granting councils, will be available to all post-secondary institutions on a competitive, peer-reviewed basis. I am confident in saying that this funding is a direct result of relationship building through the combined efforts of the U15 and the Association of Universities and Colleges of Canada (AUCC).

The federal budget also brought with it the government's investment of \$46 million in new money for the Tri-Council granting agencies, starting in 2014, \$224 million for TRIUMF, \$15 million over three years for the Institute of Quantum Computing (IQC) and \$8 million for Mitacs Industrial R&D fellowships.

## Presidential Travels

### *Kainai Nation, Federal Announcement*

I had the pleasure of being one of only four university Presidents who attended the Prime Minister's announcement of the First Nations Control of First Nations Education Act and dedication of additional resources for First Nations education across Canada. It was nothing short of historic to be a part of this announcement. This investment in K-12 First Nations education will no doubt have an impact on all Universities but as the province with the highest proportion of Aboriginal people this will impact Saskatchewan greatly. A highlight of the trip was participating in a roundtable discussion of a dozen people with the Prime Minister, Minister of AANDC, and National Chief of the AFN regarding how we might help achieve goals of a revamped education controlled by First Nations communities.

### *Vancouver/Victoria, Alumni and Donor Activity*

I also had the pleasure of visiting Vancouver and Victoria with Vice President Heather Magotiaux to meet with existing and potential donors and to host three alumni events. It is heartening to be able to bring our alumni together and to hear their stories of how the U of S changed their lives. Alumni events were well attended and happy occasions with a broad range of graduating classes represented. Alumni events also had Deans in attendance, which was very helpful in allowing people to reconnect with their specific programs.

In addition to meeting with alumni and donors, the Admissions Office organized a wonderful meeting with counsellors and principals in the Vancouver area. This group responded very favourably to a discussion of the unique qualities of U of S that might make it a university of choice for their students. Recruiting in specific areas outside of Saskatchewan is a means of raising the visibility of the university and bringing the best and brightest students to our campuses.

### *Regina*

While travel to Regina is not unusual or exotic, it is critical to be in there regularly to meet with government leaders as well as to visit with alumni. On a trip to Regina in the last month I was able to combine functions, hosting a small gathering of influential alumni to discuss *Vision 2025* and meeting with the Deputy Ministers' Council.

### International

In the last month we have welcomed the Canadian Ambassador to Japan, the Japanese Ambassador to Canada, and the Canadian Ambassador to Indonesia. Several university leaders also participated in a large celebration of the Chinese New Year, an event that brought the Consul General to Saskatoon.

### SIIT Partnership Agreement

The University of Saskatchewan, through the Edwards School of Business, and the Saskatchewan Indian Institute of Technologies (SIIT) signed the first-ever agreement between our two institutions. The partnership agreement means that graduates of SIIT's two-year Business Diploma program will qualify as having completed the first two years required of the four-year U of S Bachelor of Commerce degree offered through Edwards. I know that this will only be the beginning of our institutions partnership with SIIT and I look forward to being able to communicate more opportunities in the future.

**PROVOST'S REPORT TO COUNCIL**

**February 2014**

**PROVOST'S ACADEMIC ADDRESS**

My academic address, titled *Can Universities Change?*, will be held on Monday, February 24 from 12:00 – 1:00 p.m. in Convocation Hall. I invite you all to attend.

**INSTITUTIONAL PLANNING**

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

On January 13, PCIP met with the Standing Subcommittee of the Coordinating Committee of Council and discussed the governance processes that would be used for TransformUS implementation. On that date PCIP also considered the principles they would use to manage potential conflicts of interest during the development of the TransformUS implementation plan, a request for one-time support from the College of Medicine to address research fund deficits, a request regarding the allocation of investment earnings to the Global Institute for Food Security (GIFS) and a proposal to discontinue the U-Step program.

On January 27, PCIP considered a proposal for an enhanced Integrated Human Resources Information System (HRIS), discussed the Institutional Cost of Research Policy and was updated on the outcomes of the Incentive Retirement Plan, the Information Technology enterprise-wide project forecast and the 2014/15 budget process.

On January 31, PCIP had a retreat to discuss the analysis and implementation phase of TransformUS.

**INSTITUTIONAL EFFECTIVENESS**

**Institutional surveys**

The National Survey of Student Engagement (NSSE), which assesses the extent to which undergraduate students engage in educational practices associated with high levels of learning and development, was launched on February 11. Data collection will continue until mid-March. NSSE scores are important indicators of our success in innovation in academic programs and services in the *Third Integrated Plan*.

**OPERATING BUDGET ADJUSTMENTS**

**Multi-Year Budget Framework**

With respect to questions raised at the last meeting of council regarding the projected deficit, the [Multi-Year Operating Budget Framework](#) 2012-16 (MYOBF) was approved in 2012 along with the third integrated plan *Promise and Potential*. At that time we identified that if no action was taken, based on

documented and reasonable assumptions, we were facing a projected deficit of \$44.5 million by 2015/16. Please see the included Schedule 2 from the MYOBF 2012-16. A short summary would be that our expenses are growing faster than our revenues, which will result in a structural (that is, recurring) deficit if left unaddressed. Major drivers of this projection include, on the revenue side, our revenue from the provincial operating grant (which totaled 69% of our total operating revenue in 2013-14) and, on the expenditure side, overall salaries and benefits (which are budgeted at 73% of our total operating expenses in 2013-14). Smaller but noteworthy drivers include (for revenue) enrolment, tuition rates, and investment returns and (for expenditures) utilities, pensions, and capital renewal/RenewUS among other factors.

Measures have been taken to address the projected structural deficit through the Operating Budget Adjustments (OBA) process. Thus far, we have reduced operating expenses by \$15.5 million by 2016, or if one prefers, we could say the remaining target \$29 million by 2016. These numbers refer to ongoing, recurring expenditure reductions and were mostly due to workforce planning actions undertaken in 2013. Changes to date in revenue and expense projections are also included.

In addition to permanent changes, the university experiences short-term variances each year and takes one-time measures to try to keep our budget balanced as we can. One-time measures include deferring expenditures to future years. Through both permanent and one-time measures we have been able to keep the operating budget in balance so far as we work to address our projected deficit.

Achieving one third of our 2016 target is good progress, but we still need to address the other two-thirds. The goals of OBA are both to achieve permanent savings totaling \$44.5 million by 2015-16, and more importantly to achieve financial sustainability for the university. To be financially sustainable our expenses cannot continue to grow faster than our revenues, meaning we must make fundamental changes in the way we operate. TransformUS will help us to make strategic decisions regarding our array of programs, better align our resources behind our priorities and better position the university to accomplish the goals identified in the plan.

Three financial town halls have been held each year since we identified the financial challenge in spring 2012. We will continue to host town halls, as well as provide updates to board and council on our financial projections as we update the MYOBF each spring. In the meantime, I have offered to meet with the Finance Sub-Committee of Planning and Priorities Committee, and would be happy to meet with other groups, to improve members' access to financial information.

Further information on the university's financial situation, including links to the full multi-year budget framework (2012-2016), the 2012-13 audited annual financial report and the 2013-14 operating budget, can be found at [www.usask.ca/finances](http://www.usask.ca/finances).

### **TransformUS**

I would like to thank those who submitted feedback in December and January concerning the taskforce reports. We received close to 300 comments at [transformus.usask.ca](http://transformus.usask.ca), over 300 emails and letters to our university leaders, and feedback was collected from many colleges, schools and units that held their own meetings. Attendance at meetings, visits to web pages, and live-stream viewing of town halls totaled some 28,000 individuals

Within the feedback my colleagues and I at PCIP have received, we saw support for a variety of programs and services, concerns regarding what the elimination of one program or service may mean to

another or to the university as a whole, and suggestions of how we might want to look at restructuring if we were to make changes to a specific program or service. Some also wrote to express their concerns for the process we have chosen to use as a starting point for discussion of strategic budget cuts.

From February to April 2014, we are in a phase of analysis and development of recommendations. PCIP will be working closely with deans and unit leaders in particular to ensure we are using all resources available to us (including feedback, the task force reports and additional data analysis) to propose evidence-informed decisions that will ensure the future success and sustainability of our university. PCIP will be focusing on possible actions, modeling their consequences, the timeframe for their completion, the level of complexity and interconnection with other programs/services, and the potential savings and improvements in efficiency and effectiveness. We will be doing this with our university's teaching and research missions uppermost in mind along with our university values and vision.

By the end of April 2014, PCIP aims to share an implementation plan with the campus community. We expect this implementation plan will be a relatively brief, high-level overview of a set of recommended actions and, where relevant, descriptions of these actions. This document will outline a list of projects, each of which the university can consider through the appropriate decision-making and governing bodies over the next couple of years. The plan will indicate which bodies and offices in the university are responsible for decision-making or implementation, and in this respect will be a kind of road map toward TransformUS outcomes.

The final phase of TransformUS – decisions and co-ordinated implementation – will begin on or about May 1, 2014. We anticipate that some actions will begin to be implemented in the 2014/15 fiscal year (May 2014-April 2015) if they are within the decision-making authority of PCIP or a unit leader, while others may take longer as they work their way through the university's governance processes as described in the [University of Saskatchewan Act \(1995\)](#). All decisions will follow the formal governance process as well as processes outlined in university policies, including employment agreements. For more information on how academic decisions are made, please visit Greg's and my [blog](#).

Students will be given ample opportunity to complete the programs they are enrolled in as of the 2014-15 academic year. When programs are changed in major ways or phased out, our practice is to allow students considerably more than the "normal" completion time, such as six or seven years of supported options, to complete a four-year program.

These are difficult times for universities in terms of finances and organizational change. On behalf of PCIP, my commitment to you is that we will develop our proposals in a principled and evidence-informed way; we will engage and inform unit leaders as we do so; we will be mindful of our teaching and research missions, values and vision; and we will work with decision-makers and governing bodies so that decisions are considered fully, openly and fairly as allowed for by university processes. Our collective goal is a sustainable, stronger university.

Please continue to visit [transformus.usask.ca](http://transformus.usask.ca) where we will keep you updated on the progress PCIP is making.

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

### **TOOC vs. MOOC**

Massive Open Online Courses (MOOCs) took the educational world by storm last year. The prevailing model for most MOOCs involves the course being housed in a closed platform (Coursera, Udacity). Although the price for registrations is free, participants must register to view the course content and any use of course materials outside of that course is prohibited. Participants usually communicate only with registered members in the course and sometimes not even with them. Yet the first “O” in MOOC stands for “Open”, something most are not.

The Gwenna Moss Centre recently launched a course that we consider to be a Truly Open Online Course or TOOC. The course is built on the open source blogging platform, WordPress and all materials developed by the GMCTE carry Creative Commons licenses, allowing anyone to use, remix and share them. Participants are encouraged to register to make it easier to collaborate with others interested in completing the course as a cohort. Registration is not required to access the course materials. Other universities may use the resources of the TOOC or even embed (or “wrap”) the TOOC into one of their own courses. The open nature of the TOOC not only benefits students through their ability to learn from a variety of perspectives, but also benefits the designers and course facilitators who receive feedback from others in the education world about the design and content of their course.

The Introduction to Learning Technologies TOOC from the Gwenna Moss Centre has 290 registered participants representing 15 different countries.

### **Provincial MOU on French-language education**

In the fall of 2012, the vice-provost, teaching and learning joined a provincial working group designed to provide advice to the Deputy Minister of Advanced Education on how to enhance post-secondary learning opportunities for Francophone and Bilingual students. The responsibilities of the group included exploring the level of French language services currently offered at post-secondary institutions, recommending roles and responsibilities that institutions ought to play in such things as the provision of educational opportunities for students in French, developing a provincial action plan and providing advice on implementation strategies. The working group produced “Vision 2030,” a post-secondary French language education plan with three key pillars: global citizenship, community engagement and developing entrepreneurial spirit. More recently, the working group has undertaken to develop a model of how post-secondary institutions in the province can collaborate alongside the community to develop new learner pathways. At the end of January 2014, a memorandum of understanding was signed between Advanced Education, U of S, U of R, SIAST, Collège Mathieu, and the Assemblée communautaire fransaskoise. The memorandum expresses the common goal that, as a system, we will provide post-secondary French language education programs and services to Francophone students and to other students wishing to study in French in Saskatchewan.

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

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

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

This term, three **Curriculum Renewal Working Groups** have begun meeting to determine next steps for the following elements of the college’s Curriculum Renewal: foundational and capstone courses; the

Aboriginal college-level program goal; and writing across the curriculum. The college will have its second half-day Curriculum Renewal Forum in May.

The **Interdisciplinary Centre for Culture and Creativity (ICCC)** and the Broadway Theatre will present a public lecture by Academy Award winning performer and activist Buffy Sainte-Marie. The lecture, "My Multi-Media Life," will take place on Tuesday, March 11 at 7:30 PM at the Broadway Theatre. It follows the signing of a memorandum of understanding between University of Saskatchewan president Ilene Busch-Vishniac and Sainte-Marie's Nihewan Foundation.

The Department of Sociology hosted the 45th Annual **Sorokin Lecture** [Dr. Neil McLaughlin](#) from the Department of Sociology at McMaster University presented on: "Intellectuals, Public Academics and the Crisis of the Research University."

A new tool developed by a University of Saskatchewan research team could eventually help physicians stay ahead of dangerous fungal infections and guide the development of new drugs. **Susan Kaminskyj**, (biology), the research team leader, explained that their lab test identifies mutations in DNA that help fungi resist drugs. Their work is published in the journal *Eukaryotic Cell*.

Last month **Bob Patrick** (geography & planning) was among the presenters at a conference discussing planning strategies for Saskatoon, one of Canada's most rapidly growing cities. The conference was hosted by the U of S, and included the City of Saskatoon and the Association of Professional Engineers and Geoscientists.

**Gabriela Mangano** (geological sciences) recently published the article "Trilobites in early Cambrian tidal flats and the landward expansion of the Cambrian explosion" in the scientific journal *Geology*. This article was also highlighted in *Nature*.

**Tim Kelly** (chemistry) and his team have developed a simple process that allows production of highly efficient, flexible solar cells. The process is described in the journal *Nature Photonics*.

Several college research teams received awards from the Canada Foundation for Innovation (CFI) John R. Evans Leaders Fund for projects: **Geoff Cunfer** (history) for the expansion and renewal of the Historical Geographic Information Systems (HGIS) Laboratory; **Natacha Hogan** (toxicology) for new equipment to study how contaminants affect the immune systems of some at-risk amphibian species; **Ronald Steer** (chemistry), **Matthew Paige** (chemistry) and Li Chen (engineering) for technology to produce efficient, low-cost solar cells from environmentally friendly organic materials, and measuring errors in electronic circuits; Ajay Dalai (chemical engineering), Hui Wang (chemical engineering), and **Robert Scott** (chemistry) to support the establishment of state-of-the-art catalysis research facilities both in the College of Engineering and at the Canadian Light Source on campus; **Glenn Hussey**, **Kathryn McWilliams** and **Jean-Pierre St.-Maurice** (Institute of Space and Atmospheric Studies) to design, construct and deploy a new advanced imaging radar which uses the latest digital radar techniques to make more detailed observations of the lower portion of the ionosphere; **Christy Morrissey** (biology), **John Giesy** (toxicology) and Karen Machin (veterinary biomedical sciences) to build a multi-purpose housing and integrative bird research facility; **Ian Stavness** (computer science) for a proposed new facility that will bring together biomedical computation, biomechanics, and computer graphics; Qiaoqin Yang (mechanical Engineering), **Akira Hirose** (physics), and **Wenjun Zhang** (mechanical engineering) to build a new multi-functional vapor deposition system for developing novel nanostructured coatings for a variety of applications in industry.

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

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

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

### ***SEARCHES AND REVIEWS***

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

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

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

As was announced earlier this month, Dr. Kishor Wasan has been named the Dean, College of Pharmacy & Nutrition. Dr. Wasan will begin his term on August 1, 2014.

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

As was announced earlier this month, Mark Roman has been appointed Chief Information Officer and Associate Vice-President, Information and Communication Technology. Mr. Roman will begin on March 1, 2014.

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

As was announced earlier this month, Dean Mary Buhr was re-appointed Dean, College of Agriculture and Bioresources for a second five-year term.



## Multi-Year Operating Budget Framework

2011-12 to 2015-16 (expressed in \$000's)

Scenario 2 - revised provincial base operating grant

		2011-12	2012-13		2013-14		2014-15		2015-16	
		Detailed Budget	Operations %	Forecast Budget	Projection %	Projection Budget	Projection %	Projection Budget	Projection %	Projection Budget
Revenue										
Provincial base operating grant	1	283,469	2.1%	289,365	2.0%	295,153	2.0%	301,056	2.0%	307,077
Provincial Initiative funding		12,604		21,633		31,897		35,389		38,906
Other provincial funding										
Credit and non-credit course tuition	2	95,449	7.3%	102,417	5.2%	107,742	4.5%	112,591	4.5%	117,657
Other government (WCVI)		19,317	2.1%	19,719	2.0%	20,113	2.0%	20,515	2.0%	20,926
Income from investments		8,000		11,535		11,535		11,535		11,535
Fees and other income		3,976	2.0%	4,054	2.1%	4,138	2.1%	4,226	2.2%	4,319
Total		422,815	6.1%	448,723	4.9%	470,578	3.1%	485,312	3.1%	500,420
Expenses										
Salaries and benefits		287,815	5.2%	302,707	4.6%	316,520	4.5%	330,879	4.6%	346,168
Pension going concern payment		1,471		2,300		5,300		10,000		10,000
Central utilities		19,993	4.2%	20,842	2.6%	21,393	2.3%	21,881	2.2%	22,360
New building space - all other				23		29		29		29
University Health Science new space	3									
Renewal				1,500		2,877		2,877		2,877
Utilities				829		1,749		1,836		1,928
Maintenance				2,144		3,968		4,088		4,211
Student Services Fund	4	788		0		0		0		0
Library acquisitions		9,124	5.0%	9,580	5.0%	10,059	5.0%	10,562	5.0%	11,090
Indirect costs of research grant		-3,212		-3,212	2.1%	-3,279	2.8%	-3,371	2.8%	-3,466
College and unit non-salary expense budgets		25,372	4.1%	26,413	2.0%	26,942	2.0%	27,481	2.0%	28,030
Scholarships		8,538		8,538		8,538		8,538		8,538
Research, scholarly and student support		1,990		1,990		1,990		1,990		1,990
Other operating costs (net)	5	18,314	4.8%	19,189	4.6%	20,072	1.7%	20,411	1.7%	20,758
		370,193		392,843		416,156		437,201		454,513
Strategic initiatives										
Academic Priorities Fund										
First and second cycles		4,458		0		0		0		0
Third cycle		2,500		3,500		3,500		3,500		3,500
Fourth cycle				1,000		2,000		3,000		4,000
Integrated plan initiatives				4,458		4,458		4,458		4,458
Initiative funded	6									
Medicine accreditation		18,910	5.2%	19,888	4.6%	20,796	4.5%	21,739	4.6%	22,744
Medicine class size expansion		16,479	3,332	19,811	3,180	22,991	2,865	25,856	2,865	28,721
Nursing program (net of positions created)		1,796	1,693	3,489	70	3,559	71	3,630	73	3,702
Other Initiatives		2,150	1,845	3,995	(297)	3,698	151	3,849	157	4,006
Student related enhancements (TRS)	7	6,329		10,098		11,415		12,541		13,718
Capital renewal				4,500		5,000		5,000		5,000
Other expenses				622		493		495		495
Total		422,815	9.8%	464,204	6.4%	494,065	5.5%	521,269	4.5%	544,858
Surplus (deficit) before adjustments		0		-15,481		-23,487		-35,957		-44,438

## PROCESSES

### Update on Cyclotron Facility

The **Cyclotron Facility** capital project, a multi-purpose facility on campus for advanced research, training and production of medical imaging agents for PET-CT scanner use, is about 50 per cent complete and on budget.

On January 13th, the facility received its License to Construct from the Canadian Nuclear Safety Commission without any comments or questions – demonstrating the high quality of work that has gone into the project.

Construction, delayed four weeks due to cold weather, is slated to be completed in late September. Upon completion, operational responsibility will be turned over to the Fedoruk Centre which will undertake regulatory commissioning and manage the facility under a recently approved agreement between the U of S and the Fedoruk Centre. The first isotopes for clinical use are anticipated in 2015.

### Easing IRC Applications

Research Services finalized and distributed a formal **NSERC Industrial Research Chair (IRC)** process for the U of S. This formalized process will provide researchers with easy access to information on IRC grants, minimizing work for applicants and their research teams.

### International Agreements Signed

The U of S finalized Memoranda of Understanding with three international partners in January: the University of Birmingham in England, the Norwegian University of Life Sciences, and the Mashhad University of Medical Sciences in Iran.

### AVPR-Health Office Moves to U of S Campus

The Office of the Associate Vice-President Research-Health has moved back to the U of S main campus. They are now located in the A-Wing of the Health Sciences Building, room A102.

## FUNDING SUCCESSES

### OVPR Internal Funds Awarded

A total of \$20,523 was provided from the OVPR's **Publications Fund** to 17 applicants during January's intake. Each application was successful, resulting in support for the publication of two books and 15 journal articles.

The OVPR also provided funding to all five applicants to the January intake of the internal **Visiting Lecturers** fund. Each applicant received \$1,023 to assist with the travel expenses and honorarium costs of bringing a visiting lecturer to the university.

### Funding for Dairy Research

Two projects at the U of S have been awarded funds administered by the Dairy Farmers of Canada as their part of the federal/provincial **Growing Forward 2 Program**.

- **Susan Whiting** (College of Pharmacy & Nutrition) was awarded \$100,000 for the project "*Association Between Dietary Intakes and Cardiovascular Risk of Canadians Using the Canadian Health Measures Survey Cycles 1+2*".
- **Joseph Stookey** of the Large Animal Clinic in WCVN will receive \$10,925 for his collaboration on the project "*Automatic Milking Systems: Factors Affecting Health, Productivity and Welfare*" led by the University of Calgary.



### Strategic Projects Funded

Two U of S projects were awarded an **NSERC Strategic Project Grant**. These grants support research in areas targeted for their potential to strongly enhance Canada's economy, society and/or environment within the next 10 years.

- ❖ **Helen Baulch** (School of Environment and Sustainability) was awarded \$618,614 for the project "*Understanding Lake Metabolism and algal blooms: New tools for the management of potable water sources*" with co-investigators **John Giesy** (Toxicology), **Paul Jones** (Toxicology), **Karsten Liber** (Toxicology), **Karl-Erich Lindenschmidt** (School of Environment and Sustainability). Additional support will come from industry partners Saskatchewan Water Security Agency and the Buffalo Pound Water Administration Board.
- ❖ **Chijin Xiao** (Physics and Engineering Physics) was awarded \$346,581 for the project "*Control of plasma instabilities and flow velocity in the STOR-M tokamak by RMP and CT injection*" with co-investigator **Akira Hirose** (Physics and Engineering Physics). Plasmionique Inc. will be contributing in-kind support.
- ❖ **Steven Siciliano** (Soil Science) is a co-investigator on the 17-member project "*Metal Mixtures: Is Concentration Addition the Correct Model for Terrestrial Ecological Risk Assessment?*" led by Beverly Hale from the University of Guelph. The project was awarded \$650,000 with additional funding from industry partners.

### International Project Digs into Data

**Mark Eramian** (Computer Science) was awarded \$124,965 for the international team project "*Digging Archaeological Data: Image Search and Markup (DADAISM)*", which involves researchers from the University of York in the United Kingdom and the University of Amsterdam in the Netherlands. Funding comes from the **Digging Into Data Challenge Grant**, co-funded by SSHRC and funding agencies from the UK and the Netherlands.

### \$3 Million for Research Infrastructure

Ten U of S researchers were awarded a total of more than \$3 million from the **Canada Foundation for Innovation (CFI) John R. Evans Leaders Fund**:

- ❖ **Geoff Cunfer** (History) was awarded \$29,348 for the project "*Historical GIS Laboratory expansion for long-term socio-ecological research*".
- ❖ **Natacha Hogan** (Toxicology) was awarded \$100,692 for the project "*Infrastructure for understanding mechanisms of environment-immune interactions in aquatic toxicology*".
- ❖ **Adelaine Leung** (Veterinary Biomedical Sciences) was awarded \$219,147 for the project "*Infrastructure for a neurobiology laboratory with structural biology and Drosophila genetics capability*".
- ❖ **Ronald Steer** (Chemistry) was awarded \$179,269 for the project "*Ultrafast laser technology for solar photovoltaic and materials research*" with co-investigators **Matthew Paige** and **Li Chen**.
- ❖ **Ajay Dalai** (Chemical & Biological Engineering) was awarded \$684,887 for the project "*Innovative bioprocessing catalysis research laboratory*" with co-investigators **Hui Wang** and **Robert Scott**.
- ❖ **Glenn Hussey** (Physics & Engineering Physics) was awarded \$119,356 for the project "*Advanced e-region imaging radar*" with co-investigators **Kathryn McWilliams** and **Jean-Pierre St.-Maurice** (Physics & Engineering Physics).
- ❖ **Christy Morrissey** (Biology) was awarded \$799,826 for the project "*Facility for applied avian research (FAAR)*" with co-investigators **John Giesy** (Toxicology) and **Karen Machin** (Veterinary Biomedical Sciences).
- ❖ **Steven Siciliano** (Soil Science) was awarded \$355,330 for the project "*Interactions of carbon and nitrogen during co-consumption of methane and nitrous oxide*".
- ❖ **Ian Stavness** (Computer Science) was awarded \$176,715 for the project "*Laboratory for computational synthesis*".
- ❖ **Qiaoqin Yang** (Mechanical Engineering) was awarded \$396,564 for the project "*A multifunctional vapor deposition system for the development and application of novel nanocomposite coatings*" with co-investigators **Akira Hirose** and **Wenjun Zhang**.

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

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

**DATE OF MEETING:** February 27, 2014

**SUBJECT:** **TransformUS Program Prioritization Process and the Task Force Reports**

**COUNCIL ACTION:** For information only

**PURPOSE:**

The planning and priorities committee is mandated by its terms of reference to seek advice from other Council committees to facilitate university-wide academic planning. This report provides the views of Council committees on the TransformUS program prioritization process and task force reports, including the planning and priorities committee's own perspectives.

A strong majority of the committee submits that irrespective of limitations that have been identified and may yet emerge, engaging in program prioritization is a worthwhile and responsible exercise of self-examination, which the university should undertake periodically. Based on the responses received and the planning and priorities committee's own deliberations, this report also provides a high-level summary of those elements of the TransformUS process to which attention has consistently be drawn as problematic so that these may be addressed in any future program prioritization efforts.

**CONSULTATION AND PROCESS:**

On December 19, 2013, a letter was submitted by the chair of the planning and priorities committee to all Council committee chairs (attached) requesting that each committee provide its views on the process used to create the reports, any themes the committee saw as emerging, any possible bias(es) that the prioritization process may have unintentionally introduced, and the recommendations within the reports themselves as viewed through the lens of the committee's mandate and terms of reference. Of note, is that each Council committee is comprised of Council and GAA members.

In addition to seeking the advice from other Council committees, the chair and vice-chair of the planning and priorities committee attended the meetings of several Council committees to hear directly from members their views in response to the task force

reports. The coordinating committee, comprised of the chair and vice-chair of Council and all Council committee chairs, also discussed the process and means for seeking advice proposed by the planning and priorities committee. In order to meet the president's request for feedback on the task force reports, and in recognition of each Council committee's ability to establish its own view on the reports, committees were also asked to provide their feedback to the Provost's Committee on Integrated Planning (PCIP) directly. As Council committees report to Council, each committee's individual response is appended to this report.

## **CONTEXT AND BACKGROUND:**

On January 24, 2013, Council approved in principle the undertaking of a process for program prioritization for all academic and administrative programs, in recognition of the fact that Council will ultimately be asked to approve any forthcoming recommendations that affect academic programs. This priority ranking of all university programs (academic and service/support) against defined criteria was undertaken to enable the university to allocate operating resources to programs on the basis of priority and to facilitate operating budget adjustments over the next three years without invoking across the board budget reductions. In response, the TransformUS process was undertaken.

In December, 2013, the planning and priorities committee submitted the TransformUS task force reports to Council for information. The committee is now reporting directly on its review, and that of other Council committees, of the task force reports. Development of an implementation plan by PCIP, which will in turn consider the task force reports and feedback received on them, will occur over the coming months with the implementation plan to be completed by April 30, 2014.

## **DISCUSSION SUMMARY:**

### **Approaches to discussing the reports**

Council committees considered the reports in the manner deemed most appropriate, as determined by the chair and respective committee members. The processes undertaken included structured break-out sessions, email comment, and in one instance, consideration of a motion relative to the reports. Due to the number of resource personnel on the committee whose units were reviewed, the planning and priorities committee elected to undertake discussion of the support services report at an *in camera* session comprised of voting members only. All planning and priorities committee members were expected to disclose any conflicts of interest relative to the discussion of both reports. In its review of the reports and with the goal of facilitating discussion at a high level rather than focusing down on details of the reports, the committee engaged in developing a set of suggested principles for PCIP to consider as it creates an implementation plan.

The committee agreed that the responses provided by individual committees spoke for themselves, and that these responses, together with the emerging themes presented in both reports, offered important insights into the prioritization process. Consequently, the

committee has not attempted to summarize the responses received, but rather to provide a summary of the committee's discussion informed by these contributions.

### **Comments on the process used to rank programs and suggestions for improvement**

Given that Council has approved in principle that the university undertake a process of program prioritization, it is important to critique the TransformUS process with the expectation that there may be other prioritization reviews in the future. Importantly, the TransformUS process differed from other review processes approved by Council in the past, such as systematic program review, in that the basis for the review was prompted by the projected budget deficit to avoid across the board budget reductions in favour of selective measures. Undertaking program prioritization distinct from budgetary consideration may have yielded a much different response from the university community, for example, if low quintile rankings were not pointing to consideration of programs to be phased out, but identifying program weaknesses to be strengthened with increased resources.

A strong majority of the committee holds that program prioritization should inform the allocation of resources to programs. This is consistent with the recommendations of both task forces that program prioritization should be repeated in the future, with modifications. As the university has already invested in an integrated planning process, which looks both at the past and to the future and identifies areas for investment and disinvestment, the committee recommends that any future program prioritization efforts be integrated within the university's integrated planning efforts. As integrated planning is a campus-wide exercise that involves administrative and academic units on a cyclic basis, expanding it to include program prioritization would capture the benefit of having a comprehensive review of all programs at a point in time.

Those areas, which the planning and priorities committee found deficient in the TransformUS process and which were reinforced by the comments of other Council committees, are identified below.

### **Timeframe**

Changing the culture of an institution as complex and distributed as the university so that a new process can be introduced requires time for adjustment. As the TransformUS process was driven by the desire to proactively address the university's projected budgetary deficit, the process was condensed in order to derive outcomes that would have a more immediate budgetary impact. This put constraints on providing meaningful and thoughtful feedback to the task force reports, in addition to greatly compressing the time available for the task force members in reviewing the reports. Related to the condensed timeframe, there are concerns that the task of program prioritization that task force members undertook was simply too great, and that the commitment of time and energy surpassed reasonable workload expectations. Any future program prioritization efforts should employ a deliberative approach, which includes the opportunity to ensure all necessary information is available, and that adequate time is provided to assess that

information and any related recommendations. This must be balanced against the value of an assessment process that captured the state of the university, campus-wide, at a single moment in time.

### **Data collection**

The quantitative data in the templates upon which task force recommendations are based was acknowledged by both task forces to be in some instances incorrect or incomplete. Due to these data shortcomings, extensive further analysis is required prior to advancing any of the recommendations in the reports. Ensuring the integrity, relevance and completeness of the data provided is critical. Due to the concerns about inaccuracy of the data provided, in part, due to the fact that budgets are allocated to units and not to programs, verifying and standardizing the financial information provided with each program and unit is suggested as a necessary step in any future prioritization review process. In this manner, programs and units could raise any issues regarding the data provided prior to a public discussion of the program or unit. Future timeframes should allow for this important check and balance.

### **Granularity**

Providing clear direction of the level of detail desired will enhance efficiency of the process and ensure that individuals associated with programs and units are not identifiable. The level of fine granularity in some instances in the TransformUS reports, particularly the support services report, created the potential for feedback to be misread as commenting on the performance of individuals and their position responsibilities, rather than on programs and units as collective entities.

### **Structure versus Function of Support Services**

Making clear the difference between structure and function so that the function and purpose of essential services are valued, notwithstanding any structural or organizational impediments that hinder the delivery of those services is an important distinction to capture. This would either require providing reviewers with some scope to make value judgments of what is fundamentally important in a university setting or providing reviewers with some direction on key supports.

### **SUMMARY**

The program prioritization process is not without limitations, and the committee acknowledges the stress upon faculty, staff and students that the TransformUS process has generated, and continues to generate. The TransformUS reports can be viewed as one component of a decision making process, which should be supported by further input and assessment, particularly of the complex inter-relationships of programs and support services, before any decisions are made. A strong majority of the planning and priorities committee supports program prioritization, based on the view that reviewing our academic programs and support services yields valuable insight and information about

the many parts that constitute the whole. As such, the process of program prioritization provides a unique campus-wide assessment, which gives us a place from which to debate the merits of continuing or discontinuing our present array of programs and services that support academic endeavors.

**ATTACHMENTS:**

1. Planning and priorities committee request of Council committees dated December 19, 2013
2. Responses from Council committees to PCIP submitted January 29 and 30, 2014:
  - Academic programs committee
  - Governance committee
  - International activities committee
  - Nominations committee
  - Planning and priorities committee
  - Research, scholarly and artistic work committee
  - Scholarship and awards committee
  - Teaching, learning and academic resources committee

3. Academic Programs Transformation Task Force Report

4. Support Services Transformation Task Force Report

The task force reports are available at <http://words.usask.ca/transformus/reports/>

5. A description of the TransformUS process and Task Force committees is available at: [http://www.usask.ca/finances/project\\_initiatives/transformus/taskforces.php](http://www.usask.ca/finances/project_initiatives/transformus/taskforces.php)



**MEMORANDUM**

TO: <>, chair, <> committee of Council

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

DATE: December 19, 2013

RE: **TransformUS Reports: Council committee feedback**

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I am writing to invite you as chair of the <> committee to consider how you might engage your committee and provide feedback on the TransformUS task force reports. As you know, the university community has been invited at large to engage in the consultation phase of the TransformUS task force reports by providing feedback to PCIP. As the planning and priorities committee terms of reference state that the committee is responsible to seek advice from other Council committees to facilitate university-wide academic planning, on behalf of the committee I am coordinating the response of Council committees to the reports.

The planning and priorities committee is interested specifically in your committee's views on the process used to create the reports, any themes the committee sees as emerging, any possible bias(es) that the prioritization process may have unintentionally introduced, and the recommendations within the reports themselves as viewed through the lens of the committee's mandate and terms of reference. The intent is that the planning and priorities committee will submit its report on the taskforce reports to Council in February, and will append to its report any submissions received from Council committees. Your committee's feedback and comments will assist the planning and priorities committee in preparing a comprehensive report that not only provides the planning and priorities committee's view, but encompasses the views and perspectives provided by other Council committees.

The consultation and review process of the task force reports ends on January 31<sup>st</sup>. Given the TransformUS timelines and the fact that PCIP is having a day-long retreat on January 31 to review the feedback received during the consultation phase and begin its work on the implementation plan, committee chairs are asked to provide any written feedback electronically to me, copied to the provost as chair of PCIP no later than January 30.

If you have any questions about the process outlined, please contact me at 966-6854 or by email to [fran.walley@usask.ca](mailto:fran.walley@usask.ca).

Sincerely,

A handwritten signature in blue ink, appearing to read "Fran Walley".

c Jay Kalra, Council chair  
Brett Fairbairn, provost and vice-president academic

Jan. 28, 2014

Fran Walley, Chair  
Planning and Priorities Committee of Council

Dear Professor Walley

On behalf of the Academic Programs Committee, I wanted to inform you about the results of the two discussions held regarding the TransformUS reports.

Much of our discussion concerned the Academic Program report, its recommendations for overall changes in program directions, and its likely impact on committee workload.

During our first discussion, committee members raised a number of concerns about task force recommendations.

- Regarding the recommendations to delete the three-year degree and post-graduate diplomas, it was noted that some of these programs are directed at mature students and at Aboriginal students; it is an important credential in some communities, particularly in northern Saskatchewan, and for some students (for example, parents studying part-time). To unilaterally disengage from these programs could prove to be a disservice to an important demographic for this university. It was suggested that in many cases these programs could be considered as early exit points rather than as programs in their own right.
- Regarding interdisciplinary programs, the Task Force noted that when they are resourced, they succeed. It was challenging to determine what resources were being allocated to them, and it was likely difficult for the Task Force to understand how these programs function. It was virtually impossible to assign teaching and research effort by faculty teaching in the interdisciplinary programs through the templates. Interdisciplinary programs are celebrated in the university as they are able to take advantage of the breadth of programming offered here and they equip students to succeed in an increasingly complex world. Moreover, interdisciplinary research is becoming the norm where large teams of researchers are expected to tackle research problems. However, interdisciplinary programs continue to be challenging at the University of Saskatchewan; structural changes may be needed to remedy this problem within and between colleges.

- The university is working on a distributed learning strategy based on the principle that students should be able to “learn where they live”. Many believe that these goals are very important for rural and remote communities. If the university wants to succeed with this strategic initiative, there will need to be central support for the distributed learning programs through eMAP and CCDE in particular.
- A problem with program-by-program review is inability to see the connections between programs. The university needs to look at each ranking individually to determine its basis, to be aware of the limitations in the ranking structure, and to not make mechanistic decisions. For example, some intellectually rigorous programs such as Mathematical Physics and Bioinformatics enroll small numbers of academically superior students.

During the next discussion, the committee focused on what impact the task force recommendations would have on its workload and how its review of programs could be informed by the TransformUS templates and approach.

As a committee of Council, our concerns are the quality of programs, the diversity of programs, their alignment with university priorities and their budgetary implications. Committee members discussed whether the review mechanisms and procedures now used would be sufficient in the future, both in terms of assisting colleges with their own review of programs, and providing committee members with sufficient information about programs to make sound recommendations to Council. It was suggested that the committee could discuss issues raised in the report in a pro-active way, with the goal of providing assistance to colleges in dealing with overarching issues such as interdisciplinarity, what distinguishes an honours program, the features of minors and certificates, and so forth. It was noted that there is now a great deal of information about programs available to APC and to the university as a whole, which may make it more feasible to conduct “best practices” reviews of programs offered across the university, such as honours programs. This information could guide program creation, revision and overall administration.

It was also suggested that the committee should reexamine its review processes for program proposals. There should be some recognition of the importance of not continuing to add programs beyond what the institution can support. Given the ad hoc nature of the work done by APC, dealing with programs sent from colleges as they are ready, we anticipate more discussions about these issues.

Over the last year, the Academic Programs Committee has routinely asked colleges proposing new programs to make sure these are reviewed within a three- to five-year schedule, to ensure they are meeting the goals that were outlined in the program proposal.

A subcommittee has now been established to review the criteria for program evaluation and approval and the APC worksheet to ensure these processes consider the university signature areas, the third integrated plan, and the impact of program costs. In particular, the report of this subcommittee will provide recommendations as to how APC can evaluate a proposed program’s cost, and how to measure a program’s success. The issues

raised by the TransformUS task force will contribute to this review. For example, niche programs will need to align with university priorities to be viable; for interdisciplinary programs, it will be important to ensure that there will be resources available to sustain growth, and so forth.

Yours truly,

A handwritten signature in blue ink, consisting of a series of loops and a long horizontal stroke extending to the right.

Roy Dobson, Chair

Cc: Members of the Academic Programs Committee  
Brett Fairbairn, Provost  
Crystal Maslin, Office of the Provost

## **Task Force Results relevant to Academic Programs Committee and to Council review of programs**

### **1. Academic Program Task Force**

The following observations may affect academic programs and/or contain suggestions affecting proposal reviews.

#### **General observations**

**Interdisciplinary programming.** ... the interdisciplinary programs that did less well were those that were most heavily reliant on volunteer efforts of faculty to sustain them. Strong alignment with the strategic directions of the institution was only one component of assessment. Some programs received lower scores because no significant investment of dedicated resources had been made in them, and this was often linked to poor or uncertain outcomes, low levels of demand from students or other constituencies, and an inability to realize fully the collaborative potential of the program. Though participants in these programs are bringing their good will to the enterprise, it is difficult for them to mount effective programs without an adequate resource framework.

**Stronger links between related programs.** ... more steps could be taken to foster links between academic units offering programs in related areas.

**Aboriginal programming.** ...alignment with the stated strategic aspirations of the university, albeit significant, was only one in the list of criteria on which our evaluation was based. As with interdisciplinary programs, some of the programs with an Aboriginal focus have languished because the unit or the university has not devoted sufficient resources or attention to them, and some have apparently failed to tap into sufficient student demand to make them sustainable. ... some programs focused on Aboriginal issues are flourishing and merit continued institutional support. A number of units have taken innovative steps, and have established instructional and research programs, as well as centres, that confirm that the university is making progress in fulfilling the ambitions it has articulated in relation to Aboriginal Peoples. ... some programs that do not claim to have a specifically Aboriginal focus have succeeded in attracting increasing numbers of Aboriginal students.

**Number of programs within units.** ... the number of programs offered by some academic units is beyond their capacity in terms of resources, or has resulted in a dissipation of the focus of the units. ... these programs do constitute a drain on unit resources and energy, and that in a number of instances, the return on these investments is questionable. ...look at the range of programs they offer with a view to deciding whether all of them can be sustained as vibrant and distinct programs. It may be, for example, that a unit could strengthen its undergraduate programs by creating more specialized streams, options or clusters within programs rather trying to maintain a host of independent programs

**Three-year bachelor's programs....** for some units, the elimination of the three-year degree program would permit them to focus more intensively on four-year and honours programs, to the benefit of students wishing to specialize in the discipline in a meaningful way. For others, however, the three-year program does represent an important building-block in departmental offerings.

...possibility of eliminating three-year programs for which no positive justification can be made in terms of service to an identifiable student constituency or support for the academic objectives of a unit.

**Service teaching.** Service teaching in itself makes an obvious contribution to the mission of the university by exposing students at both the undergraduate and graduate level to perspectives beyond their chosen field of study. The information about service teaching also gave us an insight into the wide range of activities to which some units are committed, and the basis these activities might create for links across disciplines or administrative entities.

**The value of strong programs.** ...we saw evidence in many templates of exceptional student and research outcomes, strong community engagement, national and international reputation, and effective use of resources. ... these very strong programs may provide inspiration and guidance for re-imagination or re-conceptualization.

## 2. Support Services Task Force

Recommendations regarding the following units may result in policy changes or have impact on academic programs which are monitored by the Academic Programs Committee.

Administrative Unit	Office	Program	Q	Comments of the Task Force
College of Arts and Science	Dean's Office	Academic Programs and Supports	2	
College of Education	Dean's Office	Programs Office	3	Budget allocation seems large
College of Engineering	Academic Program Administration and Student Support		4	Consider reconfiguration to improve effectiveness and improve student outcomes eg retention
College of Graduate Studies and Research	Special projects/International/ Recruitment		5	Consider transferring responsibility to SESD, International Office, etc for delivery of this service
College of Medicine	Instructional support – undergraduate medical education		4	Service would be better classified as academic overhead. Make better use of technology. Reconfigure to improve outcomes for medical graduates
	Recruitment and Admissions		2	
College of Nursing	Recruitment and admissions		2	

<b>Western College of Veterinary Medicine</b>	Dean's Office	Recruitment and admissions	4	Explore use of services provided by central recruiting and SEDS. With large applicant to acceptance ratio, how much recruiting effort is necessary?
<b>Office of the Provost</b>	Office Of The AVP Student Affairs	Executive office	5	A review and reconfiguration of the structure of SEDS is recommended with respect to organizational design eg amount and layers of administration, accountabilities – AVP vs Directors, the number of managers. Student services would benefit from further investment, however an appropriate streamlined leadership structure will be important to ensure students are well served.
		Registrarial services	1	Automation of manual processes through updating of software systems is recommended
		Admissions, Credential Evaluation and Transfer Credit	1	Important to invest in this service in order to increase enrolment while maintaining academic standards. Continue to automate processes and take on mechanical aspects of admission in non-direct-entry colleges and in non-credit programs ie CCDE
		Undergraduate student recruitment	4	Need to integrate, better support and establish balance with student recruitment efforts in academic units. This would reduce duplication and create more consistency among academic units. Consider expanding to include graduate student recruitment.
<b>Office of the Provost</b>	Office of the Vice-Provost Teaching and Learning:		5	Functions and authorities be reviewed in conjunction with clarification of the mandates and review of the funding models, eg operating budget vs fee-for-service, of the units that report to this office (EMAP, CCDE and ULC/GMCTE) The goal would be to eliminate overlap, duplication, and competition among these units and with other units on campus (colleges, ICT) hence

				improving efficiency and effectiveness of service delivery and enhancing accessibility to services. It is not clear that creating a senior administrative position to oversee these units has resulted in better outcomes..
	Centre for Continuing and Distance Education (CCDE)	degree credit distance development delivery and off campus delivery	4	CCDE could be the campus leader for distance delivery, a central support unit working with academic units to deliver courses. However, CCDE mandate would need to be reconsidered to ensure it is meeting the needs of academic units. Revenue sharing model should be reviewed.
	University Learning Centre/GMCTE	director, financial services, curriculum development and instructional design, educational development	5	This unit provides valuable and high quality services,. However, demand for services, more so with GMCTE than with ULC, is not commensurate with the resource allocation.
		Undergraduate support and development	4	Might there be a role for the College of Education here?
<b>University library</b>	Development of collections		1	It is critically important that the university maintain the diversity and quality of its collections, including electronic items.

Quintiles:

Q1 – Candidate for enhanced resourcing

Q2 – Maintain with current resourcing

Q3 – Retain with reduced resourcing

Q4 – Reconfigure for efficiency/effectiveness

Q5 – Candidate for phase out, subject to further review





## MEMORANDUM

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

FROM: Carol Rodgers, chair, governance committee of Council

DATE: January 30, 2014

RE: **Governance committee response to the Support Service Transformation Task Force report and the Academic Programs Transformation Task Force report**

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On behalf of members of the governance committee of Council, I am pleased to provide the committee's response to the TransformUS task force reports. Members had the opportunity to discuss the reports at the committee's meeting on January 8, 2014. In its review of the reports, the committee focused on the implications of the reports relative to Council's authority and governance processes, and the authorities and governance of Senate and the Board of Governors, particularly in those areas where the responsibilities of these bodies intersect. The committee reviewed the process and role of each governing body regarding the establishment and disestablishment of colleges, schools, departments, chairs, endowed chairs or institutes, and the power of Council to authorize major revisions or alterations to programs of study.

The committee made note of the role of the academic programs committee (APC) to recommend to Council on new programs, major program deletions, including their budgetary implications. The committee suggests that APC take a leading role in reviewing the academic programs that have received lower grading in the prioritization report and be pro-active in terms of understanding what is necessary within these programs to maintain program quality. The release of the implementation plan may inform APC in this regard; however, APC should not be constrained in its choice of those programs to review.

The governance committee advises that as much clarity as possible be attained regarding the roles and responsibilities of the respective institutional governing bodies relative to decisions being submitted to Council, which arise from the TransformUS task force reports. Importantly, clarity regarding the authority available to each body through the incidental clause, *"to do any other thing that the Board/Council/Senate considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act"* is desired.

A handwritten signature in black ink, appearing to read "Carol Rodgers".

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Carol Rodgers

c Brett Fairbairn, Chair, PCIP  
Roy Dobson, Chair, APC

Jan. 29, 2014

Fran Walley, Chair  
Planning and Priorities Committee of Council

Dear Professor Walley

In response to your request, the International Activities Committee of Council (IAC) at its January 16<sup>th</sup> meeting discussed the content and recommendations of both TransformUS Task Force reports, paying particular attention to the assessments and recommendations for international support services and academic programs. In addition to a careful consideration of the content of the Task Force reports the IAC also discussed the TransformUS program prioritization process and timelines.

While the committee members and the committee support staff who attended this meeting recognized and appreciated a number of observations and recommendations made by the Task force reports, concerns were raised about both the review process and the content of the reports. Opinions were divided about the TransformUS process and results.

The listing of issues which follows is based primarily on the issues identified at the meeting. The draft was circulated to all committee members by email so that members could suggest alternative wordings and add other concerns or corrections.

During this consultation process, the committee also received additional input from administrative support staff about possible errors in the task force reports or comments, and the committee suggested that these corrections should be sent by these offices to PCIP directly.

### **1. Process Issues**

The IAC members present at the meeting acknowledged that TransformUS was a concentrated and condensed process with massive amounts of information to be processed in a given time frame and expressed their appreciation of the work done by colleagues serving on the task forces.

The following issues were raised by the committee members:

- There was an opinion from majority that templates did not reflect internationalization activities (joint program, international research, etc.).
- A group of members commented on the way the templates were set up. The unit directors needed to present their own units in the best possible way. This

resulted in a picture of a university as a collection of independent units. The templates did not capture the inter-dependencies between units, and the consultation and collaboration that is already part of the work being done.

- A group of members were of opinion that the Academic Program Task Force (APTF) and Support Services Task Force (SSTF) did not have time to clarify the information they collected, or discuss it with units. As a result, the interrelationships between units and the complex nature of some of the service units on campus were not fully captured in the reports.
- A comment from a member that the TransformUS program prioritization process is a massive undertaking done by colleagues with little experience with program evaluation in general and with the Dickeson program prioritization process in particular. A lack of experience, the scale of the assignment, and the timeline the Task Forces was given, was reflected in incomplete understanding, and apparent lack of appreciation, of the nature and importance of internationalization for the teaching and research missions of the university.
- Concern was expressed by a member that the task force process was not an academically driven process, with a template which focused on value for money rather than academic value, yet what we have done at the University of Saskatchewan might well be a model for other universities who are also looking for a priority-setting process. Academic priorities should be set by colleges and by college faculty, who could set targets or goals for reductions, rather than by a process external to the college faculty and within which the faculty decision-making processes could not participate.

## **2. Recommendations within the reports related to the internationalization initiatives**

The university's second integrated plan – *Towards an Engaged University* – identified internationalization as an institutional imperative. The importance of this seems to have been missed or misunderstood by the Task Forces. The IAC members felt that templates and reports did not invite internationalization discussions. Though comments about international reputation and number of international students were made to support high quintile placements, the international research collaborations of many faculty members, and their joint programs with international research partners were not captured in the reports. The centrality of the language units on campus and the U of S Language Centre to the university's internationalization activities was not understood.

The following issues were raised by the committee members:

- Some committee members were pleased to see the SSTF recognized the importance and quality of the support services provided by the International Student and Study Abroad Centre (ISSAC) to international students. The SSTF's recognition of the asymmetrical nature of international undergraduate and graduate students needs was also viewed positively by the IAC members. The currently provided support services are devolved to various units depending on the mandate of the unit and the degree of expertise in a particular area. The SSTF's observation that all international support services should be reviewed with a view to identifying opportunities for reorganization and centralization, should only be undertaken within the context of the information arising from other recent university wide undertakings such as the assessments completed as part of the Strategic Enrolment Management Project.

- The committee discussed that it was difficult to identify whether members of the SSTF were aware of the important role that several central support service units play in linking the university and its students and faculty members to external organizations with whom we have a range of agreements and partnerships related to collaborative research and graduate student training, faculty and student mobility, study abroad and a host of other activities that support research, teaching and external service missions.
- A group of members noted that the inward-looking nature of the task forces, which was also a feature of their reports, did not provide an opportunity to explore the more outward-looking imperatives that drive the internationalization mission and other university missions. All of the U15 institutions are looking to the global context to assess their performance; to remain focused on internal processes and relationships, and not to recognize our transition to national stature does a disservice to university. The committee agreed that we need to include this perspective in our discussions about prioritization.
- The IAC members discussed the process of institutional priority setting and the complex relationship between institutional level priorities and those of academic units and individual faculty members. Some concern was expressed about the potential of the TransformUS process to subvert the now well-established integrated planning process and other decision-making processes at the level of the academic units.
- Regarding international students, a committee member noted that some statements made in the APTF report about retention and time to completion for international students were incorrect; these should be re-examined prior to implementing any new retention initiatives because at the undergraduate level, international students are doing well. Completion rates for international graduate students are equally high at above 85%. Increased coordination of the student recruitment functions performed by SESD, CCDE, the University Language Centre, and CGSR would be welcomed, as would re-examining some of the graduate administration processes. The Recruitment Leadership Team and the Strategic Enrollment Management project recommendations, currently being implemented will go a long way to addressing these concerns. However, IAC members felt there was a lack of understanding regarding ISSAC office - it is not experiencing disinvestment as stated and has undergone a significant review and reorganization based on assessment of student and institutional needs.
- A committee member suggested the data about international students completing degrees could be misleading because of fall-back opportunities, which allow students likely to fail in one program an opportunity to graduate with a lower level qualification (such as 3-year degree as opposed to 4-year, PGD as opposed to M.Sc., M.Sc., as opposed to Ph.D.). Failure to complete the program one registers in is not recorded as failure in such circumstances, which could affect success rates.

### **3. Conclusions**

The IAC members disagreed about how to respond to the concerns expressed. Broadly speaking, there were three points of view advocated during the discussion:

Some proposed that the Task Force reports be rejected and a vote of non-confidence in the TransformUS process be passed. It was felt that the fundamentally flawed and limited nature of the process rendered the results invalid and potentially damaging to the integrity of the university's programs and reputation. Concern was expressed that by accepting the process, even with reservations expressed about the analysis and assessments, the use of the process would be legitimated at other institutions.

The majority of IAC members felt that despite its limitations, it was most appropriate to express those concerns clearly and candidly with the understanding that the reports of the Task Forces are but one component of a decision-making process that allows for further input and assessment prior to decisions being taken. In this viewpoint, it was felt that although TransformUS was seriously flawed, a more specific and targeted response, focusing on internationalization, would be more beneficial than summary rejection. There were concerns about the constraints imposed by the templates, and the task forces' failure to understand the information provided in the templates. There was a particular concern that the templates neglected internationalization by failing to solicit information about international impact. The committee agreed that its goal was to ensure that internationalization and our global context are taken into consideration when making decisions.

A third point of view was expressed by a member that despite its drawbacks, TransformUS task forces were led by faculty members, and that a wide section of faculty around campus will agree with the recommendations, particularly as they relate to support services. Although there were procedural limitations and the constraints imposed by the template formats would have created challenges in understanding the contributions of various administrative units, this view expressed the belief that the members of the task forces were faculty members who understand how the various support services help them further the university's goals and who were able to make informed decisions despite inadequacies in the process.

Attached for reference is a summary of the task force recommendations that were noted as relevant to the international activities of the university. A number of international activities and initiatives were not identified as such by the task forces, such as exchange agreements, dual degrees, and international research partnerships; The comments in the summary are from the task forces, not from the committee.

Yours truly,

A handwritten signature in blue ink, appearing to read 'Gap-Soo Chang', with a long horizontal flourish extending to the right.

Gap-Soo Chang, Chair

Cc: Members of the International Activities Committee  
Brett Fairbairn, Provost  
Crystal Maslin, Office of the Provost

## Task Force results relevant to internationalization and international activities

### 1. Academic Program Task Force

The following observations may affect internationalization and /or contain suggestions affecting international activities

General observations:

**Graduation rates and completion times.** ... the number of programs with low graduation rates (or in the case of graduate programs, long completion times) was a cause for concern for many obvious reasons, including the additional burden placed on students with extra time in program and the extra resources required to support them.

The task force was particularly struck by the low graduation rates for international students and in some instances for Aboriginal students. In recent years, the university has placed a high priority on increasing the diversity of the student body by recruiting higher numbers of international and Aboriginal students. However laudable this may be as an objective, it is our view that the goal is not accomplished solely by admitting students to programs, but will only be achieved when these students are completing programs and obtaining qualifications in proportionate numbers. We did not specifically gather information about the supports provided by units to international or Aboriginal students, and we cannot therefore say whether the supports currently provided are adequate or whether there may be some other explanation for the numbers we have noticed. We did flag this, however, as a somewhat troubling phenomenon, which the institution should be examining in more detail.

**The value of strong programs.** As a result of our review, we would say that there is much to celebrate in the programs offered at the University of Saskatchewan. We saw evidence in many templates of exceptional student and research outcomes, strong community engagement, national and international reputation, and effective use of resources. In the case of programs that may not have received the hoped for quintile assignment, we suggest that these very strong programs may provide inspiration and guidance for re-imagination or re-conceptualization.

Academic Unit	Field of study	Program	Q	Notes
Languages, Literatures, and Cultural Studies	French	BA (3 year major)	4	Research metrics low. Enrolment, graduate numbers modest. Vice-Dean raises question of sustainability. Little evidence concerning student outcomes.
Languages, Literatures, and Cultural Studies	French	BA (4 year major)	4	Important subject matter, alignment with university priorities. Collaboration with U of R promising. Online courses planned, shows initiative. Low enrolments for program of long standing. Low research metrics, weak faculty inputs. Creation of large technologically assisted classes a promising direction.

Languages, Literatures, and Cultural Studies	Languages	Research	4	Department has long history. New faculty working to establish research focus. Limited focus on research in template, no apparent research plan. Limited research funding.
Languages, Literatures, and Cultural Studies	Modern languages	BA (4 year major)	4	Increasing student numbers, new configuration has had impact. Positive trend. Research metrics a concern. Weak case for alignment with university priorities. Question of whether adequate investment of resources. Strong service teaching at this level.
Political Studies (Interdisciplinary)	International studies	BA (4 year major)	4	Popular program, good Aboriginal enrolment. Graduation rates a concern. Tuition revenue not clear. Little investment of faculty or administrative resources. Strong alignment with university priorities. Modest research profile.
Political Studies (interdisciplinary)	International studies	BA (honours)	4	Program attractive to students. Change in focus suggested is desirable. More resources would be necessary to allow program to achieve potential. Suggest that unit re-consider large number of programs being offered.
School of Public Policy	International trade	Master of International Trade (MIT)	4	Relatively new program. Growing student numbers, suggests demand. Lack of connection with other programs. Little information about faculty inputs involved in program and resources invested. Link of research metrics with program not clear. Cost recovery basis, but cost of program not well reflected in template.
International Centre for Northern Governance and Development - Type B Centre			4	All activities New centre, template really about master's program, does not reveal much about Type B centre.
Languages, Literatures, and Cultural Studies	French	BA (honours)	5	Unsustainably low student numbers in program. Very low research metrics. Strong students.
Languages, Literatures, and Cultural Studies	Modern languages	BA (3 year major)	5	Very low demand, insufficient resources, lack of focus.

## 2. Support Services Task Force

The following observations may affect internationalization and /or contain suggestions affecting international activities

Summary recommendations:

- Essential to increasing research intensiveness and enrolment goals at the university is the attraction and retention of greater numbers of graduate students and post-doctoral researchers. Current approaches to delivery of graduate student and post-doctoral support, including targeted recruitment, processing of applications, allocation of graduate awards and familiarization of international students, appear to be fragmented and piecemeal. Design and implementation of a more coordinated and therefore effective approach to graduate student and post-doctoral support is recommended.
- Related to the above theme is the level of support available for international students at the university. Support services directed to international undergraduate and graduate students appear to be minimal and, once again, fragmented. The university is encouraged to review the nature, level and quality of support services provided to international students. Only in this way can the university successfully complete for international students.

Observations and themes

**Research support:** ...More graduate student and post-doctoral fellow support was considered to be the single most important investment that could be made to fuel research intensiveness at the university.

**Graduate Student and post-doctoral support:** ... improvements are likely needed to admission processes, eg credential recognition, funding structures and procedures, policies underlying a research student's program of studies, student advising and career advising. Student services may be improved and costs reduced if provided in conjunction with the units that provide similar services to undergraduate students. The task force suggests that the university review its graduate student and post-doctoral support services to streamline processes and identify clear accountabilities for each support service involved. It is expected that many services could be performed directly by colleges, schools and/or departments, and others could be transferred to SESD so as to provide a consolidated approach with undergraduate student support services where it makes sense to do so.

**International Student Services and Support:** Increasing international student enrolment is a priority of the university, yet the task force observed that support services for international student services and support at the institutional level is low, highly fragmented and sometimes non-existent.

...support services appear to be in place to support students preparing for and involved in exchange programs abroad and formal educational trips. The same is not true when examining the services that support incoming international students. International graduate students likely need more tailored support at different stages of their academic career and may struggle to access the appropriate information from the limited information available across campus. For example, templates did not articulate support for policies and procedures to assist students in dealing with unique emergency situations such as natural disasters in their countries of origin or closing of diplomatic services in Canada for their countries of origin.



Additionally, there is no one-stop-shop online or an office for academic emergencies. These needs may be partially met by students' supervisors, student groups and other non-government organizations in the Saskatoon community rather than being provided formally by the university. We expect that greater direct involvement by the university would translate in greater levels of successful completion of a student's program of study.

The task force suggests that the university adopt an all-encompassing approach to international student support to ensure there are clear responsibilities and good coordination of services offered by each unit, without overlap or gaps. This is an area that could be considered for further investment.

<b>Administrative Unit</b>	<b>Office</b>	<b>Program</b>	<b>Q</b>	<b>Notes</b>
<b>College Of Graduate Studies And Research</b>	Office of the Dean	Special Projects/ International/ Recruitment	5	Consider transferring responsibility to SESD International Office, etc for delivery of this service
<b>Office Of The VP Research</b>	International Office/International Research Office	International development and partnerships	5	All internationalization-related services on campus, whether undergraduate student, graduate student or researcher oriented, need to be evaluated for the potential to be integrated to improve efficiency and effectiveness without increasing resource allocation.
	Industry Liaison Office	Commercialization of Research	3	Overall recommendation that Office of VP Research should review all services. Specific recommendation that ILO should be no net cost to university
	Industry Liaison Office	Legal Services	4	Consider merging all legal services on campus
<b>Office of the Provost</b>	Office Of The AVP Student Affairs	International Students and Study Abroad Centre	1	To support attraction and retention of international students. Need to reconsider integration and connection of international student services with other internationalization services on campus, eg International Research Office
<b>Office of the Provost</b>	Office of the Vice-Provost Teaching and Learning:  Centre for Continuing and Distance Education (CCDE)		5	The services delivered by CCDE are of high quality and many have good demand. Substantial cost recovery with some services appears to subsidize delivery of less profitable and often lower priority endeavours. The mandate of CCDE and its linkage to the rest of the university need to be reconsidered. Better integration of activities such as distance delivery with similar activities in other units needs to be explored.

				... the fit of each service/program offered by CCDE with university priorities needs to be confirmed and most closely tied to the academic work in departments. ...recommends a review of the structure, mandate and funding model of all units reporting to the Vice-Provost to reduce overlap, duplication and costs.
		University of Saskatchewan Language Centre: Administration	5	See comments for CCDE
		Certificate in English for Academic Purposes (fulltime ESL)	4	An important service for international students but needs to be reviewed with respect to cost recovery, whether recruitment is necessary, alternative structure for delivery of service on campus, eg could this service be delivered through an academic unit?
		Part time ESL	2	See comments for CCDE.
		Other languages	5	Need to review with respect to fit with university priorities, value as an outreach instrument, and potential for greater revenue generation.

Quintiles:

Q1 – Candidate for enhanced resourcing

Q2 – Maintain with current resourcing

Q3 – Retain with reduced resourcing

Q4 – Reconfigure for efficiency/effectiveness

Q5 – Candidate for phase out, subject to further review

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Jan. 28, 2014

Fran Walley, Chair  
Planning and Priorities Committee of Council

Dear Professor Walley

I am writing in response to your request for feedback from Nominations committee of Council on the TransformUS task force reports as viewed through the lens of our committee. The Nominations Committee discussed this item at our January 6, 2014 meeting. We primarily discussed the TransformUS reports in terms of their implications on the activities of the Nominations Committee, within the terms of reference of the committee as described in Part Two, Section V of the Council Bylaws.

Committee members agreed that there appear to be no direct implications for the work of the Nominations Committee. The committee also agreed that the impact of the TransformUS recommendations may have implications for university governance and employment, and for faculty workloads, but these are unknown at this time.

Committee members believe that impact from the TransformUS task force reports will be indirect in nature. An increase in faculty workloads, through either loss of faculty positions or support staff, as a result of actions leading from TransformUS may make it more difficult to find faculty willing to volunteer for service on Council and/ or committees. However the committee noted that last year there was an increased interest in both Council and committee membership, perhaps due to interest created by TransformUS. The involvement Council will have in the review and implementation of TransformUS may generate a further groundswell of interest, in which case volunteers for Council and/ or its committees may increase. Nominations Committee of course hopes for the latter case.

In summary, the Nominations Committee does not foresee any direct implications on committee activities resulting from implementation of recommendations in the TransformUS reports. We instead anticipate indirect effects regarding populating Council and/ or its committees. Whether this task will be more or less difficult to accomplish remains unknown at this time.

If you have any questions, or require any additional information, please do not hesitate to contact me.

Sincerely,

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

Ed Krol  
Chair, Nominations Committee

Cc: Members of the Academic Programs Committee  
Brett Fairbairn, Provost  
Crystal Maslin, Office of the Provost

## MEMORANDUM

TO: Brett Fairbairn, chair, Provost's Committee on Integrated Planning

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

DATE: January 30, 2014

RE: **Planning and priorities committee response and feedback on the Support Service Transformation Task Force report and the Academic Programs Transformation Task Force report**

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On behalf of members of the planning and priorities committee of Council, I am pleased to provide the committee's response and feedback on the TransformUS task force reports. Members had the opportunity to discuss the reports at the committee's meetings on January 15 and 22, 2014, and developed the following feedback within the context of our committee's terms of reference. Due to the number of resource personnel on the committee whose units were reviewed, members elected to undertake discussion of the support services report at an *in camera* session comprised of voting members only. All members were expected to disclose any conflicts of interest relative to the discussion of both reports. Three members chose to recuse themselves; two from the discussion of the support services report in its entirety and one from a portion of this discussion. Discussion was at a sufficiently high enough level that individual members were not called upon to identify any conflict of interest. In its review of the reports and with the goal of facilitating discussion at a high level rather than focusing down on details of the reports, the committee engaged in developing a set of suggested principles for PCIP to consider as it creates an implementation plan. These principles are attached.

The committee also was asked to consider those themes within the report that resonated with members and to comment on them. In response, the following recommendations and comments were provided.

### Academic Programs

Due to the difficulty of separating out the budget allocated to three- and four-year degree programs and honours programs, several members suggested that these degree programs be considered as one program for the purpose of considering the budget associated with the programs. However, one member proposed that rather than considering these programs as one program, that PCIP engage in a cost analysis to determine what these separate programs cost prior to making any decisions about their future.

The difficulty of placement of graduate programs offered by a unit in different quintiles was noted, with the comment that in most instances it would not make sense to eliminate a master's degree offering and continue to have a doctoral offering in the same program unit, particularly where these programs are clearly interrelated. Any changes to graduate level programs should take into account the repercussions of these changes on related graduate programs, either within the unit or outside the unit.

The academic task force report acknowledges that determining the resources available to interdisciplinary programs is problematic where dedicated resources do not exist. The committee suggests that interdisciplinary programs lacking a clear champion may have suffered from an unintended bias as resources associated with these programs may not have been appropriately identified. As the

university values interdisciplinary programs, and having interdisciplinary programs is consistent with the already-stated priorities of the university, careful consideration is required regarding whether various programs should be eliminated or revitalized. If the university wishes to promote interdisciplinary programs, then these programs need to be resourced in a manner roughly equivalent to disciplinary programs, rather than relying upon good intentions and good will. Having a dedicated budget and home for interdisciplinary programs is also necessary for program success.

The report indicates a weakness in the university's ability to support international students and the completion times and graduation rates of international students. Consideration of how the university might better support international student success is recommended. It was noted that the potential phasing out of programs within the University Learning Centre and the Language Centre is inconsistent with the need to enhance support for international students.

### **Support Services**

The concept and terminology of the university's senior administrators having an executive office is novel to the support services report. Many of these offices ranked in the lower quintiles, leading to the question of the degree of support required by the university's senior administrators. A re-examination of the structure of these offices and the roles and contributions of the support individuals that comprise these offices is suggested to determine whether the level of support provided is consistent with the responsibilities of the senior administrator. In addition a re-evaluation of the numbers and contributions of the university's many coordinators, managers, directors, associate directors, etc., and whether these positions have contributed to increased bureaucracy and the need for additional staff to support these positions is recommended.

The focus of the report on research support, as opposed to teaching support was noted, with the observation that comments are provided on how the university's support services support research and internationalization, but few if any comments are provided in the context of supporting teaching activities. As many of the university's teaching support units ranked in the lower quintiles, further analysis of these support units (e.g. vice-provost teaching and learning; Gwenna Moss Centre for Teaching Effectiveness (GMCTE); University Learning Centre (ULC); eMAP), was supported. Supporting teaching success remains an important function of the GMTCE. Low quintile placing raised concerns that further review is required to identify strategies to ensure faculty and graduate student teaching success is fully supported. In addition analysis of the Institutional Planning and Assessment Office was suggested to ensure that the increase in the size of this office since its establishment is consistent with the planning needs of the university.

Although the task force did due diligence in including performance outcomes and indicators in its assessment, there are some service elements that are difficult to quantify except through direct experience or as conveyed by others. Therefore, there is a limit to the usefulness of the rankings although the statements in the report are a good starting point. For some services, the cost to dismantle the service and later reinstate it when resources are more plentiful may outweigh any savings realized at this time, even though the service is not a core service and therefore may be considered for dissolution.

### **General Comments**

As an integrated institution, there is a desire for high-quality services and high-quality programs. Balancing these two desires against the goal of having a first-rate institution is challenging in a time of budget constraint.

A web of connections exists between the support services and the academic affairs of the university; some connections are obvious and foreseeable, other connections and consequences may not be foreseeable until after action is taken. Undertaking careful research to reveal the interrelationships between support services and academic activities and units will take time. It is important that premature decisions not be taken with respect to support services without first exploring these interrelationships and the long-term impact that changes to support services could have on academic units and the university as a whole. Nonetheless, the committee realizes that action is also necessary to be financially sustainable in the future. The committee's view is that these actions will logically occur first among the support services

where immediate savings may be realized (e.g., where duplication exists, etc.). Providing a general timeline for the actions outlined in the implementation plan is suggested to provide an indication of the sequence of proposed changes and events.

A handwritten signature in blue ink, reading "Fran Walley". The signature is fluid and cursive, with the first name "Fran" and last name "Walley" clearly distinguishable.

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Fran Walley

Attachment

**Suggested principles for the development of any implementation plan by PCIP in response to the TransformUS task force reports** *(in no order of priority)*

- That as the TransformUS program prioritization was undertaken to address budgetary concerns, that any program phase-out have a clear budgetary consequence, with the exception of those programs where the unit has already indicated its intention to phase-out the program;
- That further analysis of the real costs associated with any program phase-out is undertaken in advance of making any recommendation with respect to the program;
- That decisions regarding programs be evidence-informed, in terms of the budgetary consequences as well as the operating consequences;
- That PCIP begin by reviewing those programs placed in quintile 5, and that the consequences of not proceeding with the recommendation to phase-out a program be made clear;
- That in reviewing the programs placed in quintiles 3 and 4, that PCIP look to those programs which may yield the greatest degree of increased revenue or increased savings, as the case may be;
- That PCIP look as much to quintile 4 as to quintile 1 for reinvestment of funds, as many of the programs in quintile 1 are already well resourced, whereas investment in programs in quintile 4 has the potential to have a greater impact on improving program quality;
- That the future potential of programs be considered relative to any recommendation, particularly for those programs undergoing renewal at the time of task force review;
- That the direct and indirect consequences of phasing-out a program and the overall effect upon the unit be considered in terms of research and teaching;
- That the direct and indirect consequences of phasing-out a program on other units across campus be considered;
- That the university's strategic directions and long-range planning be considered relative to any program changes;
- That central resources be provided to units to assist with enacting the recommendations in the implementation plan;
- That PCIP begin by examining duplication of services, with the goal of reducing duplication through restructuring or other means;
- That the effectiveness of any support service be assessed by its contributions either directly or indirectly to the university's mandate of teaching and research; if the unit is not directly or indirectly contributing to this purpose, then its activities should be directed to another agency;
- That any change to a support service be considered relative to the potential implications of the change relative to the university's programs and students, so that these interrelationships can be thoroughly examined and explored prior to enacting any change;
- That administrative services be streamlined to reduce expenditures over time;
- That administrative structures be simplified;
- That outcomes be pursued which enhance quality; and that any action which reduces quality be balanced against the savings realized to have a minimal effect upon quality while maximizing the savings attained;



- That the potential of shared services be explored as a cost-saving measure;
- That recognition be given to the fact that the university campus extends beyond its physical boundaries, and that any changes with respect to the means by which the university presently delivers distance education take into account the importance of distributed education as a university goal;
- That the savings afforded by taking advantage of information and communications technologies be realized;
- That if a support service is essential in the long term (e.g. student housing), then a valid assumption is to proceed with the service;
- That any further analysis be conducted in a forward-looking manner;
- That as the contributions and connections of small programs may not be readily identifiable, that any recommendation to phase-out a small program that did not rank highly be carefully considered in terms of its contributions to research, teaching, and the success of other programs elsewhere, prior to any action being taken;
- That PCIP refer to the university's foundational documents as it creates the implementation plan.

## *MEMORANDUM*

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

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

DATE: January 30, 2014

RE: **Research, Scholarly and Artistic Work Committee response to the Support Service Transformation Task Force report and the Academic Programs Transformation Task Force report**

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On behalf of members of the Research, Scholarly and Artistic Work committee of University Council, I am pleased to provide the committee's response to the Transformation Task Force reports. Members of the RSAW committee had the opportunity to discuss the reports at the committee's meeting on January 9, 2014 and reviewed the response in detail on January 23, 2014. Our committee wants to acknowledge the hard work and dedication of the members of the Transformation Task Forces in producing the reports. The RSAW discussed the reports within the context provided by the Task Forces in their assessment of the challenges in using and adapting the Dickeson model for prioritizing academic and service programs. It is clear from their assessment that the reports offer an unique overall view of the university not previously attempted, and that the conclusions found in the reports are to be used with other sources of information (existing and to follow) for decision making about academic and services prioritization and university budget reduction.

The RSAW committee sees the Transformation Task Force reports as implying a range of potential outcomes (that may be viewed from differing vantage points as negative or positive) for the university, its respective colleges, units, programs and employees. With this in mind, we encourage that all decision makers within this context, as well as those who are impacted by these decisions, to proceed with respect, integrity, sound evidence, open communication and transparency, reflecting the underlying values of our institution.

The RSAW committee believes that the reports yield valuable discussion points, insights, and, in certain instances, provide momentum to encourage enhanced research efforts and success at the University of Saskatchewan. Our discussions of the reports fall naturally into thematic areas. These are elaborated upon below and are presented in no particular order of importance.

*The Administration of Grant Applications and Funded Research by Researchers and the Office of Research Services*

In discussing how the Transformation Task Force reports understood research, the RSAW felt that the committees privileged a researcher-centric perspective rather than a global perspective of university research, which included both researcher and research administration perspectives. We concluded that this focus was most likely a reflection of the task force committees' memberships and, as such, required consideration of some of the conclusions made about the Office of Research Services. The reports drew attention to important challenges that researchers face in their pursuit of tri-council and other funding opportunities, including those related to their relationship with the Office of Research Services. We felt that in their understanding of the researcher—research services relationship, the Task Force committees did not consider fully the compliance requirements that the Office of Research Services are bound to by tri-council and other funding agencies and how this impacts the relationship. It was pointed out that Research Services are required to follow the rules of the funder in the administration of research grants beginning at the application stage and right through to the completion of a grant. Within this context, researchers may be unaware of funder compliance regulations, the consequences for the university if compliance rules are ignored or broken, or that what the Office of Research Services is asking from researchers is not always sanctioned by the university but rather by funding agencies. For example, the support services report appeared to have more of an internal focus on the researcher—research services relationships, rather than on a broader context that includes adherence and application of compliance regulations from external funding agencies. Therefore, we conclude that any realignment of resources in the Office of Research Services must be done in consideration of the necessity of the university to adhere to funding requirements and regulations and in so doing, acknowledges that stress is commonly generated by this context for both individual researchers/teams and administrators of university research.

The committee also discussed changes in the past decade to the ways in which research funding is awarded. The almost blanket emphasis by tri-council agencies on interdisciplinary, multi-university research teams has resulted in larger grants being awarded, and the virtual elimination of smaller single investigator grants. This has led to a significant increase in grant administration (budget, human resources, team management, knowledge dissemination) for researchers. The history of increased delegation of grant administration to nominated principal investigators over the past decade is not evident in either of the Task Force reports. It was pointed out in our discussions that in some instances, nominated principal investigators are managing larger numbers of employees, research team members, and budgets than some university departments. In cases such as this, researchers may still be required to carry a significant teaching load, contribute to department, college and university administration, and engage in university outreach for both purposes of tenure and promotion and to assist in keeping their respective departments running properly. Those most vulnerable appear to be junior faculty and faculty in small- and medium-sized departments where demands outside of research are highest. It was also determined that the distribution of support for faculty to engage in and sustain research programs was uneven. For example, while some units reported having an administrator who assisted faculty in the handling of research finances and human resources, in other units, researchers were responsible for all research budget transactions and human resource requirements. Those left with limited or no research support in their unit, especially junior faculty, appear to be disadvantaged at all stages including submission of grant applications, managing research projects, data collection and analysis, knowledge dissemination, community engagement, graduate student training and publication. This context also impacts negatively on the researcher—research services relationship, leaving both sides at times frustrated and discouraged.

The tri-council agencies are in constant change, introducing new priorities, modifying the scope and definitions of priorities, and, changing what is required to hold, administer, and report on funding. This places additional pressure on faculty who would like to, or are already, engaged in research. Support staff in departments, and those hired by faculty researchers are required to keep pace with research regulations and requirements and to liaison with college-administrative staff and the Office of Research Services. However, with multiple demands on their time, they are not often able to keep track of the various changes, nor are they able to properly support research in their departments. All of this indicates that a web of faculty, research administrators and facilitators, and support staff support research at the university. Much of what is done in the application and administration of research projects is bound by rules and regulations determined by outside funders and is ever shifting and changing with new research programs, funding formulas and team requirements. This does not create an optimal climate for researchers, unit support staff, or the Office of Research Services. In response to this, the university has added college supports, such as research facilitators, new requirement for internal peer review of proposals, set timelines that require researchers to begin planning grant submissions well in advance, and other efforts to improve conditions for research success at the University of Saskatchewan. These appear to be steps in the right direction and their value considered by TransformUs in the implementation phase.

Not surprisingly a correlation exists (as pointed out by the Task Force reports) between successful research programs, groups and centers, and having increased resources (e.g. from the university, tri-council funding, provincial funding, private industry), supports and designated space. This raises questions about faculty promotion and tenure requirements, departmental designations and annual departmental work assignments for faculty who do more or less research, and for those who work in optimal research conditions at the university and those who do not. In an increasingly competitive national research climate, consideration of an increase in research-intensive faculty (e.g. 75% protected time for research) beyond the CRC program may be required for the University of Saskatchewan to maintain its U15 status and to leverage funding for research and research infrastructure that generates high level research along with financial and other resources and benefits for the university, province and local community.

### *Quintile Placement*

The TransformUs implementation phase is faced with the inherent challenge of translating prioritization quintile recommendations to research entities. For example, a ranking of “3” suggests a program ought to be retained but with potentially reduced resources. Determining how a ranking in quintile “3” applies to a research entity raises a number of questions. For example, would the university recommend a continuation of the research program, but with a curtailing of investment in it? Implementing a recommendation that could potentially limit the research program’s ability to augment the caliber and quantity of its outputs may be less beneficial to the university than identifying ways to support and improve the success of the research program through increased financial, human and material resources.

The final placement of research entities in the various quintiles largely corresponds with the amount of resources the entity has, with well resourced programs being more likely to be placed in quintiles 1 and 2 and less funded research programs being placed in the bottom three quintiles. While this is not surprising, it does draw attention to how important it is for research entities (whether located in a department, center, or cluster) to have the attention of the university and by extension receive added

benefits and supports to build successful research projects, teams and programs. It also draws attention to the increasing role that high tech, large investment, and high impact (industry and societal) research has in shaping our university's identity locally, provincially, nationally and internationally. While this is not bad, in and of itself, what effectively happens (and is reflected in recent changes to tri-council agency funding) is that many types of research that are believed to fall short in these areas are deemed to be less important or even irrelevant to the identity of the university. This concern was raised by some of our committee members who felt that in certain instances the Task Forces failed to recognize the important role of foundational disciplines, such as mathematics, and the research that is undertaken in departments that have less of an applied research focus, but nonetheless whose core value is reflected, for example, in high level of service teaching to supports other units to train their students.

A further concern raised in our discussions is that even if the 98 programs placed in quintile 5 were eliminated, these programs do not consume 3% of the university's operating budget. Therefore, additional savings must be found from programs placed in the other quintiles.

### *Program integration*

The committee's view is that the approach adopted by the university to require the Task Force committees to differentiate among programs gave a new perspective of the university as a whole, however it is one that fails to reflect the complexity of departments, colleges, schools, administration units, and the university overall. An example given was that units were required in their reports to the Task Force to distinguish between three-year, four-year and honours programs, and then tease research out as a separate program. As students in three-year degrees contribute seats in programs, it is not clear that offering fewer options to students by eliminating three-year degrees would result in any cost savings or unit benefit. In reality, unit programs are intertwined and eliminating a program may have unintended consequences for students, faculty, other programs or aspects of the unit.

The committee feels that actions identified in the implementation plan must not be made in isolation, because individual programs (as categorized in the report) are not discrete entities. For example, the reduction of resources in one program may negatively affect a department's or unit's ability to continue to offer related programming. As a result, the implementation plan will require careful consideration in order to create a plan that goes beyond the budgets reported in the templates. Consideration of the integration of programs will be key to achieving continued program success post TransformUs.

### *Interdisciplinary research*

The Academic Task Force report confirms the committee's view that efforts to enhance and encourage interdisciplinary research (student training, research teams) require investment of resources (financial, human resources, dedicated space). As interdisciplinarity is the desired make up of research teams by federal and provincial funding agencies, as well as private industry (and we believe has the potential to produce cutting edge and innovative research), investment in interdisciplinary research teams that prioritize student training, including undergraduate, graduate and post doctoral trainees is necessary. A mechanism for supporting emerging and existing researchers/trainees/teams that have potential to address societal needs and build research and other capacities beyond what can be achieved within a single discipline is an important consideration at this time in the university's history. In doing so, the university will enhance student training and overall "the student experience" at the university. This has become particularly evident to the RSAW, who, for example, has heard from students who have

participated in interdisciplinary undergraduate research and from undergraduate and graduate committee representatives who have brought to the attention of the RSAW the struggles that students in interdisciplinary programs currently face in negotiating their way through a program that is not located in a single department.

### *College of Medicine and Health Sciences*

The RSAW committee recognizes that the College of Medicine is going through restructuring in efforts to address the shortfalls that have resulted in the college being placed by accreditation bodies on probation. Research within the college is of significant concern, particularly clinical research which is underdeveloped, yet a necessary component of any strong and vibrant College of Medicine. The absence of a strong clinical research program as a centerpiece of the college raises questions that we feel can and must be addressed through the planned restructuring of the College of Medicine and possible changes through TransformUs to administration units, particularly the Office of the AVP Research—Health, whose central purpose is to build robust health research across population, clinical, biomedical and social science disciplines.

### *College of Graduate Studies and Research*

The RSAW committee's discussion of CGSR's placement in quintile 5 is largely based upon our January 23<sup>rd</sup> discussion of the Graduate Education Review Committee Report and its relation to the Task Force reports. Decisions about the future of CGSR we believe require a number of considerations, first and foremost support of new and continuing graduate students and post doctoral fellows. Both the Transformation Task Force reports and the Graduate Education Review Committee Report are important resources for decision making, and the committee agreed with many of the recommendations in these reports. It was pointed out, however, that any savings resulting from the disestablishment of the CGSR must factor in the resources required at the college level as the administrative responsibilities formerly carried out by the CGSR are devolved to colleges.

### *Future program prioritization exercises*

Any future actions similar to the TransformUs process should require an auditing of the financial information provided in the templates so that an enhanced systematic approach is employed, based on the realization that many units undervalued programs not performing well, and others placed a greater proportion of resources in programs that were performing well.

Concern was expressed that if the process is perceived as being flawed, then the implementation plan has as its basis an incomplete assessment. A systematic apportionment of resources in a standardized format is required of a future process. For example, some resources committed are not readily apparent or overlooked, such as faculty member contributions across the university toward interdisciplinary programs. As the approach was not a peer review of programs, some committee members felt it was necessarily a blunt instrument, and a more discipline-based approach is suggested in the future. However, others commented that a peer review process might leave out certain stakeholders, such as students.

Members had differing views on whether the process was damaging to the university due to perceived competition created among programs and the anxiety that was generated by the exercise. In response to the question of whether the process created or deepened rifts within the university

community, or whether it caused the community to pull together to create a more common understanding, the main view of the process being negative was directly linked to the association of the reports with budgetary reduction. Further, some felt the process created a great deal of stress for faculty, staff and students. Other members referred to the usefulness of the review as a more honest approach at a time when the university is under budgetary restraint, as it identified where research efforts are focused and where curriculum renewal is required.

Additional thoughts on future program prioritization included a different view of peer-based assessment whereby representatives from the areas that were being reviewed were at the table during key discussions. For example, if the Support Services Task Force were able to draw in to key discussions representatives from central units who had institutional perspectives informed by awareness of the national and international landscape, this would provide important information to inform rankings. In response, however, other RSAW members noted that the diversity on the task forces, including student participation, was a strength given the expansiveness of the review.

As the primary cost and revenue driver in a department or non-departmentalized college is their highest-level academic program (typically a PhD, Masters or honours degree) the ranking of that particular program very much determines a ranking for that unit. As a result, the ranking of any lower level program in the same discipline becomes largely irrelevant, unless the lower level program is ranked higher than the highest-level program, and the highest-level program is ranked in quintiles 4 or 5. In future program prioritization exercises, it would be more efficient to look at the highest-level program for every department or non-departmentalized unit, and if that program is found to be deficient, to then review the lower level programs.

### *Conclusion*

The RSAW committee agreed that the TransformUs name was not appropriate for the given purpose of the exercise and recommended that in the future a name more closely describing the process as a program prioritization exercise would be better. Our report covers a number of areas, however we want to acknowledge that there are many areas of research, such as discussion of the low ranking of the School of Public Health, that were not covered in this report but are relevant to our committee and the upcoming implementation plan. It was simply impossible in the time period for feedback to go into further detail; however the RSAW will continue to inform the TransformUs process in the upcoming months. Any shortfall within the report should be attributed to Dr. Tait who drafted the report, and any benefit drawn is the result of the hard work of the RSAW committee members who contributed their time and energy to producing this document.

Sincerely,



Caroline L. Tait

cc Brett Fairbairn, provost and vice-president academic

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

FROM: Gordon DesBrisay, chair, Scholarships & Awards Committee of Council

DATE: January 24, 2014

RE: TransformUS Reports: Scholarships & Awards Committee feedback

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The Scholarships & Awards Committee of Council welcomes this opportunity to provide feedback regarding the TransformUS reports as seen from our committee's perspective. A special meeting of our committee was held on January 13<sup>th</sup> to discuss this matter. Eight of our eighteen members were able to attend, and a ninth member submitted written comments to the committee. Our ranks include some members whose own positions could be directly affected by the recommendations in the report.

Our discussion was wide-ranging and touched on particular matters relating to the work of our committee as well as more general concerns relating to the TransformUS process as a whole.

With regard to the particular mandate of Scholarships & Awards, the committee was pleased to note that non-academic support services for undergraduates in general, and Aboriginal students in particular, tended to fare well in the Support Service report.

- Members were relieved, but not surprised, to find the Awards & Financial Aid unit reporting to the AVP Student Affairs was placed in Q1.
- We were concerned, on the other hand, to note that the Awards & Scholarships unit of the College of Graduate Studies & Research was placed in Q5. As with other aspects of CGSR, our committee is concerned that there are necessary functions relating to the effective oversight and of graduate studies across campus that must be accommodated in any restructuring.

We read the suggestion to transfer responsibility for administering graduate awards and scholarships "to SESD, International Office, etc. for delivery of this service" with mixed feelings that, upon reflection, sum up much of our overall view of the TransformUS process to date.

- The committee acknowledges the need for administrative restructuring and we embrace the drive for clearer, simpler, leaner administrative structures and processes.
- But we are wary of potential cuts or changes that could cost this institution the experts and expertise necessary to function at peak efficiency.
- We wish to stress, for example, that the undergraduate and graduate funding landscapes are fundamentally different, and that simply asking one unit to take over the functions of the other would not likely work. A merger of some form would make more sense but save less money in the short term. Whatever the fate of the graduate awards office is to be, the functions it currently undertakes must be accounted for.
- The committee agrees with the Support Service statement that "A large need exists for more direct graduate student support" in Arts and Science, in particular, but handing these functions and responsibilities over to college administrations without transferring resources sufficient for the work would not likely improve matters.



- The right kind of restructuring would connect decision-making responsibilities with administrative functions and see greater coordination not only between the central administration and the colleges, but in relation to allied units with a stake in the management of student funding, including:
  - the OVP Research
  - college and university student recruiting offices
  - fundraising and alumni relations branches of University Advancement.

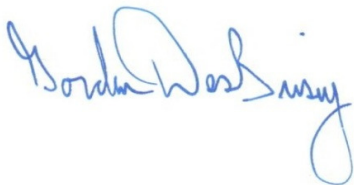
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In its terms of reference, our committee is tasked with “Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University” and “Recommending to Council on the establishment of awards, scholarships and bursaries.”

- Our capacity to make effective recommendations to Council depends on having ready access to data that is accurate, up-to-date, and comprehensive. That is not something we have been able to count on. Lately, the work associated with TransformUS itself appears to have all but overwhelmed the units charged with data management and reporting.
- Even allowing for exceptional circumstances, however, the data we need is too often hard to come by: difficult to access, difficult to interpret, unavailable due to being spread amongst mutually incompatible systems, or slow in arriving.
- In the absence of effective data support, our committee finds it difficult not only to recommend initiatives to Council, but to evaluate proposals brought to us from units on campus whose cases rest on data we are in no position to assess.
- This is a systemic problem: thinking only of the student funding angle, it impedes progress across campus and imperils institutional goals regarding graduate student enrolment; research productivity; and Strategic Enrolment Management – particularly as it applies to Aboriginal students and international students.

As for more general comments, committee members echoed concerns raised in other forums regarding the underlying principles, process, and data deployed in TransformUS. The way in which small departments, interdisciplinary programs, and service teaching tended to be undervalued in the reports was noted (as was the fact that the authors of the reports acknowledged as much), but beyond that, and a general sense of unease, there was no clear consensus on the TransformUS process as a whole.

There was, however, consensus surrounding our collective appreciation for the vast and hard work undertaken on behalf of the university by our colleagues who served on the committees that produced the reports.



Jan. 27, 2014

Fran Walley, Chair  
Planning and Priorities Committee of Council

Dear Professor Walley

Thank you for taking the lead role in coordinating feedback on the TransformUS reports on behalf of committees of University Council. Our members were pleased to know that their thoughts and questions would be entered as part of the consultation process.

On January 15<sup>th</sup>, members of the Teaching, Learning and Academic Resources Committee (TLARC) engaged in structured discussions of the TransformUS reports, based largely around the questions provided by the Planning and Priorities Committee.

In order to inform the discussion, members were provided with supporting materials. Specifically, tables were prepared that summarized quintile recommendations for clusters of teaching and learning activity in both central units and across colleges. In addition, key themes related to the mandate of TLARC were provided for consideration.

Although the Academic Task Force Report was included as part of the discussion, the primary focus was on consideration of the recommendations made within the Support Services Task Force Report (SSTF). What follows is a summary of TLARC's responses and suggested considerations with regard to the development of an implementation plan.

**Reactions and Insights:** (Unless otherwise noted, these reactions pertain to the SSTF report)

- The recommendations led TLARC members to the belief that the SSTF did not view the support of teaching and learning as being important.
- SSTF chose to rate almost everything in the units reporting to the Vice-Provost Teaching and Learning (VPTL) as well as the VPTL office itself as either Q4 or Q5. We strongly feel that this is the wrong direction for the university to take, however well-intentioned the task force recommendations might have been. We agree that the University would lose a great deal of progress made in the last ten years if it acted on those recommendations. TransformUS is about aligning resources with strategic priorities, and the SSTF recommendations related to teaching and learning units seem to run counter to the University's own strategic priorities. We have seen in the Teaching and Learning Foundational Document, the Learning Charter, and the funding invested by PCIP over the last several years

to build up the University Learning Centre (ULC) and the VPTL that these resources and services are a strategic priority of the University. How then can units like the ULC, Media Access and Production (eMAP), the Centre for Distance and Continuing Education (CCDE) and the Office of the VPTL be considered not to be a strategic priority?

- Academic resources are the technical supports and services used for teaching and learning by students and faculty. The academic resources in eMAP, CCDE, the Library and Information and Communications Technology (ICT) are at risk in the SSTF recommendations. The functions within these units are particularly important for distance education, for example the resources needed by colleges like Nursing and Medicine that offer their program at off-campus sites. Cuts to distance program distribution affects not only the outreach and engagement mission of the university, but also disproportionately affects the learning opportunities of individual in rural and remote communities, including Aboriginal peoples.
- Support services focused on research activity appeared to receive more favorable quintile rankings as compared with services provided to support teaching and learning. It was suggested that these quintile placements reflect the climate of increased research intensiveness and an increasingly complex and competitive research environment; however, it was also suggested that teaching and learning can be nebulous in nature and, in comparison with research grants and journal publications, are hard to quantify. The ripple effect of the work done by ULC/GMTCE to improve teaching and learning is also hard to measure.
- The recommendations regarding teaching and learning support services do not appear to align with or reflect the university's stated priorities. This would include (but not be limited to) such things as the Learning Charter and a number of directions captured within the "Innovations in Programs and Services" focal area of IP3. The Third Integrated plan states "Utilizing investments made in the University Learning Centre, the Gwenna Moss Centre for Teaching Effectiveness, the office of Institutional Planning and Assessment, in Student and Enrolment Services Division, and the Vice-Provost Teaching and Learning over the past two planning cycles will be critical to our success" in innovation in academic programs and services, yet it is these offices which have been identified by the SSTF as targets for reduction or elimination.
- Members of TLARC are confused as to whether the SSTF intended to send a message to the campus that support services (including teaching and learning) are best organized in a centralized model or best delivered in a decentralized model. Both (and sometimes conflicting) messages were detected. Over the last two planning cycles, a number of college-level support activities for teaching and learning have been pulled out of colleges and made available to students across campus through initiatives such as the ULC (writing help, math help, and so forth). These types of initiatives need the kind of specialized staff that centralized units are diverse enough to support. We have similar concerns about university investments in technology, which some of the SSFT recommendations seem to suggest should be decentralized to colleges. Students today expect that the university will provide core services to all students, regardless of their college. The distributed approach will lead to inconsistent and uneven services.

- If the presumption is that the university can do without certain support services in teaching and learning or that services can be offered somewhere other than centralized units, then this leads to the conclusion that SSTF believes teaching and learning support work can be returned to colleges, to be done by faculty members themselves. This is the way the university operated twenty years ago. TLARC members question whether faculty have the time and capacity to engage in such things as faculty development work for themselves, their graduate students and their colleagues. If this is the correct conclusion, there are implications for workload.
- Contrary to statements made in the report, there is high demand in some colleges to use instructional development services. As one example, colleges with accredited programs have external professional obligations to utilize learning outcomes in their curriculums and so are using these services intensively when revising their curriculums.
- Regarding the position of the Vice-Provost Teaching and Learning, it is important for teaching and learning to have a voice at this institution. The other missions of research and outreach have similar voices and can advocate for these issues both within and outside the university community. Without the VPTEL, there is no voice for teaching and learning.
- There also appears to be a disconnect within the SSTF report. In its comments on the Office of the Provost (030) the task force notes the “huge range and number of responsibilities, many direct reports” of this office, and suggests “reconfiguration at the senior admin level to assign some responsibilities elsewhere”. However, the position of Vice-Provost Teaching and Learning was created three years ago for exactly this reason, to assume some responsibilities and direct reports previously managed by the Provost himself. It should also be noted that it was only in January 2013 that a permanent appointment to the Vice-Provost position was made.

#### **TransformUS process observations:**

- The focus of the templates was on individual unit/program functioning, which may mean that the methodology discouraged template writers from speaking to coordinating and collaboration across campus. This means that a separate process must be undertaken to accurately determine whether statements about lack of coordination are as real as suggested in the SSTF report.
- The middle and upper administrative perspective was missing from the SSTF report yet these are often the groups of people who have a solid understanding of the need for teaching and learning support units.
- Although there is reference in the template to the Strategic Directions and the Third Integrated Plan, the university priorities established by that plan were apparently not taken into account by the task force in its recommendations. Concern was expressed that administrative units may have had a false sense of security when completing their templates that the task force would be familiar with university priorities when evaluating services.

**Suggestions for consideration in the implementation plan:**

- Members of TLARC do not believe that the university can grow its enrolments entirely on the basis of students it draws to the Saskatoon campus. Consistent with the strategy work that has already been set out; distributed learning approaches will be required. In addition, TLARC was not convinced that support for distributed learning could be effectively or successfully provided by a single college or all colleges individually for themselves.
- As part of the reorganization of teaching and learning functions that is likely to emerge from the TransformUS recommendations, we suggest that it will be critical to define common and core services.
- Members of TLARC think it is imperative that appropriate benchmarks be established to guide expectations around the roles of teaching and learning support service providers (e.g., what outcomes do we expect from an instructional designer). Similarly, however challenging, it is clear that better metrics are required for teaching and learning support services in order to effectively demonstrate value and impact.
- A review of the perceived duplication of services or confusion of services between ICT and eMAP should be part of the implementation plan.
- While all administrative offices need to ensure they are useful and effective, it is not realistic to believe that the university can discard the number of academic and administrative leadership positions as the SSTF seems to be recommending while remaining an effective organization.

Yours truly,

A handwritten signature in black ink, reading "Jay Wilson". The signature is fluid and cursive, with the first name "Jay" and last name "Wilson" clearly distinguishable.

Jay Wilson, Vice-Chair

Cc: Members of the Teaching, Learning and Academic Resources Committee  
Brett Fairbairn, Provost  
Crystal Maslin, Office of the Provost

## **Task Force Results relevant to Teaching, Learning and Academic Resources Committee terms of reference**

### **1. Academic Programs Task Force - recommendations relevant to teaching and learning**

**Aboriginal programming** From the time of the first integrated planning exercises, the university has acknowledged the importance of offering a positive learning environment to the increasing number of Aboriginal students seeking post-secondary qualifications ... there are particular challenges in recruiting faculty with relevant expertise, and we are confident that decision-making bodies of the university would take this into account in appraising whether a particular program should continue or how it can be strengthened. As our assignments of programs indicate, some programs focused on Aboriginal issues are flourishing and merit continued institutional support. A number of units have taken innovative steps, and have established instructional and research programs, as well as centres, that confirm that the university is making progress in fulfilling the ambitions it has articulated

**Graduation rates and completion times.** For a number of programs included in the review, the task force noted a concern with graduation rates in comparison to the headcounts recorded. . . . the number of programs with low graduation rates (or in the case of graduate programs, long completion times) was a cause for concern for many obvious reasons, including the additional burden placed on students with extra time in program and the extra resources required to support them.

**Service teaching.** Service teaching in itself makes an obvious contribution to the mission of the university by exposing students at both the undergraduate and graduate level to perspectives beyond their chosen field of study. The information about service teaching also gave us an insight into the wide range of activities to which some units are committed, and the basis these activities might create for links across disciplines or administrative entities.

**Standardized Central Data.** Though the task force had the benefit of extensive and illuminating data in the prioritization process, we suggest that future iterations of the process would be enhanced by continuing institutional strategies to develop standardized ways of reporting and tracking data for such things as instructional activities and research metrics.

### **2. Support Services Task Force - quintile scores and recommendations**

#### **Overview of Quintile scores for activity within teaching, learning and academic resources**

<b>Unit</b>	<b>Function</b>	<b>Q</b>	<b>Comments</b>
CCDE - USLC	Part Time ESL	2	
Medicine	Instructional Support – Postgraduate Medical Education	2	
Medicine	Distributed Medical Education	2	
WCVM	Dean’s Office – Instructional Support	2	

CCDE - DOC	Distance Development – Degree Credit Class	4	CCDE could be the campus leader for distance delivery ie a central support unit, working with academic units to deliver courses. However, CCDE mandate would need to be reconsidered to ensure it is meeting the needs of academic units. Revenue sharing model should be reviewed.
CCDE - DOC	Distance Delivery – Degree Credit Class	4	See above
CCDE - DOC	Off-Campus Delivery – Degree Credit Class	4	See above
CCDE - PDCE	Community Education	4	Some very popular and valuable programs associated with this service, but it needs to be determined which ones should be delivered by the university and which by others eg the private sector, community groups, academic units. Should be evaluated and prioritized against all other outreach activities of the university to determine value and effectiveness
CCDE - USLC	Certificate – English for Academic Purposes (Full Time ESL)	4	An important service for international students but needs to be reviewed with respect to cost recovery, whether recruitment is necessary, alternative structure for delivery of service on campus eg could this service be delivered through an academic unit?
eMAP	Equipment Services	4	Further investment in dquipping classrooms with technology may reduce costs of mobile technology delivery.
eMAP	New Media (websites, etc.)	4	An important service. More of the activity perhaps could be outsourced. Fee-for-service model restricts access to service.
ULC/GMCTE	Undergraduate Student Support and Development	4	Is there a role for the College of Education here?
Medicine	Instructional Support – Undergraduate Medical Education	4	Service would be better classified as academic overhead. Make better use of technology. Reconfigure to improve outcomes for medical graduates
Nursing	E-Learning Support Services	4	Need to maximize interaction and sharing of services with all units on campus engaged in distance learning delivery

ICT	Supporting Teaching and Learning	4	This service needs to be considered when the mandate, etc of units reporting to the VPTL are reviewed.
VPTL	Executive Office – VPTL and Project Position	5	Functions and authorities be reviewed in conjunction with clarification of the mandates and review of the funding models, eg operating budget vs fee-for-service, of the units that report to this office (EMAP, CCDE and ULC/GMCTE) The goal would be to eliminate overlap, duplication, and competition among these units and with other units on campus (colleges, ICT) hence improving efficiency and effectiveness of service delivery and enhancing accessibility to services. It is not clear that creating a senior administrative position to oversee these units has resulted in better outcomes..
CCDE	Executive Director's office	5	The services delivered by CCDE are of high quality, and many have good demand. Substantial cost recovery with some services appears to subsidize delivery of less profitable and often lower priority endeavours. The mandate of CCDE and its linkage to the rest of the university need to be reconsidered. Better integration of activities such as distance delivery with similar activities in other units needs to be explored. All support services – HR, IT, facilities – also should be integrated. The fit of each service/program offered by CCDE with university priorities needs to be confirmed and most closely tied to the academic work in departments. The task force recommends a review of the structure, mandate and funding model of all units reporting to the VPTL with a view to reducing overlap, duplication and costs
CCDE	Unit Support (e.g., Financial, HR)	5	Better integration of this service with those of SESD and other administrative units on campus is recommended



CCDE	Marketing and Communication	5	Better integration of this service with those of SESD and other administrative units on campus is recommended
CCDE-DOC	Administration	5	Serves mostly undergraduate students. A valuable service for small academic units engaged in distance delivery. Should revisit delivery model ie what is the role of the department in distance education? How is revenue used?
CCDE-DOC	Certificate – Adult and Continuing Education	5	See CCDE general comments.
CCDE-DOC	Certificate – Teaching English as a Second Language	5	Is an example of a unique, high quality program that should be able to cover all of its costs, including overhead. What, if any, is the role of the College of Education in provision of this service?
CCDE-DOC	Certificate Level Programs – Prairie Horticulture	5	Few if any students nos in PHC. Concept is good but certificate programs would benefit from a stronger link to academic home. Ladder certificate programs into degree programs.
CCDE-PDCE	Administration, Registration	5	Seems to be duplication with ESB and HR. Could this service be provided by other units at the university or outsourced?
CCDE-PDCE	Other Programs	5	See CCDE general comments
CCDE-PDCE	Professional Development (e.g., Leadership)	5	Important service with respect to community engagement but is it CCDE's role to deliver this service? Apparent overlap with ESB. Should be evaluated and prioritized against all other outreach activities at the university to determine value and effectiveness.
CCDE-USLC	Administration	5	See CCDE general comments
CCDE-USLC	Other Languages (casual study of Spanish, etc.)	5	Need to review with respect to fit with university priorities, value as outreach instrument, and potential for greater revenue generation.
eMAP	Director's Office	5	It is recommended that the structure, mandate of and services delivered by this unit be reviewed to improve integration and reduce overlap and competition with units on campus offering some of the same services eg CCDE, ICT,

			Communications. The fee-for-service funding model for some services in this unit restricts access to core services. The task force recommends a review of the structure, mandate and funding model of all units reporting to the VPTL with a view to reducing overlap, duplication and costs
eMAP	Unit Support (e.g., Financial, HR)	5	Administrative costs seem high given size of unit. Cost recovery model generates administrative costs
eMAP	Media Production	5	Mandate is unclear. Activities should be aligned better with university priorities, with a reduced focus on revenue generation eg external work. Important to better integrate services with activities of ICT and distance delivery activities on campus.
ULC/GMCTE	Director's Office	5	This unit provides valuable and high quality services,. However, demand for services, more so with GMCTE than with ULC, is not commensurate with the resource allocation. The task force recommends a review of the structure, mandate and funding model of all units reporting to the VPTL with a view to reducing overlap, duplication and costs
ULC/GMCTE	Unit Support (e.g., Financial, HR)	5	See ULC general comments
ULC/GMCTE	Curriculum Development and Instructional Design	5	A useful service for smaller academic units in particular. Demand is low relative to resource allocation
ULC/GMCTE	Educational Development	5	Demand is low relative to resource allocation. Multiple programs; are they reaching the right audience? Is there a role for the College of Education here?

### Overview of Quintile scores for activity within Academic Advising

College	Function (template)	Q1	Comments
Kinesiology	Student Advising	1	
WCVM	Student Advising	1	
Ag + Bio	Student Services (includes advising)	2	
Arts + Science	Student Advising and Student Services	2	
Dentistry	Student Services	2	
Pharm + Nutrition	Associate Dean Academic (responsible for academic advising)	2	
Edwards S of B	Student Services (includes academic advising)	2	
Law	Dean's Office (Associate Dean responsible for academic advising)	2	
Nursing	Student Advising	3	Resource allocation to advising is very large. Do all off-campus locations require the same level of resources? Do all advisors need to be RNs?
Education	Program Office (responsible for advising)	3	Budget allocation seems large
Engineering	Academic Program Administration and Student Support	4	Consider reconfiguration to improve effectiveness and improve student outcomes, eg retention
Medicine	Student Advising	5	Actually appears to be a counselling service. This service is available from Student Affairs

### Overview of Quintile scores for activity within College level IT

College	Function (template)	Q1	Comments
Arts + Science	Information Technology Services	2	
Kinesiology	IT Services	2	
Education	Information Technology Services	3	Opportunity to reconfigure, make greater use of centrally available services, reduce duplication of services available elsewhere
WCVM	Information Technology Services	3	Resource allocation seems large. Should revisit agreement with IT for this service.
Library	Information Services	3	Consider a greater degree of self service, more tutorials and classroom teaching vs. one-on one or small groups

Library	Information technology	3	Consider greater use of IT services available centrally and eliminate any overlap with other library services. Budget allocation seems relatively large
Edwards	Technology Support	4	Budget allocation seems large and recent increase was not explained. May benefit from greater utilization of services available centrally
Nursing	E-Learning Support Services	4	Need to maximize interaction and sharing of services with all units on campus engaged in distance learning delivery
Engineering	Information Technology	4	Have restructured already. Should take greater advantage of centrally-available IT services, website development expertise and data systems.
Medicine	Information Technology Services	4	Budget allocation seems large. What is the explanation for the surplus? Explore an expanded role for ICT in delivery of IT services in the college.
Ag + Bio	Information Technology Services	5	Have already phased out position in college and now contract with ICT for services.

Note: Dentistry, Pharmacy and Nutrition, Law embed IT inside the cluster of “Financial Services - Human Resources – Communication – Information Technology – Facilities – Alumni and Development” and were not included on the table.

#### Legend of Acronyms:

CCDE – Centre for Continuing and Distance Education  
DOC – Distance Learning, Off-Campus and Certificate  
eMAP – Educational Media Access and Production  
GMCTE – Gwenna Moss Centre for Teaching Effectiveness  
ICT – Information and Communications Technology  
PDCE – Professional Development and Community Education  
ULC – University Learning Centre  
USLC – University of Saskatchewan Language Centre  
VPTL – Vice-Provost, Teaching and Learning

#### Quintiles:

Q1 – Candidate for enhanced resourcing  
Q2 – Maintain with current resourcing  
Q3 – Retain with reduced resourcing  
Q4 – Reconfigure for efficiency/effectiveness  
Q5 – Candidate for phase out, subject to further review

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** January 29, 2014

**SUBJECT:** College of Graduate Studies and Research: Master of Nursing (Nurse Practitioner option) and Postgraduate Degree Specialization Certificate: Nurse Practitioner – change to admission qualifications

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the changes in admission qualifications for the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner from the College of Graduate Studies and Research, effective September 2014.

**PURPOSE:**

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

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

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

**SUMMARY:**

The proposed changes to the admission requirements for the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner are based in guiding principles set forth by a National Taskforce on Nurse Practitioner Education established in 2011 by the Canadian Association of the Schools of Nursing. Changes to the Master of Nursing (Nurse Practitioner Option) will require candidates to have the equivalent of three credit units in each of physical assessment, pharmacology, and physiology at an undergraduate level in order to be considered for admission. These changes are in addition to the existing requirement of three credit units in each of statistics and research methods at an undergraduate level. Changes to the Postgraduate Degree Specialization Certificate: Nurse Practitioner will require candidates to have the equivalent of 3 credit units each in a graduate research and in a graduate statistics course.

Two further changes are being proposed to the Postgraduate Degree Specialization Certificate: Nurse Practitioner. The Postgraduate Degree Specialization Certificate: Nurse Practitioner exists to provide nurse practitioner training to those who have prior graduate level education and are working in the field of nursing, but because of their prior graduate level education, do not want or need to complete a Master of Nursing (Nurse Practitioner) degree. The proposed admission requirements for the Postgraduate Degree Specialization Certificate: Nurse Practitioner brings the admission requirements for the certificate, including the required hours of registered nursing experience, in line with the requirements of the Master of Nursing (Nurse Practitioner option). Also, current admission requirements for the Postgraduate Degree Specialization Certificate: Nurse Practitioner only allows admission of students who have completed Masters of Nursing degrees. The proposed admission requirements open admission to those who have a Masters or Doctorate from either Nursing or a related discipline.

**REVIEW:**

The Academic Programs Committee discussed this proposal with CGSR Associate Dean Trever Crowe and Professor Mary-Ellen Andrews. It was noted that the changes allowed nursing graduates to receive a degree in a field other than nursing and to then return for the nurse practitioner certificate. It was also noted that the changes had been approved by the accrediting body.

**ATTACHMENTS:**

Proposal documents; Letters of support.

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# Proposal for Curriculum Change University of Saskatchewan

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to be approved by University Council or by Academic Programs Committee

## 1. PROPOSAL IDENTIFICATION

### Title of proposal:

Degree(s): MN (NP Option) and Postgraduate Degree Specialization Certificate: Nurse Practitioner

Field(s) of Specialization: Nurse Practitioner

Level(s) of Concentration:

Option(s):

Degree College: Graduate Studies and Research

Department: N/A

Home College: College of Nursing

Contact person(s) (name, telephone, fax, e-mail): Dean & Graduate Program Chair, Dr. Lorna Butler, 6221, lorna.butler@usask.ca

Date: December 4, 2012

Approved by the degree college and/or home college: Approved at College of Nursing,  
Proposed date of implementation: Retroactive to 2012 Admission

## 2. Type of change

### Requiring approval by Council

- ☐ A new Degree-Level program or template for program.
- ☐ A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- ☐ Conversion of an existing program from regular to special tuition program.
- XA change in the requirements for admission to a program
- ☐ A change in quota for a college
- ☐ Program revisions that will use new resources
- ☐ A replacement program, including program deletion
- ☐ A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

### Requiring approval by Academic Programs Committee

- ☐ Addition of a higher Level of Concentration to an existing Field of Specialization.
- ☐ Addition of a new Field of Specialization at the Minor Level of Concentration.
- ☐ A change in program options
- ☐ A change in the name of a Degree-level Program or Field of Specialization.
- ☐ A change in the total number of credit units required for an approved degree program.

## Proposal

### 3. Rationale

The Nurse Practitioner Option of the Master of Nursing program has been in place since 2006. The admission requirements listed in the table below were revised and approved in 2010.

The Postgraduate Degree Specialization Certificate: Nurse Practitioner (PGDSC) has been in place since 2009. The admission requirements have not been revised since the initiation of this program.

The table below outlines the previous requirements and the proposed requirements. Each will be addressed after the respective program table.

Change From	Change To
<b>Nurse Practitioner Option of the Master of Nursing</b> <ul style="list-style-type: none"><li>- Bachelor's degree in nursing*</li><li>- Current licensure as registered nurse in a Canadian province or territory</li><li>- the equivalent of three credit units in each of statistics and research methods at the undergraduate level</li><li>- a minimum 70% average in the last 60 university credit units taken</li><li>- 2 years FTE (3600 hours) experience as a registered nurse in the last five years</li><li>- Current CPR certificate at health care provider level</li></ul> <p>*Students with a diploma and a baccalaureate in another field could be considered on a case by case basis in light of other attributes they bring to the program.</p>	<b>Nurse Practitioner Option of the Master of Nursing</b> <ul style="list-style-type: none"><li>- Bachelor's degree in nursing*</li><li>- Current licensure as registered nurse in a Canadian province or territory</li><li>- the equivalent of three credit units in each of physical assessment, pharmacology, physiology, statistics and research methods at the undergraduate level</li><li>- a minimum 70% average in the last 60 university credit units taken</li><li>- 2 years FTE (3600 hours) experience as a registered nurse in the last five years</li><li>- Current CPR certificate at health care provider level</li></ul> <p>*Students with a diploma and a baccalaureate in another field could be considered on a case by case basis in light of other attributes they bring to the program.</p>
<b>Postgraduate Degree Specialization Certificate: Nurse Practitioner (PGDSC)</b> <ul style="list-style-type: none"><li>- completion of Masters in Nursing (MN, MScN, MSN) from a recognized university with a 70% average within that degree</li><li>- a current RN license in good standing from any Canadian jurisdiction,</li><li>- 4500 hours clinical practice as an RN (approximately 2 years full time practice).</li></ul>	<b>Postgraduate Degree Specialization Certificate: Nurse Practitioner (PGDSC)</b> <ul style="list-style-type: none"><li>-Meet the requirements for admission to MN-NP Option.</li><li>- completion of a Masters or PhD in Nursing or in a related discipline (education, health administration, public health) from a recognized university with a 70% average within that degree.</li><li>- 3 credit units in each a graduate research methods and a graduate statistics course.</li></ul>



#### Summary of changes and rationale:

- A. In 2011, the Canadian Association of the Schools of Nursing struck a National Taskforce on Nurse Practitioner Education. The purpose of this taskforce was to develop a national consensus framework of guiding principles and essential components for NP education programs across Canada. In November of 2012, the taskforce presented a document outlining these guiding principles and essential components to the CASN Annual Nursing Graduate Program Forum. One of the guiding principles stated that NP programs should have clear prerequisites for admission. The change in the admission requirements for the College of Nursing MN Program NP Option and the PGDSC reflect CASN suggested criteria for admission to graduate level NP education.
- B. Present admission requirement exclude registered nurses who furthered their education in a field of study other than nursing. At present, three students are in the MN-NP Option Program who have completed a Master's Degree in Public Health or Epidemiology. As students in the PGDSC have previously completed graduate level courses in research and statistics, and completed a thesis or publishable paper, these courses are not repeated in the PGDSC. Students in the PGDSC take all of the other required courses in the NP program. Therefore, the exclusion of nurses with a Master's degree from a field other than nursing disadvantaged Master's prepared nurses with additional advanced education.

#### **4. Description of Program Characteristics**

The remainder of the program will remain as approved in 2008.

#### **5. Resources**

There will be no additional resources required.

#### **6. Relationships and Impact of Changes**

There are no changes that will result in the delivery of the program. The faculty is pleased that we will be following the CASN guiding principles and essential components for NP education. There are two students in the program that could benefit from the change in the admission policy who have a graduate degree from another college. The third student has already completed the required courses. It is hoped that the Academic Programs Committee will advise on the ability of these student to make a program change from the MN-NP Option to the PGDSC if the students request this change.

#### **7. Budget**

There is no change in the budget from current practice.

**MEMORANDUM**

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

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

**Copies:** Phil Woods, Associate Dean – Research, College of Nursing

**Date:** January 23, 2014

**Re:** Proposal for a Change to the Requirements for Admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner

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Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed change to the requirements for admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner.

This report includes three appendices: CGSR committees' recommendations for approval, correspondence associated with the review process, and the CGSR approved proposal. The formal review started with the Graduate Programs Committee on February 5, 2013, and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on April 18, 2013.

The College of Graduate Studies and Research supports the proposed change to the requirements for admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



**Proposal for a Change to the Requirements for Admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner**

**Discussion and Motion passed at College of Graduate Studies and Research Executive Committee – April 18, 2013**

**Change to the Requirements for Admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner** – The proposal would add the admission requirement of 3 credit units in each of physical assessment, pharmacology and physiology. In the certificate program, students can come in with a different graduate degree and require 3 credit units in each of a graduate research and graduate statistics course, and are also being required in addition to meet the requirements for entry into the Master of Nursing (Nurse Practitioner Option). Since the Postgraduate Degree Specialization Certificate: Nurse Practitioner serves to provide Nurse Practitioner training to individuals who already have a Masters in Nursing, it is appropriate to bring the admission requirements of the Postgraduate Degree Specialization Certificate: Nurse Practitioner in line with the Master of Nursing (Nurse Practitioner Option).

**MOTION:** *“To recommend the proposal for a change in the requirements for admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner for approval.”*

Nichol/ Ohiozebau. Carried.

**Discussion and Motion passed at College of Graduate Studies and Research Graduate Programs Committee – February 5, 2013**

**Change to the Requirements for Admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner** – This proposal increased the number and diversity of courses required for admittance into the MN (NP) option. This is proposed to ensure that students applying from different undergraduate programs at different universities, including international universities, are capable to meet the academic demands of the MN (NP) program and the PGNPC program.

**MOTION:** *“That the proposal for the change to admission requirement for the Master of Nursing (Nurse Practitioner Option) and Postgraduate Degree Specialization Certificate: Nurse Practitioner be recommended to the Executive Committee of CGSR for approval.”*

Goodridge/ Whiting. Carried.



## MEMORANDUM

**TO:** Graduate Executive Committee

**FROM:** Dr. Laureen McIntyre, Chair  
Graduate Programs Committee, College of Graduate Studies and Research

**DATE:** March 7, 2013

**RE:** Change in the Requirements for Admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner

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At its February 5, 2013 meeting, the Graduate Programs Committee of the College of Graduate Studies and Research considered the proposal for Change in the Requirements for Admission to the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner. The committee passed the following motion:

“That the proposal for the change to admission requirements for the Master of Nursing (Nurse Practitioner Option) and Postgraduate Degree Specialization Certificate: Nurse Practitioner be recommended to the Executive Committee of CGSR for approval”. D. Goodridge/ S. Whiting. All in favour. Carried.

Please find attached correspondence associated with the review process and the final version of the proposal.

Sincerely,

Laureen McIntyre, Ph.D.  
Chair, Graduate Programs Committee, College of Graduate Studies and Research

ab for LM

# Memorandum

**To:** Lorna Butler, Dean and Graduate Chair

**From:** Laureen McIntyre, Graduate Programs Committee  
College of Graduate Studies and Research

**Date:** February 13<sup>th</sup>, 2013

**Re:** Change to Admission Requirements - Master of Nursing and Postgraduate Degree Specialization  
Certificate: Nurse Practitioner

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This is to inform you that the proposal for Change to Admission Requirements for the **Master of Nursing (Nurse Practitioner Option)** and the **Postgraduate Degree Specialization Certificate: Nurse Practitioner** has been reviewed by the Graduate Programs Committee. I am pleased to inform you the committee approved the proposal for recommendation to Graduate Executive Committee for consideration, with ultimate approval resting with University Council.

The committee recommends that the proposed requirement for the Postgraduate Degree Specialization Certificate: Nurse Practitioner stated as "completion of Masters in Nursing (MN, MScN, MSN or PhD)" should probably be stated either as "completion of a Masters or PhD in Nursing" or "completion of a graduate degree in Nursing (MN, MScN, MSN or PhD)", as a PhD is not a kind of Masters and thus the requirement as stated could be misleading.

Please contact Alex Beldan (#2229) in the College of Graduate Studies and Research if you have any questions.

LM/ab

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
FOR INFORMATION ONLY

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**PRESENTED BY:** Roy Dobson, Chair, Academic Programs Committee of Council  
**DATE OF MEETING:** February 27, 2014  
**SUBJECT:** Item for Information: Fall Mid-Term Break in November, 2014  
**COUNCIL ACTION:** For information only

**SUMMARY:**

As part of its discussions last November about the 2014-15 Academic Calendar, the Academic Programs Committee was also informed about the USSU initiative to introduce a fall “mid-term” break.

Having worked out a plan for incorporating a break into the fall 2014 academic calendar, the Registrar communicated with all colleges regarding whether they would support introducing such a break in the fall of 2014. Colleges with clinical medical programs were unable to accommodate a break(though Nursing indicated it would consider participating starting in 2015), but other colleges supported the concept.

At its February 12 meeting, the Academic Programs Committee approved revisions to the 2014 Academic Calendar to introduce a fall mid-term break around the Remembrance Day holiday.

The following changes to the Academic Calendar for fall, 2014 have been approved:

**Delete:** ~~Wed Sep 03, 2014 Orientation~~  
**Change:** ~~Thu Sep 04, 2014~~ **Wed Sep 03, 2014** Classes begin for: Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate Studies and Research, Kinesiology, Law, and Pharmacy and Nutrition.  
**Delete:** ~~Fri Oct 10, 2014 Fall Term 1 Break Day – no classes for all colleges except Dentistry, Medicine, Veterinary Medicine and University Language Centre.~~  
**Add:** **Mon Nov 10, 2014** Mid-term Break with no classes begins for all colleges except Dentistry, Medicine, Nursing and Veterinary Medicine  
**Add:** **Fri Nov 14, 2014** Mid-term Break ends for all colleges except Dentistry, Medicine, Nursing, and Veterinary Medicine.  
**Change:** ~~Wed Dec 03, 2014~~ **Fri Dec 05, 2014** Last day of Fall Term 1 (September to December) classes except for Dentistry, Medicine, Nursing, Veterinary Medicine, and fourth-year Nutrition  
[Examinations begin on Saturday, December 6]

ATTACHMENT: Letter from the Registrar; survey results

**TO:** Academic Programs Committee (APC).

**FROM:** Russell Isinger, University Registrar and Director of Student Services, Student and Enrolment Services Division (SESD).

**SUBJECT:** Amendment to the 2014-15 Academic Calendar, Fall Mid-Term Break

**DATE:** February 12, 2014

Dear colleagues:

My office, at the request of the University of Saskatchewan Students' Union (USSU) and the Academic Deans Group (the Associate Deans, Academic, of all colleges), has been investigating the possibility of a Fall Mid-Term Break week. Fall Breaks exist at a large and growing number of Canadian universities and colleges.

I have had several discussions about what a Fall Break would look like, and what kind of tradeoffs would have to be made in order to get one, with the Associate Deans of all colleges, as well as with the University Students' Council. The topic has also come up at APC during the discussion surrounding the approval of the 2014-15 Academic Calendar. In collaboration with the USSU, SESD also facilitated a student survey in December. Response to the survey was very high, with 6469 students participating (both graduate and undergraduate students). The survey showed that 67.85% of students agreed that a Fall Break would support their academic success; 62.63% preferred that any Fall Break be scheduled in November.

It was originally felt, due to the timing of the proposal and the need for a fulsome discussion, that a Fall Break could not be implemented until 2015. However, at the last meeting of the Associate Deans it became apparent that for most colleges (certain professional colleges aside) there seemed to be no real opposition to implementing a Fall Break in 2014 (and in fact the College of Law intended to proceed). A consensus emerged at that meeting that if it were still possible to implement a Fall Break for 2014 for those colleges that wanted one, then we should do so.

The 2014-15 Academic Calendar has already been approved by APC and sent to University Council for information; however, in approving it APC also indicated that it approved in principle of the idea of a Fall Break. In that spirit, I am proposing an amendment to the 2014-15 Academic Calendar requesting implementation of the following changes to the Fall Term, 2014 for participating colleges:

		Mon	Tue	Wed	Thu	Fri	Teaching Days	Exam Days
2014	Sep 3 (W) – Dec 5 (F)	11	12	13	13	13	62	15 (Dec 6-23)

- The Fall Break will be scheduled from November 10-14, incorporating the Remembrance Day holiday.
- Four additional non-teaching days are required to have a week-long break.
- One day will be found by eliminating the October 10 Fall Break Day.
- With SESD and college agreement, Orientation will be reduced from two days to one day; classes will therefore start on September 3 (instead of September 4).
- The remaining two days will come from the Final Examination Period, shifting the last day of classes in the term from December 3 to December 5.
- In years where Labour Day falls on September 6 or 7, classes will begin the week prior.
- As a result of the above, there is no loss of teaching days for the Fall Term.

A concern of my office is having sufficient days to schedule final examinations in December, and a consequence of any loss of final examination days is a more compressed final examination schedule for some students. However, by defining the final examination period as starting the day after the last day of classes and ending December 23, there are potentially 15 days available for final examinations in 2014, a more than sufficient amount. However, my office will attempt, within the limits of the scheduling software and available space, to allow for a day break after the last day of classes and an earlier completion date of December 22 for most if not all students. Final examinations scheduled on Sundays, an option which was discussed and surveyed, are not being considered at this point in time.


Students who are in a college which has a Fall Break but who are taking classes in another college which does not will be expected to attend any scheduled classes in that college.

In a memo dated January 29, 2014, I asked the Dean or Associate Dean of every college to indicate to me in writing whether or not their college would be participating in a Fall Break in 2014. The following are the results:

**Participating:** Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, Graduate Studies and Research, Law, and Pharmacy and Nutrition.

**Not participating:** Dentistry, Medicine (including Physical Therapy), Nursing, Veterinary Medicine.





Thank you to APC for your consideration of this matter.

Yours sincerely,



University Registrar and Director of Student Services

Student Services consists of Registrarial Services, Student Information Systems, Student Central Support Services, Awards and Financial Aid, Disability Services for Students, and Student Employment and Career Centre.

SESD's mission is student success.

SESD values Integrity, People, Service, Learning, Collaboration and Accountability.



# USSU First-term Reading Week Survey

## STUDENT OPINION

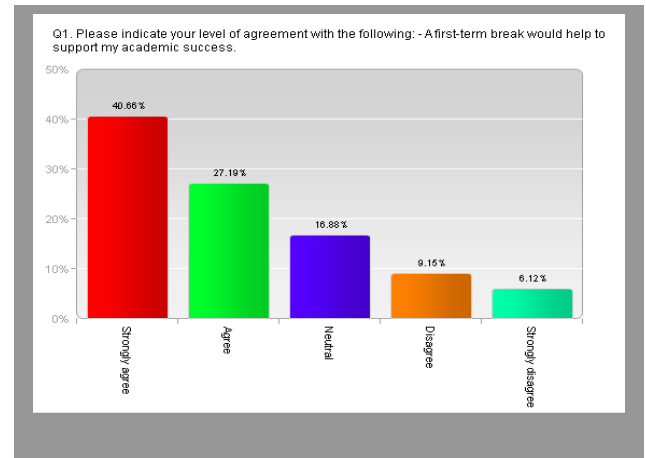
- **67.85%** of students agreed that a first-term reading week would support their academic success.
- Only **15.27%** of students disagree. But, almost **17%** were neutral.

## Themes

The themes that emerged most strongly, spoke to student concern around the following issues:

- Writing exams until late December (57.58%)
- Writing two exams in 24 hours (44.7%)
- Starting exams the day after classes finish (43.32%)
- Writing exams on Sundays (36%)
- There was a strong theme of unease over the compressed exam schedule, as well as, to a lesser degree, a compressed course load.
- Many students suggested adding on to long weekends in order to create the feeling of a longer break without the necessity of compressing course load or exam schedules.
- The rationale of this idea was unclear to students. However, those who had experience with a first term reading week break from another institution were in favour of the change.

*"I can't count how many times this semester I have wished for a break - it is hard to keep up with all my readings and assignments, so a break would have given me a chance for some much needed mental rest."*



## WHO PARTICIPATED?

A broad cross-section of students participated, which included every college. Of course the most prominent student population to participate was Arts and Science. Student opinion, interestingly, was not highly differentiated by college. The college most firmly in agreement was Pharmacy and Nutrition at 82.7%, while the college least in agreement was Engineering, with 59% approval.



## Preference of Timing:

Mid-October (37.3%) vs. Early November (62.63%)





# USSU First-term Reading Week Survey

## Percentage of Student Support by College

COLLEGE	PERCENTAGE OF UNDERGRADUATE STUDENTS WHO INDICATED SUPPORT	PERCENTAGE OF GRADUATE STUDENTS WHO INDICATED SUPPORT
Agriculture and Bio.	62.12%	56.72%
Arts and Science	71.53%	70.61%
Dentistry	83.34%	100%- only 2 respondents
Education	71.15%	68.18%
Engineering	58.5%	67.85%
Edwards' School of Business	65.17%	68.18%
School of Environment and Sustainability	No responses	57.14%
Johnson-Shoyama School of Public Policy	100%- Only one respondent	46.67%
Kinesiology	64.87%	57.89%
Law	74.75%	81.76%
Medicine	73.62%	61.8%
Nursing	63.98%	60.66%
Pharmacy and Nutrition	69.64%	82.36%
Physical Therapy	No responses	69.56%
Public Health	No responses	72.72%
Veterinary Medicine	61.98%	77.27%
Other	78.88%	55.88%

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
FOR INFORMATION ONLY

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

**DATE OF MEETING:** February 27, 2014

**SUBJECT:** Item for Information: 2014-15 Admissions Template Update Report

**COUNCIL ACTION:** For information only

**SUMMARY:**

The 2014-15 Admissions Template Update Report was approved by the committee at its February 12 meeting and is forwarded to Council for information.

In May, 2013, University Council approved the University's Admission Policy. This policy defines admission qualifications and selection criteria, and describes the implementation of approval procedures required in the University of Saskatchewan Act 1995.

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

***Selection criteria:*** These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories.

***Admission category:*** A way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission).

***Admission requirements:*** These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Changes to admissions qualifications require approval by Council and confirmation by Senate while changes to selection criteria are given final approval by the college concerned, with an annual report to Council and Senate.

To facilitate the creation of a central repository of admission qualifications and selection criteria, the Admissions & Transfer Credit Office has developed an Admissions Template. The first set of admissions templates were provided to Council in February, 2013.

These templates are now being updated annually by colleges and posted on the Academic Programs Committee website.

[http://www.usask.ca/secretariat/governing-bodies/council/committee/academic\\_programs/reports2013-14/AdmissionTemplates2014.pdf](http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/reports2013-14/AdmissionTemplates2014.pdf)

Changes to templates will be reported annually to Council.

**ATTACHMENTS:**

2014-15 Admissions Template Update Report



## **Academic Programs Committee of Council**

### **2014-2015 Admissions Template Update Report**

#### **Introduction**

Under the University of Saskatchewan Admissions policy dated May, 2012, admission to the University of Saskatchewan is based on documented qualifications as established by University Council and confirmed by Senate. These qualifications may be defined in areas of objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests.

The Council and Senate have delegated to each college faculty council the authority to establish such other reasonable selection criteria as each faculty council may consider appropriate to its program of study. Selection criteria are a means by which a college can assess or rank its qualified applicants. Admission decisions for entry into the College of Graduate Studies and Research may also take into consideration the availability of suitable faculty supervisors, funding and other factors.

It is the responsibility of each college faculty council that has been delegated authority over admission decisions to ensure that the admission qualifications and selection criteria for admission, relative weighting, application procedures, deadline for applications, and the process for evaluation of applicants are published and readily available to the general public and reported annually to Council and to Senate.

#### **Admissions Template**

The Admissions Template is now used by the Admissions Office as a mechanism for reporting to the Academic Programs Committee and to Council on the changes colleges are making to qualifications and criteria for admissions.

In February, 2013, the Academic Programs Committee provided Council with the first set of college admission templates for university programs. This set of templates acted as a baseline for colleges in terms of the qualifications, criteria, categories and requirements being used for admission of students to university programs. The templates are now posted in the Reports section of the Academic Programs Committee website, updated annually. A summary report is provided to Council each year which summarizes the changes in qualifications and criteria from one year to the next.

#### **2014-15 Summary Report to Council**

Following is the 2014-15 admission template update report, which lists the changes in admission qualifications and selection criteria compared to last year's report. Where admission qualifications have changed, the chart also provides notes on these changes. The complete set of admission templates are available at the following URL:

[http://www.usask.ca/secretariat/governing-bodies/council/committee/academic\\_programs/reports2013-14/AdmissionTemplates2014.pdf](http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/reports2013-14/AdmissionTemplates2014.pdf)

2014-15 changes to templates compared to previous year	Notes about changes to qualifications
<p><b><u>Agriculture &amp; Bioresources</u></b>  <b><i>Bachelor of Science in Agribusiness (B.Sc. (Agbus) or Diploma in Agribusiness (Dipl. Agbus))</i></b> – Physics 30 added as alternative in satisfying science requirements. Applicants must present one of Biology 30, Chemistry 30 or Physics 30  <b><i>Diploma in Agronomy (Dipl.Agrn)</i></b> –added to templates  <b><i>Indigenous Peoples Resource Management (IPRM) Certificate</i></b> – added to template</p>	<p>Physics 30 has been a longstanding alternative for entrance to business programs in the college</p>
<p><b><u>Arts &amp; Science</u></b>  <b><i>Bachelor of Arts (Major in Music)</i></b> - added to templates  <b><i>Bachelor of Music, Bachelor of Music (Music Education)</i></b>  <u>Selection Criteria</u>  Regular Admission – wording clarification: “admission based <i>primarily</i> on ...”  Special Mature Admissions – Wording removed as shown: “Applicants are admitted at the discretion of the College. The admission decision is based on the applicant’s written submission and demonstrated academic potential, <del>as well as results of the audition and placement test</del>”.</p>	
<p><b><u>University Transition Program</u></b>  Under Categories of Admission wording changed from “<i>after successfully completing 18 credit units and meeting the Promotion Standards, students are eligible to continue in the College of Arts and Science either on or off campus</i>” to “<i>after successfully completing 18 credit units with a minimum CWA of 56%, students can remain in the College of Arts &amp; Science and begin taking studies on the U of S main campus.</i>”</p>	<p>Revised wording reflects college promotion requirements</p>
<p><b><u>Dentistry</u></b>  <b><i>D.M.D.</i></b>  <u>Admission Qualifications</u>  Newly added: “<b><i>IMPORTANT NOTICE: The College of Dentistry has requested the approval of the University of Saskatchewan to change the qualifications for admission to require applicants to have completed three full time (30 credit unit) years of university level course work towards a degree program between September and April prior to admission effective for the 2015-2016 admission cycle. The results of this request will be posted to the website as soon as they are available.</i></b>”</p>	<p>Approved by Council December 2013</p>

<p><b>Selection Criteria</b> Dental Aptitude Test 15% weighting, the Carving component of the DAT has been removed and the weightings redistributed among the other 3 components. Reading Comprehension (1/3), Academic Average (1/3), Perceptual Ability (1/3)</p>	
<p><b><u>Education</u></b> <b><i>Bachelor of Education (B.Ed.), Secondary Sequential Program</i></b> <b><u>Admission Qualifications</u></b> previously read as: <i>Two Teaching Area requirements are part of the 60 credit units required, with at least 30 credit units of the 60 at the senior level: Teaching Area 1: minimum of 24 credit units (18 senior credit units) with a minimum average of 60%. Teaching Area 2: minimum of 15 credit units (9 senior credit units) with a minimum average of 60%.</i> Now reads as: <i>Two Teaching Area requirements are part of the 60 credit units required: Teaching Area 1: minimum of 24 credit units with a minimum average of 60%. Teaching Area 2: minimum of 15 credit units with a minimum average of 60%.</i> <b><i>Bachelor of Education (B.Ed.), Elementary and Middle Years Sequential Program</i></b> <b><u>Admission Qualifications</u></b> previously stated as: <i>Two Teaching Area requirements are part of the 60 credit units required: Teaching Area 1: minimum of 18 credit units (12 senior credit units). Teaching Area 2: minimum of 12 credit units (6 senior credit units).</i> Now reads as: <i>Two Teaching Area requirements are part of the 60 credit units required: Teaching Area 1: minimum of 18 credit units.</i> <i>Teaching Area 2: minimum of 12 credit units.</i> <b><i>Indian Teacher Education Program (ITEP), Saskatchewan Urban Native Teacher Education Program (SUNTEP), Northern Teacher Education Program (NORTEP)</i></b> ITEP – Regular Admission – added note that Workplace and Apprenticeship Math 30 is not acceptable</p>	<p>Clarifies existing practice. Senior course requirements are included in each teaching area; these vary depending on the area and on the numbering conventions used for academic courses.</p> <p>Reflects existing admission practice</p>
<p><b><u>Engineering</u></b> <b><i>Bachelor of Science in Engineering (B.E.)</i></b> <b><u>Selection Criteria</u></b></p>	



for Regular Admission – changed to “Competitive ranked admission (top down by average) is in place to manage enrolment in the College”	
<b><u>Graduate Studies &amp; Research</u></b> <b><i>Postgraduate Diploma</i></b> – Newly Added under Categories of Applicants: Special Admission: <i>Applicant applies for a program that is not regularized. A minimum cumulative weighted average of 75% is required. Other qualifications and selection criteria are the same, and applicants must also submit proposal, including a complete program of studies.</i> <b><i>Post-Graduate Degree Specialization Certificate</i></b> – Newly Added under Categories of Applicants: Special Admission: <i>Applicant applies for a program that is not regularized. A minimum cumulative weighted average of 75% is required. Other qualifications and selection criteria are the same, and applicants must also submit proposal, including a complete program of studies.</i>	
<b><u>Kinesiology</u></b> <b><i>Bachelor of Science in Kinesiology (B.Sc.(Kin))</i></b> <b><u>Admission Qualifications</u></b> Newly added “average based on courses completed by the end of Term 1 in grade 12 year”. <b><u>Selection Criteria</u></b> for Regular Admission – added “Competitive ranked admission (top down by average) is in place to manage enrolment in the College”	Reflects existing admission practice
<b><u>Medicine</u></b> <b><i>M.D.</i></b> <b><u>Admission Qualifications</u></b> Added: <i>Scores must be obtained in one sitting prior to the application deadline and current within the last 5 years (earliest accepted scores for 2014 entry are 2009). The maximum number of times an applicant may take the MCAT is 5 times (additional sittings will not be accepted unless preapproved in writing by the Admission Office, College of Medicine).</i> <i>MCAT Requirement – All Out-of-Province applicants must complete the Medical College Admission Test (MCAT) prior to application. Scores on the Verbal Reasoning, Physical Sciences and Biological Sciences sections must total a minimum of 30 (no score less than 8 on any section), and a minimum writing score of N.</i> <b><u>Selection Criteria</u></b> 2. References – Changed for 2014-2015: <i>The names of</i>	Medicine admission qualifications changes approved by Council March, 2013 and January, 2014.

<p><i>two referees and their contact information will be requested from applicants at the time of interview offers.</i></p> <p>4. Standard First Aid Certificate –For 2014-2015 it reads: “Students accepted into the College of Medicine must provide a copy of the valid Standard First Aid Certificate prior to starting medicine classes in August”.</p> <p><u>Categories of Applicants:</u></p> <p>4. Special Case Category: 2013-2014 read as:</p> <ul style="list-style-type: none"> <li>• <i>The Admissions committee will consider special case entrants submitting requests in writing</i></li> <li>• <i>Note: Advice on the suitability of special case requests should be obtained from the Admissions Office prior to submission. An example would be a single parent whose family responsibilities prevent them from attending university full-time or a student involved on a university sports team with a significant time commitment (training, games/competitions, and travel) making it difficult to take a full course load.</i></li> <li>• <i>Special case requests should be made prior to each academic year, and previous requests will be taken into consideration when reviewing subsequent requests.</i></li> </ul> <p>2014-2015 reads as:</p> <ul style="list-style-type: none"> <li>• <i>Special cases are granted prospectively to applicants to facilitate their meeting the application requirements while dealing with unique circumstances. The intent of a special case consideration is to help applicants prepare for Medicine prior to their application and not after they have submitted their application.</i></li> </ul>	
<p><b>Nursing</b> <b><i>BSN (4 year)</i></b> <u>Admission Qualifications</u> <i>*A deficiency is allowed in one of these four areas... was previously stated in 2013-2014 as “three areas”.</i> <u>Selection Criteria</u> 2. Other Credential to be Determined – Dates to be determined has been added and specific deadline dates removed. WHIMS and TLR have been added as credentials required. <u>Categories of Applicants</u> 2. Aboriginal Equity Access Program – 16.6% has been updated from 16% in 2013-2014. <b><i>Post-Degree BSN</i></b></p>	<p>Clarifies existing practice.</p>

<p><u>Admissions Qualifications</u>  <i>A completed baccalaureate degree OR 90 credit units towards a degree with at least 36 credit units at the senior level.... (“towards a degree” added in 2014-2015).</i>          Added to Pre-requisite courses for 2014-2015:          Native Studies (3 credit units)          Microbiology (3 credit units)          Social Sciences (6 credit units) 9 credit units previously required in 2013-2014          Deficiency allowed in the following subjects:          Native Studies (3 credit units) added for 2014-2015  <u>Selection Criteria</u>          2. Other Credential to be Determined – <i>Dates to be determined</i> has been added and specific deadline dates removed. WHIMS and TLR have been added as credentials required.</p>	<p>Revised Post-Degree BSN program was approved by Council in June, 2013.</p>
<p><u>Open Studies</u>          REMOVED – NO LONGER OPERATIONAL</p>	<p>Approved by Council in June, 2013</p>
<p><u>Pharmacy and Nutrition</u>  <i>Bachelor of Science in Nutrition (B.Sc. (Nutrition))</i>  <u>Admission Qualifications</u>          3 credit units General Chemistry (with lab) (<b>CHEM 112.3 at U of S</b>) newly added for 2014-2015          3 credit units Organic Chemistry (with lab) (<b>CHEM 250.3 at U of S</b>) newly added for 2014-2015</p>	<p>Clarifies class selections for students</p>
<p><u>Veterinary Medicine</u>  <i>DVM</i>  <u>Admission Qualifications</u>  <i>Minimum cumulative average of 75% in all university courses.</i> This sentence was added for 2014-2015.  <u>Selection Criteria</u>          # 2. Interview – Applicants are selected for interview based primarily on their academic performance. The word primarily was added for 2014-2015.  <u>Categories of Admission</u>          Clarification of wording regarding interprovincial agreement and quota allotment.</p>	<p>Approved by Council April, 2011</p>

**UNIVERSITY COUNCIL**

**TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE**

**FOR INFORMATION ONLY**

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

**DATE OF MEETING:** February 27, 2014

**SUBJECT:** Item for Information: Experiential Learning Concept Paper

**COUNCIL ACTION:** For information only

In January of 2013, the Teaching, Learning and Academic Resources Committee (known then as the Teaching and Learning Committee) commissioned a concept paper on experiential learning in support of the implementation of the Third Integrated Plan, Promise and Potential.

Colleagues from the Gwenna Moss Centre for Teaching Effectiveness and the Research and Projects Officer from the Provost's Office collaborated on the concept paper that is being circulated to members of University Council for information.

The Experiential Learning concept paper was designed to create greater understanding of experiential learning as a pedagogical approach and a powerful learning opportunity.

The paper includes a brief background and history of experiential learning followed by an articulation of what experiential learning is (and what it is not). The primary forms of curricular-based experiential learning are examined with consideration given to best practices in delivery (using case examples from U15 comparators) as well as benefits achieved for students.

Work on the concept paper intersected with the Experiential Learning Inventory Project that was undertaken by the University Learning Centre in the winter and spring of 2013. Specifically, the ULC worked with a team of students to conduct interviews with department heads and undergraduate programs chairs. Interviewees were asked about the options available to students, how experiential learning fits within their respective programs and what new and innovative ideas they had to augment current activities. Accordingly, it was possible to include numeric metrics of current experiential learning activity as part of the concept paper.

The paper ends with a set of recommendations that are intended to facilitate decision making around program planning and the allocation of resources. Together, the concept paper alongside the benchmark data on activity and the resulting recommendations are designed to advance the implementation of the IP3 goal to increase the number of students involved in experiential learning by 20% over the next few years.

**ATTACHMENT:**

"Moving toward a Future State in Experiential Learning at the University of Saskatchewan"  
Concept Paper December 2013



UNIVERSITY OF  
SASKATCHEWAN

# **Moving toward a Future State in Experiential Learning at the University of Saskatchewan**

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## **Concept Paper**

**December, 2013**

Drafting Team (alphabetical order):

Frank Bulk

Jim Greer

Laura McNaughton

Brad Wuetherick

## Executive Summary

- The high impact practice of experiential learning has been repeatedly highlighted in foundational and planning documents at the University of Saskatchewan. Specifically, the desire to increase our activity in this area has been articulated in the Outreach and Engagement Foundational Document (2006), the Teaching and Learning Foundational Document (2008), the Learning Charter (2010), and most recently in the Third Integrated Plan, *Promise and Potential* (2012).
- Experiential learning (or experiential education) is a philosophy and methodology in which educators plan to engage learners purposefully in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and apply prior learning.
- At the University of Saskatchewan, we have identified five primary forms of experiential learning for undergraduate students including: (1) undergraduate research, (2) practicums, internships and cooperative education, (3) Study or courses taught abroad, (4) Community engaged learning and community service learning, and (5) Field-based instruction.
- Hundreds of courses, from every corner of our campus, match one of the primary types of experiential learning as defined above. The vast majority of students on campus can access at least one type of experiential learning course in many, if not all, of our undergraduate programs of study.
- The most recent data collected indicates that 173 courses offer one of the five primary forms of experiential learning.
- An implementation plan will be required in order to realize the 20% increase in experiential learning activity in the next three years (*see Promise and Potential*). This plan will need to consider matters of measurement and benchmarks, the maintenance of existing programming, the creation of new programming and the necessary support to achieve sustainable success. Recommendations are divided into sections to address the areas of address students, faculty, departments, the university and external partners. Highlights include:
  - Developing an assessment strategy to judge whether planned increases in activity are realized and whether student learning / student experience is improved.
  - Categorizing experiential learning into required and value-add opportunities and identifying places where experiential learning becomes part of the curriculum plan at a program level to afford greater sustainability of programming.
  - Developing an experiential learning website and add resources to support faculty.
  - Implementing strategies that will build awareness of opportunities for students (e.g., modifying the online course calendar attributes to include an “experiential” tag).

## **Moving toward a Future State in Experiential Learning at the University of Saskatchewan**

The high impact practice of experiential learning has been repeatedly highlighted in foundational and planning documents at the University of Saskatchewan. To begin, the Outreach and Engagement document (2006) pointed to service learning (a form of experiential learning) as a priority area for strategy development that would distinguish the university.

*Students already expect, and increasingly demand, that their experience of university education be engaged with the world beyond the classroom, the library, the laboratory, or the studio. Students want meaningful learning experiences that will prepare them for full participation in the world in which they live. (Outreach and Engagement, Foundational Document, 2006, p. 14)*

A short time later, experiential learning emerged within the Teaching and Learning Foundational document (2008), with a call for the campus to: (1) build experiential learning programs of all types more deliberately into curricular offerings, and (2) engage students in community-based learning and experiential learning. The view articulated was that, "...experiential learning not only makes the world real to the student by giving them an academically relevant experience in the community, but also makes the university real to the outside public by inviting the community into the university more systematically" (Teaching and Learning, Foundational Document, 2008, p. 29). Experiential learning was highlighted as a desirable way to achieve hands-on learning, with a focus on practical problems, leading to deeper understanding and integrative thinking. Although the more contemporary term of "work-integrated learning" was not used five years ago, the Teaching and Learning document nevertheless pointed to the valuable connection between more formalized experiential learning activity (e.g., internships) and career/professional development. Not surprisingly, the corresponding development of the University of Saskatchewan Learning Charter (2010) included experiential learning as part of the aspirational learning vision and core learning goals in the area of discovery ([http://www.usask.ca/learning\\_charter/our-learning-vision/index.php](http://www.usask.ca/learning_charter/our-learning-vision/index.php)).

Our most recent call to action emerged from the University's Third Integrated Plan, *Promise and Potential*. Within the focal area of Innovation in Academic Programs and Services, we find evidence that students seek more innovative opportunities at the University of Saskatchewan alongside the strategy of working, "...to provide increased opportunities for experiential learning for our students through their academic programs." Success in this regard is articulated as a 20% increase in the number of students engaging in experiential learning by 2016.

The present concept paper was designed to create greater understanding of experiential learning as a pedagogical approach and a powerful learning opportunity. To this end, the paper begins with a brief background and history of experiential learning followed by an articulation of what experiential learning is (and what it is not). The primary forms of curricular-based experiential learning are examined with consideration given to best practices in delivery (using case examples from U15 comparators) as well as benefits achieved for students. Information is presented on current experiential learning activity at the University of Saskatchewan before turning to a set of recommendations that are

intended to facilitate decision making around program planning and the allocation of resources with the ultimate goal of increasing experiential learning opportunities.

## **Background and Brief History of Experiential Learning**

The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are mis-educative. Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience. (Dewey, 1938, p. 25)

Curricular-based experiential learning/education is an instructor's thoughtful organization of a specific, intentional, interactive and authentic learning experience for students. While it can be argued that experiential learning has always been part of higher learning, and underpins learning in many contexts (formal or not), in the educational literature it goes back to the pragmatist writings of the early 20<sup>th</sup> Century, including, most notably, John Dewey (for example, see 1938). Current conceptions of experiential learning, however, have been strongly influenced by a number of authors writing from progressivist, constructivist, humanist and radical/critical philosophical orientations over the past sixty or more years, including Piaget (1966), Freire (1970), Vygotsky (1978), Schon (1987), Mezirow (1991), and many others.<sup>1</sup>

There are a number of key, related literatures that are directly connected to an understanding of experiential learning. One such related area is what has been called 'authentic learning', or learning that "focuses on real-world, complex problems and their solutions" (Lombardi, 2007, p. 2). Experiential learning, in its various forms, has also been called a 'high-impact educational practice', though there are more high-impact practices than are included in any single definition of experiential learning (Kuh, 2008). High-impact practices are deemed 'high-impact' because they:

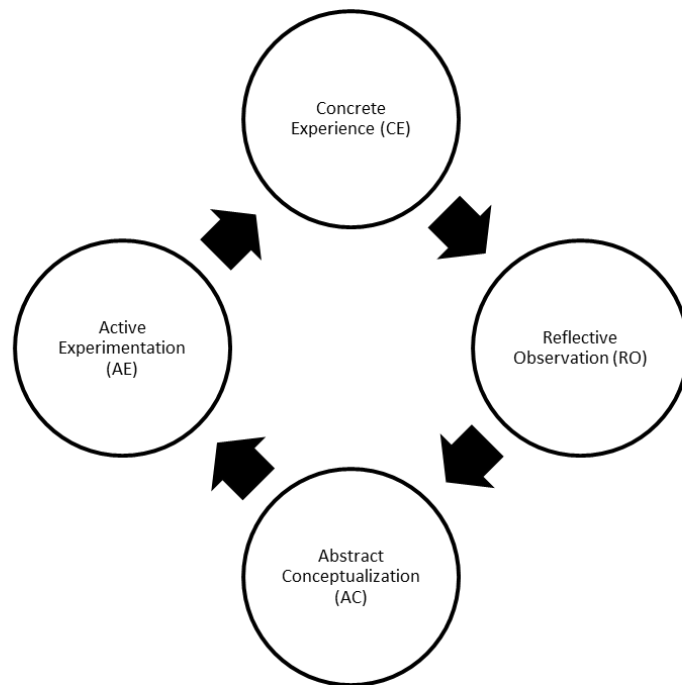
- demand considerable time on 'purposeful' and 'effortful' activities
- demand that students interact with faculty and peers about substantive matters
- increase the likelihood students will experience diversity through connections with diverse communities
- receive frequent formative feedback about their performance
- provide opportunities to explore the application of their learning (knowledge, skills and values) in various settings, and
- have often been described as 'life-changing' or 'transformational' (Kuh, 2008)

The process of experiential learning usually follows a cycle of 'hands-on' activity (or action) and reflection (what has been called by many 'praxis'). Kolb's (1984) four-step experiential learning model (ELM) is one of the most commonly cited models to conceptualize experiential learning.

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<sup>1</sup> For more information on the theoretical underpinnings of experiential learning, see Fenwick (2001) and Beaudin and Quick (1995).





**Figure 1 Kolb's Experiential Learning Model**

Within the ELM model, Kolb (1984) argues that in order to gain what he has called 'genuine' knowledge from an experience, certain abilities are required:

- The learner must be willing to be actively involved in the 'lived' experience (CE);
- The learner must be able to reflect on the experience (RO);
- The learner must possess and use analytical skills to conceptualize the experience (AC); and
- The learner must possess decision-making and problem solving skills in order to use the new ideas gained from the experience (AE).

There are several other models in the literature for conceptualizing experiential learning, including those articulated by Boud and Walker (1991), Joplin (1981), Burnard (1989), and many others. Although there are some commonalities across various authors, there are also some key differences. For example Joplin (1981) follows a similar "action-reflection" process to Kolb, though there are three additional stages. The five stages are: *focus* (defining the task to be completed and focusing the learners attention on that task); *action* (where that student must become involved with the subject matter in a physical, mental, or emotional manner); *informed support* (throughout the learning experience from the instructor or from peers); *feedback* (which should be present throughout the learning experience, and again from the instructor or peers), and *debrief* (where the learners and facilitator reflect on the implications of the experience). Instructors and instructional designers contemplating the integration of experiential learning into courses should be aware of literature beyond the popular foundations of Kolb, including discipline-specific interpretations of these theoretical approaches.

## Defining Experiential Learning: Isn't all Learning Experiential?

The fundamental objective of teaching students is to facilitate a learning experience. Learning experiences occur constantly, in both formal (e.g., structured with hierarchy) and informal (e.g., daily environment) settings. One might even say that all learning is experiential. Yet when we attempt to define and delimit experiential learning, we seek to focus on those learning situations where experiences are highly authentic, realistic, impactful, and purposeful. Many interactive learning experiences, whether a classroom discussion, a laboratory experiment, or even a stimulating lecture can be experiential, but for the purposes of this concept paper, and for the University's common definition, experiential learning needs to be something more.

The Association for Experiential Education defines experiential education as:

*A philosophy and methodology in which educators plan to engage learners purposefully in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, apply prior learning, and develop capacity to contribute to their communities.*

The principles of experiential education practice are:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Learners are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.
- The educator and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.
- Opportunities are nurtured for learners and educators to explore and examine their own values.
- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
- The educator recognizes and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.

- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

<http://www.aee.org/about/whatIsEE>

At the University of Saskatchewan, we hold that

*Experiential Learning refers to learning opportunities where activities are consciously and deliberately created to address specific course or program goals, where the activities involve interactive and authentic learning experience for students, and where the activities go beyond what might normally be found in a traditional university classroom or laboratory.*

This is not to imply that traditional university classrooms or laboratories have lesser value or cannot be places of deep and inspiring learning activities, but rather we wish to convey that by going beyond the confines of the traditional classroom or laboratory, we can offer students learning opportunities that enrich and deepen their learning.

Experiential learning as defined here is not economical; it often costs more than traditional classroom-based learning. Experiential learning may be more effortful than traditional classroom-based learning for both learner and instructor, spending more time to engage more deeply and to reflect more thoroughly. Deep and transformative experiential learning opportunities could be thought of as “nuggets” of educational gold strategically dispersed within the curriculum. Appendix A contains a set of principles of good practice for experiential learning.

At the University of Saskatchewan, we have internally identified five primary forms of experiential learning for undergraduate students:

1. Undergraduate research
2. Practicums, internships and cooperative education
3. Study or courses taught abroad
4. Community engaged learning and community service learning
5. Field-based instruction

**Additional Forms of Experiential Learning.** In such a compact introduction to experiential learning it is inevitable to leave out forms of experiential learning that some people and some disciplines might include under the experiential learning umbrella. If the learning activity in question meets some of the ways in which experiential learning is conceptualized (through, for example, a cycle of action and reflection resulting in deep learning) it would be appropriate to include these experiences as part of the umbrella of experiential learning undertaken on our campus and across higher education. These ‘other’ forms of experiential learning might include (under certain circumstances) immersive role plays and simulations (including through technology), case based teaching, lab-based or studio-based experiences, cross cultural experiences, and more. Yet, it is important to note that laboratory work or case learning can also be delivered in ways that are not deeply experiential. Although the focus of this concept paper is on experiential learning that is tied to curricula, it is necessary to note that co-curricular experiential learning led by students (e.g., Engineers without Borders) and staff (e.g., Formula SAE – Engineering) is also part of the University of Saskatchewan environment.

In the sections that follow, we consider each of the primary forms of curricular experiential learning. A description of the experiential approach is provided alongside information about best practices and benefits for students. We examine good examples of operations and practices for these forms of experiential learning within Canadian universities by using case examples from U15 comparator universities. This section is not intended to be either comprehensive or exhaustive but rather to provide important highlights within experiential approaches and showcase Canadian leaders in each area that offered high quality and publicly available information.

A review of public web information reveals that experiential learning (of the forms defined herein) is a valued pedagogical approach that is promoted across the U15 as evidenced, at least in part, by its presence in strategic planning documents. Depending on the nature of the learning activity, the emphasis on experiential learning is often supported by the office of the Vice-President Academic or Provost, the Vice-President Research, and the Teaching and Learning Centre. In some cases additional units have been established to support and promote a certain form of experiential learning, such as the Co-operative Education & Career Action (CECA) unit at the University of Waterloo <https://uwaterloo.ca/co-operative-education/> or the Undergraduate Research Initiative at the University of Alberta <http://www.uri.ualberta.ca/>. This approach of consolidating resources and support structures allows institutions to move forward with what is also a common goal of “enhancing the student experience” across the campus and can foster greater interdisciplinary activity.

## **Undergraduate Research**

Undergraduate research has received a great deal of attention across the 15 top Canadian universities (U15) and elsewhere. As post-secondary institutions embrace the nexus of teaching and research, opportunities for undergraduate research and creative activity will certainly grow. Applicable to a broad range of disciplines, this approach to active learning can provide students with a deeper understanding of their field of study and develops their skill in inquiry, observation, and writing.

There have been repeated calls for universities (particularly research intensive universities) to improve students’ access to these research based opportunities (Boyer Commission, 1998). This growing consensus around undergraduate research and inquiry is grounded in the argument that students must graduate with higher order skills that prepare them for today’s increasingly super-complex society and economy; skills that are developed particularly well through research and inquiry-based learning opportunities (Barnett, 2005). Indeed, students’ involvement with research and discovery might indeed help to define that which makes higher education ‘higher’ (Healey and Jenkins, 2009).

Conversations about undergraduate research experiences for all students inevitably result in definitional challenges associated with what is meant by ‘research’. Brew and Boud (1995) provide an effective way to conceptualize undergraduate research and inquiry as an inquiry or investigation into the ‘*commonly known*’ (topics new to the students, but commonly known to faculty across the discipline), the ‘*commonly unknown*’ (topics new to the student and most faculty across the discipline, except for a few faculty for whom that topic is part of their particular specialty), or the ‘*totally unknown*’ (topics new not only to the student but new to the discipline as a whole). A number of other attempts to define (or provide frameworks to help conceptualize) undergraduate research have been made (for a

summary, see Brew, 2013). The University of Alberta adopts a straightforward approach to the definition of undergraduate research by emphasizing "...a process that involves asking questions and using the methods of our discipline to advance our knowledge and understanding of the subject." (<http://www.uri.ualberta.ca/en/DefiningUndergraduateResearch.aspx>)

The benefits of undergraduate research include: increased confidence, cognitive and technical skill development, problem-solving and critical thinking development, clarification of future career or educational opportunities, an understanding of how knowledge is created, and an increased understanding of disciplinary ways of thinking and practicing (Brew, 2006; Hunter, Laursen, & Seymour, 2007; Hunter, Laursen, Seymour, Thiry, & Melton, 2010).

While students' awareness of research has been shown to be high, the proportion of students who report experiencing research as a key component of their educational experience remains low (Healey, Jordan, Pell, & Short, 2010; Turner, Wuetherick, & Healey, 2008; Wuetherick and McLaughlin, 2011). A high proportion of students, however, indicate that they learn best when involved in some form of research or inquiry activity. Increasing student involvement in one-to-one mentorship is a common approach, with additional funding being targeted to support student summer employment under the direction of faculty. The Undergraduate Research Initiative office at the University of Alberta is a great example of a comprehensive approach to supporting the involvement of their undergraduate students in research activity. In addition to providing information on available funding, this Centre offers programs to support student success in writing research proposals, seeking research funding, learning research skills and reporting on results. (<http://www.uri.ualberta.ca/>)

The challenge is that for undergraduate research and inquiry to have impact on a significant number of learners, the experiences offered must move beyond familiar one-to-one mentored experiences (such as summer research assistantships), as impactful as those might be, to embedding research experiences within courses and curricula. Many research-intensive universities point to curricular innovation in programs to increase the number of courses that contain a research component, and thereby allow a greater percentage of their undergraduate students to participate. For example, a recent institutional vision document from McMaster University states, "Research-intensity is fundamental to our pedagogical model, which seeks to embed the process of discovery and interdisciplinary collaboration at all levels of the learning process."

([http://www.mcmaster.ca/vpacademic/documents/McMasterUniversitySMA28\\_09\\_12.pdf](http://www.mcmaster.ca/vpacademic/documents/McMasterUniversitySMA28_09_12.pdf) retrieved from the web May 24.13). In an effort to build research opportunity and research skill acquisition into all levels of the undergraduate curriculum, a developmental approach is required. One tool that might be used to help facilitate this developmental approach is the research skills development (RSD) framework created in Australia (Willison, 2009). The RSD framework contemplates the "facet of inquiry" (i.e., embarking and clarifying, finding using appropriate methodology, evaluating and reflecting, organizing and managing, analyzing and synthesizing, communicating) and considers these activities at differing levels of student autonomy.

Beyond curriculum and one-to-one mentorship, dissemination of research findings is an important component of the undergraduate research experience. Undergraduate research journals are common across the U15, as is local conference activity such as the Multidisciplinary Undergraduate Research Conference at UBC, <http://murc.ubc.ca/>, or the

undergraduate poster competition at the University of Manitoba,  
<http://www.umanitoba.ca/postercompetition/>.

## **Internships, Practica, and Cooperative Education**

Internships, practica and cooperative education (or what has also been called workplace learning) represent a cluster of experiential learning activities that is commonly implemented. Internships and practica have been particularly successful as a required component in areas such as the health sciences and education. An internship or practicum has been defined as *“a supervised discipline-related work experience [involving] an intentional experiential learning strategy, an emphasis on professional development, performance assessments, and reflection and acknowledgment.”* (Kuh, 2008). There is an ongoing discussion about the interchangeability of the two terms – internship and practicum – and whether or not one of these (internship) is normally defined by whether or not the student is paid for their time in the organization hosting them.

The intention in most internship or practicum experiences is to provide students with direct experience in a work setting, usually related to their discipline and their particular career interests, and to give them the benefit of mentorship from professionals in that particular field. While some of these experiences may be co-curricular in nature (for example, through a structured summer employment program that is outside of the official program for the students), the majority of internship are taken for credit within programs where students often complete an approved project or paper that is submitted to their university in addition to meeting any work requirements as set out by the organization hosting the student (Kuh, 2008).

Internships can serve a number of purposes for different students. These can include clarifying career paths, applying what they are learning in their programs to “real world” workplace settings, gaining more substantial professional experience, and beginning to develop a network of people in fields that interest them (O’Neill, 2010). Research has shown that an internship or practicum experience is more likely to be “high impact” for students when:

- the experience is intentionally organized around particular learning outcomes;
- students apply their learning to work contexts, reflect on these experiences, and receive formative feedback from both faculty and workplace professionals;
- students build mentoring relationships with supervisors, faculty, and peers;
- students are exposed to diverse people and ways of thinking; and
- students are asked to reflect on their workplace experiences to clarify their values, interests, and personal goals particularly as related to their careers (O’Neill, 2010).

The University of Waterloo has the most extensive co-op program in the world. In the 2012 – 2013 academic year, Waterloo often had nearly 100 employers giving presentations to potential coop students in a month. The university offers 120 distinct co-operative education programs to its students. Waterloo has gone through an accreditation process with the Canadian Association for Cooperative Education (CACE), which ensures that the university’s programs comply with best practices in coop education as laid out by the CACE. For example, students must be engaged in productive work in their co-op placement rather than just observing and students must be receiving some form of remuneration for their work (<https://uwaterloo.ca/co-operative-education/about-co-operative-education>). The

program is operated through a central unit – Co-operative Education and Career Action – that operates under a set of goals, mission and vision statements. Appendix B contains additional resources for the delivery of the University of Waterloo’s co-operative education.

Just up the road from the University of Waterloo, Wilfrid Laurier University (WLU) is also committed to providing coop opportunities for many of their undergraduate students. For many programs at WLU, work terms are staggered throughout the four year program and can occur in all three of the terms; fall, winter and summer. It is interesting to point out, however, that WLU offers coop opportunities inside Arts degree programs that allow students to complete coop placements during the summer months. Of additional note, WLU provides a notable example of how universities can partner with government to create internships program options so that students gain valuable business skills and small to medium companies benefit from the presence of students with technical knowledge ([http://wlu.ca/news\\_detail.php?grp\\_id=0&nws\\_id=10883](http://wlu.ca/news_detail.php?grp_id=0&nws_id=10883)).

## **Study Abroad**

Study abroad refers to a wide range of credit-granting programs, courses and learning experiences that take place internationally – including reciprocal exchange agreements (our students going to a partner who in turn sends students back), semester or summer abroad experiences (which may be at a university or other organization), and as courses taught abroad (where U of S instructors lead a course taught in an international context to U of S students). Because study abroad takes place outside of Canada, special considerations need to be made with respect to cost, safety, transfer credit, pre-departure and re-entry sessions, and the development of international partnership agreements (in many cases). The options for studying abroad are increasing around the world and can manifest as a variety of types of experiential learning. Thus, other forms of experiential learning such as community-service learning, undergraduate research, internships and practica, and fieldwork that take place internationally can be viewed to fall under the term ‘study abroad’.

The learning value of study abroad depends to a great extent upon a well-guided student self-reflection on their experience, relevance of the experience to a student’s degree, major or career aspirations, the depth of foreign language and/or inter-cultural immersion, and the length of the program (including preparation and re-entry) (Brewer and Cunningham, 2009; Lewin, 2009). The inclusion of study abroad in a program or course of study has many perceived benefits, including: providing the opportunity for students to experience their discipline-specific interests in contexts that broaden their knowledge and skills; developing their cross-cultural communication skills and intercultural competencies (though research has shown that poorly facilitated experiences can have the opposite effect); and providing student learning experiences that foster an understanding of, and commitment to, global citizenship (Brewer and Cunningham, 2009; Lewin, 2009; Trilokekar, Jones, & Shubert, 2009; Vande Berg, 2012).

As one leader in the Canadian study abroad landscape, the University of British Columbia (UBC) has an extensive array of international opportunities for its students. All of the information regarding these opportunities as well as the support services for students is available on the ‘Go Global’ website (<http://www.students.ubc.ca/global/index.cfm>). This site also houses information and existing supports for international students. The international opportunities available to UBC students include: online courses from seven



international universities; research abroad; international service learning; an exchange program; and, group study programs.

Focusing on study abroad leads to examination of exchange programs and group study programs. A student involved in an exchange program chooses a course or set of courses he or she wishes to attend at one of UBC's 150 partner institutions. Most courses taken are eligible for transfer credit to the student's program at the home institution. The group study programs are 'taught abroad' programs where a UBC course is taught abroad by a member of the UBC faculty. Group study programs involve students travelling to a new country with a faculty member to complete one course over a term. In the 2012 – 2013 academic year there were nearly forty courses taught in nearly a dozen countries in Asia, Africa, Europe and South America. See Appendix C for supporting resources linked to study abroad.

### **Community Engaged and Community Service Learning**

Another common way experiential learning is implemented in higher education is through community engaged learning. Community engaged learning is often used to denote a range of learning activities where students engage with community partners (government, community organizations, industry) as part of that experience, whether local or global. It can, depending on the institution or author, include everything from both co-curricular and curricular community service learning through to practica and internships in the community.

Successful community engaged learning has several key characteristics, including: the meaningfulness of the activity to the community (where community is involved in planning, implementing, and evaluating the activities; the activity helps address a need that the community has identified, in a way in which the community appreciates); the meaningfulness of the activity to faculty teaching and pedagogy (where there is evidence that the partnership will enhance student learning, and, that the activity links to the faculty member's teaching program); ideally, the meaningfulness of the partnership to faculty scholarship (there is evidence that the activity links directly to a faculty member's program of research or program of artistic work); and the appropriateness of the pedagogy to the desired learning outcomes (where the community-based activity does not compromise student needs with respect to the stated learning outcomes of the academic course).

For purposes of this concept paper, the way community engaged learning manifests most often in the learning environment focuses on course-based, curricular or academic community service learning (CSL). Bringle and Hatcher (2009) argue that course-based, or curricular, community service learning provides educational experiences that allow students to both participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. This reciprocal relationship is key to successful community engaged learning

Curricular (or academic) community service learning can take several form ranging from traditional CSL where the service learning experience is focused on individuals and organizations (and may be more in line with what might be considered structured volunteerism) through to what has been termed 'critical' CSL, where the service learning experience is focused more on service for an ideal (and may be more in line with global



citizenship and social justice; Mitchell, 2008). In these experiences, faculty facilitate student experiences and critical self-reflection about their experiences, including:

- what they have learned about the situation they confronted and about themselves
- the role their own assumptions and values played in their 'action'
- the systemic, root causes of the issues with which they were involved

The benefits of community engaged learning include: the validation of personal experience and the development of individual confidence; the development of socio-political understanding and an understanding of the place of activism; the development of critical thinking and open-mindedness; making connections between course material and the political/social context within which it is embedded; and helping students to recognize how they can become active agents for political and social change in all fields (Butin, 2003; Eyler, Giles, and Astin, 1999).

To consider a solid case example, the University of Ottawa has a strong commitment to experiential learning. President Alan Rock indicated in a recent Globe & Mail article his university's goal is to have every student involved in an experiential learning opportunity of some sort. ("Class of 2013 demands more from universities: help us find jobs" Globe & Mail, May 17, 2013; <http://www.theglobeandmail.com/news/national/education/class-of-2013-demands-more-from-universities-help-us-find-jobs/article12006916/>)

The University of Ottawa's Centre for Global and Community Engagement houses all the information and support services for students, instructors and community partners interested in being involved in community service learning (CSL). During the 2012 – 2013 academic year 130 professors and 1,800 students were involved in CSL projects with 281 community organizations. According to the same Globe & Mail article, the Centre "connects more than 2,600 students to volunteer opportunities and community partnerships." The Centre has created extensive and comprehensive handbooks for each partner – students, instructors and community organizations. The description of community service learning offered on the University of Ottawa website clearly articulates CSL for the uninitiated (<http://www.servingothers.uottawa.ca/csl.html>). This articulation describes the best practices followed by the University of Ottawa in its delivery of these programs. Appendix D provides additional resource material created to support community service learning.

## **Field-Based Learning and Field Courses**

In field-based learning, teaching is extended to a site outside of the classroom or laboratory, exposing students to a 'real-world' setting. The goal of field-based learning is for students to apply practical, research, or workplace skills developed within the context of the discipline in which they are studying. These experiences often manifest as authentic learning related to their particular disciplinary context – collecting soil samples in the Soil Sciences, engaging in archival work in History, or interviewing people in a community organization in Sociology.

Studies have shown that field-based learning experiences for students can result in: enhanced student motivation; improved ability to retain core disciplinary concepts and skills; enhanced student learning experience through a broadening of their knowledge base; and opportunity to focus on skills or 'multiple intelligences' that are underrepresented in

classroom settings (Curtis, 2001; Gardner, 1983; Kozar and Marcketti, 2008; Lisowski and Disinger, 1991).

Field-based learning is generally chosen because the experience provides an opportunity to present materials, objects or phenomena that are not accessible otherwise to students in a way that enables direct contact and interaction. It also provides students with an opportunity to practice skills or techniques that cannot be carried out elsewhere. These experiences have been found to stimulate higher understanding and reinforcement of previously learned classroom material, and it also stimulates an appreciation for, concern or valuing of the visited environment (Lonergan & Andresen, 1988). It has been argued that “field experiences are most likely to be academically and intellectually valid if they are carefully planned and monitored, structured to serve specific learning goals, and preceded by orientation and preparation. Students also need ongoing opportunities to reflect actively and critically on what they are learning from the field experience and to assess the results” (Gross Davis, 1993, p.167).

Field courses have long been an important component of natural and social science as well as many other programs. Field schools require considerable preplanning to ensure appropriate risk management plans are in place and to arrange for many other logistics such as proper travel documentation, communications plans, and required field equipment and safety or medical supplies. Field course can be an extension of classroom learning, normally taken off campus to a relevant location or environment, but are more valuable when the student is engaged with activity that develops observational and data collection skills, followed by some analysis requirement. Field courses are typically offered under a cost recovery model and require additional fees be paid by students.

The University of Alberta has developed an innovative field experience course (RenR 299) that serves several degree programs within the Faculty of Agricultural, Life and Environmental Sciences. These programs (including Forestry, Environmental Sciences, and Environmental Studies, plus students from additional programs taking the course as elective) have students participate in a three-week course where they spend time as individual programs meeting key disciplinary field requirements for their degree program, and then working across programs to solve interdisciplinary problems as teams of diverse professionals. This model, which allows the institution to save money on logistics of organizing and delivering the field course through larger student numbers, also pushes the boundaries on interdisciplinary professional learning across programs.

<http://www.ales.ualberta.ca/Courses/RRCourses/RENRCourses/RenR299.aspx>

## **The Current State: Experiential Learning at the University of Saskatchewan**

Provision of experiential learning opportunities for University of Saskatchewan students belongs to our academic units. A significant number of courses, from every corner of our campus, match one of the primary types of experiential learning as defined above. The vast majority of students on campus can access at least one type of experiential learning course in many if not all of our undergraduate programs of study.

In an effort to inform the annual achievement report, an inventory of experiential learning curricular activity was assembled yearly for a four-year period (2008-2012). To obtain this

information, a survey was distributed to department and college administrators who were asked to supply a simple list of courses that were experiential in nature. While this list has been useful, it was never considered to be a complete picture and, thus, raised questions about the condition of experiential learning across the campus.

To gain better understanding of what experiential opportunities exist and to establish a much-needed baseline, an experiential learning inventory project was conducted in the spring of 2013 with the goal of obtaining more comprehensive information. To this end, 61 interviews were conducted with department heads and undergraduate program chairs to discuss the options that are available to their students, how experiential learning fits within their respective programs, what new and innovative ideas they might have to augment current activities, and a number of supplemental questions on topics ranging from engagement with community partners to student response to existing offerings (see Appendix E). In addition to the qualitative interviews, the experiential learning inventory project compiled data on items such as the number of students enrolled in each course, and whether experiential learning courses are chosen as electives or as a requirement of a program (See Appendix F).

Although the interview process concluded in May, ongoing data collection at the course level, and assessment of all data continued throughout the summer of 2013. Key findings from this work can be summarized as follows. To begin, there was general agreement with the definition of experiential learning employed at the U of S. Furthermore, there is interest within departments and colleges to provide *more* experiential opportunities for students. Not surprisingly, the main barrier to offering more is a perceived scarcity of resources with clear examples of demand outstripping available supports. From the student perspective lack of awareness of these opportunities, and costs associated with certain types of experiential learning, can be limiting factors. When differentiated on the basis of being a program requirement, experiential learning is more directly embedded in, and fundamental to, the Health Science programs than elsewhere. Importantly, there is a convergence between the university's planning (IP3) and the desire of campus units to increase experiential learning within academic programs.

In total, **173** courses offered during the 2012-13 academic year included one of the five main types of experiential learning. There were **11,522** seats in these experiential learning courses offered at the undergraduate level. Of these seats, 8637 (75%) were occupied leaving an unused capacity of 2885 seats (25%). The findings revealed that **3956** students participated in one or more experientially learning opportunity. The 2013 Inventory results illustrated that experiential learning activity can be divided into two major categories: (1) opportunities that are embedded within a program as a requirement for all graduates of that program (e.g., practicum requirements in Nursing, performance-based courses, thesis requirements), and (2) opportunities that are integrated intentionally into a course because they are considered to improve student learning or add value to the student experience. Category 1 – required activity - can be further divided into (a) the health sciences (Kinesiology, Medicine, Nursing, Pharmacy and Nutrition, WCVN), (b) the fine and performing arts (ART, DRAM, EMUS, MUAP, MUS) and (c) a catchall of the remaining required courses “other” (e.g., upper-year required courses, 4<sup>th</sup> year honours/capstone courses and the extended practicum in Education).

When considering our IP3 target of increasing by 20%, it is important to look individually at each of the categories and sub-categories. The factors that lead to increasing activity in the

number of “value-add” courses may be different from the “required” categories. Specifically, the primary way to increase activity in required experiential learning courses is to increase the enrolment in those programs, whereas increasing the number of students in value-add courses requires strategically building opportunities that will draw students. Table 1 provides a delineation of courses and students within each of the five main types of experiential learning. Courses and students are shown separately across required and value-add category distinctions. Table 2 provides information on how the five main types of experiential learning courses and the students within these courses are distributed across levels of study.

In general, the 2013 Inventory findings show that undergraduate research and community engaged learning are the most common forms of experiential learning. This tends to be true whether experiential learning is of a required nature or is added to an elective course, except in the case of required courses in the health sciences where community-engaged learning is not a “top 2” form. The frequency of internship/practicum and field-based instruction is very similar, generally falling in third or fourth position. One notable exception is that internships/practicum experiences are the most common form of experiential learning when it comes to required health science experiences. Regardless of whether the focus is on required or value-add courses, the inventory revealed that study abroad courses emerged as the least common form of experiential learning. It is important to note that because the 2013 Inventory is tied to courses offered by the UofS, it does not include international exchange programs in which students attend a different university taking courses from that institution. It should also be noted that some of the health science practicum activity involves working in an international setting.

**Table 1**  
**Number of Courses and Students across Forms of Experiential Learning**

	Study Abroad		Undergrad Research		Community Engaged Learning		Internship Practicum		Field-based Instruction	
	#C	#S	#C	#S	#C	#S	#C	#S	#C	#S
Health Science (Req)	3	95	9	345	8	158	19	540	5	135
Fine Arts - Perform (Req)	0	0	15	155	9	111	0	0	1	2
Other Required <sup>a</sup>	1	14	29	1118	17	666	4	418	22	887
Non-Required – Value Add	3	5	34	471	35	864	21	168	15	292
Total	7 3%	114	87 35%	1985	69 28%	1738	44 18%	1125	43 17%	1302

*Note: <sup>a</sup> The “other” required – value add category includes such things as upper-year required courses, 4<sup>th</sup> year honours/capstone courses and the extended practicum in Education; #C = number of courses; #S=number of students.*

*Values in the table for courses and/or unique students sum to a number larger than the totals reported elsewhere in this document (N=173 courses; N=3956 students). This discrepancy is a function of the fact that some courses include more than one form of experiential learning and individual students can take more than one form of experiential learning in a given year.*

As might be predicted (see Table 2), the majority of our experiential learning courses are offered in the senior years (300- and 400-level). This patterning is extremely pronounced for required health sciences experiential learning where 93% of courses are at the 3<sup>rd</sup> or 4<sup>th</sup> year. By contrast, in the required experiential learning courses in the fine and performing arts, slightly less emphasis is placed on senior courses with more emphasis shifted to first and second year. Indeed, across categories of required work, the fine and performing arts show the most even distribution of courses across levels of study. Notably, experiential learning courses at the 500-level are only offered in the health science area.

**Table 2**  
**Number of Experiential Learning Courses and Students by Year of Study.**

	100-level		200-level		300-level		400-level		500-level <sup>b</sup>	
	#C	#S	#C	#S	#C	#S	#C	#S	#C	#S
Health Science (Req)	0	0	2	119	10	281	17	386	3	168
Fine Arts - Perform (Req)	6	110	3	70	6	74	8	42	0	0
Other Required <sup>a</sup>	2	498	10	340	19	494	19	608	0	0
Non-Required – Value Add	3	184	13	387	19	282	33	384	0	0
Total	11 6%	780	28 16%	900	54 31%	1051	77 45%	1343	3 2%	168

*Note: <sup>a</sup> The “other” required – value add category includes such things as upper-year required courses, 4<sup>th</sup> year honours/capstone courses, and the extended practicum in Education. <sup>b</sup>Pharmacy, Nutrition and Veterinary Medicine have 500-level undergraduate courses. #C = number of courses; #S=number of students.*

*Values in the table for students at each level sum to a number larger than the number of unique students reported elsewhere in this document (N=3956 students). This discrepancy is a function of the fact that students can take courses at more than one level of study in a given year.*

In order to achieve the IP3 target for experiential learning growth, departments and colleges must consider where best to integrate new opportunities into their curriculum, and rethink how current opportunities are designed and delivered. In part, support for this work and innovation is and will be made available through a number of central units including the University Learning Centre/Gwenna Moss Centre for Teaching Effectiveness (ULC/GMCTE), the Office of the Vice-President Research (OVPR), University Advancement and Community Engagement (UACE), Student and Enrolment Services (SESD), International Student and Study Abroad Centre (ISSAC), Student Employment and Career Centre (SECC), and others. The Provost’s Committee on Integrated Planning (PCIP) has made an initial investment in growing activities by providing support for the Experiential Learning Fund overseen by the ULC, Community-Engaged Scholarship and Learning funding overseen by UACE and the Undergraduate Research funding overseen by the OVPR .

Undergraduate research is one exciting direction for experiential learning, fostered by joint commitments to increasing undergraduate research opportunities through both one-to-one

and curriculum-embedded initiatives (OVPR – lead) and towards the establishment of undergraduate research journal (ULC – lead). Furthermore, the USSU has been active in the promotion of undergraduate research via a well-received undergraduate research symposium.

With the recent establishment of the Community Outreach and Engagement (COE) Office, and the strong partnership between that office and other units on campus, a host of new curricular and co-curricular experiential opportunities are emerging that will connect student activity with community interests. The goal of COE programming will be to offer students a ‘laddered’ set of opportunities at every stage of the community-based activity; junior undergraduate research, senior undergraduate research and mentorship, graduate research, mentorship, and teaching.

Considering the numerous existing and newly developing opportunities for enhanced student experience at the University of Saskatchewan, we can be confident that the University is taking steps towards meeting the IP3 goals. However, more work is required. Continued and robust efforts must be put into raising the profile of Experiential Learning. Some efforts have paid off in this respect, for example, the establishment and growing interest in the ULC-sponsored Experiential Learning Expo, a forum for experiential learning curricular and co-curricular activities. Other activities, such as the Study Abroad Fair (Arts and Science), faculty development workshops (ULC), the Engaged Scholar Day (Advancement and Community Engagement), and ongoing website development will undoubtedly help increase the profile of experiential learning. Although not all of these efforts and activities will be offered each year, they are examples of successful models used in profiling experiential learning. The genesis of new, exciting, and relevant undergraduate experiential opportunities will largely remain dependent on a cadre of dedicated faculty and departmental champions, whose work we must continue to recognize, promote, encourage, and support. What follows are a set of recommendations for how the move toward increasing student activity level with experiential learning will be enhanced.

## **Moving Forward**

The target in moving forward is clear: we are looking for a 20% increase in experiential learning activity over the next three years. The centrality of experiential learning in our academic programs fits well within the U of S setting where the personality of the institution is defined as resourceful, collaborative and dynamic. Positioning our university to offer more experiential learning opportunities means that we continue to deliver on the offer of *connections* into communities and around the globe, *impact* through working together and the *support* to push boundaries ([http://communications.usask.ca/documents/institutional\\_positioning\\_statement.pdf](http://communications.usask.ca/documents/institutional_positioning_statement.pdf)).

The results of the 2013 Inventory show that there is unused space available in our current offerings. We need to be using this existing capacity to increase activity in a fairly simple manner. Although funding for at least some experiential learning activity has been provided through the University Learning Centre, the hard work to increase activity will be done in academic units and accordingly, the resources must flow through to academic units. According to the 2013 Inventory, just over 75% of our experiential learning opportunities exist at the 300 and 400-level. Although this is not a surprising finding given the way programs are traditionally designed with increasing expectations of student competencies, it does suggest that there is work to do in creating opportunities for students in the earlier

years of study. Diversity of activity is important to draw students in and to match their interests, however, there is an argument to be made that the development of experiential learning activities could be tied to signature areas (i.e., Aboriginal Peoples, Agriculture - Food and Bioproducts, Energy and Mineral Resources, One Health, Water Security, Synchrotron Sciences). Given the university's (and province's) emphasis on international education, it makes sense to increase study abroad opportunities.

In cases where courses are required in the health sciences, the fine and performing arts or in other degree requirements, the addition of new students into programs will directly boost experiential learning activity. In the case of value-add opportunities, there is a challenge in sustaining these courses when activities require added resources where the activity itself is not required. In those cases in which experiential learning means doing "extra" on the part of students, many students will need to clearly see the added value that comes with their participation. For example, in the Engineering Professional Internship Program, hours spent as part of the internship are connected to a professional credential.

Different strategies will be needed to increase activity in the areas of undergraduate research, community-engaged learning, field-based instruction, study abroad, and internship/practicum. An implementation blueprint will be required in order to realize the 20% increase in experiential learning activity in the next three years (*Promise and Potential*, IP3). The tactics put in place must consider matters of measurement and benchmarks, the maintenance of existing programming, the creation of new programming and the necessary support to achieve sustainable success.

## **Recommendations for Action: Developing Strategies**

Increasing experiential learning activity in a strategic fashion will involve substantive influence on major groups including students, faculty, academic departments, the university, and external partners. The Vice-Provost, Teaching and Learning has been identified in *Promise and Potential* to lead this area of activity. As such, the following recommendations are offered to Vice-Provost for consideration and possible action.

### **Students**

1. If we believe that many of our students are seeking experiential learning opportunities and we aspire to greater student activity within this realm then it is imperative we make it simpler and easier for students to find courses and programs that include these opportunities. When students search for courses, existing and emerging experientially learning opportunities must be more readily apparent (e.g., enhanced browsability). This is an important step toward building awareness. **We recommend that steps be taken to modify the course catalogue attributes to include an "experiential" tag to better identify those courses with embedded experiential learning opportunities.**
2. Experiential learning opportunities (e.g., study abroad, field-based study) can easily involve an added financial burden for students. Therefore **we recommend that considerable effort be expended to increase awareness of existing support funding (i.e., the Experiential Learning Fund) and that when necessary, additional financial support be sought.**

## Colleges and Departments

3. It is highly desirable to have a set of principles that guide our goal-setting in experiential learning (e.g., student access). For example, does it make the most sense to concentrate on working toward a single exposure for all students? Further, as has been discussed, it will make sense to partition our growth strategies along the categorical lines of: (1) opportunities that are embedded within a program as a requirement and (2) opportunities that are added to a course because they are considered to increase value. Similarly, there must be a common evaluation strategy to assess the effectiveness of our experiential learning initiatives including markers of student success that are both subjective (e.g., quality of student experience) and objective (e.g., student persistence in program). **We recommend that, under the leadership of the Vice-Provost, Teaching and Learning, a small working group be formed to further develop principles, tactics within categories, and an evaluation strategy.**
4. If we want students to embrace experiential learning opportunities, the expectations and learning outcomes must be explicit and clearly set out by instructors. Therefore **we recommend that departments be encouraged to make clear ties and connections between the learning outcomes for experiential learning courses and higher level program goals (or degree attributes).**
5. The research undertaken for this concept paper revealed challenges inherent in sustaining experiential learning programming. Specifically, innovative programs are often tied to individual faculty members and the passion of these individuals to do this work. When faculty members redirect their energies and efforts or go on leave or are simply assigned to teach something different, experiential learning within a given course can lose momentum or become unsustainable. It is important to strategically position experiential learning opportunities optimally in programs so that we get maximum impact for our efforts. **We recommend that experiential learning become part of the curriculum plan at a program/degree level in colleges so that the investments (human, financial) can be sustained.**

## University/Central Administration

6. The 2013 Inventory revealed that faculty devoted to experiential learning are faculty with a passion for this work. This can mean that the important thing to do is simply get out of the way. In some cases, however, this work is done off the side of a faculty member's desk and becomes unsustainable. Faculty members using experiential learning approaches are likely to require support for curriculum planning and delivery as well as financial support. At present, some of these supports are already available but faculty members are not necessarily aware of what exists. Faculty members should be able to search the topic of experiential learning and be provided with, or pointed in the direction of, resources that already exist on campus to support their experiential learning goals. Similarly, students need ready access to information on what opportunities exist. The vision here is for a "central" site (through the Vice Provost, Teaching and Learning) that links in the work underway and resources available across campus. **We recommend that a website for experiential learning be created as a virtual hub.**



7. Different forms of experiential learning programming arguably require different approaches to coordination and support. It is highly unlikely that the University of Saskatchewan will be in a position to create separate central offices to address the needs of each program and/or college. Similarly, no single existing unit can be expected to oversee all of the experiential learning activity. It is important to learn what coordination structure would best meet the University's needs (e.g., centralized and decentralized approaches) and take into consideration how recent structural changes at the University (e.g., having the advancement and community engagement portfolios together) might lead to potential supports. **We recommend that under the leadership of the Vice-Provost, Teaching and Learning, a small working group be created to consider ways to facilitate the coordination of experiential learning activity.**
8. The *Experiential Learning Inventory Project* was time and labour intensive. Looking ahead, an assessment strategy will need to be in place to judge whether planned increases in activity are realized and whether related positive outcomes ensue. **We recommend that the same working group identified in recommendation #7 (above) also consider an evaluation of whether appropriate measurement criteria were employed and whether the methodological approach was the most appropriate.**

## External Partners

9. The success of experiential learning opportunities rests in no small part on our investment in cultivating and maintaining partnerships with external partners including community agencies, industry, government, etc., with a particular focus on where students want to be to build on their academic work. The university needs to understand the level of interest and support within the city to build additional experiential learning opportunities. It also makes sense to understand the level of interest and support in other parts of the province where U of S students could (or already do) undertake experiential learning. If an examination of the interest in all five primary forms of experiential learning is not possible, it might make more sense to identify a subset of activities to explore (e.g., undergraduate research, community-engaged learning, internship/practicum). **We recommend that a feasibility study be undertaken to identify the level of interest and support in the province to build additional experiential learning opportunities that will be necessary to reach our goal of a 20% increase.**
10. With a view to creating opportunities and matching student demand, the university could focus attention on working with areas where there are overlapping provincial goals (see the Saskatchewan Plan for Growth Plan; <http://gov.sk.ca/saskplanforgrowth>). Examples of government support could include (but are not limited to) encouraging the growth of companies with roots in the prairies who also have international exposure and providing tax or other incentives for Saskatchewan businesses that employ students through the university's experiential learning initiatives. **We recommend that consideration be given to finding ways for the provincial government to support the university's experiential learning initiative.**

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## Appendix A

### Standards of Practice: Eight Principles of Good Practice for All Experiential Learning Activities

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

*1. Intention:* All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

*2. Preparedness and Planning:* Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

*3. Authenticity:* The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

*4. Reflection:* Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

*5. Orientation and Training:* For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

*6. Monitoring and Continuous Improvement:* Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to

what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

*7. Assessment and Evaluation:* Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

*8. Acknowledgment:* Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Source: National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA

## **Appendix B**

### **Resources for Co-operative Education**

Links to University of Waterloo's Co-operative Education Resources

1. Main site for University of Waterloo co-op education programs and philosophy:  
<https://uwaterloo.ca/co-operative-education/about-co-operative-education>
2. Site hosting specific information regarding University of Waterloo co-op education programs:  
<https://uwaterloo.ca/co-operative-education/about-co-operative-education/our-programs>

## **Appendix C**

### **Resources for Study Abroad Programming**

Links to University of British Columbia's Study Abroad Resources

Main site for Go Global, UBC's one-stop shop for international students and students interested in international opportunities:

<http://www.students.ubc.ca/global/index.cfm>

Information regarding UBC exchanges programs:

<http://www.students.ubc.ca/global/learning-abroad/exchange/>

Information regarding UBC group study abroad programs:

<http://www.students.ubc.ca/global/learning-abroad/group-study-programs/>

Information regarding UBC international service learning opportunities:

<http://www.students.ubc.ca/global/learning-abroad/international-service-learning/>

Information regarding UBC research abroad:

<http://www.students.ubc.ca/global/learning-abroad/research-abroad/>

Information regarding UBC special programs, in particular opportunities for an international education experience in Vancouver:

<http://www.students.ubc.ca/global/learning-abroad/special-programs/>



## **Appendix D**

### **Resources for Community Service Learning**

#### Links to University of Ottawa's Community Service Resources

1. Contact and general information regarding community service learning and the university's co-curricular record:  
<http://www.els-sae.uottawa.ca/els/index.php>
2. Main page for the Centre for Global and Community Engagement (CGCE):  
<http://www.servingothers.uottawa.ca/dev/csl.html>
3. Community Service Learning Student Handbook:  
<http://www.servingothers.uottawa.ca/pdfs/csl-student-handbook.pdf>
4. Community Service Learning Professor Handbook:  
<http://www.servingothers.uottawa.ca/pdfs/csl-professor-handbook.pdf>
5. Community Service Learning Community Partner Handbook:  
<http://www.servingothers.uottawa.ca/pdfs/csl-community-partner-handbook.pdf>
6. To be a successful CSL component in a classroom, three main characteristics have to be present:
  - A. A quality placement with a community organization that serves the interest of the community and also of the student and professor;
  - B. A volunteer experience that will contribute to enhance classroom teachings and;
  - C. A volunteer experience that will create or increase social awareness and responsibility. This is achieved through a meaningful self-reflection element integrated into the CSL course.<http://www.servingothers.uottawa.ca/csl.html>

## **Appendix E**

### ***Experiential Learning Inventory Project: Department Head Interview***

#### **Interview Questions**

- 1) Describe your understanding of opportunities for students in your department to engage in experiential learning. How is it working?
- 2) Are you satisfied with the amount of experiential learning opportunities that your College/department offers?
- 3) Can you address the department's offerings in the areas of;
  - \*Community engagement
  - \* Study abroad programming
  - \* Field experience
  - \* Practical placements
  - \* Undergrad researchAre the college/department's offerings in these areas working well? (if they exist)  
How are they offered? Which are involved?
- 4) Do these categories accurately reflect on the experiential learning opportunities your College/department offers? Do you offer courses that don't really fit these categories?
- 5) Describe the process through which these offerings are generated and implemented.  
*\*\*Are they conceived through individual instructors? Or, at the program level?\*\**
- 6) What could be done to enhance and support experiential learning in your department?
- 7) What else would you like to be doing in your program? What can you imagine as valuable new activity?
- 8) To what extent does your department engage in community partnerships/relationships to enhance experiential learning?
- 9) In your opinion, are the relationships between the community partners and your college/department mutually beneficial?
- 10) What resources (facility, equipment, programs) does your department use to enhance experiential learning opportunities?
- 11) What, if any, extensions to the department offerings are offered? Does your department have any experiential learning opportunities for students outside of current course offerings?
- 12) From your perspective, how do feel students have responded to these programs? Do you feel that there is demand for e.l.o in their department from students?  
Is the department currently looking/planning to increase e.l.o. or just maintain the ones they have?

## Appendix F

### ***Experiential Learning Inventory Project: Quantitative Data Gathering Protocol***

Experiential Learning at the U of S

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**This project, carried out in partnership by the Gwenna Moss Centre for Teaching Effectiveness, the University Learning Centre, the Special Advisor for Outreach and Engagement, the USSU and the Vice Provost of Teaching and Learning's Office, aims to establish an inventory of curricular and co-curricular experiential learning opportunities offered across all Colleges and departments on campus. As part of the data collection process, our team had previously interviewed the associate dean/department head/undergrad chair of your college/department and your course has been identified by your department/college as being one that offers experiential learning. Please complete this brief survey on experiential learning with regards to the course identified in your unit.**

**What is the course number and name?**

For example, SOC 111.3 - Foundations in Sociology: Society, Structure, Process

**What type(s) of Experiential Learning is/are offered in this course? \*Check all that apply\***

- ☐ Study Abroad
- ☐ Community-Engaged Learning
- ☐ Field-based Instruction
- ☐ Internship and Practica
- ☐ Undergraduate Research and Inquiry
- ☐ Experiential Learning in Labs
- ☐ Role-plays and Simulations
- ☐ Cross-cultural Learning
- ☐ Using Technology for Experiential Learning
- ☐ Other, please specify... \_\_\_\_\_

**What percentage of the course grade is based on students' participation in the experiential learning component(s)?**

For example: If grades for the course are based solely on participation in the experiential learning component, the percent of experiential learning in course grade would be 100%; If the experiential learning component is voluntary and not considered in the course grade, the percent of experiential learning in course grade would be 0%. If your course is pass/fail and

the experiential learning component is a required component of the course, please select 100%



**What percent of the course grade is based on assessment(s) of the experiential learning component(s)?**

For example: If the percent of experiential learning in course grade is 40%, and includes 10% for participation and 30% for a graded student reflection paper, then the assessment weight percent would be 30%



**How many sections of this course offer an experiential learning component?**

**How many sections of the course are offered in total per academic year?**

**Is this course a program requirement?**

- ☐ Yes
- ☐ No

**Are students required to participate in the Experiential Learning component(s) of the course?**

i.e. is the experiential component of the class mandatory for students?

- ☐ Yes
- ☐ No

**Approximately, how many students are enrolled in the course each academic year?**

**Please identify the source of funding for the experiential learning component(s) of the course. \*if applicable\***

**Approximately, how much funding is provided?**

For example: \$4,000 per year plus \$8,000 startup money

**Is there a community partner(s) affiliated with the experiential learning component(s) of the course? If so, please identify the community partner(s).**

**What are the core topic(s) addressed in the Experiential Learning component(s) of the course?**

**Is the community partner(s) involved in the planning of the experiential learning component(s)?**

- ☐ Yes
- ☐ No

**Is the community partner(s) Involved in implementing the experiential learning component(s)?**

- ☐ Yes
- ☐ No

**Is the community partner(s) involved in the assessment of the experiential learning component(s)?**

- ☐ Yes
- ☐ No

**Are any graduate student(s) involved in the experiential learning component(s) of the course? If so, what is their role?**

- ☐ No grad students are involved
- ☐ Grad students are involved in the teaching of the experiential learning component
- ☐ Grad students are involved in assessing the experiential learning component
- ☐ Grad students are involved in both teaching and assessment

**Are there any additional comments you would like to make regarding experiential learning in your course?**

**UNIVERSITY COUNCIL**  
**INTERNATIONAL ACTIVITIES COMMITTEE**  
**FOR INFORMATION ONLY**

**PRESENTED BY:** Gap Soo Chang, Chair  
**DATE OF MEETING:** February 27, 2014  
**SUBJECT:** Semi-annual Report to Council for 2013-14  
**COUNCIL ACTION:** For information only

**INTERNATIONAL ACTIVITIES COMMITTEE OF COUNCIL**  
**Semi-annual report 2013-14**

The International Activities Committee has met on four occasions during the first term of the 2013-14 academic year and has received a large number of useful and instructive reports. The committee wanted to share this information with Council.

The reports referenced below are all available on the committee's website:  
[www.usask.ca/secretariat/governing-bodies/council/committee/international/index.php](http://www.usask.ca/secretariat/governing-bodies/council/committee/international/index.php)

**1. International University Rankings and Metrics**

Over the last two years, the International Activities Committee has been discussing the importance of identifying priority areas to measure and improve internationalization at the university. The committee agrees that establishing such metrics will allow us to determine whether we are meeting University goals for international activity.

Improving achievement in these areas and measuring our progress accurately, have a significant and profound effect on how our university is ranked by international ranking scales.

The committee has also reviewed the U of S placement in the QS World University Rankings, the Academic Rankings of World Universities, and the Times Higher Education rankings. Here is a summary of what metrics these international rankings systems use to establish comparisons between universities:

- **QS Top Universities rankings** includes Academic peer review (40%), Recruiter review (10%), Faculty student ratio (20%), Citations per faculty (20%) and International orientation (10%) - **The U of S was ranked in the 421-430 category.**
- **Academic Ranking of World Universities** published by Shanghai Jiao Tong University, China, uses six indicators, including number of alumni and staff winning Nobel Prizes and Field Medals (30%), number of highly cited researchers (20%), number of articles published in Nature and Science (20%), number of articles indexed in Science Citation Index (20%),

and per capita performance with respect to institution size (10%) – **The U of S was ranked in the 201-300 category.**

- **Times Higher Education World University rankings** includes 13 separate indicators under 5 categories: Teaching (30% including 15% of reputation survey), research (30% including 18% of reputation survey), citations (research impact) (32.5%), international mix (5%), and industry income (2.5%) - **The U of S was not ranked among the top 400 universities.**

The committee has reviewed several different sets of metrics which can be used to measure internationalization. These include:

*Internationalization Indicators in Comprehensive Universities* [2008]

C. Eugene Allen, University International Center, University of Minnesota

*Internationalizing the University: Theory, Practice, Organization and Execution* [2009]

Barry J. Morris, Kennesaw State University

Journal of Emerging Knowledge on Emerging Markets

*Measuring Internationalization at Research Universities* [2005]

Madeleine F. Green, American Council on Education (funded by the Ford Foundation)

The committee has held many discussions of metrics over the past two years, including meetings and discussions with Harley Dickinson (Strategic Advisor, International); Troy Harkot (Information Strategy and Analytics); Lorna Shaw-Lennox and Glen Schuler (Industry Liaison Office); Amit Shukla (Associate Director, Institutional Programs, Research Services); David Harris (Research Services); and Sarah Savage (Information and Communications Technology); Laura Zink (Office of the Vice-President Research).

From the metrics used by various international rankings, there are the following interesting observations:

- The University of Saskatchewan showed weakness in those rankings which weigh heavily the institutional reputation among academic peers and in surveys of university faculty/employers. The QS ranking used 50% and Times ranking used 33%. The U of S was ranked 14th and 12th among the U15 institutions in academic and employer reputations, respectively. **This suggests that enhancing the University of Saskatchewan's domestic and international recognition has become increasingly urgent.** Also, it was noted that the information provided to the committee from the administration provides different types of comparisons with other institutions (such as in the U15), making it difficult to establish how the university was ranked.
- There are closely related measurable metrics, despite lower weights, including number of doctorates awarded per academic staff and per undergraduate degrees awarded. **Investing in production of more high quality doctorates may help both these measurable metrics as well as our reputation as an institution as the graduates succeed in academia and industry.**
- There are metrics with lower weights (close to 7.5~10%) associated with the proportions of international students, international faculty, in comparison to domestic students and faculty, and publications with international collaborations. **These numbers can be improved by greater investment in funding international students; however, it is suspected that the**



**quality of students admitted is critical because it will determine the quality of outcomes, which is closely related to our institutional reputation.**

Reports: U of S rankings, as summarized by the IPA office; reports on metrics as listed above; an interactive map comparing rankings is also available.

## **2. International Enrolments and Recruitment Activities**

Total international student enrolment is up by 4.9% from 2,216 students in fall 2012-13 to 2,324 students in fall 2013-14.

- New first time direct-entry undergraduate enrolment is strong with 161 new students (compared to 170 last year). The slight decline is likely due to the foreign service workers strike which slowed visa processing. A number of students have deferred their admission to January 2014.
- New first time direct-entry students are primarily from China followed by Nigeria, India, Vietnam, Hong Kong, USA, South Korea and Malaysia.
- Total international graduate enrolment is 1,063 students (up from 986 students in 2012/13).
- New first time international graduate enrolment is 285 students (the same as 2012-13).

Reports: Report from Student and Enrolment Services Division (SESD) on student enrolments; report from College of Graduate Studies and Research (CGSR) on graduate student recruitment and support initiatives.

## **3. Study Abroad and Exchange Programs Initiative**

On the initiative of committee member Dr. Angela Kalinoswki, the committee authorized a research study during the summer of 2013, to investigate how the university can strategically align the access and allocation of funding in order to increase student participation in and learning from international learning experiences.

For this research project, Dr. Kalinowski and SESD Admissions Director Alison Pickrell were Principle Investigators, working with a research team of Vicki Squires, Associate Director, Strategic and Operational Services, SESD, Derek Tannis, Manager, ISSAC, Gingi Sheppard, Coordinator, ISSAC , and Sasha Hanson-Pastran, Materials Developer, ISSAC .

The study involved an inventory of funding, a faculty survey, and a survey of how peer institutions allocate funding. The inventory identified 26 different internal funding programs and at least 314 individual awards available per year across the institution, with an approximate dollar value for international experience of \$220,000-\$250,000.

The study developed a set of recommendations for a strategic approach to increased funding allocation for student participation in international learning experiences. The committee has discussed study results with the University Advancement office, with the goal of reviewing existing funding sources to ensure they are accessible to as many students as possible, and also developing a fundraising campaign to increase the number of students who can take advantage of a study abroad experience.

Report: Kalinowski, A and Pickrell, A. Funding international learning experiences for students at the University of Saskatchewan [2013]

#### **4. International Research: Recent International Research Successes**

##### **International Development Research Centre (IDRC)**

**Bunyamin Tar'an:** Agriculture and Bioresources

Dr. Tar'an, partnering with Hawassa University (HU), **Ethiopia**, received IDRC funding of \$43,868 to conduct a project entitled "Promoting Adoption of Chickpea Technologies in Southern Ethiopia (PACT)". This proposal was invited by IDRC and the majority of the funding flows directly to Hawassa University. The total project funding amount is \$400,000.

**Lou Hammond-Ketilson:** Centre for the Study of Cooperatives

Dr. Ketilson is leading an IDRC funded project of \$450,000 "Examining success Factors for Sustainable Rural Development through the Integrated Co-operative Model" in **Uganda**, with partners in **Tanzania** and **Rwanda**, through the Canadian Co-operative Association (CCA). U of S received a sub-grant for \$95,169 from CCA.

**Ted Leighton:** Western College of Veterinary Medicine

Dr. Leighton was awarded a further \$130,600 on the project "Building Research Excellence in Wildlife and Human Health in **Sri Lanka**", bringing the total funding amount to U of S of \$400,100. Dr. Leighton is collaborating with the University of Peradeniya in Sri Lanka, with the total project award being \$873,200.

##### **Grand Challenges Canada**

**Jo-Anne Dillon:** VIDO

Dr. Dillon received \$113,000 from Grand Challenges Canada – Rising Stars, for her project "A Rapid Test for simultaneous Identification and Detection of Antimicrobial Resistance at Point of Care for Bacterial Infections: Neisseria Gonorrhoeae as a Prototype" – **India**.

##### **SSHRC – York University**

**James Clifford:** Arts and Science

Dr. Clifford is partnering with York University (project lead), University of St. Andrews and Edinburgh University, **United Kingdom** on SSHRC funded project, "Digging Into Data - Trading Consequences". Dr. Clifford received \$9,000.

##### **CIHR China-Canada Joint Health Research Initiative**

**Dr. Xiongbiao (Daniel) Chen:** Engineering

Dr. Chen along with co-investigators Drs. Dean Chapman, Michael Kelly, and Grzegorz Sawicki at the U of S, are partnering with Dr. Weiming Tian in **China** on a three-year project "Injectable Hydrogels Encapsulating Living Cells for Myocardial Infarction Repair". The total project funding amount for the Canadian team is \$225,000. This work will significantly advance the theoretical and practical basis of developing injectable hydrogels encapsulating living cells to foster Myocardial infarction (MI) repair in animal models, and eventually in humans. As such, this project is well aligned with research on "treatment and ultimate cure of cardiovascular diseases, including "MI within the cardiovascular system" research area of the 2013 China-Canada Joint Health Research Initiative funding opportunity announcement.

##### **Japan Foundation**

**Ken Coates and Carin Holroyd:** Arts and Science

Drs. Coates and Holroyd were awarded \$44,000 in support of the "26th Annual Conference of the Japan Studies Association of Canada".

Reports: Monthly updates including new funding opportunities, from Research Services

## **Committee Membership**

### **Council Members**

Bill Albritton	Microbiology & Immunology	2016
Gap Soo Chang (Chair)	Physics & Engineering Physics	2014

### **General Academic Assembly Members**

Claire Card	Large Animal Clinical Sciences	2014
Michael Cottrell	Educational Administration	2015
Nadeem Jamali	Computer Science	2014
Angela Kalinowski	History	2015
Mabood Qureshi	Pathology	2015
Stella Spriet	Languages & Linguistics	2014
Phil Thacker	Animal Science	2015

### **Other members**

Undergraduate Student member	Nour Abouhamra, VP Student Affairs, USSU
Graduate Student member	Izabela Vlahu VP Academic GSA
Patti McDougall	[Provost designate] Vice-Provost Teaching and Learning
Harley Dickinson	[designate for Vice-President Research] Strategic Advisor, International
Alison Pickrell	Director of Enrolment and Student Affairs

### **Administrative support**

Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

By invitation: Gingi Sheppard, Acting manager, ISSAC; Penny Skilnik, CGSR; Amit Shukla, Associate Director, Research Services.