

AGENDA
2:30 p.m. Thursday, March 20, 2014
Neatby-Timlin Theatre (Room 241) Arts Building

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

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of February 27, 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. Teaching, Learning and Academic Resources Committee
 - 8.1 Item for Information: Experiential Learning Concept Paper (brought forward from February meeting)
9. Item for Information: Winter Term Enrolment Report (Russ Isinger, University Registrar and Director of Student Services)
10. Other business
11. Question period
12. Adjournment

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

The chair called the meeting to order at 2:34 p.m., observing that quorum had been attained.

1. Adoption of the agenda

MICHELMANN/PARKINSON: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

The chair welcomed members and visitors. Given the large number of attendees, he described Council's usual procedures for debate and discussion, and his usual practice of consulting with the university secretary on any questions raised for the chair's consideration.

The chair commented on a concern raised by a Council member about the Council committee responses to the TransformUS task force reports, clarifying that the committees' responses were not done on behalf of Council but rather reflect the views of the committees. In accordance with its terms of reference, the planning and priorities committee is responsible to seek advice from other Council committees to facilitate university-wide academic planning; the committee is also responsible to provide advice to senior administration and report to Council on the nature of such advice. In its report before Council today, the planning and priorities committee will report to Council on its advice to the provost's committee on integrated planning (PCIP) regarding the TransformUS process and task force reports.

3. Minutes of the meeting of January 23, 2014

A correction to the minutes was requested on page 6 in the third line of the second paragraph to change the word "infanticide" to "infantilize".

MAKAROVA/DOBSON: That the Council minutes of January 23, 2014 be approved as circulated with the correction as noted.

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. Report of the President

President Ilene Busch-Vishniac referred members to her written report as contained in the printed meeting materials, and noted a number of additional items. She acknowledged the work of the USSU in bringing a fall reading week forward and expressed her thanks to members of the USSU, Russell Isinger, registrar, Patti McDougall, vice-provost teaching and learning and others for their work on this initiative. Best wishes were extended to the Graduate Students' Association (GSA) for the work on the conference and gala the GSA will host next week.

Regarding the federal budget, the president noted that the budget specifically included \$1.5B over the next decade for a Canada research excellence fund (formerly referred to as 'ACRE'). Although the fund announced is half of the request submitted, the president noted it is nonetheless a very positive response from the federal government. She also noted the budget included increases to Tri-Agency funding roughly equivalent to inflation, funding for Mitacs and many items linking students to businesses. The president also noted the federal commitment of \$1.9B to First Nations' control of First Nations' education. The president was in attendance when the announcement was made by the Prime Minister and commented that those in attendance felt that history was being made with a new appreciation of the importance of First Nations controlling the education for their students. Regarding the provincial budget expected to be released March 19th, the president noted that a tight budget is anticipated and further information will be provided when known.

The president commented that the university's challenge is to determine when, how and with whom the university should partner. The fundamental philosophy is for the university to embrace partnerships that bring advantages accessible to each of the partners involved. She informed Council that an important new partnership has been developed between Saskatchewan Indian Institute of Technologies (SIIT) and the university, which will permit students who have completed two years at SIIT to then attend university and complete their degree at the Edwards School of Business. The president thanked Dean Taras for her work on this initiative and noted that this is the beginning of what she hopes is a series of partnerships developed provincially, nationally and internationally.

There were no questions of the president.

6. Report of the Provost

Brett Fairbairn, provost and vice-president academic, noted his written report in the meeting materials and provided additional comments, elaborating on the university budget and what is being done to address the projected deficit. He acknowledged that budget changes are difficult, confusing and upsetting and are not undertaken without soul searching and heartache. Such change creates fears, rumors and speculation and makes people look for alternatives. Although unable to dispel such feelings, Dr. Fairbairn noted he can answer questions and attempt to make the university's budgetary situation more understandable.

Dr. Fairbairn compared the university budget to a personal budget, where revenues are planned to equal or exceed expenses. There currently is no deficit as the university ended 2012/13 with a small surplus. A large amount of this positive variance was due to one-time measures, and expenditures deferred to future years. However, a deficit is forecast as university revenues are not keeping pace with expenditures. If no changes are made, a budget gap will exist before 2016. As of 2013, the projected gap stood at approximately \$29M after accounting for permanent changes and adjustments. Upcoming retirements will help further in 2015 and beyond; but will not fully address the projected deficit. The provost advised that although he does not know in fact what the deficit will be in 2016, based on reasonable projections, the university will face a deficit budget unless substantive changes are made in how things are done.

The provost explained the key drivers in the operating budget and drew Council's attention to the attachment to his written report. Within the university's sources of revenue, the largest source is from provincial funding. Targeted revenue is specifically offset by targeted expenditures, as shown in the report. The university's provincial base operating grant in 2012/13 included a 2.1% increase; in 2013/14, a 2% increase was received. The provost advised that increases greater than 2% are not anticipated within the foreseeable future, due to increased health care costs and infrastructure pressures within the province. In other provinces, post-secondary institutions have seen

provincial budget reductions from year to year. If the university continues to receive 2% increases, the university will be a leader in Canada and therefore the risk of the increase being less than 2% is significant.

The provost advised that other revenue is from tuition fees, which is set based on the principles of comparability, affordability and quality; and therefore is not a highly variable resource. The other major source of revenue is income from investments, which is the most variable source.

Looking at the university's expenses, the largest expense is for compensation and benefits. Compensation is based on comparisons. A portion of the compensation expense is based on nominal settlements, and in addition there are changes to increments, merit, benefits and other variables. Our total compensation packages have 1.5 to 2% of nominal increases year over year. Given the additional associated costs, this means a nominal increase of 2% results in total compensation costs increasing approximately 4%. There is confidence in these projected numbers, based on information shared by peer institutions.

Regarding pension going concern payments, the provost advised that the pension payments are required by the superintendent of pensions in order to fund our pension plans and long term disability plans. Currently, pension payments amount to \$7.2M annually but this does not include the pension payments in contributions. All of these amounts are being updated given the 2013 year-end amounts. The increases in the budget are based on prudent estimates rather than worst case estimates, so there is some risk in these assumptions. There are also expense increases from utilities, library increases, new building costs and other similar expenditures.

Dr. Fairbairn advised that the university needs to begin dedicating funds to renew its buildings and address deferred maintenance and infrastructure renewal. Although deferrals in this area have assisted on a month to month basis, there are no long-term savings achieved by this strategy.

The provost then spoke of the academic priorities fund (APF) advising that one of the most important allocations from the APF is to increase scholarships to graduate students. He also advised that tuition revenue sharing has been devolved to colleges that have used this amount for student scholarships.

The provost explained that his comments articulate the expected revenues that the university can spend as directed by its priorities. There are also special purpose revenues outside the operating budget that fund specific initiatives, such as the Global Institute for Food Security and the Canadian Light Source. These special purpose revenues allow the university to hire more faculty, support more students and build a university that is elevated; but these special funds cannot be redirected to the operating budget.

The provost advised that his description outlines a budget framework, which is utilized by assigning differing plausible values to components to see how the budget picture changes. He also advised that the university's multi-year budget framework will be updated in the next few months and will be made available to the university community.

The provost noted that he and the vice-president, finance and resources, have presented financial information at town halls, within financial reports and on the university website; and also solicited suggestions from deans and leaders. Council is where leaders in the academic community come together to debate and understand the university's financial situation.

There were a number of questions of the provost. A Council member asked whether given that the deficit projections seem to be leading down a road of reduction in salaries and imply faculty job

loss, whether one wouldn't first explore all other possible reductions in the budget. Specifically, he asked the provost to explain what has been done to identify other options. The provost advised that suggestions have been solicited from the campus community and ideas for revenue increases and expenditure reductions have been incorporated into the operating budget adjustment (OBA) process. There are steering groups that have revised suggestions and continue to do so. All suggestions are on the table and have been looked at from the perspective of how much benefit the idea will bring to university and how practical the idea is to implement. Seven initiatives have been identified; of which TransformUS is one initiative. The others include reviewing: compensation; university spend; procurement practices; shared services; organizational design and revenue generation. The provost advised that administration will continue to accept new suggestions from the university community.

There was a question regarding the TransformUS process and its validity from a non-Council member and whether there was any information related to inappropriate methodology or data that would have dissuaded the provost from following the TransformUS process. The provost advised that budget processes are not statistical in nature but involve combining the weighting of different criteria using thought, judgment and deliberation. In assessing the work done, the Provost indicated he would look at whether it was thoughtful, deliberative, well presented and had information that supported the conclusions.

A question was asked regarding the APF and what it was used for other than to fund graduate students. The provost advised that \$3.5M of the fund has been dedicated for the third planning cycle and funds will be set aside for the fund in the fourth planning cycle. The fund represents less than 1% of the university's budget. This fund is used to support everything that is funded centrally out of the college and university's integrated plans. Some of the items that have been funded through the APF include: an increase in graduate scholarship funding; funding for the three schools; creation of learning communities for students; and some faculty positions. The provost advised that he would undertake to send a link to the report on the APF.

A student member of Council noted that the provost said he wanted to see students at all levels of the TransformUS process and given that students were on the task forces and have an oversight role on Council, asked why no students are on PCIP and the PCIP advisory committee given its advanced role in the TransformUS process. The provost advised that PCIP is defined as the administration's senior committee for planning and consists of the four vice-presidents enhanced by one dean and the vice-provosts. These are people who have budgetary authority at the university and exercise this authority under the president. PCIP is not a representative body but a management committee. Occasionally some decisions are delegated to PCIP, but mostly it reviews matters and recommends to other bodies. However, the provost advised that he would be interested to have students more involved in TransformUS and is asking for more student feedback. The student asked for assurance that any decisions that would affect students and program cuts would be deferred and not made by PCIP. The provost advised that the substantial decisions go to the Board of Governors but that he would have to think about any of the smaller decisions PCIP might make before being able to provide that assurance.

A Council member spoke to including consultation with department heads, as this intent was signaled in follow-up to the provost's academic address earlier in the week. He noted that there is an impression that the university administration neglected consultation at the department level. The provost advised that the department head leadership forum is an important forum to discuss issues such as the leadership of the university. From PCIP's point of view, the planning units are the colleges under the leadership of the deans; he encouraged department heads to talk to their deans.

A Council member noted that in the provost's approach to the deficit, more money is being asked for than what he thought was necessary, in order to dedicate funding to areas of priority and strength. He asked whether the provost was saying that he was willing to see current faculty members let go at the same time as plans are made to hire new faculty. The provost advised that there will be many changes and both faculty and non-faculty members will be affected. However, creating the opportunity for some reinvestment is strategic to selectively build some areas and was supported in discussion with Council members.

A non-Council member asked whether similar TransformUS processes are expected in future years or whether the TransformUS process will be a one-time event. The provost advised that prioritization informs the budgeting process and that being mindful of how our allocation of resources reflects our priorities needs to be a part of the university planning process. The provost recalled the task force groups were clear in their support of program prioritization as a periodic event, although they noted opportunities to modify the process.

A Council member noted that he was glad with the announcement of the temperature changes in May but asked whether it will affect the quality of research that is sensitive to room temperatures and questioned whether in this instance, the focus was too much on balancing the budget. The provost advised that he would follow-up on this question and agreed that temperature changes cannot be made arbitrarily in research facilities that are sensitive to room temperatures and that he is mindful of not making budget choices on isolated facts. He noted this is one reason why PCIP is working on coordinating decisions.

A non-Council member noted the APF project allocation is approximately \$70M, which must be included in the budget projections to justify the TransformUS process and asked the provost to elaborate on the use of the fund. The provost advised that the APF is guided by the university's planning priorities and the nature of that planning process is transparent. The plan is one that has been agreed to as a university through our governing bodies and represents the priorities of the university as a whole.

7. Student Societies

7.1 Report from the USSU

Jordan Sherbino, vice-president academic affairs of the University of Saskatchewan Students' Union (USSU), presented the report to Council. He focused on two concerns. The first is a proposal for a tuition waiver and financial support for those in foster care in the province to allow them to attend the university. He noted that a handout was available to Council members entitled "Tuition Waiver – Proposal for Action". Mr. Sherbino advised that the USSU has had some positive responses from the government and the university administration and is looking to further this initiative. He asked the university to develop a policy to waive tuition and fees for these students and the government to reconsider its current practice and policy. He stated his belief that these two bodies could begin to work together on this pressing issue to establish this program in the long-term. He noted that the university is autonomous and can determine its own budget and academic programs, but is not separate from the province and that allowing students in foster care to attend is something the university should support.

Secondly, Mr. Sherbino noted the Council motion regarding TransformUs to be considered as a later item. He advised that in January, the University Student's Council unanimously passed a motion of non-confidence in TransformUS based on the Council's belief that students were not included to the extent deemed appropriate. He claimed that as the USSU Council does not have

representation on PCIP it therefore does not have influence on financial decisions. Mr. Sherbino asked that Council members keep in mind, when the motion is debated, how the university can best serve students.

7.2 Report from the GSA

Ehimai Ohiozebau, president of the Graduate Students' Association (GSA), presented the GSA report to Council focusing on two issues: TransformUS and an update on GSA events.

Regarding TransformUS, Mr. Ohiozebau advised that he needed to ensure that graduate students' interests are known. The task force groups included graduate student involvement. Knowing that students are stakeholders in the process, Mr. Ohiozebau advised that there has been nothing to demonstrate to graduate students that the TransformUS process has not been transparent. While he recognizes that there has not been a consensus on this point, he stated his belief that calling the process not transparent is not true. He expressed the five principles, which have led the GSA to its position:

1. The GSA has expressed reservation with the university increasing personnel costs as greater than \$300M per year goes to personnel costs with very little investment in graduate student awards and scholarships. The GSA has asked for a reduction in personnel costs to allow for enhanced graduate student awards and the task force reports encourage reduction in administrative personnel costs.
2. Across the board cuts would significantly affect the scholarships and stipends that graduate students enjoy.
3. The university administration has advised that the current financial state of the institution will not translate to tuition increases, and the task force reports did not encourage tuition fee increases.
4. The task force reports greatly focused on graduate student and research funding.
5. Two graduate students were on the task force groups and worked for seven months on these. For graduate students time is precious, yet they sacrificed their time and it should be commended by respectful consideration of the task force reports.

Mr. Ohiozebau also noted that it is imperative to add that there are some concerns, which is evident for example in that the GSA Council is today considering a motion to recommend including GSA students in developing the implementation plan. He also noted that the GSA is considering a motion to request to have the student on the Board of Governors alternate so that it is a GSA student every other year.

Secondly, Mr. Ohiozebau noted the Graduate Student Conference that will be held next week and advised that Dr. Alaa Abd-El-Aziz will be the keynote speaker for the gala event. Dr. Abd-El-Aziz is currently the president of the University of Prince Edward Island and obtained his Ph.D. in Chemistry from the University of Saskatchewan.

In closing, Mr. Ohiozebau noted that members of the GSA are currently voting on whether they would like to continue to have the UPass.

8. Planning and Priorities Committee

Dr. Fran Walley, chair of the committee, presented this item to Council.

8.1 Item for information: TransformUS Program Prioritization Process and the Task Force Reports

Dr. Walley noted that the report presented to Council by the planning and priorities committee was not released to PCIP; rather the letters appended to the report from each of the Council committees were submitted to PCIP prior to being provided to Council. Dr. Walley noted that in January 2013, Council approved in principle the undertaking of a prioritization process. Dr. Walley quoted from the minutes of the meeting noting that, “A priority ranking of all of its programs...will enable the University to allocate its operating resources...on the basis of priority and will facilitate the operating budget adjustments required...without invoking across-the-board reductions.” At that time, modeling the program prioritization mechanism on that described by Dickeson had already been reported by the president. Council was specifically requested to recognize Council’s statutory authority under *The University of Saskatchewan Act, 1995*, and to signal that Council’s agreement was essential to the success of the prioritization. Dr. Walley also noted that at that time it was made clear that all resulting academic decisions would come to Council for decision.

Regarding the planning and priorities committee’s report on the task force reports, Dr. Walley advised that the planning and priorities committee requested the other Council committees to provide their perspective on the reports and the TransformUS process from each “committee’s lens”. Council committees are comprised of Council members, GAA members, students and some non-voting resource officers. The letters are not intended to represent the views of Council but rather the views of each individual committee. Dr. Walley noted the actions taken to review the committee, and advised that initially the planning and priorities committee had attempted to summarize the responses of the various committees and then decided to let the committees represent their own views.

Dr. Walley advised that the report of the planning and priorities committee is based on the committee’s own discussion based on what was reviewed. Ultimately, a strong majority of the committee concluded that program prioritization should inform the allocation of resources to programs, which is in keeping with the January 2013 decision of Council. The committee acknowledged that the existing program prioritization process is not without limitations. The report highlights some of these limitations including those associated with data collection, the level of granularity (particularly of the support services report that may have directed attention at individuals rather than units), the lack of clarity regarding the assessment of structure versus function of units, and finally the timeframe in which the process occurred which was viewed by some as putting constraints on providing meaningful feedback to the reports. The report also acknowledges the stress upon faculty, staff and students that the TransformUS process has generated, and continues to generate. Nonetheless, the majority view of the committee holds that 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.

Dr. Walley concluded 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 point-in-time 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 our academic endeavors.

There were no questions or comments.

9. Motion from Council member Len Findlay

The chair commented on the rarity of motions brought to Council by an individual. The chair noted the process to be followed for the debate on the motion. He advised that 20 to 30 minutes will be given for the debate and that he would then come back and ask Council if it was ready for the question. Preference will be given to Council members, and also to Council members who have not spoken and that each speaker will be limited to two minutes. The chair advised that the mover will introduce the motion and be given an opportunity to speak at the end of the debate.

The following motion was moved and seconded:

FINDLAY/BROOKE: 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.

Dr. Findlay provided remarks to Council. He noted that being a university we disagree as to what the best is for the university and how to get there. He advised that he was voted to Council on an anti-Dickeson platform and therefore owes it to those who voted for him to speak. Dr. Findlay noted that his department did well in the TransformUS process, and therefore self-interest did not play a part in his submission. Rather, he was making an appeal for collegial action that promotes excellence as diversity and enlightenment, not institutional alignment and financial expediency. Noting that everybody makes mistakes, Dr. Findlay advised that smart people learn from their mistakes and that Council should learn from its mistakes. He believes that Council's two mistakes were to consent "in principle" to an unspecified prioritization process that rapidly became the Dickeson one based on anti-faculty animus from a self-promoting individual. The second of Council's mistakes was showing too little curiosity of the origins and extent of the budgetary deficit.

Dr. Findlay advised that Council now has the opportunity to see TransformUS for what it is, a deeply flawed exercise pursued by hard-working and insightful faculty to the best of their ability and a major waste of time and resources. Council also has the opportunity to see that useful things emerging from TransformUS can be saved for due academic process, lest they remain tainted and hence resisted as products of a process no other member of the U-15 would adopt. Dr. Findlay advised that Council's obligations are to reclaim its reputation for independence; to reflect on the divided response to the USSU president at the last meeting of this body between silent administrators and applauding faculty and students; and to resist the unrelenting Integrated Planning onslaught of the past 11 years, which has increased the burdens of surveillance and reporting that impedes serious, independent and intellectual work.

In conclusion, Dr. Findlay advised that we cannot "audit the future" but we can shape it on the basis of academic excellence and the public interest rather than contrived exigency, selective transparency, and cover for culprits. In order to begin that shaping, Dr. Findlay advised that a motion of non-confidence in TransformUS is necessary, lest faculty and student morale sink even lower while PCIP cuts needlessly or opportunistically.

The chair invited debate. A Council member introduced a motion to divide the compound motion because in his view the second part of the motion did not follow the first part as TransformUS was

never something that would supersede Council processes so as worded, the motion presented a false dichotomy.

RIGBY/DOBSON: That the motion moved by Dr. Findlay be divided into the following two parts:

- (i) The University Council expresses non-confidence in the TransformUS process as a means of making academic decisions.
- (ii) Council will continue to rely on existing collegial structures and processes in making academic decisions.

The chair called a brief recess and conferred with the university secretary. The university secretary informed Council that the motion was neither debatable nor amendable and that the chair is to rule on whether the two parts can stand on their own. The chair's ruling is that the second part cannot stand on its own as a valid motion because it is moot. University Council is required under *The University of Saskatchewan Act, 1995*, to rely on existing collegial structures and processes in making academic decisions so there is no reason to have this motion. As the first clause can stand on its own but the second clause cannot stand on its own, the motion cannot be split into two independent clauses.

In response, a Council member asked whether the last clause could be deleted. The university secretary confirmed that it could but this would be an amendment to the motion and would have to be approved by Council. The following motion for amendment was then made and seconded:

MAKAROVA/OVSENEK: That the motion be amended to read as follows: The University Council expresses non-confidence in the TransformUS process as a means of making academic decisions.

The chair invited the mover to speak to the amendment. The mover noted that the second part of the original motion was redundant so the amended motion would express the intent of the motion adequately.

Dr. Findlay, as the mover of the original motion, was given an opportunity to respond. Dr. Findlay noted that he was complying with the instructions for constructing a motion to Council that there should be an action identified that would ensue from the motion, so he had added the second part to show what would happen if the motion of non-confidence was carried. He noted that the second part supported the sentiment that if the university does not go with TransformUS, life will go on and perhaps in a better manner than today.

A Council member asked for clarification regarding the procedural motion to amend the substantive motion. The university secretary clarified that Council is not being asked to vote on the amended motion, but to vote on whether Council agrees that the motion should be amended. The question was then called on the amendment and CARRIED.

The chair then opened debate on the amended motion. A number of Council and non-Council members spoke in favor of the motion and a number of Council members spoke against the motion. A Council member speaking in favour of the motion provided the following comments: that administration has been stating alarmist facts to support following the TransformUS process and the Dickeson model; he encouraged Council to take back the authority for academic decisions; that the preliminary results of the rankings were based on crude and flawed data and therefore provided many reasons to distrust this process; the cost of the TransformUS process is the impact on programs, discipline and loss of faculty positions and there was no guarantee that any of these positions would be replaced by tenure-track faculty; one of the responsibilities of the university

was to consider including the knowledge that the future generation will need and this process does not do that; and the collective knowledge on campus requires Council to stand against this process.

A non-Council member noted the open letter that had been sent to the president originally with 100 signatures, and claimed that it now had 350 signatures. He noted that it expressed concern with TransformUS and the reasons why, including its: non-academic nature, non-peer review, damage of morale, and a predicted cause of decreased enrolment. He believed the letter was brushed off by administration and a condescending answer provided by the provost largely stating that the letter was based on misconceptions. Although the templates asked how the programs aligned with the university priorities, no one really knew what to align to and this illustrated that priorities were set by the task force groups.

A Council member spoke against the motion advising that when she was at the University of Calgary she was informed of a roll back of 5% due to across-the-board budget reductions even before she began work and thereafter 20% cuts over a number of years with other colleagues in Alberta experiencing similar reductions. She stated she would rather have program prioritization than a boom bust cycle. She expressed that all individuals were given the opportunity to present their programs in the best way they could. She noted that change is hard and there is no perfect process but that she would far rather live through this change process than what she endured in Alberta.

Another Council member spoke against the motion noting that in his experience this process has been one of the most open, transparent and ground-up processes that he has seen in the past 25 years. He urged Council to engage, participate, embrace and not overlook the opportunity to participate in this process.

A graduate student Council member spoke against the motion for the reason that if the motion was passed it could stall the efforts to reduce the budget through the TransformUS process and that may cause administration to want to increase tuition. Instead, he called for Council to critically review the implementation plan when it comes. The Council member asked whether he could give someone his proxy for this vote and the chair advised that he has ruled no proxies will be allowed.

A non-Council member spoke in favour of the motion largely based on reviewing the paper posted on VOX by Dr. Eric Howe whose view was that although the process was fine, the template was fundamentally flawed as the purpose of the template was to elicit information to target 20% of the workforce. The individual encouraged administration to slow down, as there was no academic problem in terms of cutting positions. He concluded by saying that the process has to be looked at in a sophisticated manner and not one that is superficial.

A Council member advised that she opposed the motion as hard work has been done by a lot of people and although it is not a perfect process she also had an experience of working in an organization where one-third of the work force disappeared with no input from the front line. The Council member encouraged other members to view the discussion as part of a dialogue, to acknowledge the work done today, and to move the discussion forward.

A non-Council member then spoke in favor of the motion. He quoted s. 4(1) of *The University of Saskatchewan Act, 1995*, "The primary role of the university is to provide post-secondary instruction and research in the humanities, sciences, social sciences and other areas of human intellectual, cultural, social and physical development." He cautioned that if TransformUS goes through many of the programs across the university will be lost, which needs to be made clear as what is likely to happen unless this motion is supported. He noted that if it was only the University Council that was voting on the program decisions and the usual democratic process was followed, he would not be as concerned; however, the problem is that the recommendations will go to PCIP.

He concluded by indicating that although he has searched through the Act he has not found any reference to PCIP, and therefore academic decisions going to PCIP are *ultra vires* (beyond the law).

A Council member and chair of the academic programs committee spoke against the motion for the reason that Council controls the process for program termination and everything has to come to Council for approval. According to the program termination process, requests to discontinue programs can be brought forward by the president or the provost, and voting for the motion will not prevent this from happening. Despite any flaws in the TransformUS process, it is only one step in a much broader process.

A Council member spoke against the motion advising that the alternatives to the TransformUS process are not advantageous, based on his own experience in Colorado when the reduction in state funding resulted in a moderately priced program transforming into a program with an operating budget supported almost entirely by student-derived revenue.

The provost spoke about PCIP and its work in the coming months. The authority for PCIP derives from the president's authority and that of the Board as provided under *The University of Saskatchewan Act, 1995*. PCIP's role in this process is to identify how to reduce the operating budget by 5%. Because of the magnitude that administrative services and academic programs will be affected, a plan is required, which PCIP is tasked to develop. The plan will present recommendations directed to the decision-makers of the university including its governing bodies, where the recommendations will be debated and considered on their merits. The provost advised that he would like to work with Council in developing those proposals and that Council's perspective matters very much to him. The question facing Council today is whether PCIP should take into account the task force reports or disregard the reports and use another basis. The provost advised that he finds the reports to be well written and thoughtful recommendations based on the best cases put forward, and that therefore it makes sense to pay attention to the work of the task forces.

A Council member supporting the motion advised that Council will be required to consider recommendations from PCIP in the name of a financial crisis claimed by the senior administration that is off base. Arguments from senior administration have been that the only way forward is to cut programs and therefore costs. However the analysis of costs of programs in the academic report reveals that discontinuing the 95 programs in quintile five only accounts for 3% of financial resources, and therefore the only way to cut costs in a substantial way is to cut faculty salaries and that can be accomplished only by laying off faculty or not replacing faculty upon retirement, which is a phenomenon currently occurring with the incentivized retirement scheme that is not in accordance with university processes. He called for the track record at other institutions using the Dickeson process to be reviewed, such as the University of Guelph, where he claimed that the process was not followed through. Given the gravity of the decisions, the member suggested that the standard of evidence has to be at a higher level and suggested that PCIP has not proven that beyond a standard of doubt. He asked whether Council has confidence in the TransformUS process without a doubt.

A Council member and co-chair of the academic task force spoke against the motion stating that TransformUS was a collegial process with colleagues putting in hundreds of hours of work. She advised she has never seen a group of people trying as hard because they believed it would make this university a better place. She emphasized that the task force made no decisions but rather provided recommendations to be considered by PCIP and other decision-makers, to provide an implementation plan that Council has not yet seen. She stated that Council has the ability to vote on program changes. Regarding students, the member advised that the task force was very concerned about students and identified those programs within which students are not achieving the intended

outcomes and called for Council to consider its responsibility to address this condition, apart from any budgetary concerns.

A Council member spoke against the motion noting that he welcomed this discussion, as he believes it comes at a good time in the history and stage of this institution. He advised that despite the drawbacks of the TransformUS process as presented today, the budget challenge still exists. If the motion succeeds, Council will need to explain to the public and students why more time and resources are required to develop a new process and that the TransformUS process was inadequate despite having input from faculty, students and administration. A number of processes that we oppose that have been followed elsewhere have not been followed here. The Council member asked whether we are mature enough as an institution to work together and indicated that he would argue that we are for the benefit of students.

A non-Council member spoke in favor of the motion advising that she did not have a problem with administration ranking the programs but rather she had a problem with a ranking that factors into an assessment, whereby 26% of the weighting is on quality. She questioned why a university would look at a budget-based review over a peer review based on merit and noted the university has existing systems that look at quality by peer review. She advised that the TransformUS process lacks validity, as the templates did not capture the quality of the programs. To have validity, any process designed to meet budgetary reductions through program elimination should be based on the merit of the program.

A graduate student and non-Council member spoke in favor of the motion suggesting that a non-confidence vote in TransformUS does not mean the university must engage in across-the-board cuts but rather that we need to reevaluate the process and model. Individuals do not agree where our university will be in the future.

A Council member speaking in favor of the motion advised that he has been gratified to learn that we have a kinder and gentler process to remove programs rather than the TransformUS process. He suggested that engaging with the TransformUS process means losing sight of the implications of the process to the scholars who have accepted to work at the university and have met the standards put before them year after year. He noted that most people know that the termination of a faculty position is the termination of a faculty career and advised that all other options should be explored, which has not been done.

A Council member spoke against the motion advising that the Division of Humanities and Fine Arts through the incentivized retirements program will lose roughly 5% of its faculty. The division now needs to recast its programs to be able to continue to offer excellent programs across the fine arts and this is our challenge and we have a reference point which is the Academic Task Force report. This is a document that we are using today. He noted that he does not normally read about non-confidence in a process but rather in a government and therefore did not perceive that a non-confidence motion would pertain to Council's function.

A Council member spoke against the motion advising that as a scientist he has not been provided with a statement which justifies the belief in the falseness of the TransformUS process.

A Council member spoke against this motion for the reason that it is a better process than many of the other options as has already been noted by many others. The rankings from the process provide background information to help inform decisions. When speaking with faculty one of the comments she has heard is that every organization needs to look at its total operations occasionally, and that this is a valid and appropriate exercise for the university to undertake at this time.

A Council member and a member of one of the Task Forces the noted that during the debate he had heard almost nothing that he disagreed with but observed there is a “disconnect” regarding the intent of TransformUS. He stated that the TransformUS process is over and that it ended when the task force reports were delivered. The process at this stage is a collegial process regarding who we are and how we focus our resources. He noted that he has been on Council a long time and Council is being asked to answer the question it has been asked many times previously and has not answered of “what are we not going to do.” He advised that individuals on the Task Force groups would not have participated if their recommendations all resulted in direct decisions. He concluded by stating that he planned to vote against the motion due to his belief that there is a misunderstanding of the TransformUS process.

A Council member and a member of one of the Task Forces advised that the number of hours diligently spent were not flawed. He expressed his belief that the process was a sound qualitative and quantitative process, and that where there was not enough information, further information was sought. As in his view the process was not flawed, he advised he intended to vote against the motion.

At this point in the debate the chair stated that Council had spent 45 minutes debating the motion and noted that before he called for the question he would ask Dr. Findlay to speak again.

A non-Council member suggested that those Council members that worked on the Task Forces should be excluded from the vote due to the large investment they made in the process and as a result they have a stake in the outcome of the motion.

A number of members of Council called for the question. The chair invited Dr. Findlay to provide his closing remarks. Dr. Findlay suggested that 11 years of integrated planning have resulted in forced compliance rather than beneficial outcomes – power not product – and therefore there is no reason to believe that this shift to prioritization will be any different. He also suggested that the bureaucratic euphoria emanating from senior administration is radically at variance with the recent and current experience with faculty, students and support staff. Dr. Findlay concluded that under both scenarios the claim that the university will emerge “leaner but stronger” from TransformUS is an insult to our intelligence and a denial of our history and current capacity. He asked Council members to not be afraid and to support the motion.

A Council member suggested that in the interest of harmony a written ballot be used.

WALDRAM/SOLOSE: That the vote on this motion be undertaken as a written motion and recorded in the minutes.

DEFEATED

The amended motion was then voted on by a show of hands. The motion was DEFEATED by a vote of 18 in favor and 42 opposed.

10. Academic Programs Committee

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

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

Professor Dobson noted that the nurse practitioner option was described in the written materials. He summarized the primary changes for the nurse practitioner option and the postgraduate degree specialization certificate.

DOBSON/WALLEY: 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.

CARRIED

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

Professor Dobson noted that the committee's consideration and approval of the revisions to the Academic Calendar to provide a fall break has already been released. There were no questions.

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

Professor Dobson noted that this annual report was provided for information of Council.

11. Teaching, Learning and Academic Resources Committee

11.1 Item for Information: Experiential Learning Concept Paper

Professor Aaron Phoenix, chair of the teaching, learning and academic resources committee, asked that this item be postponed until the next meeting to which the chair agreed.

12. International Activities Committee

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

Professor Gap Soo Chang, chair of the international activities committee, presented the report. The report consists of a summary of the activities of the committee to date this year. The committee has spent much time discussing establishing international research and learning metrics to be able to identify whether university goals are being achieved. He advised that it is very urgent to enhance recognition of the university globally and improve its international rankings. He invited comments and advised that the committee would welcome feedback.

13. Other business

There was no other business.

14. Question period

There were no questions.

15. Adjournment

In closing the chair noted the ongoing Council elections, encouraged Council members to vote, and asked members to also encourage their colleagues to vote.

DOBSON/PARKINSON: That the meeting be adjourned at 5:38 p.m.

CARRIED

Next meeting – 2:30 pm, March 20, 2014

COUNCIL ATTENDANCE 2013-14

Voting Participants

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

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

COUNCIL ATTENDANCE 2013-14

Non-voting participants

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



PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

March 2014



College of Medicine Update

On November 15, 2013, the College of Medicine was officially placed on 'Accreditation with Probation' by its accrediting bodies, the Committee on Accreditation of Canadian Medical Schools (CACMS) and its American counterpart, the Liaison Committee on Medical Education (LCME). Since then, a detailed Action Plan designed to address the specific concerns of accreditors has been developed. This plan was submitted to CACMS/LCME at the end of December 2013 for their review. CACMS will provide their official feedback on the action plan by mid to end March.

A growing number of medical school graduates will be staying in the province this year. A total of 53 of our 84 medical grads will stay at the U of S to pursue their residency training – 63% retention rate is significantly higher than previous two year (50% in 2013, 54.5% in 2012). Retention of our own grads has been a key goal for the college. The vacancy rate in the residency programs is also much lower than in previous years with residency programs in a number of areas filled entirely with U of S grads.

Graduate Students' Conference

The Graduate Research Conference organized by the Graduate Students Association was a conference designed *for* graduate students *by* graduate students and was held between March 6th-8th, 2014. It provided participants with a unique opportunity to network with fellow scholars from different disciplines. I had the opportunity to kick off the conference by recognizing key note speaker Senator Lillian Dyck who spoke on the conference theme of 'curiosity'. Congratulations to the GSA for a successful conference.

Presidential Travels

Provincial Tour -- Regina

Working with the team from Advancement and Community Engagement (ACE) I am continuing the presidential tradition of touring key communities within Saskatchewan meeting with multiple audiences whenever possible. During this trip I met with the senior leadership team at the Regina Qu'appelle Health Region and had an opportunity to see some of our nursing students and faculty in action. After making an address to the Regina Chamber of Commerce I spent the afternoon and evening meeting with alumni, donors, and the media. The next tour date is set for North Battleford in early April.

Aboriginal Initiatives

Aboriginal Achievement Week

As of the writing of this report, Aboriginal Achievement Week is scheduled for March 10th to 14th. Each year in March the University of Saskatchewan hosts Aboriginal Achievement Week to celebrate Aboriginal achievement, reflect on traditions and ceremonies, and connect with the community and I am pleased and impressed with its continued evolution and growth. This year offers 33 different sessions and a number of activities for the campus community coordinated largely by our students and student organizations.

I personally will have the opportunity to participate in;

- a lecture on Aboriginal Law,
- a ceremonial signing of an agreement with the U of S and a foundation led by Canadian artist Buffy Saint Marie,
- a talk by national chief Shawn Atleo,
- an awards ceremony recognizing our own Aboriginal leaders organized by the Indigenous Student's Council.

I hope that all members of the campus community found the opportunity to take part in the various speakers and sessions offered throughout the week.

U15 -- The Research/ Teaching Nexus

As part of the U15, presidents are asked to provide some brief thoughts on key subjects affecting U15 universities which are then posted on the U15 blog. I have provided my thoughts on the connections between research and teaching and wanted to share them with you here. My talk, and others, can be found at www.u15.ca.

-- Collectively, Canadian universities and colleges encompass a wide range of research activity levels and quality. This is a sign of a healthy post-secondary education system. It has variations that allow all types of institutions to flourish and to fill different niches. At the University of Saskatchewan for instance, we have become progressively more research-intensive over the last decade in order to better serve our fast-growing province, our nation, and the world.

The wide variety of research activity at universities and colleges has led to debate over whether that variation necessarily corresponds to an equally large variation in teaching quality. There are two obvious, complementary hypotheses that invite discussion: 1) that research success relies on many of the same traits that characterize successful teaching (such as good communication skills and the ability to simplify a seemingly complex operation), so high quality teaching should correspond to high research activity, and 2) that time spent on research is necessarily not dedicated to teaching and thus teaching quality suffers when faculty members focus on research. While diametrically opposed, these two proposals seem easy to support.

¹ J. Hattie and H. W. Marsh, *The Relationship Between Research and Teaching: A Meta-Analysis*, Review of Educational Research 66: 507, 1996.

² J. Halliwell, *The Nexus of Teaching and Research: Evidence and Insights from the Literature*, HEQCO, Toronto, 2008.

Fortunately, we have a rich set of studies examining the link between an individual faculty member's research and teaching accomplishments. Indeed, there are so many studies that there are meta-analyses of the studies and even meta-studies of the meta-studies. The results, typified by work by Hattie and Marsh¹ and Halliwell² show a surprising result: there is no significant correlation between the quality of an individual's teaching and the quality of an individual's research. Some of our best researchers are great teachers, but others are truly awful with a class. Some of our best educators are terrific in a laboratory, but others have limited research skills or scant desire to undertake research.

One way to interpret this result is that students ought to experience the same quality of teaching regardless of what post-secondary institution they attend. In terms of teaching courses well, there is nothing inherent in research-intensive universities that distinguishes them from colleges, for instance. And innovation in education abounds across the post-secondary education sector. For instance, one course in soil science at the U of S now requires students to take a field trip and produce a work of art that shows what they see in a forest. In another U of S innovation, students in social sciences are given the chance to participate in the *Taking the Pulse* research project that regularly surveys people in the province to determine their attitudes on various issues.

But there is more to consider in the research/teaching nexus than the correlation of teaching quality and research activity. We should also consider impacts on student learning outcomes. A 1998 report by the Boyer Commission³ is the best known of the summaries of the impact of research on students. The report makes a case for changing undergraduate teaching to incorporate research methodologies into courses in order to engage students better and to produce a deeper, more nuanced understanding of subject matter. This report was largely responsible for the migration from the long-standing "sage on the stage" approach to teaching, to classes that focus on experiential and problem-based learning in interactive environments. There is strong evidence that students who engage with research believe they learn more.

Taken together these results frame the value proposition for research-intensive universities for students who are not directly engaged in research – notably undergraduate students and graduate students in course-based degree programs. Attending university where research activity is high exposes students to the same general level of teaching quality that one would find elsewhere, and taking advantage of opportunities to be exposed to research methods within or outside of the classes improves satisfaction with the learning experience.

³ Boyer Commission on Educating Undergraduates in the Research University produced a report entitled *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, 1998.

PROVOST'S REPORT TO COUNCIL

March 2014

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP met twice in February. On February 10, PCIP approved a request for two year term funding for four staff positions to ensure the university is able to comply with Tri-Agency guidelines; considered 2014/15 tuition rates; finalized the principles and criteria for the development of TransformUS recommendations; and discussed the final report summarizing the TransformUS feedback received during the listening phase.

PCIP had a retreat on February 24 to further discuss the development of recommendations for TransformUS, and in late February a subcommittee of PCIP began a series of meetings with deans and unit leaders to begin to formulate a plan for possible actions that will be undertaken as part of TransformUS.

Update on progress of *Promise and Potential*, the third integrated plan

Included as a resource to my report, you will find a high-level overview of progress that has been made over the past year toward the goals and initiatives outlined in *Promise and Potential*, the university's third integrated plan (IP3). This overview references work performed on select institutional level commitments since March 2013. Highlights for 2013/14 include significant accomplishments in the area of Aboriginal engagement and in culture and community. In the former area, we completed the [Aboriginal initiatives website](#), the development of a set of [twelve symbols](#) to represent Saskatchewan Aboriginal culture and launched further work on including Aboriginal elements within our institutional ceremonies. In addition, we developed and administered the first ever [Campus Climate Survey](#), which over 25 per cent of students completed. Results will be provided to the campus community this spring. It is important to note, as in 2012-13, operating budget adjustments initiatives in 2013-14 limited the advancement of some initiatives outlined in *Promise and Potential*.

Institutional Planning and Assessment (IPA) is currently in the planning stages of a communication piece that will be distributed broadly this spring/summer which will outline in a more quantitative way our progress since plan approval. This communications piece is expected to include an update on metrics and the academic priorities fund, and direct readers to www.usask.ca/plan for several feature stories associated with progress over the two years since the plan was approved by University Council and the Board of Governors.

In addition to the implementation of institutional level commitments, there are actions and initiatives being undertaken at the college, school and administrative unit level that align with and support the key goals and priorities outlined in *Promise and Potential*. Highlights are available at www.usask.ca/plan.

Third integrated planning cycle extended to 2017

In February 2014, PCIP decided to extend the third integrated planning cycle to 2017 in order to ensure there is sufficient time to finalize the implementation of TransformUS within the current planning cycle

(originally described as 2012-2016) and to complete the key initiatives outlined in *Promise and Potential*. As a result, planning for the various components of the fourth integrated plan (IP4), including the multi-year budget framework, will shift to initial stages in mid-late 2015, rather than commencing during the 2014 calendar year.

As PCIP looks forward to the development of our university's fourth integrated plan, Council can anticipate that PCIP and IPA will continue to refine the planning processes leading to the next institution-wide plan so as to maximize information from existing and recent processes and to reduce overall institutional effort toward the development and approval of the institution-wide plan.

As we move toward 2015, and following from the finalization and approval of TransformUS recommendations, PCIP and IPA will finalize and formalize the planning expectations for colleges, schools and administrative units for this planning cycle. For now, these are the high-level key milestones:

- 1) Presentation of TransformUS recommendations by PCIP (May 2014)
- 2) Finalization and approval of the president's new vision statement (May 2014)
- 3) Finalization and approval of the budget/planning interface to create the new budget process for the university (June 2014)
- 4) Confirmation of planning entities to be included in the fourth planning cycle (Spring 2015)
- 5) Confirmation of the process for development of the fourth integrated plan and component parts (Spring 2015)
- 6) Community planning event (or other combination of events) for the fourth integrated plan (Summer/Fall 2015)
- 7) Confirmation of the template for college/school/administrative unit completion as part of the process (Fall 2015)
- 8) Deadline date for submission of college/school plans (Fall 2016)
- 9) Deadline date for submission of administrative unit plans (Fall 2016)
- 10) Council and Board of Governors approval of the fourth university-wide integrated plan and component parts (plan document, multi-year budget framework, people plan) (Spring 2017)

It is expected there will be an announcement on the process for the development of our fourth integrated plan by no later than summer 2015.

RESOURCE ALLOCATION

Tuition

2014-15 tuition rates were announced to the campus community on March 10 after approval from the Board of Governors. Tuition rates will increase by an overall average of 4.5 per cent for both undergraduate and graduate students. Undergraduate students will see tuition rate increases ranging from 0 to 5.5 per cent. Standard graduate programs will see an average rate increase of 4 per cent. Tuition rates in the College of Arts and Science, where 40 per cent of students are enrolled, will increase by 4.15 per cent. This is projected to be 11 per cent below the median rate of comparable programs in Canada.

It is important to note that all additional funds raised by the 2014-15 rate increases will be allocated directly to the colleges and schools, providing additional funding to enhance the student experience.

Tuition rates are not set with the university budget in mind or in order to make up budget shortfalls. Instead, they are reviewed annually by the Board of Governors and set according to three principles: 1) comparability to similar programs at other Canadian U15 medical-doctoral universities; 2) accessibility and affordability for the majority of potential students; and, 3) the quality of our programs, and the need to ensure our students receive a high-quality education.

Our commitment to our students is to continue to offer high-quality programs that earn high levels of student satisfaction. Given that tuition rates remain below the median of peer programs across Canada, with the exception of dentistry, we believe we are offering terrific value to students for their education.

In addition to tuition, 2014-15 student fees have now been finalized. Fees for undergraduate students will be \$785.95 and for graduate students will be \$811.16.

OPERATING BUDGET ADJUSTMENTS

Reduce the institutional footprint

As part of International Polar Bear Day on February 27, the university announced that, beginning in May 2014, adjustments will be made to the cooling and heating temperatures in our buildings. Building temperatures will be raised two degrees in the spring and summer and lowered one degree in the fall and winter, resulting in an estimated savings of \$200,000 annually in utilities costs and a reduction of an estimated 2,000 tonnes yearly in carbon emissions. Following from the question at the February Council meeting, I have confirmed that we are pledging to take this responsible action without compromising our learning and working environment. Over the next two months, our Facilities Management Division (FMD) will be working with facility building managers to identify areas where controlled temperatures are required for research, animal care, technology and other special operational needs.

TransformUS

A [48-page analytical and thematic summary of the commentary](#) was released in February following the conclusion of the listening phase of TransformUS. In addition, [preliminary analysis](#) has been provided on select aspects of the report. For Greg and my thoughts on the summary and preliminary analysis, please visit our [blog](#).

PCIP's work is currently focused on reviewing possible actions, modeling their consequences, the time frame for their completion, the level of complexity and interconnection with other programs/ services, and the potential savings and improvements in efficiency and effectiveness. It is expected recommendations will be announced in late April and will:

- keep our university's teaching and research missions uppermost in mind along with our university values and vision;
- be a relatively brief, high-level overview of a set of recommended actions and, where relevant, descriptions of these actions;
- 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;
- indicate which bodies and offices in the university are responsible for decision-making or implementation; and
- be developed with decisions for individual units, both academic and administrative, and for governing bodies.

In the development of recommendations, PCIP will adhere to a set of [principles for process management and criteria for the evaluation of projects/initiatives](#). These were shared with the campus community in February.

The final phase of the prioritization process, a period of coordinated decisions and implementation – will begin on May 1, 2014. Decisions will be implemented through the regular governance processes as outlined in *The University of Saskatchewan Act (1995)*, and will follow processes outlined in university policies, including all employment agreements.

It is anticipated that some decisions will begin in the 2014/15 fiscal year if they are within the decision-making authority of the unit leader, while others may take much longer to be implemented as they work their way through the university's governance processes as described in the *University of Saskatchewan Act*.

Throughout the process, regular updates will be provided to the campus community at transformus.usask.ca.

PSE BUDGETS ACROSS CANADA

At the time of writing preliminary indications suggest that postsecondary education received moderate support in the British Columbia, Alberta and Manitoba 2014-15 provincial budgets delivered in February and March, with respective changes of -0.9, 0.0 and 2.5 percent to operating funding from 2013-14. There appear to be trends towards targeted funding, continued capping of tuition fees (prior year in BC, 1.0 percent in AB, and rate of inflation in MB) and greater ministerial control. We will continue to monitor provincial budget impacts on PSE as they unfold.

The BC government tabled its provincial budget on February 18 and announced ongoing funding cuts to PSE of \$50 million per year, as announced in last year's budget. The implication is a decrease to operating of 0.9 percent in 2014-15. BC has also committed to provide \$10.5 million to 17 PSE institutions that provide ESL programs in response to the annulment of the Canada-BC Immigration Agreement.

Alberta's 2014-15 budget saw no increase in base operating grants to institutions, but a 5.9% increase in the total postsecondary budget. After significant cuts in 2013-14, \$50 million was put back into the system part-way through last year and will be maintained on a permanent basis. Alberta also restored the Access to the Future Fund (an endowment in the Heritage Savings Trust) whereby the province matches donations to colleges and universities. A new Social Innovation Endowment was also announced for funding in the social sciences and humanities. An additional \$32 million was targeted for enrolment in programs, not yet identified.

Manitoba made investments to base PSE operating grants of 2.5 per cent for 2014-15: universities were allocated a 2.5 percent economic increase similar to last year, and colleges received a 2 percent increase. Manitoba's budget also established a Research Manitoba initiative "to target funding to strategic priorities under the guidance of researchers and entrepreneurs." The province's council on PSE was disbanded, and functions rolled into the ministry of education.

CALDO – What is it? & What are the Benefits of Membership?

Internationalization is the process of integrating international and intercultural dimensions to the core research, teaching & learning, and service missions of contemporary universities.

Internationalizing a university requires strategic and innovative changes, including forming partnerships to pursue common goals. CALDO is one of these initiatives.

Formed in 2010 by the universities of Alberta, Laval, Dalhousie, and Ottawa it was expanded in 2013 to include five additional U15 institutions, including the U of S.

CALDO is a consortium designed to facilitate member institutions achieving the goals of attracting sponsored international graduate students to member institutions; building and sustaining partnerships with sponsoring agencies and their governments; and leveraging those relations to foster broader academic collaborations with universities in the countries where CALDO operates.

Since it was formed in 2010 these activities have been concentrated in selected countries in South America, specifically Brazil, Columbia, Ecuador, and Chile.

To date CALDO has five formal agreements with others being developed:

- CNPq/Brazil for sponsored students and post-doctoral fellows;
- CAPES/Brazil for sponsored students and post-doctoral fellows;
- FAPESP Sao Paulo, Brazil for research collaborations;
- COLSCIENCIAS, Columbia for sponsored students;
- CONICYT, Chile for research collaborations;
- COLFUTURO and ICETEX, Columbia currently being negotiated.

CALDO has built a strong brand recognition both nationally and internationally. This has been accomplished through numerous conference presentations on CALDO, a CALDO conference on *Innovation and Internationalization in Australian Universities* run jointly with the Australian Group of Eight, a bilingual CALDO website, and two major and a number of minor missions to Latin America, as well as numerous recruitment events. In these ways CALDO and its member institutions have come to be widely known and recognized for excellence in its academic standards as well as for its reliable and efficient administrative processes.

Thus, the CALDO consortium has had a positive effect of the profile and reputations on member institutions. The U of S anticipates sharing in these benefits.

Member institutions also report that membership in CALDO and the opportunities it provides for taking part in the growing number of national funding programs has resulted in significant enhancement of institutional infrastructure and expertise in handling sponsored students from abroad.

Member institutions also report that membership in CALDO has fostered institutional innovation and mutual learning between member institutions on a wider range of issues, such as the agreement between the original CALDO members and the three northern Colleges in Canada to strengthen institutional relations and to facilitate credit transfer.

CALDO member institutions are currently developing strategies to expand activities to other parts of the world beyond South America.

COLLEGE AND UNIT UPDATES

College of Arts and Science

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

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

Anastasia Szalasnyj, owner of Winter Girl Boots & Accessories and full-time student in the college, has been named Saskatchewan's 2014 Student Entrepreneur Provincial Champion.

Juno-award winning pianist David Braid presented a talk and music master class on February 28. The David Braid Octet, including Dean McNeill (Music), on trumpet gave a concert on March 1 at the Bassment. These events were sponsored by the Interdisciplinary Centre for Culture and Creativity (ICCC) and the Department of Music.

Adam Gaudry (Native Studies) spoke at Migizii Agamik—the University of Manitoba's Aboriginal student centre—as part of the Department of Native Studies' 2014 winter colloquium series. The presentation was titled "The Manitoba Treaty: Reconstructing Métis-Canadian Confederation Building in 1870."

Erika Dyck (History) presented the 6th Annual Dave DeBrou Lecture in History on March 4, at the Frances Morrison Library. The lecture was entitled "Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice."

Greystone Singers, U Chorus with Saskatoon Symphony Orchestra Concert, presented a concert on March 8.

On March 13, the Aboriginal Achievement Across the Arts project, funded by the college, opened in the Murray Library, featuring work by emerging and professional Aboriginal artists in the literary and dramatic arts.

On March 19 at the Broadway Theatre, the ICCC Film Series presented Buffalo Calling: an experimental documentary written and directed by Tasha Hubbard (English).

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

Kurt Oatway (B.Sc. '10 in Geological Sciences) competed in the paralympics in Sochi, in para-alpine events.

Math Outreach Coordinator Stavros Stavrou (Mathematics & Statistics) helped to create the program "Math Mania" by teaming up with the University of Regina and the Pacific Institute of Mathematical Science. Math Mania is a new program aimed at enriching the mathematics education of First Nations,

Inuit and Metis students, created to help attract Aboriginal students to the Math and Sciences, because Aboriginal students are seriously underrepresented in these fields.

OFFICE OF THE VICE-PRESIDENT RESEARCH

The research highlights for the month of March 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.



Promise and Potential, the third integrated plan: 2013-14 highlights and milestones

Knowledge Creation: Innovation and Impact

Commitment	Highlights and milestones
<p>Development of college and school strategic research plans and metrics</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • Each college developed a research strategy focusing on areas of strength • Plans were provided by associate deans research to the office of the Vice-President Research (OVPR) in June, OVPR reviewed over the fall • Looking at connections between colleges as a framework for the discussions • Need to change thinking on plans from being a one submission process to an iterative process
<p>UnivRS: Implementing of the University Research System</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • Vendor is in the process of building a research information system • First phase launch planned for August 2014 • Online stories: <ul style="list-style-type: none"> ○ UnivRS research management system gets go ahead (July 8, 2013)
<p>Implementation of a faculty mentorship program</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • Program is working well with some faculty and not as well with others • Inconsistent take-up across departments due to competing mentorship programs • Conducted a survey of mentors and mentees with another expected in April/May 2014 to make evidence-informed program improvements • Online stories: <ul style="list-style-type: none"> ○ Mentorship program fosters success for new U of S researchers (November 7, 2013)
<p>Signature Area Strategic Development - One Health: Solutions at the Animal-Human-Environment Interface</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • In spring 2013, PCIP provided funds to accelerate the development of U of S One Health initiatives in research and training • The PCIP investment is being used to facilitate the formation of interdisciplinary research groups, expand the NSERC CREATE-funded graduate program to include an international dimension, and establish graduate and undergraduate certificates in One Health • Online stories: <ul style="list-style-type: none"> ○ One Health initiatives at the U of S (February 13, 2014)

Aboriginal Engagement: Relationships, Scholarship, Programs

Commitment	Highlights and milestones
Engagement with the provincial K-12 system	<ul style="list-style-type: none"> • Launch of a new Aboriginal initiatives website at www.aboriginal.usask.ca • Launch of an online Aboriginal initiatives map, an interactive map showing what Aboriginal activities, academic and cultural programs, services and events are happening on campus and in other Saskatchewan communities
<p>The Way Forward – the next steps for the University in Aboriginal Engagement</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • Symposium “Taking Stock” was hosted on March 15, 2013 as part of Aboriginal Achievement Week at the University of Saskatchewan • President Ilene Busch-Vishniac kicked off “Taking Stock” by sharing her thoughts on Aboriginal engagement at the university over the past 40 years (video) • Poster competition was held highlighting Aboriginal research and program initiatives over the past 40 years (view compilation booklet with all posters) • Online stories: <ul style="list-style-type: none"> ○ Symposium begins with celebration of achievement in Aboriginal engagement (February 19, 2013) ○ President pledges to advance Aboriginal engagement (March 28, 2013) • A second, by-invitation only, symposium called “Moving Forward” was held on June 12, 2013 and engaged on- and off-campus Aboriginal education experts in discussions in an effort to build a foundation of knowledge to support the development of a refreshed Aboriginal foundational document. • Guest speakers at “Moving Forward” included the Government of Saskatchewan and Federation of Saskatchewan Indian Nations (FSIN) Joint Task Force on First Nations and Métis Education and Employment - Gary Merasty, Vice President Corporate Social Responsibility of Cameco; Rita Bouvier, researcher/writer and community-learning facilitator; and Don Hoium, Executive Director, League of Educational Administrators, Directors and Superintendents of Saskatchewan
<p>Aboriginal languages and symbols on university websites and publications</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • Twelve symbols have been chosen to represent Aboriginal culture • Video was produced and shared campus-wide to launch the symbols: Promotional video • Symbols have been used in communications such as advertisements, On Campus Now, Green and White, President’s Report • Looking at ways to incorporate symbols in apparel, merchandise, environmental and architectural design and signage • Next steps are to provide descriptions for the symbols (written and verbal) in multiple languages (English and Cree at a minimum)

Aboriginal Engagement: Relationships, Scholarship, Programs (continued)

<p>Increase the presence of Aboriginal art displays</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • Background research completed in best practices in the United States • Currently surveying members of the Association of Research Libraries to determine what role library deans have for museum, gallery and exhibition programs • First draft of recommendation paper expected spring 2014
<p>Incorporate Aboriginal culture in formal university ceremonies and university-sponsored events</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • Incorporation of Aboriginal culture in to Convocation: <ul style="list-style-type: none"> ○ Treaty 6 flag and language ○ Honour drum song ○ Chancellor's stole and smudging for the installation of the new Chancellor (June 2013) • Treaty 6 flag is now one of the university's four official flags • Online stories: <ul style="list-style-type: none"> ○ A more inclusive convocation (July 29, 2013)

Culture and Community: Our Global Sense of Place

Commitment	Highlights and milestones
<p>Campus Climate Survey</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> • Student survey launched in November 2013 to collect detailed information about how welcomed, supported and respected students feel, to inform future planning and initiatives • Response rate of 25% (5,222) • 5,200 unique visits to the Campus Climate Survey website (did not need to go to site to complete survey) • Online stories: <ul style="list-style-type: none"> ○ U of S launches student survey to determine how students perceive the campus environment November 12, 2013) ○ Gauging the climate on campus (November 27, 2013) • Report on outcomes anticipated late spring 2014

Innovation in Academic Programs and Services

Commitment	Highlights and milestones
<p>Strategic Enrolment Management, Dave Hannah</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> Completed a report in fall 2014 focusing on a list of the top 10 recommendations <ul style="list-style-type: none"> Strategic Enrolment Management report (Executive highlights) Strategic Enrolment Management report (Complete report) Presented to University Council in November 2013 Shifting from planning to implementation with the assignment of responsibilities for the implementation of the recommendations Online stories: <ul style="list-style-type: none"> SEM: more than recruitment and retention (December 24, 2013)
<p>Red Tape Commission</p> <p>Terms of reference</p>	<ul style="list-style-type: none"> In fall 2013, meetings were held with department heads, SESD, chairs of Council and associate deans to gather information Campus-wide survey is being planned for spring 2014 to further identify possible areas to review and provide recommendations Online stories: <ul style="list-style-type: none"> Cutting through university red tape (April 18, 2013)

PARTNERSHIPS

Delegations Visit U of S

The International Office supported the visits of three international delegations during February. The visitors to campus were a **delegation from Japan** headed by the Japanese Ambassador to Canada, a delegation led by the dean of the International School, **Jinan University** in China, and the **Canadian ambassadors to Japan and Indonesia**.

Joint Canada-China Oilseed Lab Planned

A Memorandum of Understanding and an Agreement about Collaboration on the Creation of the Guangdong Saskatchewan Oilseed Joint Laboratory (GUSTO) was signed on February 24th with **Jinan University**. The agreement was signed at the meeting of the Counsel of Ministers of Education, Canada, and witnessed by the Honourable Rob Norris, Minister of Advanced Education.

FUNDING SUCCESSSES

Increased Success on CIHR Grant

Four U of S applications were successful in receiving **CIHR Open Operating Grants**, all four of which went through the **U of S internal review process**. The U of S improved its success rate to **20 per cent**, an increase over the national average, 15.7 per cent, and last year's U of S success rate of 14.8 per cent.

Expanding Academic Ties with India

Two U of S researchers were awarded grants from the **Shastri Indo-Canadian Institute**, a bi-national organization which works to strengthen ties between India and Canada through academic activities and exchanges. Further information is available at <http://www.sici.org/home/>.

- ❖ **Erica Dyck** (History) was awarded \$103,251 over three years for her project *"Reproductive Politics: Historical Perspectives on Contraceptive Subjects in English Canada Since the 1970s."*
- ❖ **Scot Leary** (Biochemistry) was awarded \$639,699 over five years for his project *"Functional Genetic Investigation of the Mitochondrial Regulation of Copper Homeostasis."*
- ❖ **Nazeem Muhajarine** (Community Health and Epidemiology) with co-applicants **Kevin Stanley** and **Nathaniel Osgood** were awarded \$284,569 over two years for their project *"A Step Towards Creating Active Urban Communities: Informing Policy by Identifying and Mapping Locations of Seasonal Activity Accumulation."*
- ❖ **Joyce Wilson** (Microbiology and Immunology) was awarded \$501,054 over five years for her project *"Mechanistic Analysis and Therapeutic Targeting of miR-122 and HCV."*

- ❖ **Jafar Soltan** (Chemical & Biological Engineering) was awarded \$10,000 for the project *"Application of Adsorption Process for Removal of Emerging Pollutants from Drinking Water"* with co-investigator Pramod K. Bajpai at Thapar University, India.
- ❖ **Kalyani Premkumar** (Community Health & Epidemiology) was awarded \$4,350 for the project *"Use of Simulation for Instruction and Evaluation - Foundations for Establishing Simulation Center"* with co-investigator Agnes Mathiew at the Pondicherry Institute of Medical Sciences, India.

Provincial Agriculture Funding Announced

The Saskatchewan Ministry of Agriculture has provided \$5.4 million for 37 U of S projects from Agriculture and Bioresources, Engineering, Veterinary Medicine, Biology, and VIDO. The ministry's **Agriculture Development Fund** also involves additional funding from producer groups Western Grains Research Foundation, Sask Canola, and Saskatchewan Pulse, bringing the total awarded amount to over \$6.8 million.

Mapping the Pea Genome

Tom Warkentin (Crop Development Centre) has received \$1.32 million from the Saskatchewan Pulse Growers to support his project "*Sequencing the Pea Genome: Creating a Solid Foundation for Long-Term Pea Genetic Improvement*." Warkentin is working to create a complete genomic map of the pea to provide long-term benefits for producers through the development of improved pea varieties.

OTHER

U of S to Host National Writers Conference

The U of S was successful in its bid to host the **Canadian Science Writers' Association annual conference** in June 2015. The conference will bring more than 100 professional science journalists and communicators to campus, allowing the U of S to highlight our research successes.

Disseminating Administrative Expertise

Susan Blum (Research Services) co-published an article on "*Research Administration IT Systems*" with colleagues from the University of British Columbia and University of Victoria. The article is available in American National Council of University Research Administrators magazine, March/April edition.

Funding for Undergraduate Assistants Available

Applications are now being accepted for **Undergraduate Research Assistantships**. Awards of \$2,000 or \$4,000 in matching funding are available to researchers interested in hiring an undergraduate student over the summer. The purpose of the award is to help create opportunities for undergraduates to experience research in a comprehensive way.

New IP Policy Developed

The Office of the Associate Vice-President Research - Health led the development of a new policy on intellectual property for the Saskatoon Health Region. The policy is available at <http://ow.ly/u03Vx>



UNIVERSITY COUNCIL

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

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

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).

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 20th 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.¹

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.

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

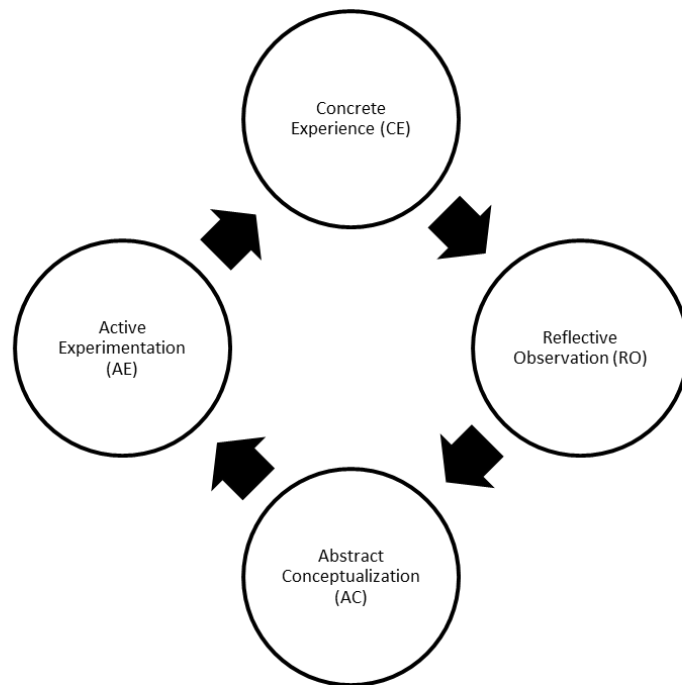


Figure 1 Kolb's Experiential Learning Model

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 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 internships 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).

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, 4th 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 ^a	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: ^a The “other” required – value add category includes such things as upper-year required courses, 4th 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 3rd or 4th 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 ^b	
	#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 ^a	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: ^a The “other” required – value add category includes such things as upper-year required courses, 4th year honours/capstone courses, and the extended practicum in Education. ^bPharmacy, 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).

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

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?