

**AGENDA**  
**2:30 p.m. Thursday, June 20, 2013**  
**Neatby-Timlin Theatre (Room 241) Arts Building**

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.”*  
*The 2012-13 academic year marks the 18<sup>th</sup> year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of May 16, 2013
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Student societies
  - 7.1 Report from the USSU (oral report)
  - 7.2 Report from the GSA (oral report)
8. Research, Scholarly and Artistic Work Committee
  - 8.1 Request for Decision: Human Research Ethics Policy – pp. 33-38  
  
*That Council approve the Human Research Ethics Policy to replace the Policy on Research Involving Human Subjects, effective July 1, 2013.*
  - 8.2 Request for Decision: Responsible Conduct of Research Policy  
  
*That Council approve the Responsible Conduct of Research Policy to replace the Research Integrity Policy, effective July 1, 2013.*
  - 8.3 Report for Information: University Research Ethics Boards Annual Reports
  - 8.4 Report for Information: Annual Report
9. Governance Committee
  - 9.1 Request for Decision: Change to Part Two, Section I, VII of Council Bylaws - Research, Scholarly and Artistic Work Committee terms of reference  
  
*That Council approve the proposed changes to Part Two, Section I, VII of Council Bylaws, the terms of reference of the research, scholarly and artistic work committee, with further revisions, effective June 20, 2013.*

- 9.2 Request for Decision: Change to Part Two, Section I, I of Council Bylaws - Academic Programs Committee terms of reference

*That Council approve the proposed changes to Part Two, Section I, I of the Council Bylaws, the membership and terms of reference for the academic programs committee, effective June 20, 2013.*

- 9.3 Request for Decision: Revisions to the College of Education Faculty Council membership

*That Council approve the revisions to the College of Education Faculty Council membership.*

- 9.4 Request for Decision: *Regulations on Student Academic Misconduct*

*That Council approve the revisions to the 'Regulations on Student Academic Misconduct', effective July 1, 2013.*

- 9.5 Request for Decision: Nominations to the Nominations Committee for 2013/14

*That Council approve the nominations to the Nominations Committee, effective July 1, 2013 as attached.*

- 9.6 Request for Decision: College of Engineering request for approval to delegate responsibilities to its committees

*That Council approve the request of the College of Engineering faculty council to delegate responsibilities to its committees.*

- 9.7 Notice of Motion: College of Agriculture and Bioresources Faculty Council membership

*That Council approve the revisions to the College of Agriculture and Bioresources Faculty Council membership.*

- 9.8 Report for Information: Student Appeals Report for 2012-13

10. Nominations Committee

- 10.1 Request for Decision: Additional nominations for 2013-14

*That Council approve the additional nominations to committees for 2013-14 as attached.*

11. Academic Programs Committee

- 11.1 Request for Decision: Replacement program for Post-Degree Bachelor of Science in Nursing

*That Council approve the proposal from the College of Nursing for a replacement program in the Post-Degree Bachelor of Science in Nursing (PDBSN).*

- 11.2 Request for Decision: College of Arts and Science – Certificate in Criminology and Addictions

*That Council approve the proposal from the College of Arts and Science to create a Certificate in Criminology and Addictions.*

- 11.3 Request for Decision: College of Arts and Science – Termination of the BA Four-year and Honours in Community Planning and Native Studies

*That Council approve the termination of the BA Four-year and Honours in Community Planning and Native Studies.*

11.4 Report for Information: Annual Report

12. Planning and Priorities Committee

12.1 Request for Decision: Disestablishment of Open Studies

*That Council approve that the existing model for Open Studies be discontinued, effective January 1, 2014.*

*That the Open Studies Faculty Council be dissolved as of May 1, 2014, with Council's bylaws amended to reflect the dissolution.*

12.2 Report for Information: Progress Report on *Promise and Potential*: the Third Integrated Plan

12.3 Report for Information: Annual Report

13. Academic Support Committee

13.1 Report for Information: Annual Report

14. Teaching and Learning Committee

14.1 Report for Information: Annual Report

15. International Activities Committee

15.1 Report for Information: Annual Report

16. Joint Committee on Chairs and Professorships

16.1 Report for Information: Annual Report

17. Scholarships and Awards Committee

17.1 Report for Information: Annual Report

18. Other business

19. Question period

20. Adjournment

***Please join us for a year-end reception following the meeting.***

Next meeting – 2:30 pm, September 19, 2013

If you are unable to attend this meeting please send regrets to: [Lesley.Leonhardt@usask.ca](mailto:Lesley.Leonhardt@usask.ca)

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

The chair called the meeting to order at 2:36 p.m., observing that quorum had been attained.

1. Adoption of the agenda

URQUHART/ TYLER: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and visitors, and advised that Max FineDay had been elected as USSU president and Ehimai Ohiozebau had been re-elected as the Graduate Students' Association president.

3. Minutes of the meeting of April 18, 2013

MICHELMANN/WEI: That the Council minutes of April 18, 2013 be approved as circulated.

CARRIED

4. Business from the minutes

No business was identified as arising from the minutes.

5. Report of the President

President Busch-Vishniac noted a number of events that had occurred since the last Council meeting, including: first meeting of the Senior Leadership Forum; she had completed visits to all 17 colleges and schools; first meeting of the board of the Global Institute for Food Security; and the announcement of the establishment of the Canadian Wheat Alliance as a partnership between the university and the federal and provincial governments.

The president advised that the U15 executive heads have been working together to convince the federal government of the establishment of an Excellence Fund specifically for research intensive universities of Canada. The Canadian government has agreed in principle, but funding sources have not yet been identified. The funding to each university will likely be provided based on the university's proportion of tri-agency funding.

Regarding the university's two other governing bodies, the president reported that the Senate met in April receiving presentations on student enrolment, the university's centres and the operating budget adjustments. The Senate unanimously approved the appointment of Blaine Favel as the university's Chancellor-designate, and there was unanimous confirmation on the four matters brought forward by University Council. The Board of Governors met in May and among other matters, the Gordon Oakes-Red Bear Student Centre was approved and groundbreaking will be in June.

The president reported that the Senior Leadership Forum met for the first time, and a second meeting is planned. Traditionally the university did not have a way for Deans and Associate Vice-Presidents to meet.

The president noted that there has been a lot of conversation about workforce planning and the pain it causes on both sides of the table. The president reported that she has eliminated the position of director of government relations, one of the six positions in her budget, because she needed to be accountable for staffing reductions in the same manner as others. She reported that by the end of the process the university will have removed between 150 and 200 positions - some of which were vacant. The president advised that she realizes the trauma this is causing for those in the positions being eliminated.

Regarding the strategic vision for the university, the president reported that she is crafting a high-level strategic document that will mesh with IP3, and inform IP4 and IP5, as it will be focused on where we ought to be going in 10 to 20 years. She reported that she is working on the outline and a list of questions she thinks need to be answered which will be discussed at the next meeting of the Senior Leadership Forum and then deans will be asked to share a draft with their academic units for further input. Through this process the president is planning to have a new high level strategic document by the end of the calendar year.

The president then called for questions. A member asked if the federal Excellence Fund will be tied to previous tri-agency funds, and also if the funding is not based on peer review, then how will it support funding of research excellence. The president noted that if it is not new money then it will not do anything for the university. Currently the U15 receive 75% to 80% of funding from the tri-agencies, yet the funding available is inadequate to the task. The universities are asking to be given the ability to determine where it will focus their excellence. The U15 is asking the federal government to focus significant funding on their research intensive universities.

Regarding the workplace adjustments being made by colleges and units, a member noted his concern that the Dean of Agriculture and Bioresources had made decisions without first consulting with department heads in the college, and asked whether the president had advised Dean Buhr not to discuss these matters with the department heads. The president advised that deans, by virtue of their position, have authority and responsibility to balance their budgets and determine how they will do that; also, this is a university that values collegial processes. She noted she was aware that there were concerns in the college, but had not yet spoken with the Dean about this to hear her side of the discussion. She noted that she had not given Dean Buhr advice in this area herself, but other senior administrators may have. Dean Taras of the Edwards School of Business noted that the deans were engaged in workforce planning, and were advised not to share the difficult decisions so as to maintain the confidentiality of those affected. The deans received specific advice to not make these decisions collegially, so as to protect those involved. The president noted that she had not realized the question was related to personnel decisions, and confirmed that the deans had been instructed to value the privacy of those who will be losing their jobs and that this was best practice.

It was noted by the council member that one of the terminated positions was filled by a person who was planning to retire shortly and it could have been managed better. He noted that he understood the concerns around confidentiality, but that many were unsure about what would happen which makes a difficult and painful position for everyone. The president agreed that it hurts and she wished that we were not in this position, but that the university had been following best practice and was trying to move quickly, focusing on the well-being of the people losing their jobs.

## 6. Report of the Provost

Brett Fairbairn expanded on two items from his written report, first noting the TABBS scenario analysis tool referenced in his report and the website link to find it. He advised that TABBS is being implemented and PCIP is using the scenario analysis tool to analyze proposals coming forward, and assess the impact on teaching and as a research activity and therefore on related revenues and expenditures. Secondly he referred to the next financial town hall on June 13<sup>th</sup> which will provide an opportunity to look at the past year's budget results and look ahead to 2016.

The chair called for questions or comments, but there were none.

## 7. Student societies

### 7.1 Report from the USSU

Max FineDay, president of the University of Saskatchewan Students' Union, presented an oral report. He reported that he will be focusing on the following initiatives:

- Student mental health related to implementing a first term reading week, which has been implemented at other universities in Canada to reduce student stress.
- Academic innovation related to exploring open textbook licensing, with the goal of up to 50 textbooks provided online for free which would save students on average approximately \$400 per year.
- Ensuring undergraduate students are providing a strong voice on TransformUS and workforce planning.

Mr. FineDay introduced the other USSU executive noting the areas in which each will be focusing their efforts:

- Jenna Moellenbeck, Vice President (Operations and Finance), will be working with the city to provide better public transportation; working to have better financial benefits for students; and provide a tax clinic on campus
- Jordan Sherbino, Vice President (Academic Affairs), will be establishing an undergraduate research symposium; working on open textbook licensing; creating a movement of study smart; and also working on improving public transportation
- Nour Abouhamra, Vice President (Student Affairs), is working on providing in September a sexual assault awareness week; sustainability; and take a stand against racism week

### 7.2 Report from the GSA

Mr. Ehimai Ohiozebau, president of the Graduate Students' Association, presented an oral report to Council. Mr. Ohiozebau advised that in implementing the UPass for graduate students, the GSA had been challenged on how to ensure effective implementation, but these details had now been addressed. He noted the travel assistance plan for GSA members, which will give additional financial support to those graduate students already receiving travel assistance for conferences from the university. The GSA executive hope to have a retreat in June, and then will be able to outline what the executive plans to do in the next academic year.

The GSA executive in attendance introduced themselves. Sara Worsham, VP Finance, noted she was looking forward to establishing new initiatives and planning for all of the GSA's actions to be guided by a fair and balanced budget. Reanne Ridsdale, VP Student Affairs, indicated she planned to continue working on UPass initiative, as well as the government's graduate retention program, student housing and childcare. Izabela Vlahu, VP Academic, indicated she hoped to assist graduate students who may be struggling, especially as the university is going through a major transformation. Steve Jimbo, VP External Affairs (formerly GSA VP Student Affairs) expressed his goal was to plan cordial relationships with external stakeholders.

Mr. Ohiozebau also noted, Maily Huynh, VP Operations, and Nicole Callihoo, Aboriginal Liaison, who were unable to be at the meeting. He noted that he hoped the GSA would continue to receive Council's support in the next year.

8. Academic Programs Committee

Prof. Jim Greer, member of the academic programs committee, presented these reports to Council.

8.1 Request for decision: College of Graduate Studies and Research – Program Termination for Master of Continuing Education

Prof. Greer noted that no students had been admitted to the M.C. Ed. program since 2004, and no courses would be terminated.

GREER /TYLER: That Council approve the termination of the Master of Continuing Education (M.C. Ed.) effective immediately.

CARRIED

8.2 Request for decision: College of Arts and Science – B.Sc. in Applied Mathematics

Prof. Greer explained that the proposal is for the creation of a new Bachelor of Science in Applied Mathematics degree program. The program offers greater flexibility in course content and is common among U15 peers. The college has put resources in place for a five-year trial period for the program.

A Council member asked whether the new program would be subject to the TransformUS process. The Provost replied that he did not know the answer to the question, but the mandate given to the academic task force is to review processes for which resources are allocated, so he will ask them if it will be on their list of programs to be reviewed and report back to Council.

GREER/TYLER: That Council approve the proposal from the College of Arts and Science to create a new Bachelor of Science in Applied Mathematics degree program.

CARRIED

8.3 Request for decision: College of Arts and Science – Certificate in Global Studies

Prof. Greer explained that the academic programs committee is recommending Council approve the creation of a certificate of proficiency in Global Studies. He noted that the program has been under development for quite some time. He explained that it will be available to any undergraduate student at the university, and described the requirements of the program. It is an interesting proposal because it offers students the ability to add on a certificate, in some cases reusing courses and adding considerable value. Prof. Greer advised that the program was a positive step in internationalization of our curriculum.

The GSA VP Academic noted that this program was for undergraduate students and asked whether it would help graduate students in any way. Prof. Greer explained that certificates are not sufficient for admission into graduate degrees. They provide added value to existing degrees, and education options for people outside the degree program. It is expected that more certificates will be brought to Council for approval in various kinds of specialties, so there may be the possibility of certificates being ladderred together to form a degree program.

A Council member asked what was the expected enrollment, to which Prof. Greer advised that it is difficult to determine, because students will claim the certificates after the requirements have been completed, rather than enrolling in advance. He expected a substantial number of students who have done study abroad to take advantage of the program.

A Council member asked what type of graduation or celebration would be provided for recipients of certificates, to which the Registrar replied that certificate recipients are recognized at convocation.

A Council member noted that there is currently a similar certificate in Global Health, and asked what consultations were held between the two, as there is a tremendous opportunity for one to piggy-back on the other. Prof. Greer explained that ideas for the two certificate programs were born simultaneously, but the certificate in Global Health moved more quickly. The similarity between the two certificates is not accidental, except the Global Health certificate includes an extra local component in either the north or community-based, that is not in this certificate program.

GREER/TYLER: That Council approve the proposal from the College of Arts and Science to create a Certificate in Global Studies.

CARRIED

#### 8.4 Request for input: Revisions to Open Studies and Minor Curricular Corrections

Prof. Greer noted that Open Studies was an experiment that has been around for a few years. It has been determined that these activities can be as well or better performed directly in colleges. The main idea is to find alternative opportunities for those who wish to be casual learners. Open Studies is also a venue for students who have been required to discontinue for academic reasons, and are permitted to register in Open Studies to improve their average. Based on the data collected, the academic needs of these students are not being met in the current program.

A Council member requested assurance that alumni from elsewhere would continue to be able to take courses from the university. Professor Gordon DesBrisay, designated dean of Open Studies replied this would continue to be the case, but that these individuals and the university's own alumni would register through the related college, rather than Open Studies. The chair noted that any other questions could be sent by email to Professor Greer, Professor Roy Dobson, committee chair, or Sandra Calver, University Secretary's office.

A number of minor curricular corrections approved by the academic programs committee were noted by Professor Greer, as outlined in the Council materials.

### 9. Research, Scholarly and Artistic Work Committee

Prof. Urquhart, chair of the research, scholarly and artistic work committee, presented these items to Council.

#### 9.1 Request for input: Human Research Ethics Policy

Prof. Urquhart noted that the *Human Research Ethics Policy* is the responsibility of Council and the committee is acting on behalf of Council. This policy is being brought forward for a request for input, with the intent that it be approved at a future meeting. Once approved, the policy will replace the existing policy on *Research Involving Human Subjects*. It has been restructured following the format of Council policies, and will bring us within the national standards and principles articulated in the current tri-agency policy.

#### 9.2 Request for input: Responsible Conduct of Research Policy and Procedures

Prof. Urquhart advised that the *Responsible Conduct of Research Policy* is intended to replace the *Research Integrity Policy*, and has been amended to comply with the tri-agency policies



and contains many clarifications on the procedures and the role of hearing boards. The revisions were extensive and are described in the written materials.

In response to the invitation for comments and feedback, a number of issues were submitted by members of the Graduate Students' Association. Concern was expressed regarding: the protection of those making allegations in good faith; the advisability of the removal of the right to appeal the decision of the senior administrator as to whether the matter will proceed to hearing; and the removal of any reference to sanctions, as under the new procedures, hearing boards are no longer responsible for any disciplinary action. A recommendation was made for the university to have an ombudsperson for students.

Professor Urquhart acknowledged the questions received. Due to their detailed nature and references to compliance with *The Tri-Agency Framework: Responsible Conduct of Research*, he requested that these questions, and any others, be submitted in writing, either to himself or to Sandra Calver, committee secretary. A question was raised by the GSA VP Academic about whether a person making an allegation in good faith is being protected to the extent possible, or if this has been weakened in the new policy. Prof. Urquhart asked that the question be sent to him in writing.

## 10. Governance Committee

Prof. Carol Rodgers, member of the governance committee, presented these reports on behalf of Professor Gordon Zello, committee chair.

### 10.1 Request for decision: Statement on Recording of Council Meetings in Part One, Section III, 5 of the Council Bylaws

Prof. Rodgers advised that the notice of motion was presented at the last Council meeting. This amendment has been suggested to facilitate free debate in Council meetings. Prof. Rodgers noted that a question has been raised regarding how we would address recordings being done to accommodate for disability. Prof. Rodgers suggested that if Council agreed, she would recommend a friendly amendment. A Council member suggested that the motion be amended to read "...refrain from **unauthorized** audit or video recording..."

A Council member suggested recording discussions could be an impediment to free discussion, but it may also cause people to lose rights, and asked what evidence the decision is based upon. Members of the coordinating committee, where the request for the statement originated, recalled that the request stemmed from the view that having a statement would enable discussion to occur more freely and would permit members to more readily change their minds without concern of a record of their former position on a topic.

The member noted that as there have been no complaints and no evidence exists that allowing recordings impedes discussion, that the concern that recording of Council meetings will impede discussion is simply a hypothesis. He speculated that likely a major impediment to discussion is the reluctance of individuals to make public statements in a public forum. As Council meetings are open public meetings with written records of what people say, he expressed that he did not understand why digital recording might be an issue, given the lack of evidence, of complaints or concerns raised. Secondly, he noted that it would be difficult to enforce as he felt the wording of the motion "...are expected to refrain from ..." was ambiguous. He concluded that he did not think the amendment was necessary and secondly, that he did not think the wording of the motion was clear.

A Council member asked what practice was currently followed when media attend Council meetings. The chair advised that media in attendance are asked to refrain from recording the

meeting, and a media interview is arranged through a communications officer after the meeting.

A Council member noted that one risk associated with video and audio recordings is that portions and clips can be used out of context, which can be damaging and is why the university has a classroom recording policy. The current wording encourages people not to record which is the intent of the amendment.

A Council member spoke in support of the phrase, "... expected to refrain...", as it sets a more positive tone and allows Council to have exceptions in some cases.

A Council member noted that if the concern is what people might do with the recording outside of the meeting, it would be better to say, "Do not slander people".

The chair called for the vote and the motion as amended was carried.

RODGERS/RACINE: That Council approve the addition of the following statement to Part One, Section III, 5 of the Council Bylaws: "Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the chair."

CARRIED

10.2 Notice of Motion: Research, Scholarly and Artistic Work Committee terms of reference changes

It was noted that the proposed motion included the effective date of May 16, 2013, and it should be June 20, 2013. It was agreed to amend the motion by friendly amendment.

RODGERS/RACINE: That Council approve the proposed changes to Part Two, Section I, VII of the Council Bylaws, the terms of reference of the research, scholarly and artistic work committee, effective June 20, 2013.

Prof. Rodgers advised that the proposed amendment to Council's bylaws is to clarify the role of the research, scholarly and artistic works (RSAW) committee with both the vice president research office and the college of graduate studies and research, and to reference receipt of an annual report from the university's research ethics board. The proposed amendments have been reviewed by the RSAW committee and the governance committee.

The chair asked that any questions be sent to Prof. Rodgers.

10.3 Notice of Motion: Academic Programs Committee terms of reference changes

It was noted that the proposed motion included the effective date of May 16, 2013, and it should be June 20, 2013. It was agreed to amend the motion by friendly amendment.

RODGERS/RACINE: That Council approve the proposed changes to Part Two, Section I, I of the Council Bylaws, the terms of reference for the academic programs committee, effective June 20, 2013.

Prof. Rodgers noted that the amendments to the academic programs committee's terms of reference were mostly changes in titles. A statement has also been added to recognize the role of Aboriginal students regarding curricular changes.

Russell Isinger, Registrar and Director of Student Support Services noted that he was remaining as a member of the committee and not being replaced, but rather the Director of Enrolment and Student Affairs was being added to the committee as a resource personnel. He asked that the description of the membership changes be corrected to reflect this. Prof. Rodgers agreed that this would be done.

#### 10.4 Notice of Motion: College of Education Faculty Council membership changes

Prof. Rodgers noted the proposed revisions to the Education Faculty Council's membership.

RODGERS/RACINE: That Council approve the revisions to the College of Education Faculty Council membership.

### 11. Nominations Committee

#### 11.1 Request for Decision: Nominations to committee for 2013-14

Prof. Pain presented the nominations committee report to Council.

The chair asked three times whether there were any further nominations from the floor for any of the positions or committees. There were none.

PAIN/KROL: That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2013-14, as described in the attached list.

CARRIED

Prof. Pain thanked all those who allowed their names to stand, noting that the committee greatly appreciated their service.

### 12. Update on Enrolment – Russell Isinger, University Registrar and Director of Student Services

Russell Isinger provided a report on enrolment based on the winter census day in February 2013. Total enrolment increased 2.3% to the highest ever of over 20,000 students. Enrolment at the university has grown more than 9% over the past five years of winter terms. Mr. Isinger provided details on the breakdown of enrolment by graduate studies, non-degree program, post graduate clinical and undergraduate. Graduate students comprise 14.3% of the student body, undergraduates 81.1%, non-degree 3% and post-grad clinical 2%.

Undergraduate enrolment is up 2.6% in the winter term since last year, and 7% since 2008. Mr. Isinger noted the reasons for the increased enrolment included: nursing enrolment is up significantly due to changes in the nursing program changes and Arts and Science is up due partly to first year students in pre-nursing, accounting for 50% of the undergraduate increase; out of province in direct entry and Open Studies has increased by 20%; new first time international students increased, with the bulk of international students coming from China; and new first time Saskatchewan students increased slightly. Mr. Isinger provided a slide showing the undergrads by origin, with 80% from Saskatchewan, 10% out of province, 7% international, and a high number of unknowns at 3%.

The number of international undergraduates by country was illustrated, showing China as the biggest provider, Nigeria a distant second, and India third. Mr. Isinger provided information by type of programs for graduate students, and explained the reasons why graduate enrolment increased. Graduate students are one-third international and two-thirds domestic. China provides the most graduate students, India second, Iran third, and there are a high number of unknowns that need to be addressed. Total number of international students is up 6.8% since winter term last year.

Mr. Isinger reported that the total number of Aboriginal students is up 10.9% since last year, although enrolment had decreased last year. He advised that self-declaration is voluntary, and it is believed that there are more Aboriginal students attending than what our numbers would indicate. Mr. Isinger described the efforts being made to increase Aboriginal enrolment, including: establishment of a working group; a public self-declaration campaign has been launched with the language being changed from “self-identification” to “self-declaration”; the language on the admission forms has been changed to fulfill legal requirements, make the language more affirming, provide reasons why we are asking for this information and explain what the student will benefit from self-declaration; an email is sent from the president and special advisor every term encouraging students to self-declare; a data error in the system has been fixed; working on central recording so students will only have to declare once; and moving to use the same system SIAST uses which has 2600 Aboriginal students. Mr. Isinger advised that the goal is to have more than 2000 self-declared Aboriginal students at the university by October 2013.

Graduate enrolment increased 3.5% since last year winter term, and 30% since 2008. The rate of growth has declined but there is still growth. Mr. Isinger illustrated graduate enrolment by program type.

The Aboriginal graduation rate, after a decline, has increased 5.2% over last year, and represents 7% of total convocation. Mr. Isinger noted that he is working with the university secretary to incorporate aboriginal ceremony at convocation.

There is a 93.6% retention rate from first to second year for direct entry and Open Studies colleges. The international retention rate is about 90% but it has fluctuated. The Aboriginal rate has dropped and is on its way up, currently at 92%. Everyone else is fairly stable at 93.9%. Retention rates from first to second terms are fairly good.

Three credit unit activity for all students in the winter term is up 3% over last year. The five-year trend line has been steadily increasing. Off campus three credit unit activity for all students has increased 12.7% in our winter term as compared to last year. Off campus activity accounts for more than 10% of our total credit unit activity, which would make it one of our largest colleges if it was a stand-alone college and it speaks to the growing importance of off-campus learning.

Mr. Isinger commented on the enrolment reporting generally, advising that they have moved to term-based reporting. High level data will be released in September with reports provided in fall and spring to Council and Senate. Detailed enrolment data is now available through the self-service website, through uView and the self-service reporting tool is expanding with more data. Work continues to finalize the strategic enrolment plan against which future enrolment will be measured.

Mr. Isinger thanked those who assisted in preparing the report.

A member noted that he was pleased to see the effort being exerted to encourage self-declaration by Aboriginal students, but was concerned how the university may use that data. He noted that the numbers we report will be misleading in the positive, and there may be the temptation to use these figures inappropriately. He encouraged caution that the university’s Aboriginal student enrolment be reported with an indication that any increase may be due to new means of self-reporting. Mr. Isinger assured him this would be the case.

The chair thanked Mr. Isinger for his presentation.

13. Other business

Prof. Signa Daum Shanks noted that the Native American and Indigenous Studies Association (NAISA) conference was being held at the university June 13-15. Topics involving indigenous people will be discussed, including such things as food sovereignty and land rights. Prof. Daum Shanks encouraged everyone to attend, and encouraged her colleagues to look for issues that could be brought into their classwork and knowledge.

14. Question period

There were no questions.

15. Adjournment

DESBRISAY/ D'EON: That the meeting be adjourned at 4:15 p.m.

CARRIED

Next meeting – 2:30 pm, June 20, 2013

COUNCIL ATTENDANCE 2012-13

Voting Participants

Name	Sept 20	Oct 18	Nov 15	Dec 20	Jan 24	Feb 28	Mar 21	Apr 18	May 16	June 20
N. Abouhamra	NYA	NYA	P	P	P	P	A	A	P	
N. Adams	NYA	NYA	P	P	P	A	A	A	A	
W. Albritton	P	P	P	P	P	R	P	P	R	
S. Anand	R	P	P	P	P	P	P	P	R	
A. Anderson	NYA	A	A	A	A	A	A	A	A	
E. Barber	P	A	P	P	P	P	R	P	R	
A. Baxter-Jones	NYA	NYA	NYA	NYA	P	R	P	P	R	
P. Bonham-Smith	P	P	P	P	P	R	P	P	R	
A. Bowen	P	P	P	R	R	P	P	A	A	
D. Brenna	P	R	P	A	R	P	P	R	R	
J. Bruneau	P	P	R	P	P	R	R	R	P	
M. Buhr	P	P	P	P	R	P	R	R	R	
I. Busch-Vischniac	P	P	P	P	P	P	P	P	P	
L. Butler	P	P	R	P	R	R	P	P	A	
L. Calvert	R	R	R	P	R	R	R	A	A	
C. Card	P	A	P	P	P	P	P	A	A	
G. S. Chang	P	P	P	P	P	R	P	R	P	
R. Chibbar	P	P	P	P	P	R	P	A	P	
B. Coulman	P	R	P	P	P	P	P	P	P	
T. Crowe	P	R	P	P	P	P	P	P	P	
A. Dalai	A	A	A	P	A	P	A	P	A	
S. Daum Shanks	P	A	P	P	R	P	P	P	P	
M. D'Eon	P	A	P	P	R	P	P	P	P	
G. DesBrisay	P	P	R	P	R	P	A	P	P	
R. Deters	P	P	R	P	P	P	P	P	A	
T. Deutscher	R	R	R	P	P	P	P	P	P	
R. Dobson	P	P	P	P	P	P	P	P	R	
D. Drinkwater	P	P	P	P	P	P	P	R	P	
M. Etman	P	P	A	A	A	A	A	A	P	
B. Fairbairn	P	R	P	P	P	R	P	R	P	
K. Flynn	P	P	R	A	P	P	P	A	P	
S. Fowler-Kerry	R	P	R	P	P	A	R	R	A	
D. Freeman	P	R	A	P	R	A	P	P	A	
A. Gabriel	P	P	R	A	A	R	R	P	A	
K. Gabriel	NYA	NYA	P	R	P	P	A	A	A	
M.Ghezelbash	P	P	P	R	P	P	R	R	R	
B. Gobbett	P	A	A	R	R	A	A	A	A	
J. Greer	P	P	P	P	P	P	P	P	P	
M. Hamilton	P	P	P	A	P	A	R	P	P	
L. Harrison	A	P	P	R	P	P	P	P	R	
D. Hill	P	P	P	R	P	R	P	P	P	
C. Huberdeau	NYA	P	P	R	A	A	A	A	A	
L. Jaeck	P	P	P	R	P	P	R	P	R	
K. James-Cavan	P	P	P	P	P	P	R	P	P	
R. Johanson	R	R	R	R	P	P	P	P	A	
P. Jones	P	P	R	P	R	P	A	P	A	
J. Kalra	P	P	P	P	P	P	P	P	P	
R. Khandelwal	P	P	P	P	P	P	P	P	R	
A. Kitchen	NYA	NYA	R	R	A	A	A	A	A	
E. Krol	R	R	P	P	P	P	P	P	P	
S. Kruger			P	A	A	A	A	A	A	
S. Kulshreshtha	P	P	P	P	P	P	P	R	P	
B. Langhorst	P	R	A	P	R	P	R	P	P	

Name	Sept 20	Oct 18	Nov 15	Dec 20	Jan 24	Feb 28	Mar 21	Apr 18	May 16	June 20
D. Lee	P	P	P	A	P	P	P	P	R	
M. Lees	R	R	R	P	A	A	A	R	P	
A. Lieverse	P	P	P	A	P	P	A	P	P	
Y. Lin	P	A	P	R	P	P	P	P	R	
Y. Luo	A	P	P	A	P	A	A	P	P	
D. Makaroff	P	P	P	P	P	A	P	P	P	
J. Martini	A	A	A	R	R	A	A	A	A	
M. MacGregor	P	P	R	P	P	A	P	P	P	
V. Meda	P	P	A	P	P	P	R	P	P	
H. Michelmann	P	P	A	P	P	P	A	P	P	
J.Montgomery	R	R	P	A	A	P	A	P	A	
K. Ogilvie	A	R	A	A	A	P	A	A	A	
E. Ohiozebau	P	P	P	P	A	P	P	P	P	
N. Ovsenek	P	P	P	P	P	R	P	P	P	
B. Pain	P	P	P	R	P	P	P	P	P	
D. Parkinson	P	P	P	R	P	P	P	P	R	
A. Phoenix	P	P	R	P	P	P	R	P	A	
C. Pozniak	P	A	R	R	P	P	P	P	R	
R. Pywell	P	P	P	R	P	P	P	P	P	
M. Prytula	P	R	P	P	P	P	A	A	A	
L. Qualtiere	P	A	P	P	P	P	R	P	P	
L. Racine	P	R	P	P	R	P	R	P	P	
D. Radomske	NYA	NYA	P	P	P	A	A	A	A	
C. Rangacharyulu	P	P	P	A	P	P	P	R	P	
R. Regnier	NYA	NYA	NYA		P	A	A	R	A	
A. Renny	A	P	P	P	P	R	P	P	R	
J. Rigby	P	P	P	P	P	P	P	P	R	
C. Rodgers	P	P	P	P	P	R	P	P	P	
R. Sarjeant-Jenkins	P	P	P	P	P	P	P	P	R	
R. Schwier	P	P	A	P	P	P	P	R	A	
J. Sherbino	NYA	NYA	P	P	P	R	A	A	P	
J. Singh	P	A	A	A	P	P	P	A	A	
C. Still	P	P	P	P	P	P	R	P	R	
P. Stoicheff	P	R	P	P	P	R	P	R	P	
D. Taras	R	P	P	R	R	R	P	P	P	
R. Taylor-Gjevre	P	P	P	P	P	R	P	P	R	
R. Tyler	P	P	P	P	P	P	P	P	P	
E. Tymchatyn	P	P	A	A	P	A	A	A	P	
S. Urquhart	P	P	P	P	P	P	P	P	P	
G. Uswak	R	P	P	P	A	P	R	P	P	
A. Van Kessel	P	A	A	P	A	P	P	P	A	
J. Vassileva	P	R	P	P	P	P	P	P	A	
L. Voitkovska	P	A	A	R	P	P	R	P	A	
K. Walker	P	A	P	P	R	P	P	R	P	
F. Walley	P	P	P	P	P	P	R	P	P	
H. Wang	P	P	P	P	P	P	P	R	P	
K. Wanis	NYA	NYA	P	A	P	A	A	A	A	
Y. Wei	A	P	P	P	P	P	P	P	A	
V. Williamson	P	P	R	P	R	P	R	P	P	
T. Wotherspoon	P	P	P	P	P	R	P	R	P	
G. Zello	P	P	P	P	P	P	P	R	R	

COUNCIL ATTENDANCE 2012-13

**Non-voting participants**

<b>Name</b>	Sept 20	Oct 18	Nov 15	Dec 20	Jan 24	Feb 28	Mar 21	Apr 18	May 16	June 20
K. Chad	P	R	P	R	P	R	P	P	P	
B. Cram	A	P	R	P	P	R	R	P	R	
D. Beach/ I. Vlahu	A	P	P	A	P	A	A	A	P	
E. Bourassa	A	P	P	P	P	P	R	P	P	
T. Downey	A	R	P	R	A	R	R	R	A	
G. Fowler	R	A	R	R	P	P	A	P	P	
J. Brown/M.Fineday	P	R	R	P	P	P	P	P	P	
R. Isinger	P	P	P	P	P	P	P	P	P	
B. Krismer	P	P	P	P	P	P	R	P	P	
H. Magotiaux	P	A	P	P	A	R	R	P	P	
E. Williamson								P	P	



## **President's Report to University Council – June 2013**

### **GORDON OAKES – RED BEAR STUDENT CENTRE**

As mentioned in my last report we are moving forward with the next phase of the Gordon Oakes – Red Bear Student Centre project. Costs have been reduced and a letter of intent has been sent to engage builders. The Oakes family has invited me to participate in tobacco and sweat ceremonies and are intimately involved in the planning of the ground breaking ceremonies on June 21<sup>st</sup> at 11:30am. All members of the campus community are encouraged to attend this historic occasion.

Planning will now begin in earnest for the programming within the Gordon Oakes – Red Bear Student Centre. The building will certainly be the home for the Aboriginal Student Centre and the Indigenous Student Council. It will provide a lovely atrium permitting the display of art work and historically and culturally significant materials. Below ground, the Gordon Oakes – Red Bear Building will connect the Health Sciences Building and the Arts Tower.

### **NAISA CONFERENCE**

As of the writing of this report the fifth annual Native American and Indigenous Students Association (NAISA) conference, hosted by our own Department of Native Studies, will have been complete. The conference, taking place June 13<sup>th</sup> -15<sup>th</sup>, is slated to bring 800 scholars from around the world representing many Indigenous nations who specialize in, but are not limited to; Indigenous studies, environmental studies, linguistics, geography, literature, psychology, education, health and social justice.

We are proud to be the first Canadian city to host this important international conference and congratulate all those involved in its coordination in particular the chair of the conference Dr. Robert Innes, Assistant Professor, Department of Native Studies.

### **VICE-PRESIDENT FINANCE AND RESOURCES ANNOUNCEMENT**

As was announced to the campus community in May, the Board of Governors has appointed Greg Fowler as the Vice-President Finance and Resources for the University of Saskatchewan. Greg has been the acting vice-president since April 2012 and I am delighted that he is going to continue on in as the vice-president role. Greg was the unanimous recommendation of the eleven person search committee which included individuals selected from the General Academic Assembly, student government, administration, senate, and the Board of Governors. The search process produced roughly 50 applicants for the position, of whom six were interviewed by telephone and four in person.

Greg brings to the role a broad range of experiences relevant to the job, a thorough knowledge of the U of S, and a “can-do” attitude.

## CONVOCATION – SPRING 2013

I was pleased to participate in my first spring convocation as President this June. Along with Chancellor Pezer I presided over all seven ceremonies where approximately 2600 students walked across the stage to receive their degrees. In total over 3400 students graduated from the University this spring. I would like to specifically recognize the Governor's General Medal Award recipients:

Gold Medal: Jonathan Alex Clapperton – Ph.D., History

Gold Medal: David Raymond Flatla, Ph.D., Computer Science

Silver Medal: Megan Elizabeth Brucks – B.Ed.

Silver Medal: Jamie Lynn Willems – BSc, Food Science

As well, it is my pleasure to recognize the recipient of the President's Service Award – Laura Kennedy, Associate Vice-President, Financial Services Division. The award honors individuals who have enhanced the work environment by providing extraordinary service to the University community, who have inspired, supported and respected the endeavors of others and have achieved this distinction through dedication and commitment.

Lastly, we awarded honorary degrees to four worthy individuals:

Ron Graham (Doctor of Laws) – Ron is a graduate of the University of Saskatchewan (BE'62), head of the Graham Group Ltd - an industry-leading family of companies, and a long-time supporter of the University.

Otto Lang (Doctor of Laws) – Otto is a former dean of the Law School at the University of Saskatchewan holding the title of the 'youngest dean in North America' at the time. Dr. Lang has made significant contributions to the legal, social, political and business development of our country.

Fredrick Carmichael (Doctor of Laws) -- Fred Carmichael is a businessman, commercial pilot, political leader and Gwich'in Elder who exemplifies the spirit of Aboriginal Northerners.

Gordon Keller (Doctor of Science) -- Dr. Keller is a world-renowned stem cell scientist and leader in the burgeoning field of regenerative medicine that focuses on replacing or repairing tissues damaged by disease, accident or old age.

## ITEP GRADUATION IN ONION LAKE

It was my pleasure to attend the graduation ceremonies put on by the ITEP students in Onion Lake. These were the first students who have graduated from the ITEP program but have not attended any courses on the University of Saskatchewan main campus in Saskatoon. The graduation ceremony was organized and run by the students, who were surrounded by family members and leaders of the Onion Lake reserve, including Chief Wallace Fox. The ceremony emphasized the importance of having the support of their community as these students pursued their studies. It allowed their families to remain

together and for students and their families to thrive while pursuing their degree. All of the graduates have obtained teaching jobs in their home area.

## GRADUATE EDUCATION REVIEW

The Graduate Education Review committee, co-chaired by myself and Provost Fairbairn, met in May. The purpose of the meeting was to review research that had been collected about graduate education from other institutions, develop of principles for the review, and to discuss next steps in consultation. As an outcome of that meeting the committee expressed an interest in receiving feedback from Council on principles developed for guiding us through the rest of the process. The committee will also consult with current leadership in the College of Graduate Studies and Research, with the GSA, and with Department Heads and Graduate Coordinators.

*PROVOST'S REPORT TO COUNCIL*

*June 2013*

**INTEGRATED PLANNING**

**Aboriginal Symposium (The Way Forward - the next steps for the university in Aboriginal engagement)**

As part of the commitment **Aboriginal Engagement: Relationships, Scholarship, Programs**, the provost's office is taking a leadership role in ensuring that the campus community is fully aware of our past and current accomplishments so that we may collectively celebrate our successes and turn our attention toward the next priorities in Aboriginal education for the University of Saskatchewan.

A series of symposia are being organized to achieve this goal, and kicked off with **Part I: Taking stock** on March 15, 2013. *Taking stock* celebrated concrete achievements related to the Aboriginal framework and raised awareness of current Aboriginal initiatives.

More recently, **Part II: Moving forward - Building knowledge** was held on June 12, 2013 and engaged on-campus stakeholders in discussions with invited local and international experts on Aboriginal education, in an effort to build a foundation of knowledge as we determine the next stages of focus for the University of Saskatchewan to 2025. This work is intended to support the development of a refreshed Aboriginal foundational document.

The agenda for the day was as follows:

- 1) President's opening remarks
- 2) 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
- 3) New Zealand Innovations in Aboriginal Education - Representatives from the University of Waikato, New Zealand
- 4) Wrap up and next steps

**Increase visibility of Aboriginal culture and symbols on university website and publications**

The role of this project is to increase the visibility of Aboriginal culture and symbols on campus including Aboriginal languages in publications and web sites, and to develop Aboriginal symbols as part of the University of Saskatchewan's visual identity and find ways of integrating these symbols into the web site and publications.

To date this team has consulted widely on the creation of a suite of symbols. This consultation has included research and two meetings with a group of Elders. The symbols have been revised

and edited based on the feedback received from Elders. The suite of symbols has also been presented to Aboriginal students and Aboriginal faculty and staff. That feedback has been incorporated into the final suite of 12 symbols. In addition, a promotional video is being created. This video is part of a role-out plan which will see the symbols and the project itself unveiled during National Aboriginal Day on June 21.

These 12 symbols will now be used in the university's visual identity and also will provide a basis for educating Aboriginal and non-Aboriginal members of the university community about Aboriginal culture. It is envisaged that these symbols will be explained on the Aboriginal Initiatives [website](#). We envision using text in both English and Aboriginal languages as well as video in English and Aboriginal languages to present the meanings behind these symbols.

## ***ASSESSMENT***

### **U15 Data Exchange Annual General Meeting**

On May 15 and 16, 2013, the U of S hosted university representatives from across the country who collectively provide the information needed to advance the mandate of the U15, Canada's leading research institutions. Called the data exchange, the group is made up of two people from each U15 member university, and exchange members are directly involved in institutional research, planning or analysis at their home institutions. President Ilene Busch-Vishniac addressed the data exchange meeting on behalf of her U15 counterparts, and, for the first time, the group also met with directors of research services from each U15 institution as part of its annual meeting in Saskatoon. The U of S was invited to join the U15 in 2011. For more information, you can view the May 10, 2013 issue of *On Campus News*.

### **Rankings**

The 2013 QS World University Rankings by Subject was published on May 8, 2013. Based on the QS methodology, we are seen as an elite/leading (top 200) university in three of 30 subject areas evaluated: agriculture and forestry, education and geography. Agriculture and forestry, where we ranked 51-100 in the world, is a new subject discipline that was added in 2013. In both education and geography we ranked 151-200. This is the first time we are in the top 200 in education, while our position in geography remains unchanged from last year. We dropped out of the top 200 in civil engineering and pharmacy and pharmacology this year.

The rankings were compiled based on the weighted aggregate scores in academic reputation, employer reputation, citations and H-index. The U of S, along with Manitoba, has the fewest subject areas that were ranked in the top 200 amongst the U15, while Toronto, McGill, British Columbia and Montreal were in the top 200 in 29 subjects.

## **TABBS**

An updated version of the TABBS model and Scenario Analysis Tool was released the week of June 10, 2013. This version encompasses any process changes that have been made in the past 6 months. Another update will be released in October when 2012-13 financial data is available. For more information, please visit the updated and refreshed TABBS website at [www.usask.ca/tabbs](http://www.usask.ca/tabbs).

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

At the U of S, significant steps have taken place over the last year following the May 2012 financial town hall announcing a \$44.5 million (M) projected deficit by 2016. In response, we undertook Operating Budget Adjustments, a campus-wide strategy for long-term financial stability and prosperity. The project is taking a phased approach that will see savings achieved every year of our four-year planning cycle. A quick glance of our current state is as follows:

- Starting from a projected deficit of \$15.5M in the 2012/13 fiscal year, we have reduced out permanent annual operating expenses through refinements in Multi-Year Operating Budget assumptions, operating budget actions and operating budget adjustments by \$5.5M, in addition to \$12.4M in one-time measures.
- We are projecting we will achieve a balanced budget in 2012-13. Our audited annual report will be available in September 2013.
- The two main areas of focus have been workforce planning and TransformUS.

A full picture of Operating Budget Adjustments after one year took place at the financial town hall on June 13.

### **Workforce planning strategy**

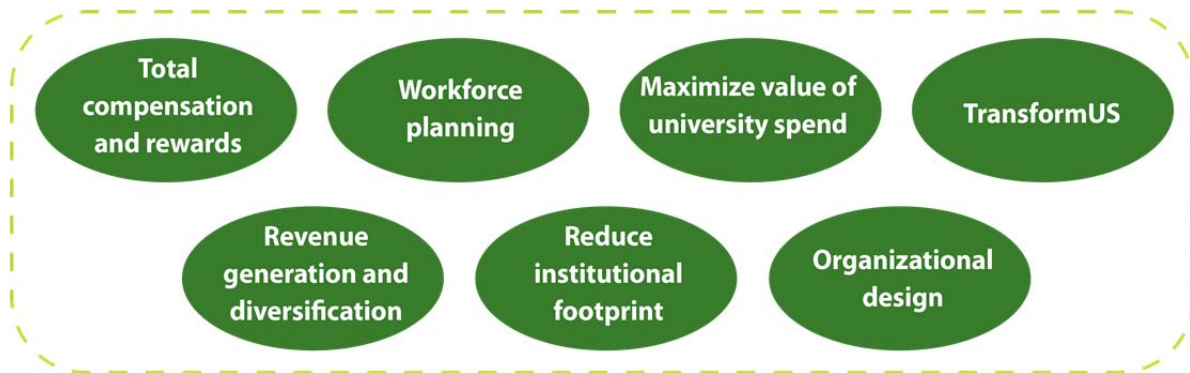
Human Resources and senior leadership are in the process of finalizing a strategy to further achieve operating budget savings through workforce planning that is expected by the end of June. As units further evaluate if they can do more or solidify a plan for reductions, future stages of workforce planning will be informed by outcomes of TransformUS, development of shared-service models, and other operating-budget adjustment projects.

### **TransformUS strategy**

The U of S is one U15 university in Canada pursuing the program prioritization process. As a result, this project will place our university in an even stronger position over our peers with our resources focused on our determined priorities. The work of the task forces in the program prioritization process is well underway with pilot groups completing the templates and any issues being worked through with the data support team. Town halls were held in May by each task force to share the draft templates with the campus community. In the next step of program prioritization to take place over the summer months, the information collection templates will be distributed to identified contacts for all academic and support services programs for completion by August 16, 2013.

## Recently developed OBA strategies

I am pleased with the dedication and effort that has gone into the OBA project over the past year and am confident that we will reach our goal by the end of 2016. We will not only reach our financial goal, but we will reach the goal of creating a financially sustainable, more focused and effective institution. Over the past year, we also solicited ideas from the campus community on ways to address our projected deficit. We received approximately 500 ideas. The academic and administrative quadrants developed the workforce planning and TransformUS strategies, as well as the following:



- **Total compensation and rewards (led by Barb Daigle, AVP Human Resources)** – is a review of the compensation strategies and benefits costs currently in place. This was developed from ideas such as: reduce salaries of senior executives, claw-back 50% of Accountable Professional Expense Funds (APEFs) and freeze hiring or wages.
- **Workforce planning (led by Barb Daigle, AVP Human Resources)** – is a strategic and systematic approach to ensuring a sustainable workforce with the right people in the right positions, with the right knowledge, skills and experience in line with the university’s priorities. This strategy was formed from ideas such as: outsourcing some services to the private sector, increasing grad student teaching and review all administrative positions.
- **Maximize the value of the university spend (led by Laura Kennedy, AVP Financial Services)** – is a series of projects ensuring the university uses its spending power to generate savings and discounts. This was a result of ideas such as: eliminate fees for service and consider leasing rather than purchasing equipment.
- **TransformUS (led by Pauline Melis, Assistant Provost, Institutional Planning and Assessment)** – is a prioritization effort of all of the university’s programs and services. We will reallocate resources to priorities and reduce or eliminate programs and services that do not align with our priorities. This strategy was a result of suggestions to: condense programs, increase online courses and privatize some colleges.
- **Revenue generation and diversification (led by Judy Yungwirth, Director of Corporate Administration)** – is a series of projects that will aim to expand our revenue base to bring it closer in line with the rate at which our expenses are increasing. These arose from ideas such as: fundraise with industry, increase parking revenues and open more Tim Horton’s on campus.

- **Reduce institutional footprint (led by Colin Tennent, AVP Facilities)** – this strategy is about reducing the university’s financial and environmental footprint, including reducing our overall space use and lease costs, and supplies usage. It was developed based on ideas such as: stop leasing space at Innovation Place, conduct an internal energy audit and promote paperless practices.
- **Organizational design (led by Patti McDougall, Vice-Provost Teaching and Learning)** – the shared services project is the first initiative under this strategy that will result in fundamental change to the way the university is structured and organized. It is the result of ideas such as: eliminate the duplication of positions, decentralize all administrative services and centralize all services.

### ***OPERATIONS FORECAST 2014-2015***

Annually, we submit this operations forecast to the Ministry of Advanced Education to:

1. assist the ministry in understanding how the University of Saskatchewan plays a key role in attainment of the province’s goals; and
2. provide information about the financial operating and capital requirements of the U of S for the upcoming year in order to support the development of the provincial government budget, which ultimately determines the size of our operating, capital and targeted funding.

This year we refocused the document in an effort to better highlight the information government requires to make funding recommendations. We are also submitting the document in July to assist the Ministry of Advanced Education in preparing their annual budget submission. We will continue to discuss the operations forecast with the government officials through the summer and fall as initiatives are moved forward and further information is available.

The 2014-15 operations forecast will be submitted to the ministry in early July and will be available at the following address following submission:

[http://www.usask.ca/ipa/planning/budget/op\\_forecast.php](http://www.usask.ca/ipa/planning/budget/op_forecast.php).

### ***FALL ENROLMENT***

The outlook for fall enrolment at the University of Saskatchewan is very positive. Applications to the five direct-entry colleges are down slightly (-0.91%) with 9,448 applications received by June 2, 2013 compared to 9,535 applications in June 2, 2012. However, offers of admission are up by 9.82%, with 5,403 offers of admission this year compared to 4,920 last year at this time. An analysis by citizenship status show that Canadian applications are up (2.38%) as are offers of admission (8.66%); and although international application numbers are down (-9.48%), offers are up by 128 international students (15.61%). Applications to the College of Engineering are up by 21.85%, the College of Agriculture and Bioresources by 12.81% and the College of Kinesiology by 3.01%. Applications to the College of Arts and Science are down (-7.66%) as well as applications to Edwards (-1.73%). All colleges have more offers out than this time last



year except for the College of Kinesiology which has moved to a new competitive process and offers are still pending.

### ***INDIGENOUS VOICES PILOT***

The College of Education and the University Learning Centre have been engaged in the past two years with creating a faculty and staff development program in Aboriginal education, history, world views, and current issues. The pilot of the Indigenous Voices project celebrated its completion on May 30. A review of all the participants' feedback over the year revealed that we had achieved our primary goals: people became more knowledgeable, and felt that they had been transformed, both professionally and personally. In the fall of 2013, the program will be launched campus-wide, and will bring under its umbrella other successful initiatives such as the "We Are All Treaty People" professional development module for faculty and staff, the wāskamisiwin speaker series, and the "Building Our Fire" conversation circles. Faculty and staff are encouraged to participate in the upcoming Indigenous Voices opportunities.

### ***MOOCS (MASSIVE ON-LINE OPEN COURSES)***

At the end of May, the vice-provost, teaching and learning organized a discussion group of faculty and key staff members (ICT, CCDE, eMAP, ULC) to consider the role that MOOCs (Massive On-Line Open Courses) might play in the university's e-learning strategy. Considerable interest was expressed in exploring the capacity for MOOCs to increase the extent to which we provide open access to instructional materials. In addition, some viewed the development of one or more MOOCs as a way to increase our capacity for high quality on-line delivery. The group discussed the potential of using MOOCs to increase reputation, specifically reputation in those things we seek to be known for globally (e.g., activity in our signature areas). There was interest expressed in understanding what we can learn from observing MOOCs activity (e.g., researching the development of assessment strategies in MOOC environments). The conversation helped to articulate required supports in areas of capacity including instructional design, technological needs (e.g., platforms) and production. There was consensus that if the UofS intends to advance in the MOOC area, we must remain focused on doing things very well. Protecting the quality of our courses was considered critical. Next steps towards an actionable decision will involve a smaller working group tasked with the job of exploring such things as costs, potential platform partnerships, possible courses/instructors, and research activity tied to the initiative. If you are interested in being part of further exploration of MOOCs, contact Patti McDougall ([patti.mcdougall@usask.ca](mailto:patti.mcdougall@usask.ca)).

### ***DISTRIBUTED LEARNING***

Through 2012 acting vice-provost, teaching and learning (VPTL), Dan Pennock, worked with a large and diverse group of people to develop a Distributed Learning Strategy for the university. This document has been widely circulated and can be obtained by contacting Laura McNaughton ([laura.mcnaughton@usask.ca](mailto:laura.mcnaughton@usask.ca)) – Research and Projects Officer to the VPTL. This document lays out principles and goals of distributed learning at the university. The main underlying principle is that students must be provided with an opportunity to 'learn where you

live.’ The primary goal is that a core collection of university programs – a few, select full degree programs – will be available to Saskatchewan citizens (and others) in their home communities or as close to their home communities as possible. Upon completion of this strategy document the VPTL portfolio was handed over to Patti McDougall. Patti has taken on the task of implementing the distributed learning strategy. A Distributed Learning Governance Committee has been created to work on this strategy. This committee is made up of representatives from colleges heavily involved in distributed learning, FMD, ICT, the University Library, University Council, SESD and academic support units – ULC/GMCTE, eMAP and CCDE. At the top of the committee’s priority list is creating a manageable action plan to advance the strategy and an inventory of current distributed learning activity for the purposes of identifying appropriate degree program planning.

### ***TECHQUAL+ SURVEY OF ICT SERVICE QUALITY***

The TechQual+ survey is a North America-wide instrument to help universities understand how end users feel about the technology services offered to them in a way that is benchmarkable and allows for comparisons across institutions. Information and Communications Technology (ICT) administered TechQual+ for the second time in February of this year and the results allow us to see how user perceptions of services offered have changed since it was last administered in 2011. More than 12,000 faculty, staff and students were invited to participate in the 2013 survey and the overall response rate was 16%, with good representation from each population group. While many of the services under consideration are under the authority of ICT, units such as eMAP, the Library and various colleges contribute significantly to the campus technology environment. As a whole, the U of S community is satisfied with technology services on campus. Across the board, users rated their satisfaction with service levels higher in 2013 than in 2011. Student satisfaction levels are the highest, with wireless internet coverage and mobile services of particular importance to them. Faculty are least satisfied, with in-classroom, other teaching and learning technology and institutional web sites drawing the heaviest criticism. Although all respondents feel service levels have improved, service expectations have grown even more. In other words, the gap between the service level they feel they get and the service level they expect is widening – a finding that is consistent across participating institutions comparable to ours. The results of the TechQual+ surveys form part of the ICT metrics and benchmarks under the Integrated Plan and guide future development. The full report is available at [www.usask.ca/avp-ict](http://www.usask.ca/avp-ict).

### **FACULTY AWARDS – SPRING CONVOCATION**

At this year’s Spring Convocation, the following faculty members were honoured:

- Dr. Lou Hammond Ketilson – Distinction in Community-Engaged Teaching and Scholarship
- William (Bill) Waiser – Distinction in Outreach and Public Service
- James N. Waldram - Distinguished Researcher
- Norman Sheehan – Master Teacher Award

**OFFICE OF THE VICE-PRESIDENT RESEARCH**

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

Category	Highlights
<p><b>Funding Successes</b></p>	<ul style="list-style-type: none"> <li>• Three University of Saskatchewan health researchers have been awarded \$100,000 each through Grand Challenges Canada to help make their innovations a reality to improve health, particularly in the developing world, including:               <ol style="list-style-type: none"> <li>1) Health information for migrants: a pilot project to increase health information accessibility for migrants in Vietnam (“M2 project”). Project Lead: Nazeem Muhajarine</li> <li>2) Developing a low-cost device for pre-diagnostic of heart disease in low-income countries. Project Lead: Anh Dinh</li> <li>3) Low-cost and portable capsule endoscopic system with novel imaging and multi-lighting vision capability. Project Lead: Khan Wahid</li> </ol> <p>For media release see:  <a href="http://announcements.usask.ca/news/archive/2013/04/u_of_s_health_r_5.html">http://announcements.usask.ca/news/archive/2013/04/u_of_s_health_r_5.html</a></p> </li> <li>• U of S researchers received five of the Royal University Hospital Foundation awards in the January 2013 competition:               <ol style="list-style-type: none"> <li>1) <b>Brian Eames</b> (Anatomy &amp; Cell Biology), with co-investigators Dean Chapman (Anatomy and Cell Biology) and David Cooper (Anatomy and Cell Biology), was awarded \$25,000 for the project “Improved Imaging for Osteoarthritis.”</li> <li>2) <b>Jonathan Gamble</b> (Medicine), with co-investigator Rudy Bowen (Psychiatry), was awarded \$25,000 for the project “A Prospective Randomized double-blinded control trial Using Ketamine or Propofol for Electroconvulsive Therapy: Improving Treatment-Resistant Depression.”</li> <li>3) <b>Eugene Marcoux</b> (Psychiatry), with co-investigator Keith Willoughby (Finance and Management), was awarded \$17,037.00 for the project “Topping the Giants: Taking on the Clinical Psychiatry Waiting List.”</li> <li>4) <b>Michael Moser</b> (Surgery), with co-investigator Greg Sawicki (Pharmacology), was awarded \$25,000 for the project “Improving the Quality of Kidneys for Transplantation: Biomarkers and Improvements to the Machine Cold Perfusion Process.”</li> <li>5) <b>Alan Rosenberg</b> (Pediatrics) was awarded \$23,976 for the project “Novel Pain and Inflammation Networks in Arthritis.”</li> </ol> </li> <li>• <b>Shelley Peacock</b> (Nursing) is a co-applicant on <b>CIHR Team Grant</b> Community-Based Primary Healthcare, October 2012 Competition, entitled “Innovative Community-Based Approaches to Promote Optimal Aging for Older Adults with Multiple Chronic Conditions and their Caregivers led by the McMaster University (with Jenny Ploeg as a nominated principal investigator); this team was awarded \$2.5M over five years.</li> <li>• <b>Ron Geyer</b> (supervisor; Biochemistry) and Jianghai Liu (fellow) were awarded \$135,000 over three years for the project “Antibodies Targeting the ErbB2/ErbB3/IGF-1R Complex as Therapeutics for ErbB2 Positive</li> </ul>

Category	Highlights
	<p>Breast Cancer” in the CIRH Fellowship (October 2012) competition.</p> <ul style="list-style-type: none"> <li>• <b>CIHR Special Case funding</b> (in partnership with NSERC): Canadian Light Source: \$8M over four years provided to the U of S led by <b>Josef Hormes</b>, Physics and Engineering Physics.</li> <li>• <b>NSERC 2013 Discovery Grants</b> results were announced on May 21<sup>st</sup>. University of Saskatchewan submitted 103 applications, 53 were successful for a success rate of 51.5%. NSERC breaks down the results under the categories of Early Career Researchers (ECR), Established Researchers (ER) - Renewing their grant (ER-R) and Established Researchers (ER) - Not Holding a Grant2 (ER-NHG). The success rates in these categories for the University of Saskatchewan are ECR – 56%, ER-R – 66% and ER-NHG –29%.</li> <li>• The Industry Liaison Office submitted and received funding for two <b>NSERC Idea to Innovation (I2I) Grants</b> of \$10,000 each to complete market feasibility studies for the following: <ul style="list-style-type: none"> <li>➢ Bernard Laarveld and Andrew Olkowski, Department of Animal and Poultry Science, to study the commercial potential of cyclic peptide extracts for the companion animal feed market; and</li> <li>➢ Susantha Gomez, Western College of Veterinary Medicine, to study the commercial potential of a unique vaccine comprising an isolated chicken adenovirus.</li> </ul> </li> <li>• The ILO is also assisting the U of R in an I2I market feasibility study. The \$15,000 study will be led by a U of S ILO Tech Transfer Manager and involves two U of R MBA students.</li> </ul>
<b>Reputational Successes</b>	<ul style="list-style-type: none"> <li>• David Harris, Senior Advisor, Quality Assurance and Data Management, Research Services, was awarded the Dan Chase Memorial Award and recognized at the national Canadian Association of University Research Administrators' (CAURA) AGM for his contributions to research administration.</li> <li>• Susan Blum, Director, Research Services, has been appointed as a member of the CAURA Executive for a three year term 2013-2016.</li> <li>• Marie Battiste, Professor of Education and Coordinator of the Indian and Northern Education Program at the U of S, was awarded the Canadian Association of University Teachers (CAUT)’s highest honour.</li> </ul>
<b>Research Tools/ Facilities/Processes</b>	<ul style="list-style-type: none"> <li>• The Board of Governors approved the purchase and implementation of the University Research System (UnivRS). UnivRS is a new electronic research administration and management system that, once implemented, will provide a one-stop shop for faculty to manage all aspects of grants, contracts, ethics, CVs, and publications. Implementation of the initial phase is planned to begin in July. Details on the system are available at: <a href="https://wiki.usask.ca/display/itsproject217/UnivRS+Home">https://wiki.usask.ca/display/itsproject217/UnivRS+Home</a>.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Tech Venture Challenge (TVC) 2013 – This year’s business planning competition was launched in October 2012 with a five month training/mentoring program for ten finalists chosen from 28 applications. <ul style="list-style-type: none"> <li>➢ The grand prize winner of \$50,000 cash and professional services valued at \$20,000, BitStrata Systems Inc., was co-founded by Michael</li> </ul> </li> </ul>

Category	Highlights
	<p>Lockerbie and Ian Meier, both U of S alumni with electrical engineering and computer science degrees.</p> <ul style="list-style-type: none"> <li>➤ Second place was awarded to One Story, and third place to Avocado Applications – all run by U of S alumni.</li> </ul> <p>Innovation Place, RBC and Deloitte provided business management, office and banking sponsorships worth over \$30,000. The investment community has also followed up with potential investment opportunities for the top two winners. The Wilson Centre for Entrepreneurial Excellence and the Industry Liaison Office collaborated on the training modules, promotions, and the finale.</p>
<b>Other</b>	<ul style="list-style-type: none"> <li>▪ The Saskatoon Centre for Patient-Oriented Research (SCPOR) will be hosting a workshop titled: Transitional Research in Biomedical Sciences. The workshop will be held on Friday, 21 June 2013, in Room B450 Health Sciences, from 12:30 – 4:00 p.m. The event will showcase provisional efforts to expand SCPOR by translating research knowledge into clinical practice. Please e-mail <a href="mailto:sherri.mattheis@usask.ca">sherri.mattheis@usask.ca</a> for further details.</li> <li>▪ An evaluation of the U of S Personalized Research Mentorship Teams (PRMT) for new faculty is underway. Online surveys were distributed to the new faculty, research mentors, and Associate Deans Research (ADRs) seeking feedback regarding the use of the mentorship team, its effectiveness, and suggestions for future direction of the program. The deadline for responses is 14 June.</li> <li>▪ In Spring 2013 the ILO underwent an external review. The report issued by the team of five external reviewers was glowing in its assessment of the office’s personnel, programs and services, and philosophy. The ILO was acknowledged as one of “the best technology transfer offices in North America.” Key ILO activities include: <ul style="list-style-type: none"> <li>➤ Successfully providing traditional technology transfer activities (patenting, licensing and spin-off companies);</li> <li>➤ Demonstrating leadership and innovation in creating partnerships with local innovation eco-players and other post-secondary institutions; undertaking industry engagement; and providing intellectual property and commercialization education.</li> </ul> </li> </ul>

### ***COLLEGE OF MEDICINE RESTRUCTURING***

A report on the College of Medicine restructuring is attached.

### ***COLLEGE OF ARTS & SCIENCE***

The following report provided by the College of Arts and Science

- The college signed an Academic Agreement to establish Dual Undergraduate Degree Programs in **Economics (2+2)** between the U of S Department of Economics and the **Beijing Institute of Technology**

- In May, the college co-sponsored Ken Steele, President and Chief Trend-spotter at Eduvation Inc. and co-founder of Academica Group Inc. (Academica's Daily "Top Ten" to deliver a university-wide presentation on "The Future-Ready Campus." Ken also met with the college's Department Heads and Interdisciplinary Chairs Forum
- At this year's Spring Convocation, we honored the following members of the A&S community: **Bill Waiser** (History) – Award in Outreach and Public Service; **James Waldram** (Psychology and Archaeology and Anthropology) – Distinguished Researcher Award; **John Clapperton** and **David Flatla** – Governor General's Gold Medals; **Eleanor Coulter** – Copland Prize in Humanities and Haslam Medal; **Sasha Pastran** – Copland Prize in Social Science; **Puneet Chawla** – Spring Convocation Three-Year Medal; **Jamie Willems** – Earl of Bessborough Prize in Science; **Gerard Weber** – Film Society Prize
- The winners of the 2013 Dean's Distinguished Staff Awards are: **Joan Virgl** (Biology) and **Brenda Britton** (Geography and Native Studies)
- **Li Wang**, a PhD student (chemistry) and Let's Talk Science (LTS) Outreach volunteer in the College of Arts & Science at the U of S, has been awarded the LTS 2013 National Volunteer Award. The award honours volunteers who embody excellence in advancing the science education of Canadian youth.
- Biology professor **Vipen Sawhney** has been awarded the 2013 Award of Innovation for developing a commercially viable male-sterile line of tomato
- Saskatoon City Council appointed **Dean Peter Stoicheff** to the Mendel Art Gallery Board of Trustees
- **Zoltan Hajnal**, professor emeritus of Geological Sciences, has been awarded the 2013 Tuzo Wilson Medal from the Canadian Geophysical Union (CGU). The award recognizes outstanding contributions to the field of geophysics in Canada, and is considered the CGU's highest honour
- The Department of Computer Science celebrated the 10th year anniversary of Digitized in 2013. Digitized is a one-day event for high school students to promote innovation, career opportunities and higher studies in Information Technology (IT). Over 350 students attended

### ***INTERNATIONAL OFFICE***

On May 24<sup>th</sup> the University of Saskatchewan hosted five delegates from the Beijing Institute of Technology (BIT) for the signing of the UofS's first Flagship Partnership Agreement. This delegation included BIT President Hu Haiyan who was visiting the U of S campus for the first time. The Flagship Partnership initiative is a new and significant component of the U of S's strategy for internationalization. Within the frame of the Flagship Partnership the UofS and BIT will be developing a wide range of activities including, but not limited to, collaborative research and graduate student training initiatives, joint academic programming, and a variety of student, faculty and staff exchange arrangements involving units from across the entire campus. This agreement was signed along with a MBA Study Tour agreement with the Edwards School of Business and a 2+2 Dual Degree Program in Economics with the College of Arts and Science.

These agreements will build on and extend the existing fifteen-year relationships between the two institutions, which include research activities, exchange agreements and the co-establishment of the Confucius Institute at the University of Saskatchewan this past June.

BIT was ranked first in priority as a Flagship partnership candidate in the UofS China Country Strategy and is ranked as the Top 100 Asian Universities and Top 500 World Universities by QS in UK in 2012. BIT researchers in engineering, material, mathematics, physics and chemistry have been ranked in the Top 1% among all research institutions in the world by ESI in the USA in 2012.

## ***SEARCHES AND REVIEWS***

### **Search, Dean, College of Engineering**

In late May I announced that Dr. Georges Kipouros will be the Dean, College of Engineering, effective September 1.

### **Search, Executive Director, Johnson-Shoyama Graduate School of Public Policy**

In late May I announced that Michael Atkinson's term has been extended for an additional two years as the executive director of the school.

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

The search committee for the Dean, College of Medicine met in early April. Recruitment has commenced.

### **Search, Associate Dean, University Library**

Ken Ladd is in the penultimate year of his third, five year term as Associate Dean (University Library). At the end of his current term, Ken will return to assigned duties within the librarian ranks. The search committee is in the process of arranging interviews, anticipated for July.

### **Search, Associate Dean, Edwards School of Business**

I am pleased to announce that Noreen Mahoney will be starting this position on July 1. Alison Renny is starting her admin leave July 1.

**College of Medicine (CoM) Restructuring**  
Report to University Council  
June 2013

*Prepared by Martin Phillipson, Vice-Provost CoM Organizational Restructuring and Lou Qualtiere, Acting Dean  
College of Medicine*

“...that commencing in April, 2013, the Provost and the Dean/Acting Dean of Medicine report regularly to University Council on progress made toward development of an implementation plan for the vision described in *A New Vision for the College of Medicine*, and on the accreditation status of the undergraduate medical education (M.D.) program in the College of Medicine...” (Council minutes, December 2012)

**Preamble**

The purpose of this document is to provide an update to University Council on progress that has been made toward the development of an implementation plan for the vision described in *A New Vision for the College of Medicine*.

This report to Council will focus on four issues:

1. College Leadership
2. Accreditation
3. Research
4. Continuing work of the Deans’ Advisory Committee

*College Leadership*

In May, vice-provost college of medicine, Martin Phillipson, had his term renewed for a further twelve months with his term due to expire on June 30, 2014. In addition, acting dean, Lou Qualtiere, extended his term until October 31, 2013. The search for a new dean is active and is on-going. Advertisements have been placed in the national press. Finally, Dr. Gill White, currently associate dean in Regina, has been appointed acting vice-dean education on a one-year term beginning June 1, 2013. Dr. Femi Olatunbosun, currently associate dean faculty engagement and co-chair of the DAC, has been appointed acting vice-dean faculty engagement on a one-year term effective July 1, 2013.

*Accreditation*

We have been informed by the Committee on Accreditation of Canadian Medical Schools (CACMS), that the discussion of our accreditation status will be delayed until late October 2013, at the earliest. The University of Saskatchewan College of Medicine was not discussed by CACMS during their May meeting, and as such, was not discussed by the Liaison Committee on Medical Education (LCME) when they met earlier this month.

The next round of meetings for CACMS/LCME will be in late September and early October 2013, and we anticipate our college will be discussed at this time. We will communicate with the entire college community and publicly once we are informed of the decision by CACMS/LCME.

In the interim, we continue to work on addressing our performance under those standards where we have been deemed non-compliant. In particular, a significantly enhanced approach to assignment of duties in the college has been adopted with a view to addressing our continuing failure to meet standard IS-9 which relates to the accountability of full-time faculty.

*Research*

Since April 2013, work has continued on the development of the draft college research strategy. The document has been shared with departments and was discussed at a retreat of the college executive in June. The dean and acting



vice-dean research also met with Ministry of Health officials in May to discuss the strategy. A detailed consultation phase is now underway and over 300 strategic initiatives, in five pre-determined categories, have been suggested in feedback received thus far. These 300 initiatives will be distilled down to a core group of research initiatives via the consultation process. The strategy will be discussed at an upcoming meeting of the DAC and at a special meeting of faculty council on June 25<sup>th</sup>. The final strategy will be included in the implementation plan due for submission to Planning and Priorities on August 15<sup>th</sup>.

#### *Continuing Work of the Deans' Advisory Committee (DAC)*

The Deans' Advisory Committee has continued to meet on a regular basis; approximately every three weeks. Town hall meetings have continued with the most recent being held in Regina on May 7<sup>th</sup>. The vice-provost college of medicine and the dean attended in person and also met with Ministry of Health officials and members of the Regina-Qu'Appelle Health Region executive. The DAC has two meetings scheduled for June where the work of the new working groups and the research strategy will be discussed.

#### **Unified Department Head Group**

The group has met frequently and examined previous reform proposals, current accountability documents, and engaged in a thorough discussion of the desired role and purpose of unified heads. The group has also interviewed several current unified heads in order to gain a deeper understanding of the challenges of the office. At its last meeting, the group interviewed the CEO of the Saskatoon Health Region to obtain feedback from this key stakeholder on all aspects of the unified head position including search and selection procedures. The vice-provost college of medicine and the dean also met with several clinical department heads in Regina to obtain their feedback on the unified head position. The working group has begun work on its final recommendations and is currently considering a new job profile for unified heads.

#### **DME Governance**

The DME Governance working group has met several times and has identified both strategic and operational issues that need to be addressed in relation to existing and future distributed education sites. The work of the group is ongoing.

#### **Biomedical Sciences Working Group**

This group has met several times and has rapidly developed a proposal to fundamentally restructure the Basic Science departments and their program offerings. This proposal is currently being discussed within the college. A Town Hall is scheduled for June 24<sup>th</sup> and this issue will be on the agenda of the June 25<sup>th</sup> special meeting of faculty council. The final proposal will form part of the implementation plan.

#### **Conclusion**

As per the motion of December 20, 2012, the implementation plan will be submitted to the Planning and Priorities Committee of Council on August 15<sup>th</sup>, 2013. This update reinforces both the highly consultative nature of the restructuring process, and the breadth of the range of issues that require attention.

UNIVERSITY COUNCIL  
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Stephen Urquhart, Chair

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** *Human Research Ethics Policy*

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the Human Research Ethics Policy to replace the Policy on Research Involving Human Subjects, effective July 1, 2013.*

**PURPOSE**

The *Human Research Ethics Policy* articulates the requirements for ethical conduct of research with human participants in any capacity at the University of Saskatchewan and applies to all members of the University as defined in the policy. The policy document is intended to replace the policy on *Research Involving Human Subjects* approved by Council in 2000.

**DISCUSSION SUMMARY**

The University of Saskatchewan follows the national standards articulated in the current *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans* under the new agreement on the *Administration on the Administration of Agency Grants and Awards by Research Institutions*. The new policy brings the University into compliance with this Tri-Agency policy statement.

The previous policy committed the University to the national standards for research involving human subjects and laid out an administrative structure for the ethical review of such research. The new policy sets forth the requirements for ethical conduct of research for those involved in any capacity in research with humans under the auspices of the University and commits the University to following the national standards and principles articulated in the current Tri-Agency policy. The new policy also outlines the principles for research involving human participants as articulated in the Tri-Agency policy statement. These are respect for persons and their autonomy, concern for the welfare of research participants, and justice related to the fair and equitable treatment of

all people. The new name reflects that participants in research are no longer referred to as subjects.

The policy outlines the responsibilities of the University, University Council, the University Committee for Ethics in Human Research, the Research Ethics Office, the University's Research Ethics Boards and the responsibility of researchers to ensure research at the University of Saskatchewan is conducted under the highest standards of ethical integrity. The policy refers to the Responsible Conduct of Research policy for non-compliance and the Research Ethics Office Standard Operating Procedures, which outline the day-to-day working of the Research Ethics Office and Research Ethics Boards.

#### **CONSULTATION:**

The University Committee on Ethics in Human Research undertook the policy revisions in consultation with the Policy Oversight Committee, the Associate Deans Research and the Research, Scholarly and Artistic Work Committee of Council. The policy was also made available for comment on the University website. On May 16, the draft policy was presented to Council as a request for input. There were no comments.

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

The revisions to the policy and procedures will be incorporated into graduate student academic integrity and ethics education and the ongoing educational efforts of the Research Ethics Office. The policy will be available on the Research Ethics Office website, the policy website and communicated to the Associate Deans Research.

#### **ATTACHMENTS:**

1. *Human Research Ethics Policy*

The University's existing policy on *Research Involving Human Subjects* can be found at: [http://www.usask.ca/university\\_secretary/policies/research/8\\_02.php](http://www.usask.ca/university_secretary/policies/research/8_02.php)

# 1 **Human Research Ethics Policy (effective July 1, 2013)**

2 Category: Research and Scholarly Activities

3 Responsibility: Vice-President Research

4 Authorization: University Council

5 Approval Date: (proposed) June 20, 2013, effective date July 1, 2013

## 6 7 **1.0 Purpose:**

8  
9 To set forth the requirements for ethical conduct of research with human participants for all  
10 those involved in any capacity in research under the auspices of the University of  
11 Saskatchewan

## 12 13 **2.0 Principles:**

14  
15 When humans, human tissues or human data are used in the course of research or other  
16 comparable activities, it is the primary concern of the University that the rights of the  
17 participants are respected and protected and that the procedures followed comply with  
18 ethical, scientific, methodological, medical, and legal standards.

19  
20 The University of Saskatchewan follows the national standards articulated in the current *Tri-*  
21 *Council Policy Statement on Ethical Conduct for Research Involving Humans*. The guiding  
22 principles of this policy statement are:

- 23
- 24 • Respect for persons, including the recognition of the intrinsic value of human beings  
25 and respect for the autonomy of research participants. Respect for autonomy is  
26 normally reflected in the requirement to seek free and informed consent from  
27 participants both prior to and during their participation in a research project.
  - 28 • Concern for welfare is broadly construed to mean all aspects of a person's life,  
29 including their physical and mental health, spiritual well-being, and other elements  
30 of their life circumstances. Concern for welfare includes respect for the person's  
31 privacy and confidentiality and requires that Research Ethics Boards (REB) and  
32 researchers adopt an attitude that aims to protect the welfare of research  
33 participants, minimize foreseeable risks to those participants and their communities,  
34 and inform research participants of those risks.
  - 35 • Justice requires that people be treated equitably and fairly. The principle of justice  
36 takes into account the vulnerability of the person, the difference in power between  
37 participant and researcher, and seeks to equitably distribute the risks and benefits of  
38 research participation.
- 39

## 40 **3.0 Scope of this Policy:**

41  
42 For the purposes of this policy, research is defined as "an undertaking intended to extend  
43 knowledge through a disciplined inquiry or systematic investigation".

44

45 This policy applies to all members of the University involved in research with human  
46 participants, tissues or data. Members of the University of Saskatchewan include but are  
47 not limited to, faculty, professors emeriti, sessional lecturers, staff, trainees, clinical faculty,  
48 graduate and undergraduate students, adjunct professors, visiting professors, visiting  
49 scholars, professional affiliates, associate members, residents, and postdoctoral fellows  
50 (PDFs) at the University of Saskatchewan.

51  
52 This policy also applies to research with human participants, tissues or data undertaken by  
53 any person or Institute/Centre associated with the University of Saskatchewan, or using any  
54 University of Saskatchewan resources inclusive of persons (i.e., students, staff, faculty), or if  
55 funds for such purposes be accepted or accounts established.

56  
57 In addition, this policy applies to those institutions that have entered into affiliation  
58 agreements with the University of Saskatchewan for purposes of ethics review of research  
59 with human participants.

60

## 61 4.0 Policy:

62

63 Research at the University of Saskatchewan will be conducted under the highest standards  
64 of ethical integrity and in accordance with the following responsibilities:

65

### 66 4.1 Responsibilities:

67

68 a. The University of Saskatchewan is responsible for establishing the Research Ethics  
69 Boards, defining their reporting relationships, ensuring the REBs have sufficient  
70 support to carry out their duties and supporting and promoting the independence of  
71 the REBs in their decision making.

72

73 b. University Council, through the Research, Scholarly and Artistic Work Committee of  
74 Council is responsible for receiving annual reports of the Research Ethics Boards, and  
75 for maintaining governance oversight over University research ethics policies.

76

77 c. The University Committee for Ethics in Human Research (UCEHR) reports to the Vice-  
78 President, Research through the Director, Research Ethics and is responsible for  
79 adopting codes, guidelines, standards, and policies, with respect to research ethics  
80 review. In this adoption, the Committee must adhere to the Tri-Agency guidelines  
81 and other applicable policy and legislation. UCEHR is responsible for hearing appeals  
82 of REB decisions.

83

84 d. The Research Ethics Office (REO) is responsible for supporting the University's  
85 Human and Animal Research Protection Programs to ensure the rights of research  
86 participants and animals are protected and that the University is in compliance with  
87 funding agencies, national guidelines, and international standards.

88

89 e. Research Ethics Boards (REB) are responsible for the review of the ethical  
90 acceptability of research under the auspices of or within the jurisdiction of the

91 University of Saskatchewan, including approving, rejecting, proposing modification  
92 to, or terminating any proposed or ongoing research involving humans. The  
93 University of Saskatchewan REBs will adhere to the Tri-Agency MOU, the Tri Council  
94 Policy Statement on the Ethical Conduct for Research Involving Humans and, where  
95 required, to provincial, national and international guidelines and regulations.  
96

- 97 f. Researchers are responsible for conducting their research according to the principles  
98 and procedures found in the relevant university, provincial, national and  
99 international guidelines including:
- 100 i. obtaining all the required approvals prior to the inclusion of human  
101 participants, tissues or data in the research.
  - 102 ii. ensuring that their research, scholarly, and artistic work is conducted in  
103 accordance with these approved protocols.
  - 104 iii. adhering to all reporting requirements.
  - 105 iv. ensuring that students and research staff are carefully trained and supervised  
106 in the conduct of research.
  - 107 v. protecting the privacy of any individuals whose personal information has  
108 been obtained as part of any research activities as required under the  
109 University's Freedom of Information and Protection of Privacy Policy, *the*  
110 *Local Authority Freedom of Information and Protection of Privacy Act* and *the*  
111 *Health Information Protection Act* and any other relevant legislation.
  - 112 vi. Adhering to the University of Saskatchewan Responsible Conduct of Research  
113 Policy and the Procedures on the Stewardship of Research Records at the  
114 University of Saskatchewan.

## 115

## 116 5.0 Non-Compliance:

117

118 Failure to comply with pertinent federal, provincial, international, or University guidelines  
119 for the protection of human research participants and/or failure to conduct research in the  
120 manner in which it has been approved by the University's Research Ethics Boards is defined  
121 as a breach of the Responsible Conduct of Research Policy and will be handled under the  
122 procedures of that policy.  
123

## 124 6.0 Procedures:

125

126 Application guidelines, composition of the REB's, review procedures, appeal procedures,  
127 activities requiring REB review, and information pertaining to all aspects of the review of  
128 research protocols are described in the Research Ethics Office Standard Operating  
129 Procedures (SOPs). SOPs are issued and maintained by the Research Ethics Office.  
130

## 131 7.0 Contact:

132

133 For further information please contact the Director, Research Ethics, phone: 966-2975;  
134 email: [ethics@usask.ca](mailto:ethics@usask.ca)  
135

Effective date July 1, 2013

UNIVERSITY COUNCIL  
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Stephen Urquhart, Chair

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** *Responsible Conduct of Research Policy* and related procedures

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the Responsible Conduct of Research Policy to replace the Research Integrity Policy, effective July 1, 2013.*

**PURPOSE**

The *Responsible Conduct of Research Policy* articulates the standards for integrity, accountability, and responsibility for all those involved in any capacity in research at the University of Saskatchewan and provides a process to fairly address allegations of misconduct. The policy document is intended to replace the University's *Research Integrity Policy* approved in 2010. **The policy is presented to Council for approval. The associated procedures are presented for information.**

**DISCUSSION SUMMARY**

The University of Saskatchewan is a signatory to the *Tri-Agency Agreement on the Administration of Agency Grants and Awards by Research Institutions*, effective January 1, 2013, which requires compliance with *The Tri-Agency Framework: Responsible Conduct of Research* (the Framework), and the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans*. The new policy brings the University into compliance with these Tri-Agency policies.

Accompanying and supporting the *Responsible Conduct of Research Policy* are the *Procedures for Addressing Allegations of Breaches of the University of Saskatchewan Responsible Conduct of Research Policy* and the *Procedures for Stewardship of Research Records at the University of Saskatchewan*. The *Procedures for Addressing Allegations of Breaches of the U of S Responsible Conduct of Research Policy* outlines the course of action to be followed within the University's administrative structures and in accordance with the principles of natural justice when an allegation of research misconduct is made.

*The Procedures for Stewardship of Research Records at the U of S* are written in response to the Tri-Agency requirement for universities to state their responsibilities and expectations for the retention of research data and records.

The revisions resulting in the new *Responsible Conduct of Research Policy* were substantial as outlined below. The policy benefited from legal review. Significantly, the policy now deals only with allegations of breaches, with any disciplinary action administered through the administrative offices responsible for the employee within the context of collective agreements that apply. For students, discipline is a matter determined under Council's *Regulations for Academic Misconduct*.

The draft policy was presented on May 16 to Council for input. Substantive changes to the policy as presented at that time included:

- Defining breaches as they are described in the Tri-Agency Framework;
- The inclusion of the requirement to inform the relevant Tri-Agency or Secretariat immediately of any allegations related to activities supported by Tri-Agency funds that may involve significant financial, health or safety risks and to keep the Secretariat informed of the response of the institution to the allegations and of outcomes of investigations and hearings;
- The requirement to include at least one external member who has no current affiliation with the institution on all hearing and appeal boards dealing with research integrity;
- Identification of the Associate Vice-President Research as the central point of contact for the University concerning confidential enquiries, allegations of breaches of the policy and information related to allegations;
- Restructuring of the procedures to reflect the progression from reporting of breaches to an initial inquiry into allegations prior to the initiation of a formal hearing;
- A statement that when the respondent is the President, that the Board of Governors will be responsible for determining whether a formal investigation will occur and directing and overseeing any inquiry;
- The inclusion of a reporting requirement to Council of numbers of allegations received, those proceeding to a hearing and the numbers and findings of policy breaches;
- The removal of the opportunity for the complainant or respondent to appeal to the Associate Vice-President Research the Senior Administrator's decision regarding whether a hearing is warranted. If a hearing is incorrectly called for, this can be remedied by the hearing board.
- For students, that the determination of whether or not an alleged breach is considered under the *Responsible Conduct of Research Policy* or under Council's



*Regulations on Student Academic Misconduct* is a decision made by the Dean of the College or School where the activity took place or the Vice-Provost Academic if the activity was outside of a College or School.

- The advocate for the complainant/respondent at the hearing must be from the complainant/respondent's designated bargaining unit, if the complainant/respondent is a member of a bargaining unit. The collective bargaining relationship demands the university and the employee respect the unions as the exclusive agent for the purposes of workplace disputes. Formerly the procedures indicated the advocate at the hearing could be from the appropriate bargaining unit, a friend, advisor or legal counsel.
- The timelines indicate that an action occur within a reasonable timeframe or provide for the extension of the timeline under exceptional circumstances rather than prescribing a set time period in order to provide flexibility in the event of complicating factors.
- The procedures state the chair of the original hearing board "may be invited" to the appeal hearing to provide discretion in the determination of whether or not the chair should be involved. Formerly, the procedures stated the chair "is invited" to the appeal hearing.
- The decision of the hearing board as to whether or not a breach of the *Responsible Conduct of Research Policy* occurred is final. Any reference to the Senior Administrator having the choice of accepting or not accepting the decision of the hearing board has been removed.
- That the authority of hearing/appeal boards constituted under the *Responsible Conduct of Research Policy* is limited to the determination of whether or not a breach of the policy occurred and not what sanction, if any, should apply. Formerly, hearing/appeal boards determined whether or not misconduct occurred and the penalty applied. This was counter to responsibility of Council for any disciplinary action against students and the authority of the University as the employer to set out disciplinary measures for employees. The avenues for appeal of any disciplinary action are now also clearly set out in the procedures.
- That any disciplinary action against students be determined by a hearing board constituted under Council's *Regulations on Student Academic Misconduct* which requires that there be a student member of Council on the hearing board as set out in the *University Act*; likewise any appeal by a student of disciplinary action will follow the procedures outlined in Council's *Regulations on Student Academic Misconduct*;
- The types of penalties associated with a disciplinary action were removed as the sanctions available are dictated by employment law and any collective agreement in place. For students, the types of sanctions available are outlined in Council's *Regulations on Student Academic Misconduct*.

In order to better understand the concerns of members of the Graduate Students; Association (GSA) in response to the policy and procedures, meetings were held with representatives of the GSA on May 21 and June 3, 2013, to hear their specific concerns relative to graduate students. Additional legal consultation was also undertaken based upon on these concerns. Based upon the input received at Council on May 16 and subsequently from members of the GSA, the University Secretary and the Governance Committee of Council, the following substantive changes (shown in mark-up) were made to the policy, as now presented to Council.

- Anonymous allegations, if verifiable, will (as opposed to “may”) be pursued under the policy by the Senior Administrator;
- The Dean of Graduate Studies and Research will make the determination of whether an allegation is heard under the Responsible Conduct of Research Policy or Council’s Student Academic Misconduct Regulations, when the allegation is against a graduate student.
- The assessment of whether or not an allegation has been the subject of a previous allegation will be considered by the Senior Administrator in determining whether or not an allegation should proceed to a hearing, previously repeated allegations were understood to be implicitly included in the Senior Administrator’s consideration of frivolous or vexatious behaviour;
- The procedures are now explicit in requiring that the complainant be advised of the outcome of any informal investigation;
- If the respondent or complainant is a student, the hearing board and the appeal board will have an additional student member, registered in the college or school responsible for the matters to which the allegation relates;
- The timelines were adjusted as shown throughout: at the inquiry stage—to provide a firm deadline for the written decision of the Senior Administrator, and at the hearing and appeal stages—to provide a firm timeline encompassing the process from the appointment of the board until the delivery of its report.

### **CONSULTATION:**

Consultation took place with the following groups and individuals: Policy Oversight Committee; Associate Deans Research; the Research, Scholarly and Artistic Work Committee of Council; the Associate Dean, College of Graduate Studies and Research; University Archivist; Chief Information Officer and Vice-President Information and Communications Technology; Vice-Provost Faculty Relations; Manager, Contracts and Legal Services, Corporate Administration; Director of Research Services; USSU President; GSA President; Human Resources; University Secretary; McKercher LLP.

The policy was made available to members of the University for comment by distribution of an email request for input sent out to all researchers included in the three institutional list serves for CIHR, NSERC, and SSHRC communities, and was posted on the OVPR website for three weeks beginning in December, 2012.

## **IMPLICATIONS:**

Cases of alleged academic misconduct that are currently in progress will proceed under the existing *Research Integrity Policy* and procedures; any new cases that are brought forward after July 1, 2013, will be subject to the *Responsible Conduct of Research Policy* and related procedures.

Oversight of the procedures with respect to future amendments will be the responsibility of the Office of the Vice-President Research, with any subsequent revisions reported to Council for information. Future amendments to the policy document will be submitted to Council for approval. Council will also receive an annual report documenting the numbers of allegations received, the numbers of those proceeding to a hearing, and the numbers and nature of findings of breach of the policy.

## **FURTHER ACTION REQUIRED:**

The policy and procedures will be incorporated into graduate student academic integrity and ethics education. Ongoing educational opportunities will be provided under the direction of the Office of the Vice-President Research to promote the highest standards of research integrity and accountability. The new policy and procedures will be distributed to all members of the University.

The new policy has implications for Council's *Regulations on Student Academic Misconduct* in terms of referring student allegations of breaches to the *Responsible Conduct of Research Policy*. Corresponding revisions to these regulations are presented to Council at this meeting. Student discipline will remain under the jurisdiction of Council through its *Regulations on Student Academic Misconduct*.

**ATTACHMENTS:** *showing changes made since the May 16 Council meeting*

1. *Responsible Conduct of Research Policy*
2. *Procedures for Addressing Allegations of Breaches of the University of Saskatchewan Responsible Conduct of Research Policy*
3. *Procedures for Stewardship of Research Records at the University of Saskatchewan*

The University's existing *Research Integrity Policy* can be found at:  
[http://www.usask.ca/university\\_secretary/policies/research/8\\_25.php](http://www.usask.ca/university_secretary/policies/research/8_25.php)

# 1 **Responsible Conduct of Research Policy (effective July 1, 2013)**

Category: Research and Scholarly Activities  
Responsibility: Vice-President Research  
Authorization: University Council  
Approval Date: (proposed) June 20, 2013, effective date July 1, 2013

2

## 3 **1.0 Purpose:**

4 To set forth the standards for responsible conduct of research for all those involved in  
5 any capacity in all research conducted at the University of Saskatchewan.

## 6 **2.0 Principles**

7 The research, scholarly and artistic work of members of the University of Saskatchewan  
8 must be held in the highest regard and be seen as rigorous and scrupulously honest.  
9 Scholarly work is expected to be conducted in an exemplary fashion, be ethically sound,  
10 and contribute to the creation, application and refinement of knowledge. Stewardship  
11 of resources associated with research must be transparent and comply with all  
12 University and funding agency policies and regulatory requirements.

13 Allegations of breaches of the Responsible Conduct of Research Policy at the University  
14 of Saskatchewan will be dealt with by prompt, effective procedures that ensure fairness  
15 and protect both those whose integrity is brought into question and those who bring  
16 forward allegations of breaches or misconduct. The University of Saskatchewan will  
17 provide an environment that supports the best research and that fosters researchers'  
18 "abilities to act honestly, accountably, openly and fairly in the search for and  
19 dissemination of knowledge"<sup>1</sup> including but not limited to providing ongoing  
20 educational opportunities in research integrity.

21 If the allegation is found to have been made in good faith, no disciplinary measures or  
22 retaliatory action shall be taken against the complainant. If the allegation is found to  
23 have been made in bad faith, the Senior Administrator or designate will investigate the  
24 action under the University Policy on Discrimination and Harassment. Any acts of  
25 retaliation (including threats, intimidation, reprisals or adverse employment or  
26 education action) made against the complainant or any individual who participated in  
27 any manner in the investigation or resolution of a report of a breach of the Responsible  
28 Conduct of Research Policy are subject to the University Policy on Discrimination and  
29 Harassment.

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<sup>1</sup> From the CCA (2010). Honesty, Accountability and Trust: Fostering Research Integrity in Canada.  
Ottawa: Council of Canadian Academies as cited in The Tri-Agency Framework: Responsible Conduct of  
Research [www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/](http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/)

### 30 3.0 Scope of this Policy

31 For the purposes of this document, “research” encompasses the creation and  
32 application of new knowledge and understanding through research, scholarly, and  
33 artistic work. This policy applies to all members of the University involved in research,  
34 in any capacity whatsoever. Members of the University of Saskatchewan include but are  
35 not limited to faculty, professors emeriti, sessional lecturers, staff, trainees, clinical  
36 faculty, graduate and undergraduate students, adjunct professors, visiting professors,  
37 visiting scholars, professional affiliates, associate members, residents, and postdoctoral  
38 fellows (PDFs) at the University of Saskatchewan. Nothing in these procedures will limit  
39 or amend the provisions of any existing collective agreement at the University of  
40 Saskatchewan. Subject to existing collective agreements, the formal resolution  
41 procedures in this Policy will not be used if an allegation is, or has been addressed using  
42 another University procedure such as a grievance, or non-academic student discipline  
43 and appeal.

44 Lack of awareness of the policies, cultural differences, and/or impairment by alcohol or  
45 drugs are not a defense for a breach of the Responsible Conduct of Research Policy. If it  
46 can be demonstrated that a university member knew or reasonably ought to have  
47 known that he or she has violated the University’s Responsible Conduct of Research  
48 policy, then the violation may be dealt with under the provisions of this policy.

### 49 4.0 Policy

50 Research, scholarly, and artistic work at the University of Saskatchewan will be  
51 conducted in accordance with the following assigned responsibilities:

#### 52 4.1 Responsibilities of Members of the University

53 **University Members:** University members are responsible for conducting their research,  
54 scholarly, and artistic work according to the highest standards of research integrity.

55 University members are also responsible for:

- 56 a. Obtaining all the required University of Saskatchewan and respective agency  
57 approvals and training for research including, but not limited to, research involving  
58 human participants or animal subjects, fieldwork, biohazards, radioisotopes,  
59 environmental impact.
- 60 b. Ensuring that their research, scholarly, and artistic work is conducted in  
61 accordance with approved protocols and that they adhere to all reporting  
62 requirements.
- 63 c. Ensuring students and research staff are carefully supervised and trained in the  
64 conduct of research, scholarly, and artistic work, including experiments,

- 65 processing of acquired data, recording of data and other results, interpretation of  
66 results, publication, and the storage of research records and materials.
- 67 d. Exercising scholarly and scientific rigour and integrity in obtaining recording, and  
68 analyzing and interpreting data, and in reporting and publishing data and findings.  
69 This includes keeping complete and accurate records of data, methodologies and  
70 findings, including graphs and images, in accordance with the applicable funding  
71 agreement, institutional policies and/or laws, regulations and professional or  
72 disciplinary standards in a manner that will allow verification or replication of the  
73 work by others. including being able to verify the authenticity of all data or other  
74 factual information generated in their research while ensuring that confidentiality  
75 is protected where required.
- 76 e. Protecting the privacy of any individuals whose personal information has been  
77 obtained as part of any research activities as required under the University's  
78 Freedom of Information and Protection of Privacy Policy, the *Local Authority*  
79 *Freedom of Information and Protection of Privacy Act*, the *Health Information*  
80 *Protection Act*, and the *Tri-Council Policy Statement: Ethical Conduct of Research*  
81 *Involving Humans (TCPS 2)*.
- 82 f. Managing funds acquired for the support of research as required by the terms of  
83 Tri-Agency guidelines, research funding agreements and the University policies on  
84 the Administration of Research Funds<sup>2</sup> and the Administration of Research Grants  
85 and Contracts<sup>3</sup>.
- 86 g. ~~ensuring that individuals who have made a substantive intellectual contribution to~~  
87 ~~research being reported in a publication, and only those individuals, are included~~  
88 ~~as authors. Specific requirements for authorship and acknowledgement will be~~  
89 ~~determined by the ethical guidelines or procedures established by a researcher's~~  
90 ~~discipline (i.e. set out by the journal(s) where publication is sought or by the~~  
91 ~~leading journals in the researcher's discipline). Including as authors, with their~~  
92 consent, all those and only those who have materially or conceptually contributed  
93 to, and share responsibility for, the contents of the publication or document, in a  
94 manner consistent with their respective contributions , and authorship policies of  
95 relevant publications. Acknowledging, in addition to authors, all contributors and  
96 contributions to research, including writer, funders and sponsors.
- 97 h. Reporting conflicts of interest as per the University's Policy on Conflict of  
98 Interest<sup>4</sup>.
- 99 i. Disclosing to the relevant Senior Administrator any breach of the Responsible  
100 Conduct of Research Policy of which they have become aware.  
101

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<sup>2</sup> [www.usask.ca/university\\_secretary/policies/research/8\\_22.php](http://www.usask.ca/university_secretary/policies/research/8_22.php)

<sup>3</sup> [www.usask.ca/university\\_secretary/policies/research/8\\_20.php](http://www.usask.ca/university_secretary/policies/research/8_20.php)

<sup>4</sup> [www.usask.ca/university\\_secretary/policies/operations/4\\_01\\_01.php](http://www.usask.ca/university_secretary/policies/operations/4_01_01.php)

102 **University Officials:** University officials (senior administrators, department heads,  
103 directors, and managers) are responsible for promoting and overseeing research,  
104 scholarly, and artistic work at the University of Saskatchewan that is conducted with the  
105 highest standards of research integrity. They are also responsible for:

- 106
- 107 a. Dealing expeditiously and fairly with any known instances or allegations of a  
108 breach of the Responsible Conduct of Research Policy; and
  - 109 b. Encouraging activities that support research integrity among University members.
- 110

111 **Senior Administrators:** Under this policy, senior administrators include: deans or  
112 executive directors (when respondents are faculty members, sessional lecturers or  
113 students in a college); directors or associate vice-presidents in charge of an  
114 administrative unit (when respondents are employees); the Provost and Vice-President  
115 Academic (when respondents are deans or visiting professors); the Dean of Graduate  
116 Studies and Research (when respondents are adjunct professors, post doctoral fellows,  
117 graduate students, professional affiliates or visiting scholars/professors); vice-presidents  
118 (when respondents are directors of an administrative unit or associate vice-presidents),  
119 the President (when respondents are vice-presidents); and, the Board of Governors  
120 (when the respondent is the President). These individuals (or their designees) are  
121 responsible for:

- 122
- 123 a. Determining whether a formal investigation will occur; and
  - 124 b. Directing and overseeing any inquiry, as outlined in the Procedures for  
125 Addressing Allegations of Breaches of the Responsible Conduct of Research Policy.
- 126

## 127 5.0 Breaches of the University of Saskatchewan

### 128 Responsible Conduct of Research Policy

129 Breaches of the Responsible Conduct of Research Policy (as drawn from the Tri-Agency  
130 Framework: Responsible Conduct of Research<sup>5</sup>) include, but are not limited to:

- 131 a. Fabrication: making up data, source material, methodologies or findings, including  
132 graphs and images.
- 133 b. Falsification: manipulating, changing, or omitting data, source material,  
134 methodologies or findings, including graphs and images, without  
135 acknowledgement and which results in inaccurate findings or conclusions.
- 136 c. Destruction of research records: the destruction of one's own or another's  
137 research data or records to specifically avoid the detection of wrongdoing or in  
138 contravention of the applicable funding agreement, institutional policy and/or  
139 laws, regulations and professional or disciplinary standards.

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<sup>5</sup> Tri-Agency Framework: Responsible Conduct of Research [www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/](http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/)

- 140 d. Plagiarism: presenting and using another's published or unpublished work,  
141 including theories, concepts, data, source material, methodologies or findings,  
142 including graphs and images, as one's own, without appropriate referencing and, if  
143 required, without permission.
- 144 e. Redundant publications: the re-publication of one's own previously published  
145 work or part there of, or data, in the same or another language, without adequate  
146 acknowledgment of the source, or justification.
- 147 f. Invalid authorship: inaccurate attribution of authorship, including attribution of  
148 authorship to persons other than those who have contributed sufficiently to take  
149 responsibility for the intellectual content, or agreeing to be listed as author to a  
150 publication for which one made little or no material contribution.
- 151 g. Inadequate acknowledgement: failure to appropriately recognize contributions of  
152 others in a manner consistent with their respective contributions and authorship  
153 policies of relevant publications.
- 154 h. Mismanagement of conflict of interest: failure to appropriately manage any real,  
155 potential or perceived conflict of interest, in accordance with the University's  
156 policy on Conflict of Interest<sup>6</sup>.
- 157 i. Failure to comply with relevant policies, laws or regulations for the conduct of  
158 certain types of research activities, or failure to obtain appropriate approvals,  
159 permits or certifications before conducting these activities, including, but not  
160 limited to:
- 161 i. *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*  
162 *(TCPS 2)*;
- 163 ii. Canadian Council on Animal Care guidelines and policies;
- 164 iii. Canadian Environmental Assessment Act;
- 165 iv. Licenses from appropriate governing bodies for research in the field;
- 166 v. Laboratory Biosafety guidelines;
- 167 vi. Canadian Nuclear Safety Commission (CNSC) regulations, and Radiation Safety  
168 guidelines;
- 169 vii. Controlled Goods Program;
- 170 viii. Public Health Agency of Canada guidelines;
- 171 ix. Canada Food Inspection Agency guidelines and Canada's Food and Drugs Act;  
172 and
- 173 x. University policies relevant to research and scholarly activities.
- 174 j. Misrepresentation in a funding application or related document: providing  
175 incomplete, inaccurate, or false information in a funding application or related  
176 document, such as a letter of support or progress report; listing of co-applicants,  
177 collaborators, or partners without their agreement; or applying for or holding an  
178 award when deemed ineligible by the funder.
- 179 k. Mismanagement of funds: failure to use funds for purposes consistent with the  
180 policies of the funding agency, misappropriation of funds, contravention of

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<sup>6</sup> [www.usask.ca/university\\_secretary/policies/operations/4\\_01\\_01.php](http://www.usask.ca/university_secretary/policies/operations/4_01_01.php)



181 financial policies and agency guidelines, or inaccurate or false documentation for  
182 expenditures from grant or award accounts.

183

184 Breaches of the Responsible Conduct of Research Policy should not be interpreted as  
185 including differences of opinion regarding research methodologies, analyses of data,  
186 and theoretical frameworks.

187

## 188 6.0 Confidentiality

189 University officials, senior administrators, department heads, directors, and managers  
190 will protect the confidentiality of information regarding a potential violation of this  
191 policy to the fullest extent possible. If the allegation is substantiated, the University  
192 reserves the right to use or disclose information in accordance with the *Local Authority*  
193 *Freedom of Information and Protection of Privacy Act*, which may include disclosing the  
194 discipline, if any, imposed on members of the University.

## 195 7.0 Education

196 To promote a greater understanding of research ethics and integrity issues, the  
197 University will offer workshops, seminars, web-based materials, courses, and research  
198 ethics training for University members along with orientation for those members who  
199 are new to the university. When examples of investigations at the University of  
200 Saskatchewan are used for the purpose of educating University members on acceptable  
201 practices for scholarly integrity and research ethics, personal identifiers will be removed  
202 from these cases in an effort to maintain confidentiality.

## 203 8.0 Procedures

204 This policy document is supported by two procedural documents entitled *Procedures for*  
205 *Addressing Allegations of Breaches of the Responsible Conduct of Research Policy at the*  
206 *University of Saskatchewan* and *Procedures for Stewardship of Research Records and*  
207 *Materials at the University of Saskatchewan*.

208 Responsibility for the policy and the implementation and maintenance of the associated  
209 procedures is delegated to the Office of the Vice-President Research. Revisions to the  
210 procedures will be reported to Council. An annual report will be provided to Council  
211 documenting the numbers of allegations received, the numbers of those proceeding to  
212 a hearing, and the numbers and nature of findings of breach of this policy.

## 213 9.0 Contact

214 For further information please contact the Director, Research Ethics at 966-8585 or the

215 Director, Research Services at 966-8575.

216

*Effective date July 1, 2013*

# 217 Procedures for Addressing Allegations of 218 Breaches of the University of Saskatchewan 219 Responsible Conduct of Research Policy

220

## 221 1.0 Application

222 These procedures accompany the Responsible Conduct of Research Policy and apply to  
223 all allegations of breaches of the Responsible Conduct of Research Policy by members of  
224 the University of Saskatchewan. Responsibility for the development, maintenance and  
225 oversight of the procedures is delegated to the Office of the Vice-President Research.

226 For the purposes of this document, “research” encompasses the creation and  
227 application of new knowledge and understanding through research, scholarly, and  
228 artistic work conducted by members of the University of Saskatchewan. Members of  
229 the University of Saskatchewan include but are not limited to faculty, professors emeriti,  
230 sessional lecturers, staff, trainees, clinical faculty, graduate and undergraduate students,  
231 adjunct professors, visiting professors, visiting scholars, professional affiliates, associate  
232 members, residents, and postdoctoral fellows (PDFs) at the University of Saskatchewan.

233 Procedures shall be consistent with appropriate clauses in Collective Agreements  
234 including University of Saskatchewan Faculty Association (USFA), Canadian Union of  
235 Public Employees (CUPE) Local 1975, the Administrative and Supervisory Personnel  
236 Association (ASPA), Canadian Union of Public Employees (CUPE) Local 3287, the  
237 Professional Association of Interns and Residents (PAIRS).

## 238 2.0 Reporting Breaches of the Responsible Conduct of 239 Research Policy

240 Any person including a representative of a funding agency who believes that he or she  
241 has knowledge of a breach of this policy should immediately report their allegation in  
242 writing to a senior administrator or a University official. Anonymous allegations will be  
243 considered only if all relevant facts are publicly available or otherwise independently  
244 verifiable. If all relevant facts are verifiable, the Senior Administrator may will pursue  
245 the complaint on his or her own initiative, and the University will endeavour to maintain  
246 confidentiality of the complainant, subject to applicable law. Allegations that students  
247 may be in breach of this policy will be referred by the Senior Administrator or University  
248 official to the dean or executive director of the college or school that is responsible for  
249 the activity to which the allegation relates, or in the case of graduate students to the

250 | [Dean, College of Graduate Studies and Research](#), or in the case of an allegation not  
251 relating to a college or school to the Provost and Vice-President Academic, to determine  
252 whether the allegation relates to a breach of the Responsible Conduct of Research  
253 Policy or is a matter under Council's Student Academic Misconduct Regulations.

254 **Reporting to a University Official:** Incidents may be reported to a University official  
255 (department heads, directors, and managers). When these individuals receive an  
256 allegation of a breach of the Responsible Conduct of Research Policy or become aware  
257 of an incident, it is their responsibility to refer the allegation to the relevant senior  
258 administrator to determine an appropriate course of action.

259 **Reporting to a Senior Administrator:** Incidents may be reported directly to a senior  
260 administrator. When an allegation is reported to a senior administrator or relayed by a  
261 University official, it is their responsibility to inform the Associate Vice-President  
262 Research (AVPR), who is the central point of contact for the University concerning  
263 confidential enquiries, allegations of breaches of this policy, and information related to  
264 allegations.

265 **Reporting to the Associate Vice-President Research:** Incidents may be reported directly  
266 to the Associate Vice-President Research. The AVPR is responsible for determination of  
267 the seriousness of alleged breaches of the Responsible Conduct of Research Policy in  
268 accordance with best practice, and for determination of the requirement to report to  
269 the Tri-Agencies as outlined in section 8.0 of these procedures and/or consideration of  
270 whether any immediate action may be required.

### 271 3.0 Inquiry into Allegations

272 Subject to the provisions in section 3.0 of the Responsible Conduct of Research Policy,  
273 the Senior Administrator will conduct a confidential consultation to aid in the  
274 assessment of the allegations of breaches of the Responsible Conduct of Research  
275 Policy, to determine whether they fall under this policy, and to outline options for  
276 resolution. Individuals who consult with the Senior Administrator may choose:

- 277 a. To ask the Senior Administrator to facilitate a resolution or resolve the matter  
278 informally;
- 279 b. To request a hearing under this policy; or,
- 280 c. To take action to resolve the issue directly or address it using another University  
281 procedure.

282 The Senior Administrator will inform the AVPR of the outcome of their inquiry into the  
283 allegations, and the recommended course of action.

284 Reports and allegations of breaches of the Responsible Conduct of Research Policy can

285 be resolved using informal and/or formal procedures. Informal approaches focus on  
286 resolving the problem as opposed to determining right or wrong or taking disciplinary  
287 action. This type of resolution may include consultation, raising the matter directly with  
288 the offending party, or mediation. The complainant will be advised of the outcome of  
289 any informal investigation.

290 In the case of a request to proceed to a formal hearing, the AVPR will authorize the  
291 Senior Administrator to determine the merits of proceeding with a hearing and if  
292 warranted to proceed with the hearing.

293 Hearings may be requested by complainants, respondents, or University officials. A  
294 request for a hearing is initiated by filing a written allegation of a breach of the  
295 Responsible Conduct of Research Policy and submitting it to the relevant senior  
296 administrator, who will report the allegation to the Associate Vice-President Research  
297 and undertake an initial inquiry in order to determine whether a hearing is  
298 warranted. The decision will be made after the Senior Administrator has reviewed the  
299 written allegation, shared it with the respondent(s), provided an opportunity for the  
300 respondent(s) to respond to the allegation, and consulted with the Associate Vice-  
301 President Research.

302 The Senior Administrator will assess whether the allegation:

- 303 a. Is outside the jurisdiction of these procedures as outlined in section 3.0 of the  
304 Responsible Conduct of Research Policy;
- 305 b. Involves allegations that, even if proven, would not constitute a breach as defined  
306 in section 5.0 of the Responsible Conduct of Research Policy;
- 307 c. Is frivolous, vexatious, or in bad faith;
- 308 d. Has been the subject of a previous allegation;
- 309 ~~e.~~ Warrants a hearing; or
- 310 ~~e.f.~~ May involve significant financial, health and safety or other risks and is related to  
311 activities funded by the Tri-agencies. This finding will require the Senior  
312 Administrator to inform the Associate Vice-President Research, who shall advise  
313 the relevant Tri-Agency or the Secretariat on the Responsible Conduct of Research  
314 (SRCR) as outlined in section 8.0 of the procedures of this policy.

315 The Senior Administrator will inform the complainant, the respondent, and the  
316 Associate Vice-President Research of his or her decision in writing within ~~a reasonable~~  
317 period of time thirty (30) calendar days of having received the written allegation. If  
318 deemed necessary, the Senior Administrator may restrict research and/or related  
319 activities until the allegation is resolved.

## 320 4.0 The Rights and Responsibilities of Parties to a Hearing

321 Hearings provide an opportunity for a balanced airing of the facts before an impartial  
322 board of decision-makers. All hearings of alleged breaches of the Responsible Conduct  
323 of Research Policy will respect the rights of members of the University community to fair  
324 treatment in accordance with the principles of natural justice. In particular,

- 325 a. A University member against whom an allegation is made is to be treated as being  
326 innocent until it has been established, on the balance of probabilities and before a  
327 board of impartial and unbiased decision-makers, that he/she has committed a  
328 breach of the Responsible Conduct of Research Policy.
- 329 b. The parties have a right to a fair hearing before a board of impartial and  
330 unbiased decision-makers. This right includes the right for either party to  
331 challenge the suitability of any member of the hearing board based on a  
332 reasonable apprehension of bias against the complainant's or respondent's  
333 case. The Senior Administrator or designate will determine whether a reasonable  
334 apprehension of bias exists. Reasonable written notice will be provided for  
335 hearings, and hearings will be held and decisions rendered within a reasonable  
336 period of time. It is the responsibility of all parties to ensure that the University  
337 has current contact information for them. If a notice is not received because of a  
338 failure to meet this requirement, the hearing will proceed.
- 339 c. Hearing board procedures and protocols will be communicated to all parties prior  
340 to the hearing.
- 341 d. All information provided to a hearing board in advance of a hearing by either party  
342 will be shared with both parties prior to the hearing.
- 343 e. Neither party will communicate with the hearing board without the knowledge  
344 and presence of the other party. This right is deemed to have been waived by a  
345 party who fails to appear at a scheduled hearing or to send an advocate in her/his  
346 place.
- 347 f. The complainant and the respondent have a right to bring an advocate (where the  
348 person is a member of a bargaining unit, the advocate will be selected by the  
349 appropriate bargaining unit; where the person is not a member of a bargaining  
350 unit, this may be a friend, advisor or legal counsel to a hearing, and to call  
351 witnesses, subject to the provisions below in keeping with the rights of the  
352 hearing board to establish its own procedures. This right is subject to the  
353 provision that the names of any witnesses and/or advocates are provided to the  
354 Senior Administrator or designate at least two (2) days prior to the hearing.
- 355 g. Parties to these proceedings have a right to a reasonable level of privacy and  
356 confidentiality, subject to provincial legislation on protection of privacy and  
357 freedom of information.
- 358 h. The hearing board has a right to determine its own procedures subject to the  
359 provisions of these procedures, and to rule on all matters of process including the  
360 acceptability of the evidence before it and the acceptability of witnesses called by  
361 either party. Hearing boards may at their discretion request further evidence or  
362 ask for additional witnesses to be called.

363

## 364 5.0 Procedures for Formal Hearings

365 When it has been determined that a formal hearing should proceed, the following steps  
366 will be taken.

- 367 a. The Senior Administrator or designate shall convene a hearing board within a  
368 reasonable time frame composed of at least four members, one of whom will be  
369 designated as Chair, at least two of whom will be senior members of the  
370 University<sup>1</sup>, and at least one of whom will be external and with no current  
371 affiliation to the University<sup>2</sup>. If the respondent or complainant is a student, the  
372 hearing board will have one additional student member who is registered in the  
373 college or school responsible for the matters to which the allegation relates. The  
374 Chair will be appointed by the Senior Administrator. The members of the hearing  
375 board will have no actual, apparent, reasonable, perceived, or potential conflicts  
376 of interest or bias and will jointly have appropriate subject matter expertise and  
377 administrative background to evaluate the allegation and the response to it. If the  
378 complainant or respondent have any objection to the composition of the hearing  
379 board, an objection must be made to the Senior Administrator well before the  
380 hearing date, and the Senior Administrator will make the final decision as to the  
381 objection.
- 382 b. The role of the hearing board is to receive the evidence, decide whether a breach  
383 of the Responsible Conduct of Research Policy has been committed and if so,  
384 ~~recommend proportionate disciplinary action~~ make recommendations in  
385 accordance with sections 5.1 (b) or (c) of these procedures. The Senior  
386 Administrator or designate shall co-ordinate suitable administrative support to the  
387 hearing board.
- 388 c. The Chair will consult with the parties regarding scheduling the hearing date and  
389 will provide reasonable notice in writing of the hearing date. Whenever  
390 reasonably possible the hearing will be held within thirty (30) calendar days from  
391 the time the hearing board is constituted. If the respondent does not respond to  
392 the written notification of the hearing, or chooses not to appear before the  
393 hearing board, the hearing board has the right to proceed with the hearing. An  
394 absent respondent may be represented by an advocate who may present his or  
395 her case at the hearing.
- 396 d. Generally, hearings will be held with all parties present. If any of the parties to the  
397 hearing, or any advocate, witness, or observer is unable to attend in person, the  
398 hearing board may at its discretion and where circumstances demand proceed on  
399 the basis of written submissions. The hearing board may allow evidence to be

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<sup>1</sup> Senior members of the university include senior administrators, full professors, associate professors and adjunct professors of equivalent seniority.

<sup>2</sup> Tri-Agency Framework: Responsible Conduct of Research [www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/](http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/)

400 provided by telephone or video conference provided that this does not  
401 significantly prejudice any of the parties or the hearing board from hearing and  
402 responding to the evidence. Provision must be made for all parties to the  
403 proceedings to know when a party participating by telephone is signing on and  
404 signing off.

405 e. The hearing board is not bound to observe strict legal procedures or the rules of  
406 evidence, but shall establish its own procedures subject to the following:

407 i. Hearing boards under these regulations have an adjudicative role. It is the  
408 responsibility of the complainant(s) to provide a rationale for the allegation  
409 and to present the evidence in support of it, and it is the responsibility of the  
410 respondent(s) to answer the charge.

411 ii. Both complainant and respondent shall be given full opportunity to  
412 participate in the proceedings other than the deliberations of the hearing  
413 board.

414 iii. The hearing shall be restricted to persons who have a direct role in the  
415 hearing as complainant or respondent or their advocates, members of the  
416 hearing board, persons who are acting as witnesses. At the discretion of the  
417 chair, other persons may be admitted to the hearing for training purposes,  
418 or other reasonable considerations.

419 iv. When the hearing board meets, the complainant and the respondent or  
420 their advocates shall have the opportunity to be present before the hearing  
421 board at the same time. Either side may call witnesses, who would normally  
422 be present only to provide their evidence. Exceptions may be made at the  
423 discretion of the chair. Hearing boards may at their discretion request  
424 further evidence or ask for additional witnesses to be called.

425 v. The allegation and the evidence allegedly supporting it, along with  
426 supporting documentation and/or witnesses, shall be presented by the  
427 person who made the allegation, or that person's advocate.

428 vi. The Chair may at his or her discretion grant an opportunity for the  
429 respondent or the respondent's advocate and members of the hearing  
430 board to ask questions of the person presenting the allegation and any  
431 person giving evidence allegedly supporting it.

432 vii. The respondent or the respondent's advocate shall then be allowed to  
433 respond to the allegation and to present supporting documentation and/or  
434 witnesses.

435 viii. The Chair may at his or her discretion grant an opportunity for the person  
436 presenting the allegation and members of the hearing board to ask  
437 questions of the respondent and any witness for the respondent.

438 ix. Both the complainant and the respondent will have the opportunity to  
439 explain their respective interpretations of the evidence presented in a  
440 closing statement.

441 f. If, during the course of the investigation, the evidence discloses a new related  
442 instance of a breach of the Responsible Conduct of Research Policy that was not  
443 part of the original allegation or which suggests additional respondents, the



- 444 hearing board may expand the investigation, provided that the complainant and  
445 respondent are notified and the respondent is allowed to respond. If the  
446 expanded investigation involves new respondents, they will be provided with  
447 reasonable notice and shall for the purpose of this framework, be treated as  
448 respondents.
- 449 g. Once a hearing concludes, the hearing board may not consider any additional  
450 evidence without re-opening the hearing to ensure that the parties have an  
451 opportunity to review and respond to the new evidence.
- 452 h. The Chair shall notify both the Senior Administrator (or designate) and the  
453 Associate Vice-President Research of interim findings, if any, that he/she believes  
454 should be reported because of the University's obligations to students, staff, and  
455 faculty members, funding agencies and sponsors or, where there are compelling  
456 issues of public safety. Any interim report shall be in writing and copied to all  
457 members of the hearing board, to the complainant and respondent, the Senior  
458 Administrator and the Associate Vice-President Research. The report shall set out  
459 the findings, the reason for the interim report, and a recommendation regarding  
460 appropriate administrative action.

## 462 5.1 Decision of the Hearing Board and Determination of 463 Consequences

464 After all questions have been answered and all points made, the hearing board will  
465 meet *in camera* to decide whether a breach of the Responsible Conduct of Research  
466 Policy has been committed. These deliberations are confidential<sup>3</sup>. The hearing board  
467 has the sole authority to determine whether or not the respondent has committed a  
468 breach of the Responsible Conduct of Research Policy.

- 469 a. The standard of proof shall be whether the balance of probabilities is for or  
470 against the respondent having committed the offense.
- 471 | b. Within ~~sixty~~ ninety (960) calendar days of being appointed, the hearing board shall  
472 complete its hearing and shall submit a report on its reasoned decision in writing  
473 to the complainant, the respondent, the relevant Senior Administrator, and the  
474 Associate Vice-President Research. Under exceptional circumstances, the board  
475 may extend this period. If there is more than one respondent or complainant,  
476 reasonable efforts will be made to provide each with parts of the report that are  
477 pertinent to him/her. It is recommended that the format of the hearing board  
478 report contain the following:
- 479 i. The full allegation of a breach of the Responsible Conduct of Research  
480 Policy;

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<sup>3</sup> Records of deliberations may be subject to a Freedom of Information request

- 481 ii. A list of hearing board members and their credentials;  
482 iii. A list of the people who contributed evidentiary material to the investigation  
483 or were heard as witnesses;  
484 iv. A summary of relevant evidence;  
485 v. A determination of whether a breach of the Responsible Conduct of  
486 Research Policy occurred;  
487 vi. If a breach has occurred, its extent and seriousness;  
488 vii. Recommendations on any remedial action to be taken in the matter in  
489 question; and,  
490 viii. Recommendations of changes to procedures or practices to avoid similar  
491 situations in the future (for example, in the case of a breach of the  
492 Responsible Conduct of Research Policy or if a serious scientific error has  
493 been made which does not constitute a breach).
- 494 c. Recommendations of the hearing board may also include, without limitation:  
495 i. Withdrawing all pending relevant publications;  
496 ii. Notifying publishers of publications in which the involved research was  
497 reported;  
498 iii. Notifying co-investigators, collaborators, students and other project  
499 personnel of the decision;  
500 iv. Ensuring the unit(s) involved is informed of appropriate practices for  
501 promoting the proper conduct of research;  
502 v. Informing any outside funding sponsor(s) of the results of the inquiry and of  
503 actions to be taken.
- 504 d. Members of the hearing board must sign a statement indicating that they agree to  
505 the release of the report based on majority rule. No minority reports shall be  
506 allowed.
- 507 e. The report of the hearing board is final and not subject to revision.
- 508 f. If it is established that the respondent has breached the Responsible Conduct of  
509 Research Policy, the respondent and complainant will have seven (7) calendar  
510 days from the receipt of the hearing board report to make submissions to the  
511 Senior Administrator regarding the findings, in advance of any disciplinary action  
512 recommended by the Senior Administrator. The Senior Administrator shall, upon  
513 receipt of this advice of the hearing board, determine whether or not formal  
514 disciplinary action is to be taken or where appropriate recommend formal  
515 disciplinary action to the President, taking into consideration contractual and  
516 other obligations to external organizations and prior offenses under this  
517 policy. ~~The respondent and complainant will have seven (7) calendar days from~~  
518 ~~the receipt of the hearing board report to make submissions to the Senior~~  
519 ~~Administrator regarding the findings, in advance of any disciplinary action~~  
520 ~~recommended by the Senior Administrator.~~ Decisions about disciplinary action  
521 shall be made and communicated in writing to the complainant, the respondent,  
522 the relevant Senior Administrator, and the Associate Vice-President Research  
523 within ~~fourteen~~ twenty-one (21) calendar days of the date that the Senior  
524 Administrator receives the hearing board report.

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For students: If an undergraduate or graduate student is found to have breached the Responsible Conduct of Research Policy, the discipline decision will be determined by a hearing board under Council’s Regulations on Student Academic Misconduct<sup>4</sup>, which will include one or more of the outcomes described in section VII of the regulations.

- g. If the hearing board advises that the allegation should be dismissed, the Senior Administrator shall so advise any person identified in the allegation, the respondent, other appropriate deans or directors, and the Associate Vice-President Research. In addition, the notification requirements of the applicable collective agreement shall be followed.
- h. Where the allegation is not substantiated, the Senior Administrator, in consultation with the respondent and the hearing board that conducted the investigation, shall take all reasonable steps to repair any damage that the respondent's reputation for scholarly integrity or research activities may have suffered by virtue of the allegation. The Senior Administrator shall ensure that a letter confirming the finding that no breach of the Responsible Conduct of Research Policy has occurred is sent to the respondent, with a copy to the complainant, and to the Associate Vice-President Research. With the consent of the respondent, a letter confirming the finding of no breach may be sent to other persons with knowledge of the allegation. These persons may include co-authors, co-investigators, collaborators, and others who may have been notified by the Senior Administrator.
- i. The respondent(s) and the complainant who brought the allegation shall be advised of the right to appeal as set out in section 6.0. Any penalties that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board or through a grievance process.

## 554 6.0 Appeals under this Policy

- 555 a. Either the complainant or the respondent may appeal the decision of the hearing  
556 board by delivering to the Associate Vice-President Research a written notice of  
557 appeal within thirty-five (35) calendar days of receipt of a copy of the hearing  
558 board report. The notice should include a written statement of appeal that  
559 indicates the grounds on which the appellant intends to rely, and any evidence the  
560 appellant wishes to present to support those grounds.
- 561 b. An appeal will be considered only on one or more of the following grounds:  
562 i. That the decision maker(s) had no authority or jurisdiction to reach the  
563 decision it did;  
564 ii. That there was a reasonable apprehension of bias on the part of one or

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<sup>4</sup> [www.usask.ca/university\\_secretary/honesty/StudentAcademicMisconduct.pdf](http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf)

- 565 more of the decision makers;
- 566 iii. That the original hearing board made a fundamental procedural error that
- 567 seriously affected the outcome;
- 568 iv. That new evidence has arisen that could not reasonably have been
- 569 presented at the initial hearing and that would likely have affected the
- 570 decision of the original hearing board.
- 571 c. Upon receipt of a notice of appeal, the Associate Vice-President Research or
- 572 designate will review the record of the original hearing and the written statement
- 573 of appeal and determine whether or not the grounds for appeal are valid. If the
- 574 Associate Vice-President Research determines that there are no valid grounds
- 575 under these Procedures for an appeal, then the appeal will be dismissed without a
- 576 hearing. If the Associate Vice-President Research determines that there may be
- 577 valid grounds for an appeal, then the appeal hearing will proceed as provided for
- 578 below. The decision of the Associate Vice-President Research with respect to
- 579 allowing an appeal to go forward is final, with no further appeal.
- 580 d. The appeal under this policy relates only to the original hearing board's
- 581 determination of whether a breach of this policy occurred. The subsequent
- 582 determination of discipline imposed for the breach of this policy is not appealable
- 583 under this policy. For students who breach this policy, the process for
- 584 determining discipline is under Council's Regulations on Student Academic
- 585 Misconduct. Employees may access their available employment or grievance
- 586 remedies in relation to discipline imposed for breaching this policy.
- 587

## 588 6.1 Appeals Board

589 The appeal board will normally be constituted by the Associate Vice-President Research

590 within twenty-one (21) calendar days and will be composed of at least four members,

591 one of whom shall be designated as Chair, at least two of whom will be senior<sup>5</sup>

592 members of the University or of another academic institution, and at least one member

593 who is external and with no current affiliation to the University of Saskatchewan<sup>6</sup>. If

594 the respondent or complainant is a student, the appeal board will have one additional

595 student member who is registered in the college or school responsible for the matters

596 to which the allegation relates. The Chair will be appointed by the AVPR. Individuals

597 appointed to serve on an appeal board shall exclude anyone who was involved in the

598 original hearing of the case. The members of the appeal board will have no actual,

599 apparent, reasonable, perceived, or potential conflict of interests or bias and will jointly

600 have appropriate subject matter expertise and administrative background to evaluate

601 the allegation and the response to it. The complainant and the respondent will be

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<sup>5</sup> Senior members of the university include senior administrators, full professors, associate professors and adjunct professors of equivalent seniority.

<sup>6</sup> Tri-Agency Framework: Responsible Conduct of Research [www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/](http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/)

602 advised of the composition of the appeal board and will have seven (7) calendar days to  
603 advise the Associate Vice-President Research of their intent to challenge the suitability  
604 of any member of the appeal board based on a reasonable apprehension of bias against  
605 the complainant's or respondent's case.  
606

## 607 6.2 Appeal Procedure

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- 609 a. The Chair will consult with the parties regarding scheduling the hearing date and  
610 will provide reasonable notice in writing of the hearing date. Whenever  
611 reasonably possible the hearing will be held within twenty-one (21) calendar days  
612 from the time the appeal board is constituted.
- 613 b. If any party to these proceedings does not attend the hearing, the appeal board  
614 has the right to proceed with the hearing, and may accept the written record of  
615 the original hearing and the written statement of appeal and/or a written  
616 response in lieu of arguments made in person. An appellant who chooses to be  
617 absent from a hearing may appoint an advocate to present his/her case at the  
618 hearing.
- 619 c. The appeal board is not bound to observe strict legal procedures or rules of  
620 evidence but shall establish its own procedures subject to the following principles:
- 621 i. Appeal boards under these regulations will not hear the case again but are  
622 limited to considering the grounds of appeal prescribed in 6.0 b.
- 623 ii. The parties to the hearing shall be the appellant (who may be either the  
624 original complainant or the original respondent) and the other party to the  
625 original hearing as respondent. The Chair (or another member designated  
626 by the chair) of the original hearing board may be invited to attend ~~and at~~  
627 ~~the discretion of the chair will be permitted to participate in the hearing and~~  
628 to answer questions of either party or of the appeal board. The Chair cannot  
629 discuss the *in camera* deliberations but can provide facts regarding the  
630 process followed.
- 631 iii. Except as provided for under 6.0 b. iv. above, no new evidence will be  
632 considered at the hearing. The record of the original hearing, including a  
633 copy of all material filed by both sides at the original hearing, and the  
634 written statement of appeal, will form the basis of the appeal board's  
635 deliberations<sup>7</sup>.
- 636 iv. It shall be the responsibility of the appellant to demonstrate that the appeal  
637 has merit.
- 638 v. Hearings shall be restricted to persons who have a direct role in the  
639 hearing. Witnesses will not normally be called, but the appellant and  
640 respondent may request the presence of an advocate (where the appellant  
641 is a member of a bargaining unit, the advocate will be selected by the  
642 appropriate bargaining unit; where the person is not a member of a

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<sup>7</sup> Records of deliberations may be subject to a Freedom of Information request.

- 643 | [bargaining unit, this may be a friend, advisor or legal counsel](#)) or observer.  
644 At the discretion of the chair, other persons may be admitted to the hearing  
645 for training purposes, or other reasonable considerations.  
646 vi. The appellant and the respondent shall be present before the appeal board  
647 at the same time.  
648 vii. Both the appellant and the respondent will have an opportunity to present  
649 their respective cases and to respond to the submissions from the other  
650 party and from members of the appeal board.  
651

## 652 6.3 Disposition by the Appeal Board

- 653 a. After all questions have been answered and all points made, the appeal board will  
654 meet *in camera* to decide whether to uphold, overturn or modify the decision of  
655 the original hearing board. The deliberations of the appeal board are confidential.  
656 b. The appeal board may, by majority,  
657 i. Conclude that the appellant received a fair hearing from the original hearing  
658 board, and uphold the original decision; or  
659 ii. Conclude that the appellant did not receive a fair hearing, but that the  
660 outcome determined remains appropriate and the original decision is  
661 upheld; or  
662 iii. Conclude that the appellant did not receive a fair hearing, and dismiss or  
663 modify the original decision; or  
664 iv. Order that a new hearing board be struck to re-hear the case. This provision  
665 shall be used only in rare cases such as when new evidence has been  
666 introduced that could not reasonably have been available to the original  
667 hearing board and is in the view of the appeal board significant enough to  
668 warrant a new hearing.  
669 c. The chair of the appeal board shall prepare a report of the board's deliberations  
670 that shall recite the evidence on which the board based its conclusions. The  
671 report shall be delivered to the Associate Vice-President Research and distributed  
672 as provided for in section 6.5.  
673 d. If the decision of a hearing board is successfully appealed, the chair of the appeal  
674 board shall ask the relevant Senior Administrator to take all reasonable steps to  
675 repair any damage that the appellant's or respondent's reputation for academic  
676 integrity may have suffered by virtue of the earlier finding of the hearing board.

677

## 678 6.4 No Further Appeal

679

680 The findings and ruling of the appeal board shall be final with no further appeal.

681

## 682 6.5 Reports

683 ~~Not later than fifteen (15) days after a hearing board or an appeal board has completed~~  
684 ~~its deliberations~~ Within ninety (90) calendar days of being appointed, the appeal board  
685 shall complete its hearing and shall submit a report on its reasoned decision in writing to  
686 ~~, the chair shall deliver a copy of the report to~~ the appellant, the respondent, the  
687 relevant Senior Administrator, and the Associate Vice-President Research. Under  
688 exceptional circumstances, the board may extend this period. If there is more than one  
689 appellant or respondent, reasonable efforts will be made to provide each with parts of  
690 the report that are pertinent to him/her.

691

## 692 7.0 Records

693 Records pertaining to allegations that result in disciplinary action will be retained in the  
694 respondent's official file in accordance with existing University policies, procedures and  
695 collective agreements.

696

697 No record of an allegation of a breach of the Responsible Conduct of Research Policy will  
698 be kept in the complainant's official file except the record of disciplinary action resulting  
699 from a complaint that is made in bad faith.

700

701 Subject to the provisions of the Responsible Conduct of Research Policy and procedures  
702 and the requirements of law, any and all records pertaining to charges and/or hearings  
703 and/or sanctions under these procedures are confidential and should be kept in a file  
704 accessible only to the Associate Vice-President Research and their confidential assistants  
705 for a period of fifty (50) years or while any legal or official proceedings are pending.  
706 After this time, the records may be destroyed. These records are strictly confidential  
707 and will be disclosed only when disclosure is required by law or by a legal or official  
708 proceeding.

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710

## 711 8.0 Reporting to Funding Agencies

712 a. Tri-Agency Funded Research<sup>8</sup>

713 i. Reporting allegations of a breach of the Responsible Conduct of Research  
714 Policy to the Tri-agencies:

715 Subject to any applicable laws, including privacy laws, the Associate Vice-  
716 President Research shall advise the relevant Tri-Agency or the Secretariat on  
717 the Responsible Conduct of Research (SRCR) immediately of any allegations  
718 related to activities funded by the agency that may involve significant  
719 financial, health and safety, or other risks.

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<sup>8</sup> Tri-Agency Framework: Responsible Conduct of Research [www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/](http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/)

- 720  
721       ii     Reporting of a hearing to the Tri-Agencies:  
722             If the Secretariat on the Responsible Conduct of Research (SRCR) was copied  
723             on the allegation or advised of an allegation related to activities funded by  
724             the agencies, the [Associate Vice-President Research Institution](#) shall write a  
725             letter to the SRCR confirming whether or not the Institution is proceeding  
726             with an investigation within two (2) months of the receipt of the allegation.  
727       iii.   Reporting results of a hearing to the Tri-Agencies:  
728             The [Associate Vice-President Research Institution](#) shall prepare a report for  
729             the SRCR on each investigation it conducts in response to an allegation of  
730             policy breaches related to a funding application submitted to an agency or to  
731             an activity funded by an agency. A report will be submitted to the  
732             appropriate agency within seven (7) months of the receipt of the allegation  
733             by the institution.  
734

735             Subject to any applicable laws, including privacy laws, each report shall  
736             include the following information: the specific allegation(s), a summary of  
737             the finding(s) and reasons for the finding(s);

- 738             ○     the process and time lines followed for the inquiry and/or  
739             investigation;  
740             ○     the researcher's response to the allegation, investigation and findings,  
741             and any measures the researcher has taken to rectify the breach; and  
742             ○     the institutional investigation committee's decisions and  
743             recommendations and actions taken by the Institution.

744             The ~~Institution's~~ report should not include:

- 745             ○     information that is not related specifically to agency funding and  
746             policies; or  
747             ○     personal information about the researcher, or any other person, that is  
748             not material to the Institution's findings and its report to the SRCR.

749             The institution and the researcher may not enter into confidentiality  
750             agreements or other agreements related to an inquiry or investigation that  
751             prevent the institution from reporting to the agencies through the SRCR<sup>9</sup>.

752     b. Other Sponsors and Funding Agencies  
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<sup>9</sup> Tri-Agency Framework: Responsible Conduct of Research [www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/](http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/)



754 Other sponsors or funding agencies that require similar notification will be notified in  
755 accordance with the procedures identified by the specific agency.

756

757 In instances involving researchers and research collaborators associated with other  
758 institutions, the Senior Administrator or the Associate Vice-President Research shall  
759 inform the Senior Administration of the collaborator's institution of the substantiated  
760 allegation of a breach of the Responsible Conduct of Research Policy.

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*Effective date July 1, 2013*

## 763 Procedures for Stewardship of Research Records at the 764 University of Saskatchewan

765 Members of the University [defined below] involved in research at the University of  
766 Saskatchewan must create and retain records in accordance with these procedures. The  
767 purpose of these procedures is to ensure that the authenticity of all data and other  
768 factual information generated in research can be verified and to ensure that any  
769 research records containing personal and personal health information about identifiable  
770 individuals are stored in a manner which protects the privacy of such personal and  
771 personal health information in accordance with the University's Freedom of Information  
772 and Protection of Privacy Policy<sup>1</sup> and the appropriate freedom of information and  
773 protection of privacy acts. Research records must be recorded appropriately, archived  
774 for defined time periods or for reasonable longer periods [described below], and made  
775 available for review if required in the following situations:

- 776 a. To ensure the appropriate use of human and animal participants in research and  
777 compliance with biosafety, radiation safety, environmental and other regulations or  
778 requirements;
- 779 b. To ascertain compliance with research sponsorship terms;
- 780 c. To protect the rights of students (undergraduate and graduate), postdoctoral  
781 fellows, staff, and other research team members, including rights to access records  
782 from research in which they participated as a researcher;
- 783 d. To assist in proving and/or securing intellectual property rights;
- 784 e. To enable investigations of allegations of breaches of the Responsible Conduct of  
785 Research Policy or conflict of interest; and,
- 786 f. To assist and enable other administrative or legal proceedings involving the  
787 University and/or researchers, or its/their interests, related to their research.

788

### 789 1.0 Application

790 These procedures apply to all members of the University involved in research, in any  
791 capacity whatsoever. Members of the University of Saskatchewan, include but are not  
792 limited to, faculty, professors emeriti, sessional lecturers, staff, trainees, clinical faculty,  
793 graduate and undergraduate students, adjunct professors, visiting professors, visiting  
794 scholars, professional affiliates, associate members, residents, and postdoctoral fellows  
795 (PDFs) at the University of Saskatchewan. Nothing in these procedures will limit or  
796 amend the provisions of any existing collective agreement at the University of  
797 Saskatchewan.

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<sup>1</sup> [www.usask.ca/university\\_secretary/policies/operations/Freedom-of-Information.php](http://www.usask.ca/university_secretary/policies/operations/Freedom-of-Information.php)

798 Research records are those documents and other records and materials recorded by or  
799 for a researcher that are necessary to document, reconstruct, evaluate, and validate  
800 research results and the events and processes leading to the acquisition of those  
801 results. Research records may be in many forms including but not limited to laboratory  
802 notebooks, survey documents, questionnaires, interview notes, transcripts, machine-  
803 generated data or performance outputs, recruitment materials, consent forms,  
804 correspondence, other documents, computer files, audio or video recordings,  
805 photographs including negatives, slides, X-ray films, samples of compounds, organisms  
806 (including cell lines, microorganisms, viruses, plants, animals) and components of  
807 organisms.

808

## 809 2.0 Collection and Retention

810 The Principal Investigator<sup>2</sup> (PI) is responsible for the collection, maintenance, privacy,  
811 and secure<sup>3</sup> retention of research records in accord with these procedures and  
812 applicable privacy legislation. The PI should also ensure that all personnel involved with  
813 the research understand and adhere to established practices that are consistent with  
814 these procedures.

815 Research records must be recorded or preserved in accordance with the highest  
816 standard of scientific and academic practice and procedures. Research records must be  
817 retained in sufficient detail to enable the University and the involved researchers to  
818 respond to questions about research accuracy, authenticity, compliance with pertinent  
819 contractual obligations, and University of Saskatchewan and externally imposed  
820 requirements and regulations governing the conduct of the research.

821 Human research ethics applications require a statement outlining the procedures  
822 researchers will use to securely store research records including the length of time the  
823 research records will be stored, the location of storage, the identity of the person  
824 responsible for storage of research records, and the procedures that will ensure secure  
825 storage. Research participants must be informed of the purpose, use and retention of  
826 the records as part of the information provided to them to make an informed decision

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<sup>2</sup> A Principal Investigator (PI) is a person responsible for performing, directing, or supervising research, or who signs a research sponsorship agreement in acknowledgement of the obligations of himself, herself, or the University.

<sup>3</sup> Research records must be stored securely and protected with all the precautions appropriate to its sensitivity and privacy. Highly sensitive records may need to be held on computers not connected to networks and located in secured areas with restricted access. Secure storage may mean encryption of research records sent over the internet or kept on a computer connected to the internet; adherence to guidelines on data storage on mobile drives, digital recording devices or laptop computers; the use of computer passwords, firewalls, back-ups, and anti-virus software; off-site backup of electronic and hard-copy records; and other measures that protect research records from unauthorized access, loss or modification.

827 about whether to consent to participate in the study. Research participants must also  
828 be informed about any potential for secondary use of research records. Research record  
829 retention periods will vary depending on the research discipline, research purpose and  
830 type of records involved.

831 Research records must be retained for not less than:

- 832 a. Five (5) years after the end of a research project's records collection and recording  
833 period;
- 834 b. Five (5) years from the submission of a final project report;
- 835 c. Five (5) years from the date of publication of a report of the project research; or
- 836 d. Five (5) years from the date a degree related to a particular research project is  
837 awarded to a student;
- 838 for whichever occurs last.

839 Research records must be retained for longer periods:

- 840 a. If required to protect intellectual property rights;
- 841 b. If such research records are subject to specific federal or provincial regulations<sup>4</sup>  
842 requiring longer retention periods;
- 843 c. If required by the terms of a research sponsorship agreement; or,
- 844 d. If any allegations regarding the conduct of the research arise, such as allegations of a  
845 breach of the Responsible Conduct of Research Policy or conflicts of interest.

846 Research records may be retained for longer periods if retention is required for the  
847 continuity of scientific research or if the research records are potentially useful for  
848 future research by the PI or other researchers<sup>5</sup>. The Tri-Agencies place the following  
849 responsibilities on grant holders:

- 850 a. The Social Sciences and Humanities Research Council (SSHRC) [Policy on Data](#)  
851 [Sharing Research Data Archiving Policy](#) states that all research data collected with  
852 the use of SSHRC funds must be preserved and made available for use by others  
853 within a reasonable period of time<sup>6</sup>.
- 854 b. Canadian Institutes of Health Research (CIHR) grantees must deposit bioinformatics,  
855 atomic and molecular coordinate data into the appropriate public database

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<sup>4</sup> For example: *Canada's Food and Drug Regulations* require certain clinical trial records to be stored for twenty-five (25) years and research conducted in provincial hospitals may be subject to *The Hospital Standards Regulations, 1980* (Saskatchewan).

<sup>5</sup> Future use of research records may be subject to the provisions of applicable privacy legislation and/or the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) [http://www.ethics.gc.ca/pdf/eng/tcps2/TCPS\\_2\\_FINAL\\_Web.pdf](http://www.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf)

<sup>6</sup> [http://www.sshrc-crsh.gc.ca/about-au\\_sujet/policies-politiques/statements-enonces/edata-donnees\\_electroniques-eng.aspx](http://www.sshrc-crsh.gc.ca/about-au_sujet/policies-politiques/statements-enonces/edata-donnees_electroniques-eng.aspx)

- 856 immediately upon publication of research results<sup>7</sup>.  
857 c. CIHR grantees must retain original data sets arising from CIHR-funded research for a  
858 minimum of five years after the end of the grant. This applies to all data, whether  
859 published or not<sup>8</sup>.  
860 d. Collections of animal, culture, plant or geological specimens, or archaeological  
861 artifacts (“collections”) collected by a grantee with Tri-Agency grant funds are the  
862 property of the University<sup>9</sup>.

### 863 3.0 Destruction of Research Records and Materials

864 Where appropriate, destruction of research records must be carried out so that  
865 personal information cannot practicably be read or reconstructed<sup>10</sup>. In some cases it  
866 may be advisable to document the manner and time of destruction.

### 867 4.0 Leaving the University

868 When a researcher (including a student) involved in a research project leaves the  
869 University, she or he may take a copy of the research records related to her or his  
870 research.

871 If a PI leaves the University of Saskatchewan or a project is to be moved to another  
872 institution, the University must be notified of the location of the original research  
873 records. In some instances (e.g., where University of Saskatchewan intellectual property  
874 or other interests are involved), such transfer may not be permitted. Any agreement to  
875 move research records may require diligent retention by the recipient and continued  
876 access by the University of Saskatchewan.

877 The obligations of researchers set out in these procedures continue to apply if an  
878 individual takes copies of research material to his/her new institution.

879 *Effective date July 1, 2013*

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<sup>7</sup> [www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/Responsibilities-Responsabilites\\_eng.asp](http://www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/Responsibilities-Responsabilites_eng.asp)

<sup>8</sup> [www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/Responsibilities-Responsabilites\\_eng.asp](http://www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/Responsibilities-Responsabilites_eng.asp)

<sup>9</sup> [www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/Responsibilities-Responsabilites\\_eng.asp](http://www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/Responsibilities-Responsabilites_eng.asp)

<sup>10</sup> Paper documents containing personal information should be burned, pulverized or shredded into very small shreds. Erasing electronic files from a computer will not remove the information in that file from the computer. Applications are available that provide for secure erasure and will remove the records. When a computer is decommissioned, the disks must be erased using a secure disk erasure application or physically destroyed.

**Responsible Conduct of Research (RCR) Policy, simplified flow chart**

Breach by student	Breach by member other than a student
Allegation is made and first referred to the Dean or <a href="#">Vice-President Academic</a> to determine whether the allegation is heard under Council’s Regulations on Student Academic Misconduct or the RCR Policy	Allegation is made
If referred to the RCR Policy, the Dean or Associate Vice-President Research determines if the allegation warrants a hearing.	Dean or Associate Vice-President Research determines if the allegation warrants a hearing.
Hearing held under RCR Policy	Hearing held under RCR Policy
If the hearing board determines the student is guilty of a breach, the matter is referred to the Student Academic Misconduct Regulations for determination of disciplinary actions	If the hearing board determines the member is guilty of a breach, the matter is referred to the Senior Administrator for determination of penalty/disciplinary action
Student may appeal the decision of the hearing board under the RCR Policy, <del>as the RCR Board does not determine disciplinary action</del> . Any procedure under the Student Academic Misconduct Regulations is suspended until resolution of the Appeal under the RCR Policy.	Member may appeal the decision of the hearing board under the RCR policy. Assignment of penalty/disciplinary action is suspended until resolution of the Appeal.
Appeal held under the RCR policy	Appeal held under the RCR policy
If the appeal upholds <a href="#">a finding of the student at faculty the original decision</a> , then the procedure under the Student Academic Misconduct Regulations is resumed for determination of disciplinary action. If the appeal is successful, then the matter is withdrawn from consideration under the Student Academic Misconduct Regulations. Students may appeal any disciplinary action under the Student Academic Misconduct Regulations.	If the appeal upholds <a href="#">a finding that the RCR policy was breached the original decision</a> , then the Senior Administrator proceeds with determination of disciplinary action. If the appeal finds that there has been no breach of the RCR Policy, then the matter is considered no further by the Senior Administrator, except to take reasonable steps to repair any reputational damage. Disciplinary action may be grieved by unionized members under the terms of their collective agreements.

UNIVERSITY COUNCIL  
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE  
FOR INFORMATION ONLY

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**PRESENTED BY:** Stephen Urquhart, Research, Scholarly and Artistic Work  
Committee Chair

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** University Research Ethics Boards Annual Reports

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Research, Scholarly and Artistic Work Committee (RSAW) has received the University's Research Ethics Boards Annual Reports on behalf of the Vice-President Research since the Tri-agencies made the determination that the receipt of these reports by the Vice-President Research represented a conflict of interest and required that the highest body of the institution hold the institution's ethics boards accountable. Council has been designated as this body for this purpose.

Review of the revised RSAW terms of reference by the Governance Committee of Council, reinforced this principle as articulated in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (2010). The Governance Committee viewed that it is appropriate that the RSAW receive the reports and discuss the reports in committee, as has been the case, but that Council also receive the reports, thereby ensuring the University's obligation under the *Tri-Council Policy Statement* is fully met.

**DISCUSSION SUMMARY:**

The RSAW reviewed the reports at its meeting on May 24 with Diane Martz, Director of Research Ethics. Committee discussion focused on variations in the number of submissions for ethics reviews, adverse event reports, issues of reciprocity and harmonization of ethics reviews within the province and out of province, education in ethics and responsible conduct of research, and the initiative to create a University database of standard operating procedures and bio-bank of bio-materials. Executive summaries of the 2012-13 reports and reported statistics are attached. The full reports are posted on the Research Ethics website.

Members of research ethics boards serve on a volunteer basis and spend many hours in

meetings and preparing by reviewing documentation. The RSAW highly commends the chairs and members of the University's Research Ethics Boards for their commitment and efforts to engage in ethics review on behalf of the University community, in order that researchers may conduct research.

**ATTACHMENTS:**

1. Animal Research Ethics Board: Executive summary and statistics from annual report
2. Behavioural Research Ethics Board and Biomedical Research Ethics Board: Joint executive summary and statistics from annual reports

The full reports are posted at [http://www.usask.ca/research/ethics\\_review/](http://www.usask.ca/research/ethics_review/)



**TO:** University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council.  
**FROM:** Michael Corcoran, Chair, Animal Research Ethics Board  
D. Martz, Director, Research Ethics  
**DATE:** June 10, 2013  
**RE:** Animal Research Ethics Board (AREB) Activities – May 1, 2012– April 30, 2013  
Executive Summary

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The **Animal Research Ethics Board (AREB)** reviews and approves all use of animals for research, teaching, production, and testing before initiation of animal use for these purposes. In this role, the AREB's primary responsibilities are to provide "informed consent" on behalf of the animals and to review and assess all animal use protocols in accordance with University Committee on Animal Care and Supply (UCACS) policies and the Canadian Council on Animal Care's (CCAC) guidelines on animal use protocol review. The AREB's responsibilities also include insuring that all proposed animal use has been reviewed for scientific merit; that high standards of care for animals are met; that the protection of academic staff, animal care support staff, and students is considered; and that the appropriate education of all individuals directly involved in animal use is assured. Dr. Michael Corcoran chairs the AREB and Dr. Brenda Allan is the Vice Chair.

166 new research studies and one teaching protocol were submitted to the AREB in 2012-13. The AREB received 283 applications for annual review of ongoing studies, 166 study closures and 163 study modifications.

In July 2012, Dr. Melanie van der loop was appointed as the Animal Welfare Veterinarian. Due to financial constraints, the Research Ethics Office removed the ½ FTE Education and Training Facilitator position. The responsibilities assigned to this position were added to the duties of the Animal Welfare Veterinarian and the University Veterinarian.

As of November 2011, the Associate Deans of Research or Directors of Units (or their designates) coordinate peer review for scientific merit when merit was not previously established. The AREB will not accept an animal use protocol for review until scientific merit has been demonstrated. Although this process is generally functioning well, it has resulted in slower turn-around times and delays in protocol approval. The *UCACS Procedures for Assessing Scientific Merit of Projects Relating to Animal Use Protocols* guide the peer review process.

A Post-Approval Review (PAR) process has been implemented to ensure compliance to protocol procedures and education and training requirements. A revised PAR procedures document was reviewed by the UCACS at the spring 2012 meeting and will be reviewed again at the fall 2013 meeting. To date, 21 PARs (18 D, 2 C, 1 B Category of Invasiveness) have been conducted by the University Veterinarian, and for several of these a graduate student trainee was incorporated in the process. Research personnel conducting the procedures generally show a competent level of training and strong adherence to protocol and facility procedures. Several follow up visits and further training was warranted following a couple of reviews. To date, post-approval review of wildlife studies have not been conducted. Informal PARs are conducted with facilities that maintain herds for the purpose of addressing ongoing herd health issues and developing strategies to deal with these issues.

2012-2013													
MONTH	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	Yearly TOTALS
REVIEW DATE	23	27	n / a	2 2	26	24	22	18	23	27	27	24	
<b>FULL AREB Review</b>													
TOTAL PROTOCOLS REVIEWED BY COMMITTEE	31	29	0	24	13	11	19	19	17	20	32	32	247
NUMBER ACCEPTED	28	28	0	23	11	10	18	18	16	20	31	31	234
RESPONSES	0	2	0	2	1	2	1	0	0	1	0	1	0
APPROVED	0	1	0	2	1	2	1	0	0	1	0	1	9
QUESTIONS	0	1	0	0	0	0	0	0	0	0	0	0	1
NEW APPLICATIONS	12	12	0	13	3	4	2	7	5	8	12	16	94
APPROVED	12	12	0	12	2	3	2	6	4	8	11	16	88
QUESTIONS	0	0	0	1	1	1	0	1	1	0	1	0	6
ANNUAL REVIEW	16	11	0	8	8	4	13	12	11	11	18	10	122
APPROVED	14	11	0	8	7	4	12	12	11	11	18	9	117
QUESTIONS	2	0	0	0	1	0	1	0	0	0	0	1	5
TEACHING	0	0	0	0	0	0	0	0	0	0	0	1	1
APPROVED	0	0	0	0	0	0	0	0	0	0	0	1	1
QUESTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0
MODIFICATIONS: FULL AREB	3	4	0	1	1	1	3	0	1	0	2	4	20
APPROVED	2	4	0	1	1	1	3	0	1	0	2	4	19
QUESTIONS	1	0	0	0	0	0	0	0	0	0	0	0	1
DEFERRED/POSTPONED	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Designated Member Review:</b>													
B/C CATEGORY PROTOCOLS REVIEWED BY CHAIR / UNIV VET / COMMUNITY REP	8	34	5	7	19	10	12	7	19	26	8	6	161
MODIFICATIONS Reviewed by CHAIR / UNIV VET	19	19	6	8	12	25	14	16	7	5	9	12	144
A Category Protocols Reviewed by CHAIR (New/Mod/ANR)	9	3	6	4	9	6	7	3	2	6	14	3	72

**Please Note:**

**Questions include the following:** Response required / More information / waiting for Peer Review

**Approved include the following:** Approved / Conditionally Approved / Approved with comments / Approved pending Peer Review

**Protocols (New/Renewal):** If for review and also a modification, Total Number of Protocols will include it twice and put #reviewed in Modification section too.

**University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council, Research Ethics Annual Reports**

**TO:** University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council.  
**FROM:** G McKay, Chair, Biomedical Research Ethics Board (Bio-REB)  
Beth Bilson, Chair, Behavioural Research Ethics Board  
D. Martz, Director, Research Ethics  
**DATE:** June 10, 2013  
**RE:** Biomedical and Behavioral Research Ethics Board Activities – May 1, 2012– April 30, 2013  
Executive Summary

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The **Biomedical Research Ethics Board (BioREB)** is responsible for the review of all ethics applications involving human participants that include medically invasive procedures; physical interventions and therapies (including exercise and diet interventions); administration and testing of drugs, natural products or devices; or physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure) and research projects collecting personal health information from medical charts or health records. Dr. Gordon McKay assumed the full responsibility of BioREB Chair and Dr. Ildiko Badea assumed the role of BioREB Vice Chair effective July 1, 2012.

300 new studies were submitted to the BioREB in 2012-13, an increase of approximately 20% over 2011-12. The BioREB reviewed and approved 504 applications for continuing review of ongoing studies, 166 study closures and 302 study amendments. In 2012-13, the work of the College of Medicine REC was absorbed by the Research Ethics Office (REO). The Bio-REB also oversees the Kinesiology Research Ethics Committee (REC), which reports jointly to the Biomedical and Behavioural REBs.

The transfer of files from the Allan Blair Cancer Agency (ABCC) REB to the U of S Biomedical REB was completed successfully in 2012 and the U of S REBs are now the boards of record for the Saskatchewan Cancer Agency. The U of S REBs are also the boards of record for the Saskatoon, Sunrise, and Five Hills Regional Health Authorities (RHAs) and agreements are being considered with other RHA's in the province.

A voluntary Canadian Standard for Research Ethics Oversight of Biomedical Clinical Trials has been released and will be considered for acceptance by the U of S. Acceptance will require revision of our standard-operating procedures and is expected to increase the workload for the REBs and the REO.

The **Behavioural Research Ethics Board (BehREB)** is responsible for the review of all protocols involving human participants which include social, behavioural and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording. Dr. Beth Bilson assumed the role of BehREB Chair and Dr. Jamie Campbell assumed the role of BehREB Vice Chair effective July 1, 2012.

491 new studies were submitted to the BehREB in 2012-13, an increase of approximately 18% over 2011-12. The BioREB reviewed and approved 384 applications for continuing review of ongoing studies, 266 study closures and 147 study amendments. The Bio-REB also oversees RECs in the Department of Psychology, the Edwards School of Business and the College of Kinesiology (joint with the Biomedical REB).

The BehREB has continued the practice of inviting researchers to attend REB meetings to discuss ethical concerns about their ethics submissions. This has been a very successful initiative resulting in more rapid review of ethics applications and in building positive relationships with researchers.

### **Joint Activities**

67 research ethics applications (BioREB - 34, BehREB - 33). were handled through harmonized ethics review processes with the University of Regina and Regina Qu'Appelle Health Region This initiative creates efficiencies by reducing the number of full board reviews for multisite research in the province. Work continues on the development of a full set of common forms for REBs in the province of Saskatchewan. An agreement among

the U of S, UBC and U of A for harmonized review of multisite research has been signed and is in the process of implementation.

The University of Saskatchewan agreement with the Tri-Agencies requires researchers receiving funding from CIHR, SSHRC and NSERC to maintain continuous research ethics approvals. While effective processes are in place to ensure the first installments of research funds are not released until all ethics approvals are granted, ensuring continuous approvals through the annual renewal process remains a challenge. Additional telephone reminders have been added to the three web reminders sent to researchers for their annual renewals.

The Research Ethics Office (REO) Standard Operating Procedures (SOPs) came into full effect July 1, 2012 after being approved by the University Committee on Ethics in Human Research (UCEHR) and reviewed and approved by the Associate Vice President Research. These SOPs are compliant with provincial, national and international policies and laws, including Health Canada, TCPS2, U. S. FDA, the Office of Human Research Protection (OHRP) 45CFR46 legislation and the International Committee on Harmonization – Good Clinical Practice (ICH-GCP). The SOPs outline the review processes and functions of the REBs, and the REO. The SOPs are available to the research community to aid in the understanding of operations within the REO and at the REB level.

REB Committee member recruitment, retention and recognition continues to be a challenge. The work of REB members is essential to the research enterprise at the U of S and it is difficult to adequately recognize their contributions. Letters of appreciation were sent to REB members, their department heads and Deans thanking the members for their service and encouraging the consideration of this service in promotion and tenure.

The REO delivers ethics and responsible conduct of research education in many formats, through college and departmental presentations, incorporation into classes, web-based courses, ethics drop-ins and workshops. The number of students and faculty reached through college and departmental presentations increased by 30% in the past year to more than 1000. More than 1300 graduate students are enrolled in the online GSR ethics courses and the face to face GSR960 workshops with international graduate students are very well received.

**Behavioural REB Annual Report**  
**May 1, 2012 - April 30, 2013**

Meeting Date	Protocols Submitted	1 Full Board Reviews	2 Delegated Reviews	3 Exempt	4 Exempt no file	5 NERs	6 Renewed	7 Amendment	8 Closed	9 Harmonized	10 Participant calls
May	52	0	30	3	19	20	42	17	22	2	
June	45	0	26	2	17	15	49	14	34	1	
July	36	2	26	3	5	20	35	10	32	3	1
August	24	0	20	4	0	17	25	10	14	1	3
September	27	1	21	2	3	15	39	10	16	2	
October	37	0	32	2	3	17	33	17	25	8	2
November	37	0	27	4	6	15	17	14	27	5	
December	36	3	32	1	0	13	19	4	4	2	
January	49	3	39	3	4	25	37	20	26	5	
February	52	1	36	1	14	38	33	9	18	3	
March	44	0	27	2	15	16	24	14	22	1	2
April	52	2	27	6	17	21	31	8	26	0	3
<b>2012/2013 Totals</b>	<b>491</b>	<b>12</b>	<b>343</b>	<b>33</b>	<b>103</b>	<b>232</b>	<b>384</b>	<b>147</b>	<b>266</b>	<b>33</b>	
2011/12	415	16	299	37	63	242	348	165	253	9	11
% Change	18%	-25%	15%	-11%	63%	-4%	10%	-11%	5%	267%	
Active Files	609										

**Notes:**

1. Full Board Review - Refers to the review of "above minimal risk" protocols by the full Beh-REB.
2. Delegated Review - Refers to the review of "minimal risk" protocols by an Beh-REB subcommittee.
3. Expedited Review - Refers to Chair reviewed protocols
4. Exempt from review reflects the protocols that are deemed exempt of ethical review by the Beh-REB, based on the TCPS (e.g. quality assurance, secondary use of de-identified data)
5. NER - Notice of Ethical Review
6. The Annual Renewals column denotes those files that remain active.
7. Amendments - Refers to modifications made to previously approved projects that have been submitted for review.
8. Closed - Studies that have been finished and file closed
9. Harmonized Review - Studies that have gone through the harmonized review process with UofR and/or RQHR
10. Calls from participants

## Annual Report of Biomedical Research Ethics Board May 1, 2012 - April 30, 2013

NOTES		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Meeting Date	Protocols Submitted	Full Board Reviews	Delegated Reviews	Exempt	Approved	NERs	Full Board Amend	Delegated Amend	Full Board Renewals	Delegated Renewals	Closures	Protocol Violations	Internal SAE's	from ABCC	Harmonized Review
June 6 (May 3- May 23)	8	4	3	1	1	14	2	30	3	15	9	2	0	0	0
Jun 20 (May 24 - Jun 6)	7	5	2	0	1	4	1	16	0	14	12	12	5	2	0
July 4 (June 7 - June 20)	14	6	8	0	5	7	0	10	1	32	9	1	4	0	0
July 18 (June 21 - July 4)	7	3	4	0	0	8	4	7	10	6	9	0	1	1	0
Aug 15 (July 5 - Aug 5)	22	8	13	1	5	7	7	25	4	43	25	5	6	1	2
Sep 5 (Aug 6 - 22)	17	7	9	1	1	16	2	4	1	18	8	0	0	2	2
Sep 19 (Aug 23 - Sept 5)	12	3	5	4	1	14	0	9	3	3	2	2	2	0	3
Oct 3 (Sept 6 - 19)	5	2	3	0	1	6	0	8	9	16	2	2	0	1	0
Oct 17 (Sept 20 - Oct 3)	7	1	6	0	2	4	5	8	7	31	7	1	0	0	1
Nov 7 (Oct 4 - 24)	19	9	10	0	2	5	3	18	7	24	5	1	1	3	4
Nov 21 (Oct 25 - Nov 7)	11	1	9	1	2	17	7	8	5	25	4	0	0	0	2
Dec 19 (Nov 8 - Dec 5)	19	3	14	2	7	9	0	20	9	55	18	2	1	0	2
Jan 9 (Dec 6 - 19)	21	6	10	5	1	8	0	10	0	32	3	0	0	1	4
Feb 6 (Dec 20 - Jan 23)	35	6	25	4	5	10	1	21	1	41	14	1	0	2	7
Feb 20 (Jan 24 - Feb 6)	12	5	6	1	0	20	4	12	1	18	14	0	0	0	0
Mar 6 (Feb 7 - Mar 6)	26	5	12	9	5	20	0	7	0	8	7	0	0	1	2
Apr 3 (Mar 7 - 20)	17	2	14	1	1	16	2	18	1	20	5	1	0	1	2
May 1 (Mar 21 - Apr 17)	19	4	12	3	2	12	2	16	0	25	10	0	0	2	2
May 15 (Apr 18 - May 1)	22	2	19	1	7	11	1	14	3	13	3	0	0	0	1
<b>2012-13 Year Totals</b>	<b>300</b>	<b>82</b>	<b>184</b>	<b>34</b>	<b>49</b>	<b>208</b>	<b>41</b>	<b>261</b>	<b>65</b>	<b>439</b>	<b>166</b>	<b>30</b>	<b>20</b>	<b>17</b>	<b>34</b>
<b>2011-12 Year Totals</b>	<b>368 (251)</b>	<b>73</b>	<b>165</b>	<b>15</b>	<b>175</b>	<b>156</b>	<b>28</b>	<b>320</b>	<b>32</b>	<b>471</b>	<b>213</b>	<b>53</b>	<b>112</b>	<b>117</b>	<b>4</b>
% Change		12%	12%	127%	-72%	33%	46%	-18%	103%	-7%	-22%	-43%	-82%	-85%	750%

### NOTES:

1. Refers to review of research assessed as above minimal risk, and reviewed at a face-to-face REB meeting fulfilling all necessary quorum requirements.
2. Refers to a review by the Chair and/or one or more REB members.
3. Projects exempt from research ethics review based on TCPS2 criteria (e.g. quality assurance, secondary use of de-identified data).
4. Approved category includes those protocols approved as an outcome of a first time review.
5. Notice of Ethical Review (NERS) are an itemized list of required changes/concerns as an outcome of the first time review.
6. Major amendment to an already approved study reviewed by the Full REB
7. Minor revisions to an already approved study reviewed by the Chair and/or one or more REB members.
8. Study renewals that require review at a face-to-face REB meeting.
9. Study renewals reviewed through the delegated review process.
10. Closures include completed protocols as well as those that are cancelled or withdrawn.
11. Unanticipated or unintentional divergence from the expected conduct of an approved study that is not consistent with the current protocol.
12. Refers to any unanticipated problem(s) that occurs involving a UofS researcher/study participant.
13. ABCC - files that we have received from Allan Blair Cancer Centre, either as a transfer or new file
14. Harmonized Review - Studies that are reviewed at UofS as well as either Regina Qu'aplle Health Region and/or Univ. of Regina

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY and ARTISTIC WORK COMMITTEE

FOR INFORMATION ONLY

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**PRESENTED BY:** Stephen Urquhart, Chair

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **Research, Scholarly and Artistic Work Committee  
Annual Report to Council**

**COUNCIL ACTION:** For information only

**ATTACHMENTS:**

1. Research, Scholarly and Artistic Work Committee Annual Report for 2012-13
2. Annual Report of the Vice-President Research for 2012-13
3. Annual Report of the Dean of Graduate Studies and Research for 2012-13 (*the CGSR committee reports are posted at:*  
[www.usask.ca/university\\_secretary/council/CouncilMeetings/agenda.php](http://www.usask.ca/university_secretary/council/CouncilMeetings/agenda.php))

**COMMITTEE MEMBERSHIP:**

Stephen Urquhart, Chair  
Dylan Beach/Izabela Vlahu  
Daniel Beland  
Karen Chad  
Pamela Downe  
Ruvimbo Kanyemba/Jordan Sherbino  
Tony Kusalik  
Sheila Carr-Stewart/Yu Luo  
Lawrence Martz/Adam Baxter-Jones  
Tim Nowlin  
Jaswant Singh, Vice-Chair  
Graham Scoles  
Carl Still/Caroline Tait  
**Resource Personnel**  
Susan Blum  
Laura Zink  
Sandra Calver, Secretary

**ANNUAL REPORT TO COUNCIL  
of the  
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE**

During 2012-13, the Research, Scholarly and Artistic Work Committee (RSAW) held 16 regular committee meetings. In addition, members served as committee representatives on other Council-related committees and on a number of advisory and selection committees. The new ability of Council committees to designate individuals to act as committee representatives on other bodies, when requested, has enabled the RSAW to review its commitments and appoint GAA members to those committees with an advisory or selection function role, thereby enabling the Committee to focus on its governance role, rather than on operational tasks.

Over the course of the year, the Committee also clarified its governance role through the revision of its terms of reference. The Committee is responsible to Council for the research dimensions of the academic agenda of the University and has an advisory relationship with the Office of the Vice-President Research. The terms of reference now clearly articulate this distinction.

The Committee built its work plan for the year on three topics: **Strategies for Research Success, Research Metrics and Undergraduate Research.**

**Strategies for Research Success:** Much of the Committee's efforts this year focused upon producing the report *Principle and Strategies for Research Success*, as submitted to Council in April. The report was written in response to the vision articulated in the renewal of the President's *Strategic Directions* that "*Tri-Council funding performance be above the national average for medical-doctoral universities in all competitions and in all academic units of the University.*" The report articulates a wide range of suggested strategies to assist the University in reaching this goal, and identifies the principles upon which these strategies are based.

**Research Metrics:** Consideration of metrics and the means for evaluation and assessment are increasingly important in the world of post-secondary education. This topic is central to the Committee's work. However, the Committee was unable to meet its goal of submitting a report to Council this year on research metrics, due to the development stage of this initiative. Initial discussions have taken place with the Vice-President Research on the scope of currently maintained metrics, including the *Achievement Record*, and the planned development of international research metrics and metrics at the unit level. The Committee has requested consideration of those principles which will guide the development of research metrics, based upon the purpose for which these metrics will be used. The Committee also met with the Director of Information Strategy and Analytics to better understand considerations of quality data and the University's Data Warehouse.



The Committee also reviewed U15 data on graduate student funding and commented on the provisions for sharing U15 data with governing bodies. At present, the U15 data sharing agreement is protective in nature, providing the administration with access to data that the administration is unable to share with governing bodies. The RSAW believes this is a fundamental flaw in the agreement, as without access, the University's governing bodies are unable to hold administration accountable. The Committee provided its views to the President on this point, expressing that it is appropriate to expand the agreement in the future.

**Undergraduate Research:** The role of graduate and undergraduate students in research has been a recurring topic for the committee, with specific reference made to the importance of student research within the Committee's report, *Principles and Strategies for Research Success*. The discussion of undergraduate research has just begun more broadly and a pilot project supported by PCIP funding is underway to reform the undergraduate curriculum in three colleges. The goal is to provide every first year student with a research experience through the integration of research within the undergraduate curriculum. Further discussion on this important initiative is planned.

**Graduate Studies:** Although not identified as a primary goal at the outset of the year, the RSAW is keenly interested in issues related to graduate studies and the question of what administrative structure for graduate students would best serve the research intentions of the University. As scheduling necessitated the deferral of this discussion with the President in person, the RSAW has written to the President to share a range of views on this question and invited the President to meet with Committee in the fall to discuss these and to provide an update on the status of the review of graduate studies and the College of Graduate Studies and Research.

A description of the other activities and initiatives that engaged the Committee follows.

The Committee reviewed the College of Medicine renewal plan, *A New Vision for the College of Medicine*. Further discussion on the new clinical research model proposed in the College's Strategic Research Plan is planned in the coming year.

The Committee reviewed and provided feedback on the options favoured for reconfiguration of the NSERC Research Tools and Instrumentation (RTI) program.

UnivRS, the new research administration system adopted by administration, will assist researchers through enhanced grant, contract and ethics administration, including the capacity for patient monitoring in clinical trials. The Committee discussed researchers' needs relative to the present outdated and inefficient system and supports the UnivRS system as it will provide a better use of the University's human and financial resources.

The RSAW reviewed the *Scholarship of Teaching and Learning (SoTL) Report* issued by the Gwenna Moss Centre for Teaching Effectiveness, and provided support for greater recognition of the scholarship of teaching and learning within the University's collegial

processes, including the development of appropriate standards for meritorious work in this area.

The Committee reviewed the draft Institutional Costs of Research policy and provided detailed comments and feedback, principally that the policy refer in principle to the fairness of a distribution model that supports sharing of indirect costs to where these indirect costs are borne, including to the departmental level; presently, the allocation of any funds at the departmental level is left to the discretion of each college.

Significantly, the Committee was engaged throughout the course of the year in revisions to the Responsible Conduct of Research Policy and associated procedures and the Human Research Ethics Policy, as reported to Council with the submission of these policies for approval. Revisions were prompted by the need to bring these policies into compliance with the new Tri-Council policy statement on *Ethical Conduct for Research Involving Humans*.

I am pleased to report on the work of the Research, Scholarly and Artistic Work Committee and extend my appreciation to all members for their thoughtful contributions.

A handwritten signature in black ink, appearing to read "Stephen Urquhart". The signature is written in a cursive style with a large initial 'S'.

Stephen Urquhart, Chair

## **Report of the Vice-President Research**

To the Research, Scholarly and Artistic Work Committee of Council

For the period 1 May 2012 to 30 April 2013

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It has been my pleasure over the last year to continue to work with colleagues, researchers and external partners in furthering the knowledge creation goals of the University of Saskatchewan. This year has been one of exciting advances for U of S research – a number of exciting new initiatives have been launched and the impact of past efforts have been realized. It has been a year that has demanded creativity in re-thinking how we can best use our resources to offer effective programs and services to support researchers.

The Office of the Vice-President Research (OVPR) continues to play an active leadership, service and facilitative role in advancing U of S research. Our activities are grounded in the challenge articulated by our new President – not only to be a member of the U-15, but to compete effectively within this exclusive group.

I am pleased to provide an overview of key accomplishments and activities of the Office of the Vice-President Research for the period 1 May 2012 to 30 April 2013.

### **STRATEGIC INITIATIVES AND PORTFOLIOS**

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#### ***U of S Leads in Research Revenue Growth***

- U of S growth in research income stood out favorably in a year that marked the poorest growth in research income growth among universities nationally since 2001, according to the 2011-2012 national rankings of Canada's Top 50 Research Universities.
- U of S research funding growth was five times the average of medical-doctoral universities, and among U-15 universities, U of S had both the second-largest funding increase and the second-largest increase in research intensity (defined as total research income per full-time faculty position).

#### ***Seizing opportunities to develop Signature Areas***

- The U of S has identified six distinctive research areas in which our research accomplishments distinguish the U of S from other universities in Canada and place us among the best in the world. (Details on the areas and the process through which they were identified are available at <http://www.usask.ca/vpresearch/workshop/areas.php>.)
- 2012-13 saw significant milestones in the development of a number of these signature areas.

#### **Canada Excellence Research Chair (CERC) in Integrated Infectious Disease Mitigation (IIDM)**

- U of S was one of eight universities in the country awarded a \$10M CERC. The proposed U of S CERC in Integrated Infectious Disease Mitigation (IIDM) will transform approaches to infectious

disease, prevention, diagnosis and control of diseases such as tuberculosis, HIV, West Nile Virus, and food-borne and water-related diseases. Under the CERC program the U of S will receive \$10M over seven years from the federal government, with a requirement that a match of \$10M (from any source) be secured. Please see: <http://www.usask.ca/research/news/read.php?id=1123>

- Phase II – recruitment of a stellar, internationally-recognized researcher – is currently underway and will be completed in 2014.
- The new CERC aligns with the U of S signature area *One Health: Solutions at the Animal-Human-Environment Interface*.

#### Private-Public Partnership Successes

##### (1) Launch of the Global Institute in Food Security (GIFS)

- In December 2012, the GIFS was formally launched as the U of S newest research centre. Focused on “developing Saskatchewan-led solutions to feed a growing world population,” the new centre is a collaborative undertaking of the U of S, PotashCorp and the Government of Saskatchewan. The Centre is receiving \$35M from PotashCorp and \$15M from the province during its initial seven years. Please see [http://announcements.usask.ca/news/archive/2012/12/province\\_of\\_sas.html](http://announcements.usask.ca/news/archive/2012/12/province_of_sas.html)
- In January 2013, Dr. Roger Beachy was appointed as the founding Executive Director and CEO. Dr. Beachy is a world-renowned researcher recognized for his groundbreaking work in food crops, production agriculture and the applications of biotechnology in agriculture, nutrition, and human health. Please see: [http://announcements.usask.ca/news/archive/2013/01/global\\_institut\\_1.html](http://announcements.usask.ca/news/archive/2013/01/global_institut_1.html)
- In February 2013, three directors were appointed to its founding board: Dallas Howe, current chair of the board of Potash Corporation of Saskatchewan Inc.; Alanna Koch, Deputy Minister of Saskatchewan Agriculture; and Peter MacKinnon, former President of the U of S. Three additional directors will be nominated and appointed to the GIFS board in 2013. Ernie Barber was appointed Interim Deputy Executive Director and Chief Operating Officer on a part-time basis.
- GIFS will advance the U of S signature area *Agriculture: Food and Bioproducts for a Sustainable Future*.

##### (2) Establishment of the International Minerals Innovation Institute (IMII)

- The OVPR played a leadership role in the development of a not-for profit *International Minerals Innovation Institute*. The IMII was formally announced May 2012. It has projected a 5-year budget of \$42.5M (<http://www.usask.ca/research/news/read.php?id=1072>). The OVPR is a founding member of the International Minerals Innovation Institute.
- The IMII is “a public-private-post secondary partnership and leader to inform, facilitate, coordinate and financially support industry-driven research and skill development that will enable the growth and global competitiveness of the Saskatchewan minerals industry.”
- The IMII strategic areas of focus are: Mining Technology; Process Technology; Environmental and Safety Management & Technology; Exploration; Social License & Policy Research; and Business and Economics of Global Commodities.
- IMII supports advancement of the U of S signature area *Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment*.

#### Emerging strategies to enhance signature areas

- Ingrid Pickering and Graham George (Geological Sciences, U of S) – are developing a proposal for a School of Synchrotron Sciences. The proposal builds on the highly successful CIHR-THRUST program and will facilitate stronger connections between U of S synchrotron researchers and the Canadian Light Source (CLS), and provide a unique, highly innovative learning experience for graduate students and post-doctoral fellows.
- Working extensively with health researchers from across the campus community, Bruce Reeder and Hugh Townsend have developed a strategic plan for furthering *One Health* research and training on campus. Currently under consideration by PCIP, the strategy identifies key areas of focus and describes key initiatives to be launched in the short and medium term.

#### ***Supporting New Faculty: Launch of the University Research Mentorship Program (RMP)***

- Launched in July 2012, the RMP is a joint initiative of the offices of the Vice-President Research and Vice-Provost (Faculty Relations).
- The program provides each new faculty member with a personalized mentorship team to assist in developing and implementing a long-term research plan, establishing a network of potential collaborators, and identifying other support programs related to research development. In addition, RMP provides twice-annual workshops around themes of common interest as well as training for mentors. This comprehensive, research-focused program is unique to the U of S.
- 16 of 28 new faculty were provided with a research mentorship team in 2012-13.
- The first-year evaluation of the program is currently underway. Initial response to an on-line survey of mentees, mentors and department heads/associate deans indicates a high level of satisfaction with the program.

#### ***Improving e-Services for Researchers: UnivRS Advances***

- UnivRS is a new electronic research administration and management system that, once implemented, will provide a one-stop shop for faculty to manage all aspects of grants, contracts, ethics, CVs, and publications. Details on the system are available at:  
<https://wiki.usask.ca/display/itsproject217/UnivRS+Home>
- UnivRS was identified as a key priority of the OVPR Strategic Plan (3<sup>rd</sup> integrated planning cycle). In 2012-13, the project moved from the conceptual to the early stages of implementation. Following extensive consultation with U of S faculty and administrators, a vendor was identified and in May 2013, the Board gave final approval for the project to proceed.
- Implementation of the system will occur in phases over the next four to five years.

### ***College / School Strategic Plan: Development and Implementation***

- One of the deliverables of IP3 is the development of individual college/school research strategies outlining each unit's areas of research focus, their complement plan for highly qualified personnel (faculty, students and PDFs), proposed development of the research environment (infrastructure and program/services) and research metrics.
- The strategies are intended to: provide a concise, focused overview of college/school research priorities; establish framework to guide college/school-level planning and decisions related to research; and identify synergies and facilitate shared or cooperative approach to initiatives, programs/services.
- The OVPR has been working with Associate Deans Research on the development of the college/school plans. Preliminary drafts were reviewed and discussed in March/April 2013. In the Fall 2013, the final college/school research strategies will be posted on-line.

### ***Effective Programs and Services for Researchers***

The OVPR provides a suite of programs and services to support U of S researchers from conception of a research idea through to communicating and celebrating results. (Please see enclosed *Ensuring Researcher Success: Services and Programs for Researchers*). In 2012-13, the office continued efforts to improve and enhance support programs for researchers. Highlights include:

- Secondment of highly respected faculty leaders to develop and implement strategies and programs to support Tri-Agency research success. In 2012-13 Tri-Agency Leaders were:
  - SSHRC: Linda McMullen, Department of Psychology
  - CIHR: Roger Pierson, Department of Obstetrics, Gynecology and Reproductive Sciences
  - NSERC: Tom Steele, Department of Physics and Engineering Physics
- Internal review programs for Tri-Agencies grants were available in 2012-13. These Tri-Agency-specific programs provide early and comprehensive, high quality feedback to researchers on their grant proposals. All three programs were managed through a single portal in Research Services – reducing confusion. An assessment of the three programs (CIHR, SSHRC, NSERC) is currently underway.
  - Results from CIHR (2010, 2011) are extremely positive – grants going through internal review had a 34% vs 0% success rate for non-reviewed grants.
  - Results from the SSHRC program also suggested a positive impact: reviewed grants vs non-reviewed grants had success rates of 37% vs 16% (2010) and 33% vs 10% (2011).
  - Full assessment of the NSERC program, which ran for the first time in this year, is underway.
- Permanent funding was secured to ensure ongoing viability of the *Matching Grant Program* which provides up to \$100K of U of S funding for success in large, collaborative grants. Committed at the time of application, funds are intended to increase the success rates for these proposals.
- 2012-13 was the final year of the 3-year pilot of the joint facilitation model. Feedback on the program has been very positive and a longer term strategy is currently in development.

- In February 2013, the OVPR introduced *Monthly Research Updates*. These reports provide the U of S community with a snapshot of: recent funding successes, innovations in programs and services, partnership developments, and new research-related initiatives.

### ***International Portfolio Advanced***

- Development of an appropriate leadership and coordinating structure to enhance U of S international activities is one of the key priorities of the OVPR's 3<sup>rd</sup> strategic plan.
- In August 2012, Harley Dickenson (Sociology, Arts & Science) joined the office as the Strategic Advisor – International. In this role, Dr. Dickenson has provided leadership for the activities of International Office including the U of S Country Strategy, and begun working with stakeholders across administrative and academic units to develop a coordinated approach to international activities.
- In spring 2013, PCIP provided one-year transitional funding to sustain critical international research operations during the 2013-14 year and to maintain momentum on priority strategic initiatives. During this one year of transition funding, a new strategic model for international activities will be developed.

### ***Strategic Projects Team: Advancing Research Priorities and Initiatives***

Originally introduced during IP2, the Strategic Projects Team is a critical arm of the Office of the Vice-President Research. The Team consists of recognized experts from both the academic and external environment who are recruited for limited terms to address emergent and strategic opportunities related to institutional research goals. The Team allows the U of S to respond nimbly to strategic opportunities. In 2012-13, SPT members included:

- Kevin Schneider (Computer Science, U of S) – is providing executive-level support to the UnivRS project. In addition, Dr. Schneider is exploring strategies for improved ICT resources/services for researchers, and facilitating development of ICT research.
- Robert Lewis (past-Director of the Monash Centre for Synchrotron Science) – is providing strategic advice related to BMIT educational, training and research activities, as well as supporting instrumentation development strategic to the BMIT beamline.
- John Valliant (Scientific Director and CEO, Centre for Probe Development and Commercialization) – is providing strategic council in the development of the Saskatchewan Centre for Innovations in Cyclotron Science (SCI-CS) including leadership, facility design, equipment procurement, project management, strategic planning for research, development and funding, and for launching the program so that it is able to meet key research, training and health-impact objectives.
- Gordon McKay (Past CEO and President, Pharmalytics Ltd.) – is taking the interim role of Science Director of the recently launched Saskatoon Centre for Patient Oriented Research, and is a key member of a working group exploring the current and future research of the mass spec facility.

- Ajay Dalai (Engineering, U of S) – is providing leadership in the development of a plan to advance the U of S signature area *Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment*.

## **Research Infrastructure Developments**

### Capital Projects

The Vice-President Research is the Executive Sponsor for a number of large-scale capital projects. The projects are at varying stages of development within the University's *Major Project Planning Process*:

- Beef Cattle Research and Teaching Unit: location for the new facility has been identified, and the project is in the design phase.
- Dairy Research Facility: the new facility is nearing completion, with occupation scheduled for August, 2013.
- Canadian Feed Research Centre: construction of the facility is proceeding, with completion projected for Fall, 2013.
- Phytotron Renewal: Phases I and II complete, Phase III in progress and projected to be completed Fall 2013.
- SCI-CS (Cyclotron): Design phase in progress, with construction scheduled to be initiated Summer 2013.

In addition, to the above list, the following institutional major projects were advanced in 2012-13:

International Vaccine Centre (InterVac)/VIDO: certification awarded

[http://announcements.usask.ca/news/archive/2013/04/vido\\_celebrates.html](http://announcements.usask.ca/news/archive/2013/04/vido_celebrates.html)

- InterVac is a containment level three facility specially designed for research into human and animal diseases, and will enable larger-scale vaccine research and development than is currently possible in Canada.
- The centre is required to meet safety and operational standards of both the Public Health Agency of Canada and the Canadian Food Inspection Agency for certification. This certification was achieved in April 2013.

Natural Resources Innovation Complex (NRIC): planning continues

- Visioning and planning is proceeding for this new major capital project.
- The current vision is to develop a major new building to create a hub for an interdisciplinary approach to teaching, research and innovation in U of S signature areas related to natural resources. In addition the project will allow rejuvenation of existing facilities to meet the growing space needs of the College of Engineering.

## **Centres: Review**

Last year, the OVPR initiated a process to review all type B centres reporting to the Vice-President Research. This systematic review of centres was a key recommendation of the Task Force on the



Management of Centres. The OVPR plan will see a review of type B centres over a 4-year period (2011-15). To date:

- Reviews completed include: Saskatchewan Structural Sciences Centre; Division of Biomedical Engineering; Centre for the Study of Co-operatives; Community-University Institute for Social Research; Toxicology Centre; Prairie Swine Centre Inc.; and Canadian Centre for Health and Safety in Agriculture.
- Upcoming reviews include: 2013/14 – Indigenous Land Management Institute, VIDO-InterVac; 2014/15 – Centre for Forensic Behavioural Sciences & Justice Studies, International Centre for Northern Governance and Development.

### ***Undergraduate Research Initiative***

- The offices of the Vice-President Research and the Vice-Provost are collaborating on the launch of the U of S undergraduate research initiative. In IP2, the U of S committed to ensuring that the majority of undergraduate students have opportunities to experience research and discovery.
- A series of focus group discussions with faculty and students were held in winter 2013. These discussions have confirmed a multi-faceted UGR strategy including: curricular innovations, one-to-one research-mentored opportunities, and increased internships/coop opportunities.
- Three colleges have agreed to piloting approaches to introducing undergraduate experiences into the curriculum.

### ***Research Partnership Communications Initiatives***

- In a first-in-Canada initiative, the NSERC Regional Office has agreed to fund two U of S videos featuring researchers who have built successful private-public partnerships involving NSERC partnership grants (such as Engage). The first video can be viewed at: [http://www.youtube.com/watch?v=rnvNGUq\\_qTw](http://www.youtube.com/watch?v=rnvNGUq_qTw)
- U of S CERC Howard Wheeler participated in the CFI's American Association for the Advancement of Science media breakfast event in Boston and at NSERC's Bacon and Eggheads event for Parliamentarians.
- The OVPR lent support to the Social Sciences Research Laboratory partnership with CBC and PostMedia around the findings of their *Taking the Pulse* project and official launch.
- The OVPR hosted the CIHR's Institute for Nutrition, Metabolism and Diabetes for their three-day meeting in May 2013.
- Members of the OVPR participated in both the Pacific Northwest Regional Economic Region summit in Saskatoon (July 2012) and the Conference Board of Canada's Saskatchewan Forum (May 2013).

### ***Awards Office***

The Awards Facilitation Office works to facilitate recognition of our outstanding faculty. The awards facilitator provides direct support for the nomination of exceptional faculty for major awards and prizes that recognize scholarship, teaching and outreach contributions nationally and internationally.

- 25 new nominations and 7 updates to previous nominations for local, national, and international awards were submitted in collaboration with the Awards Facilitator. Examples include nominations for the Killam Fellowship and Killam Prize, the Royal Society of Canada, the Canadian Academy of Health Sciences, the Canadian Academy of Engineering, the Trudeau Fellowship, the Molson Prize, and the NSERC Synergy Award.
- Successful nominations have included:
  - A Lifetime Achievement Award from the Scientific Committee on Problem of the Environment
  - The Chemical Society of Canada's John C. Polanyi Award
  - A Saskatchewan Order of Merit appointment
  - A Fellow elected to the Canadian Academy of Health Sciences
  - An Educational Outreach Award from the Canadian Nuclear Society
- The Awards Facilitator continued meeting with department heads, Associate Deans of Research, and individual faculty to build relationships, promote award opportunities and potential candidates, and build a culture of value and recognition at the U of S.
- The Faculty Recognition Advisory Committee, chaired by the Vice-President Research, has continued its work to evaluate and select candidates for major national and international awards and to strategize around improving the U of S awards profile and the culture of faculty value and recognition on campus. Established in 2011, the committee has made recommendations on nominees for the Royal Society of Canada, the Canadian Academy of Health Sciences, the Canadian Academy of Engineering, the Killam Prize, the Killam Research Fellowship, the NSERC Synergy Award, the Molson Prize, the Trudeau Foundation Fellowship, the Sloan Fellowship, and the Guggenheim Fellowship. For more information see: <http://www.usask.ca/researchawards/faculty-recognition-advisory-committee.php>.
- Listserv announcements continue to be circulated through Research Services to highlight upcoming award opportunities.

### ***Industry Liaison Office***

Industry Liaison Office facilitates the commercialization of research and knowledge developed by the University's researchers, faculty, staff and graduate students. The Office focuses on fostering and developing collaborative work environments among researchers, industry partners and funding agencies.

Development of collaborative commercialization and research relationships:

- Established over 500 contacts with industry.
- Successfully supported research proposals totaling \$1M in Tri-Agency and industry funding.
- Provided program management of the major Province of Saskatchewan, Hitachi-Japan, U of S research program (involving seven discrete projects).

ILO metrics and successes:

- Met target of growing active licenses/options to license by, at least, 20%/year
  - Completed 9; Target 9
  - 6 licenses in late stages of development
- ILO-managed license and royalty revenue
  - \$9.9M (an increase from \$7.2M in 2011/2012)
  - 2<sup>nd</sup> in Canada with licensing revenue (AUTM preliminary 2013 Licensing Survey)
- Start-ups (companies started based on U of S-owned technologies)
  - 20 opportunities are under review
- Spin-offs (companies based on technologies but developed by U of S stakeholders)
  - 15 under assessment or receiving ongoing business support

2013 External Review of the ILO:

- In Spring 2013 the ILO underwent an external review. The report issued by the team of 5 external reviewers was glowing in its assessment of the office's personnel, programs and services, and philosophy. The ILO was acknowledged as one of "the best technology transfer offices in North America." The ILO is:
  - Successfully providing traditional technology transfer activities (patenting, licensing and spin-off companies);
  - Demonstrating leadership and innovation in creating partnerships with local innovation eco-players and other post secondary institutions; undertaking industry engagement; and providing intellectual property (IP) and commercialization education.
- In 2013-14 the ILO will focus on recommendations to:
  - Review its start-up and legal processes;
  - Ensure a sustainable model to support both traditional technology transfer and industry engagement activities; and
  - Work with related U of S units to develop strategies to grow the U of S industry research portfolio, with a particular focus on achieving U-15 comparable activity.

Industry Engagement Highlights:

- ILO jointly held 'Targeted Researcher/Company Connect' events with the University of Regina and SIAST. These events have been referred to "as the most successful NSERC Engage applications" by Irene Mikawoz, NSERC Prairie Manager;
- Sponsored events highlighting the university's research capabilities for Boeing and Lockheed Martin;

- Held the 2013 “Technology Venture Challenge,” a business development competition for the university community – 30 applications; top three finalists are now in business;
- Jointly sponsored the “Award of Innovation” with Innovation Place to recognize researchers whose knowledge and technologies have been successfully commercialized;
- Took the lead role in creating the Saskatchewan Commercialization Partnership with the U of R and SIIT to better coordinate and realize collaborative commercialization opportunities;
- Created with Golden Opportunities the framework of the “EduVenture” fund for investment in early stage technologies developed in Saskatchewan post-secondary institutions;
- Established a formal relationship with the Centre for Drug Research and Development (CDRD) to expand opportunities for U of S drug research;
- Worked with Saskatoon Regional Health Authority to develop its intellectual property policies;
- The joint Hawassa University - ILO project on knowledge mobilization was recognized as an outstanding example of social entrepreneurship by the President of AUTM.

### ***International Office***

The International Office provides leadership, coordination, and support services to advance the internationalization of the core research, teaching and learning, and service missions of the university.

#### **Country Strategy Implementation**

- In 2011-12 following extensive consultation with U of S faculty, a short list of countries on which the U of S would focus its internationalization efforts was identified: India, China, U.S.A. and other. In 2012-13, China and India were the primary focus of international efforts. The International Office (IO) provided leadership, logistical and operational support for initiatives related to the country strategy.
- China Initiatives:
  - The grand opening of the joint U of S-Beijing Institute of Technology (BIT) Confucius Institute (CI) in June 2012;
  - Participation of the Vice-President Research in the Premier’s Mission to China: this included the signing of an LOI with BIT to establish a Flagship Partnership;
  - Support for three delegations from BIT visiting the U of S;
  - Support for a visiting delegation from four university-affiliated hospitals in Shaanxi Province, China to the College of Medicine. A collaboration agreement was signed with the Saskatoon Health Region and an implementation plan was discussed.
- India Initiatives:
  - Presentation at the Canada-India Education Council’s (CIEC) annual conference in Mississauga in November 2012;
  - A university delegation including the Strategic Advisor - International, Associate VP Research, Head of Department, Mathematics & Statistics, and the Special Advisor on Energy & Natural Resources attended the Vibrant Gujarat Conference in Gujarat State in January 2013 and signed a number of LOIs with potential partner institutions.

- Other International Initiatives:
  - Participation (with College of Agriculture and Bio-resources [AgBio]) in a Canadian Bureau of International Education (CBIE) mission to Ukraine. One collaboration with AgBio was established, and a second involving the Industry Liaison Office is being pursued;
  - Mission to Germany sponsored by the DFG (the principal research funding council in Germany). Follow-up discussions are on-going.

Facilitating coordination of U of S international activities:

- Initiated and/or collaborated in cross-unit initiatives to develop standard operating procedures in order to improve the management and tracking of:
  - In-coming and out-going international delegations and visitors;
  - International agreement development, drafting and corresponding due diligence processes; and
  - Information requests and briefing notes that describe international activities for a variety of stakeholders.
- Launch of a cross-unit initiative to develop an up-to-date and comprehensive data-base of international agreements, which are housed in the IO.

***Office of Associate Vice-President Research – Health, U of S / Vice-President Research & Innovation, Saskatoon Health Region (SHR)***

This office’s mission is to *catalyze health research and innovation opportunities* across the U of S and SHR and other partners. Highlights for the past year include:

Saskatoon Centre for Patient-Oriented Research (SCPOR)

- SCPOR is an initiative of the University of Saskatchewan, Saskatoon Health Region, and the Saskatchewan Cancer Agency to support the development, conduct, application, and evaluation of Saskatchewan patient-oriented research both at home and abroad. The unit is in its second year of a three-year pilot phase.
- Unit activities have focused on increasing the number of clinical trials within the Saskatoon Health Region of our clinical faculty and escalating the enrollment of patients into new trials. Over its first two years, SCPOR has:
  - Assisted 58 clinical researchers in more than 200 studies;
  - Negotiated more than 100 clinical trial contracts on behalf of researchers and the U of S; and
  - Assisted 48 researchers in receiving certification in “good clinical practice” research methods.
- SCPOR hosted a Western Canadian Clinical Trials Network (WCCTN) meeting (April 2013) to form a network or alliance to facilitate more trials for patients in western Canada and to facilitate the adoption of best practices.

#### CIHR Strategy for Patient-Oriented Research (SPOR) and SUPPORT Units

- The AVPR-Health office, along with members of the Saskatchewan Health Research Foundation (SHRF), U of S, Saskatoon Health Region (SHR), Regina Qu'appelle Health Region (RQHR), University of Regina, Ministry of Health, and Saskatchewan Institute of Applied Science & Technology (SIASST) are all part of the provincial CIHR-SPOR writing team to fund a SUPPORT unit (Support for People and Patient-Oriented Research and Trials) within the province.
- SUPPORT units will receive up to \$5M over five to seven years (matching by the province required) and are to be designed to sustain themselves after CIHR funding has ended.
- The long-term goal of SUPPORT units is to build infrastructure to support clinical and translational research that will improve patient care, health outcomes, and system efficiency.
- The writing team is finalizing its initial draft for submission to the provincial ministry; it will be submitted to CIHR in June of 2013. CIHR will work with the writing team for necessary revisions to the first draft with hopes of proposal approval by Fall 2013. Following approval, the first of five years of funding would start April 2014.

#### **Research Ethics**

The Research Ethics Office (REO) continues to play a leadership role in ethics and education in the responsible conduct of research. The office's work on ethics harmonization and international graduate student training are being recognized with invitations for national conference presentations and committee membership. The Director received the Canadian Association of Research Ethics Boards President's Award in May 2012 for her work on ethics harmonization.

#### Research ethics education advances:

- The Research Ethics Office in partnership with the International Students Centre and the CGSR increased its offerings from four to six face-to-face academic integrity workshops for international students, with approximately 40% of incoming international students attending. In the coming academic year, face-to-face sessions are planned for both international and non-international students.
- The research ethics education program includes college and departmental presentations, online courses, ethics drop-ins, one-on-one consultations, as well as small group and one-on-one animal handling training. The Research Ethics Office through GSR 960, 961 and 962 provided research ethics and integrity training to over 1300 graduate students this year.
- Ethics Education Committee (EEC) was chaired by Dr. Jennifer Nicol.
- The Research Ethics Newsletter was launched in January 2013.

#### Progress towards harmonizing research ethics reviews across the Western provinces:

- Legal agreements were signed in 2012-13 to harmonize research ethics review among the U of S, University of Regina, and Regina Qu'Appelle Health Region, as well as among the U of S, University of Alberta and UBC in Western Canada. These agreements will facilitate faster and more consistent ethics reviews of research projects across the jurisdictions.

- The U of S Research Ethics Boards (REBs) continue to be the Boards of Record for the Saskatoon Health Region, Saskatchewan Cancer Agency, Sunrise Health Region, and Five Hills Health Region.

Research Ethics Boards (REBs) - The decision-making of the University's Research Ethics Boards is supported by over 80 faculty, staff and community members.

- University Committee on Human Research Ethics (UCEHR) is chaired by Dr. Valerie Thompson.
- Animal Research Ethics Board is chaired by Dr. Michael Corcoran and Dr. Brenda Allan is the Vice Chair.
- Biomedical Research Ethics Board is chaired by Dr. Gordon McKay with Dr. Ildiko Badea is Vice Chair.
- University Committee on Animal Care and Supply (UCACS) is chaired by Dr. Jim Thornhill.
- Behavioural Research Ethics Board is chaired by Dr. Beth Bilson and Dr. Jamie Campbell is the Vice Chair.

Changes related to the care and management of animals:

- The Animal Resources Centre officially closed April 2012 and the animal order desk was relocated to the new Academic Health Sciences Building in the Health Sciences Supply Centre (HSSC).
- In July 2012, the new position of Animal Welfare Veterinarian was filled by Dr. Melanie Van der Loop. The animal welfare veterinarian coordinates veterinary services for all animals used in research, teaching, testing, and production at the University of Saskatchewan.
- The Research Ethics Office prepared documentation for the Canadian Council of Animal Care Assessment visit conducted May 2013. The Certificate of Good Animal Practice awarded by the CCAC is a requirement for Tri-Agency funding of animal research.

### ***Research Services***

Research Services' mandate includes responsibility for grant/contract management, institutional programs, and international research. The unit has continued its efforts to provide excellent services to researchers on campus and to play a leadership role in implementing best-research administration practices.

Improving Services through Lean projects with Westmark Consulting

- Research Services worked with the provincially funded Lean consultants from Westmark Consulting to lead two continuous improvement projects. Lean initiatives are aimed at providing:
  - a more nimble approach to contract review and approval; and
  - faster grant proposal review and funding authorization.
- These projects also include participants from Purchasing, Corporate Administration, Financial Reporting and the Industry Liaison Office.
- There were over 100 recommendations from both projects; currently the team is focusing on addressing the recommendations identified.

#### Research data metrics and management

- Expanded content and enhanced availability of research metric information collaboratively with ICT Data Services. Metrics are available at <http://www.usask.ca/isa/statistics/research/>
- Assisted (content and testing provided) in the development of web portal for research and other U of S metric information. Portal is scheduled to be launched by Fall 2013.

#### Compliance with Tri-Agency Requirements

- In 2012 audits by both the Province and by the Tri-Agency identified deficits in U of S financial controls of research funding. In response the U of S developed a new control framework to address areas of concern.
- Significant progress has been made in 2012-13 in implementing the new framework including:
  - Establishment of a Steering Committee and work plan;
  - Launch of new strategy for communicating and providing effective training for departments and college personnel;
  - Reviewing and improving university-wide internal audit process as well as enhancing processes with Research Services (CFI, contract and grant workflow);
  - Initiated workplan development for implementing changes to address outstanding issue of second approval on all Tri-Agency grant expenses.

#### TABBS

- Provide research administrative expertise as a member of the TABBS Operations Team.
- Contributed to development of Scenario Analysis Tool (SAT) which assists revenue centres in assessing their revenues and costs.

#### Grants and Contracts

- Grant funding activity from May to April (grant counts): 2010/11 (1650); 2011/12 (1524); 2012/13 (1524 to date).
- Contract activity from May to April (contract counts): 2010/11 (501); 2011/12 (484); 2012/13 (540 to date).

#### Institutional Programs

##### Canada Foundation for Innovation (CFI)

- Funding awarded for 11 regular LOF projects (CFI \$1.401M; Total Project \$3.504M), 1 LOF-CRC project (CFI \$0.106M; Total Project \$0.265M), 1 LOF-CERC (CFI \$0.800M; Total Project \$2M), 3 LEF projects (CFI \$3.783M; Total Project \$9.458M).
- Funding awarded under the CFI Major Science Initiatives (MSI) program to the Canadian Light Source totaling \$66.9M (2013-2017) and to Compute Canada totaling \$56.1M, with the U of S Westgrid portion of the Compute Canada estimated at \$1M.



#### Canada Research Chairs

- The U of S current Canada Research Chair allocation is 32. The 2012 chair recalculation process resulted in a loss of the following five chair at the U of S: 3 NSERC chairs – 2 Tier 1 and 1 Tier 2; and 2 CIHR chairs – 1 Tier 1 and 1 Tier 2.
- Two new CRCs were awarded in October 2012 – 1 SSHRC Tier 1 and 1 CIHR Tier 2.

#### Federal Indirect Cost Program

- 2012-13 FICP allocation was \$8.75M, a decrease of 4.26% as compared to the 2011-12 FICP allocation of \$9.14M.
- Funding was used for operating budget support (facility, management and administration, regulatory requirements, resources) and research support (strategic research fund, internal assistant fund, College/Schools priority fund, intellectual property, management and administration, research environment enhancement).

#### International Research

- Successfully supported 8 applications to Canadian International Development Agency's Partners for Development, International Development Research Centre's Ecohealth and Partnerships, Grand Challenges Canada's Stars in Global Health, and Norwegian Centre for International Cooperation in Education.
- Total value of awards: \$5.76M; U of S award value: \$3.74M; remaining \$2.02M went to collaborating institutions.



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10 June 2013

Dr Stephen Urquhart, Chair  
Research, Scholarly and Artistic Work Committee  
University of Saskatchewan

Dear Dr Urquhart and Committee Members,

Re: Annual Report of the College of Graduate Studies and Research – 2011/2012

During the 2012/2013 academic year the four standing committees of the College of Graduate Studies and Research (CGSR) met on a regular basis to monitor, direct and facilitate College business. Copies of their respective reports are attached.

An acting Dean was appointed to the College for the period January 1<sup>st</sup> 2013 to June 30<sup>th</sup> 2014. Thus the remainder of this report will concentrate on CGSR activities between Jan 1<sup>st</sup> 2013 and May 31<sup>st</sup> 2013. Since the Acting Dean appointment CGSR has appointed the following individuals into existing positions: Ms Jennifer Drennan (Director of Programs and Operations), Ms Susan Prpich (Program Advisor), and Corinne Anderson (Awards Officer). CGSR has also recruited Ms Eleonore Danial-Vaugeosis on a 6 month term position as an International Credentials Evaluation Officer.

As of Census Day, February 7, 2013 there were 2900 graduate students enrolled in degree programs, up 3.5% over last year's Winter Term Census day.

One of the major focuses has been to advocate the Colleges role as a facilitator rather than an enforcer of policies. To this end our Policies and Procedures manual has received a face lift and work is on-going to ensure that the Policies and Procedures as written, reflect current practices. It is recognised that this is a fluid document that will change with the changing requirements of graduate programs. For example, procedures related to visiting scholars and visiting graduate students are currently under review.

Related to an on-going IPA Student Aid Project, CGSR in collaboration with the Vice-President Financial Services received a one-time funding payment from PCIP, for two years, effective September 1, 2013 to support Graduate Students Scholarship increases; funding was provided to increase the Dean's Scholarship Fund (an increase to \$22,000 for PhD scholarships), Non-Devolved Scholarship Funds (an increase to \$20,000 for PhD scholarships and to \$16,000 for Master's Scholarships) and the

Teacher-Scholar Doctoral Fellowships (rate increase to \$20,000). An increase in Devolved Funding is also being considered under this initiative. These are interim measures. Further adjustments may be considered when the results of the Student Aid Project become available.

The 2013 Dean Scholarships competition awarded 9 Masters (5 international) and 33 PhD (21 international) scholarships for a total of \$1,462,000. The College Awards Committee is currently reviewing terms and conditions of this award. Saskatchewan Innovation and Opportunity Scholarships were awarded for the second year running to both incoming and current students. Funds for this scholarship were again provided for 2014/15 and the awarding of these scholarships is also under review.

CGSR staff and CGSR faculty played a major role in the Student Enrolment Management project. A report is currently being developed by the consultants. Two issues that did arise related to a timely admission process and a consistent grade conversion procedure. Both these issues are being addressed through the hiring of an International Credentials Evaluation Officer and a report will be provided by the end of July 2013. PCIP has provided funding for a full time position to assist with grade conversions on an on-going basis. The job profile and recruitment will be dependent on the recommendations within the final report.

International student recruitment remains a top priority. Delegations have visited China, Ecuador, Vietnam and Chile this year and agreement discussions are progressing. PCIP is also supporting this initiative through funding of the Ambassador Program.

The College committee's continue to evaluate new programs. One initiative that is gaining strength and that will hopefully be in place soon is the Graduate Student Professional Skills Certificate.

With the change of CGSR leadership and the workforce within the IPA office, the Graduate Program Review was put on hold for a year. With a new organisational structure now in place, the recruitment of a Graduate Program Review Officer is about to take place and Graduate Program Reviews will be re initiated in the fall of 2013.

Finally, CGSR has been moving forward with other IP3 initiatives including: (i) working with units to increase graduate numbers, particularly to increase and retain Aboriginal graduate students; (ii) securing funds to support student recruitment, Aboriginal Scholarships and post-doctoral fellows; (iii) streamlining and simplifying administrative management of all aspects of graduate programs; and (iv) reviewing InterD opportunities. We are looking forward to the upcoming year as we move forward to implement these within the context of our planning parameters.



Dr Adam Baxter-Jones, Ph.D.  
Acting Dean, College Graduate Studies and Research

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Gord Zello  
Chair, Governance Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **Change to Part Two, Section I, VII of Council Bylaws –  
Research, Scholarly and Artistic Work Committee terms  
of reference**

**DECISION REQUESTED:** *It is recommended:*

That Council approve the proposed changes to Part Two, Section I, VII of the Council Bylaws, the membership and terms of reference of the research, scholarly and artistic work committee, with further revisions, effective June 20, 2013.

**PURPOSE:**

The purpose of this change to the Council Bylaws is to clarify the role and responsibility of the research, scholarly and artistic work committee.

**CONTEXT AND BACKGROUND:**

The proposed revisions were made in response to the committee's desire to clarify its role and relationship with the vice-president research office and the College of Graduate Studies and Research. There was also a need to reference the receipt of an annual report from the university's research ethics board, in accordance with the Tri-agency's requirement that these reports be submitted to a governing body and not the vice-president research.

**CONSULTATION:**

The research, scholarly and artistic work committee endorsed these proposed changes on April 12, 2013 and were reviewed by the governance committee on April 30, 2013. The governance committee's recommendations were approved by the research, scholarly and artistic work committee at their meeting of June 7, 2013.

**ATTACHMENTS:**

1. Proposed membership and terms of reference of the research, scholarly and artistic work committee

CURRENT TERMS	PROPOSED TERMS
<p data-bbox="237 302 813 365"><b><u>RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE</u></b></p> <p data-bbox="237 401 410 432"><b><u>Membership</u></b></p> <p data-bbox="237 468 854 667">Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair. Two members will be Assistant or Associate Deans with responsibility for research.</p> <p data-bbox="237 669 818 732">One undergraduate student appointed by the U.S.S.U.</p> <p data-bbox="237 735 837 766">One graduate student appointed by the G.S.A.</p> <p data-bbox="237 802 367 833"><u>Ex Officio</u></p> <p data-bbox="237 835 639 867">The Vice-President (Research)</p> <p data-bbox="237 869 821 932">The Dean of the College of Graduate Studies and Research</p> <p data-bbox="237 934 699 966">The President (non-voting member)</p> <p data-bbox="237 968 781 999">The Chair of Council (non-voting member)</p> <p data-bbox="237 1066 565 1098"><b><u>Administrative Support</u></b></p> <p data-bbox="237 1108 745 1140">Office of the Vice-President (Research)</p> <p data-bbox="237 1142 724 1173">The Office of the University Secretary</p> <p data-bbox="237 1209 829 1272"><b><u>The Research, Scholarly and Artistic Work Committee is responsible for:</u></b></p> <ol data-bbox="237 1308 862 1948" style="list-style-type: none"> <li>1) Recommending to Council on research, scholarly and artistic work.</li> <li>2) Recommending to Council on issues relating to the conduct of research, scholarly and artistic work and its translation within the University and community.</li> <li>3) Recommending to Council on policies and issues related to ethics in the conduct of research, scholarly and artistic work.</li> <li>4) Promotion and recognizing opportunities for community engagement and partnership with the research, scholarly and artistic work activities of the University.</li> </ol>	<p data-bbox="886 302 1463 365"><b><u>RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE</u></b></p> <p data-bbox="886 401 1060 432"><b><u>Membership</u></b></p> <p data-bbox="886 468 1520 667">Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom one will be Chair. Two <b>of the nine</b> members will be Assistant or Associate Deans with responsibility for research.</p> <p data-bbox="886 669 1474 732">One undergraduate student appointed by the U.S.S.U.</p> <p data-bbox="886 735 1490 766">One graduate student appointed by the G.S.A.</p> <p data-bbox="886 802 1016 833"><u>Ex Officio</u></p> <p data-bbox="886 835 1273 867">The Vice-President Research</p> <p data-bbox="886 869 1474 932">Dean of the College of Graduate Studies and Research</p> <p data-bbox="886 934 1352 966">The President (non-voting member)</p> <p data-bbox="886 968 1435 999">The Chair of Council (non-voting member)</p> <p data-bbox="886 1041 1195 1073"><u>Administrative Support</u></p> <p data-bbox="886 1075 1446 1106">The Office of the Vice-President Research</p> <p data-bbox="886 1108 1325 1140">The University Secretary's Office</p> <p data-bbox="886 1209 1479 1272"><b><u>The Research, Scholarly and Artistic Work Committee is responsible for:</u></b></p> <ol data-bbox="886 1308 1511 1948" style="list-style-type: none"> <li>1) Recommending to Council on issues and strategies to support research, scholarly and artistic work.</li> <li>2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly and artistic work.</li> <li>3) Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.</li> <li>4) Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.</li> </ol>

<p>5) Providing advice on issues relating to the granting agencies which provide funding to the University</p> <p>6) Examining proposals for the establishment of any institute engaged in research, scholarly or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.</p> <p>7) Receiving an annual report on matters related to research, scholarly and artistic work from the Office of Research Services, the Vice-President (Research), and the Dean of Graduate Studies and Research.</p> <p>8) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.</p>	<p>5) Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.</p> <p>6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University and providing advice to the Planning and Priorities Committee of Council.</p> <p>7) Receiving annual reports from the Vice-President Research and the Dean of Graduate Studies and Research.</p> <p>8) Receiving and reporting to Council the University's research ethics boards' annual reports.</p> <p>9) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.</p>
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UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Gord Zello  
Chair, Governance Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **Change to Part Two, Section I, I of Council Bylaws –  
Academic Programs Committee terms of reference**

**DECISION REQUESTED:** *It is recommended:*  
That Council approve the proposed changes to Part Two,  
Section I, I of the Council Bylaws, the membership and  
terms of reference for the Academic Programs  
committee, effective June 20, 2013.

**PURPOSE:**

The purpose of these changes to the Council Bylaws is to update the terms of reference of the academic programs committee to ensure more consistent alignment of responsibilities within the membership, and to add a statement of principle that was recently added to the new teaching, learning and academic resources committee terms of reference.

**CONTEXT AND BACKGROUND:**

The following changes were made: replacing the Provost & Vice-president Academic or designate with the Vice-Provost Teaching and Learning; adding the Director of Enrolment and Student Affairs; adding a statement of principle (#13 of the terms of reference) recognizing the importance of Aboriginal issues in regards to curriculum and curricular proposals.

**CONSULTATION:**

The academic programs committee endorsed these proposed changes on April 10, 2013, and were reviewed by the governance committee on April 30, 2013.

**ATTACHMENTS:**

1. Proposed changes to the membership and terms of reference of the academic programs committee

**Suggested changes to membership and Terms of Reference:**  
**ACADEMIC PROGRAMS COMMITTEE**

<b><u>Membership</u></b>	<b><u>Rationale for suggested changes</u></b>
<p>Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.</p> <p>One sessional lecturer</p> <p>One undergraduate student appointed by the U.S.S.U.</p> <p>One graduate student appointed by the G.S.A.</p> <p><i>Ex Officio</i></p> <p><a href="#">The Vice-Provost Teaching and Learning</a></p> <p>The University Registrar and Director of Student Services</p> <p>The Vice-President (Finance &amp; Resources or designate (non-voting member)</p> <p>The President (non-voting member)</p> <p>The Chair of Council (non-voting member)</p> <p><i>Resource Personnel (Non-voting members)</i></p> <p><a href="#">The Director of Enrolment and Student Affairs</a></p> <p>The Director of Institutional Planning</p> <p>The Director of Budget Planning</p> <p><i>Administrative Support</i></p> <p>The Office of the University Secretary</p>	<p></p> <p>The committee agreed that now that the Vice-Provost position has been created and filled on a permanent basis, this position should be assigned to the Academic Programs Committee</p> <p></p> <p>The Registrar had informed the committee that his area of expertise no longer includes enrolment issues and he advised the Director of Enrolment be invited to attend committee meetings.</p>
<b><u>Terms of Reference</u></b>	
<ol style="list-style-type: none"> <li>1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.</li> <li>2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.</li> <li>3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.</li> <li>4) Considering outreach and engagement aspects of programs.</li> <li>5) Reporting to Council processes and outcomes of academic program review, following consultation with Planning and</li> </ol>	

**Deleted:** The Provost & Vice-President Academic or designate¶



<p>Priorities and other Council committees as appropriate.</p> <p>6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.</p> <p>7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.</p> <p>8) Reporting to Council on the academic implications of quotas and admission standards.</p> <p>9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.</p> <p>10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.</p> <p>11) Recommending to Council classifications and conventions for instructional programs.</p> <p>12) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.</p>	
<p><u>Suggested addition:</u></p> <p>13) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.</p>	<p>This statement of principle is also included in the terms of reference of the new Teaching, Learning and Academic Resources Committee. It represents an overall statement of philosophy to recognize the importance of Aboriginal issues in University of Saskatchewan curriculum and to authorize review curricular proposals with these issues in mind.</p>

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Gord Zello  
Chair, Governance Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **Revisions to the College of Education Faculty Council membership**

**DECISION REQUESTED:** *It is recommended:*  
That Council approve the revisions to the College of Education Faculty Council membership.

**PURPOSE:**

To update the membership to reduce the size and increase the relevancy of members on the faculty council and to clarify the distribution of student members to reflect current student numbers.

**CONTEXT AND BACKGROUND:**

The College of Education made the following changes: removed 'Extension Specialist, Lecturers, or Instructors and Special Lecturers' as these positions don't exist in the college; reduced the membership numbers to better reflect current working relationships; clarified student membership; and updated administrative titles.

**CONSULTATION:**

These membership changes were approved by the College of Education's faculty council on January 18, 2013, and were approved to bring forward to Council at the governance committee meeting of April 30, 2013.

**ATTACHMENTS:**

1. College of Education Faculty Council membership

*Move the following amendments to the membership of Faculty Council of the College of Education*

**Current Membership of the College's Faculty Council**

**Proposed Membership**

**\* denotes non-voting members  
(a-o as per University Council Bylaws)**

- (a) The President of the University\*
- (b) The Provost and Vice-president Academic\*
- (c) Vice-president Research\*
- (d) The Vice-president Finance and Resources\*
- (e) The Vice-president University Advancement\*
- (f) The Vice-provost Teaching and Learning\*
- (g) The Associate Vice-president Student and Enrolment Services\*
- (h) The Associate Vice-president Information and Communications Technology\*
- (i) The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school
- (j) The Dean of Graduate Studies and Research
- (k) The Dean, University Library or designate\*
- (l) The University Secretary \*
- (m) The Registrar\*
- (n) Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity\*

- a) The President of the University\*
- (b) The Provost and Vice-president Academic\*
- (c) Vice-president Research\*
- (d) The Vice-president Finance and Resources\*
- (e) The Vice-president University Advancement\*
- (f) The Vice-provost Teaching and Learning\*
- (g) The Associate Vice-president, Student Affairs\***
- (h) The Chief Information Officer and Associate Vice-president, Information and Communications Technology\***
- (i) The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school
- (j) The Dean of Graduate Studies and Research
- (k) The Dean, University Library or designate\*
- (l) The University Secretary \*
- (m) University Registrar and Director of Student Services\***
- (n) Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity\*

(p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Education;

(q) Dean of Arts and Science and one other from Arts and Science; Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); one representative from each of the major departments in Arts and Science which are engaged in teaching or disciplines commonly found on the curriculum of elementary and secondary schools where such departments are not represented through joint appointments; Fine Arts - heads of Art and Art History, Drama, and Music, and all members of the departments who teach education classes; Education Head Librarian; Director of Media and Technology Services;

(r) Five undergraduate students from the College of Education and two Education graduate students, to have voting privileges on all matters at meetings of the Faculty Council.

(s) The Indian Teacher Education Program (ITEP), Northern Teacher Education Program (NORTEP), and Northwest Territories Teacher Education Program (NWTEP), Directors and the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert and SUNTEP Saskatoon Coordinators, to have voting privileges on all matters at meetings of the Faculty Council.

**(p) Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education.**

**(q) Dean of Arts and Sciences (or nominee) and the Vice Deans of Arts and Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education Head Librarian (or nominee) as non voting members.**

**(r) Five undergraduate students comprised of the president of the Education Students Society and two named ESS officers (or named designates); the president of the SUNTEP student society (or named designate); the president of the ITEP student society (or named designate); and three education graduate students named by the Education Graduate Student Association, to have voting privileges on all matters at meetings of the Faculty Council.**

**(s) Directors (or designates) of the Indian Teacher Education Program (ITEP), Northern Teacher Education Program (NORTEP), and Northwest Territories Teacher Education Program (NWTEP);Coordinator (or designates) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert and SUNTEP Saskatoon, to have voting privileges on all matters at meetings of the Faculty Council.**

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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- PRESENTED BY:** Gord Zello  
Chair, Governance Committee
- DATE OF MEETING:** June 20, 2013
- SUBJECT:** **Revisions to the *Regulations on Student Academic Misconduct***
- DECISION REQUESTED:** *It is recommended:*  
That Council approve the revisions to the *Regulations on Student Academic Misconduct*, effective July 1, 2013.

**PURPOSE:**

The *Regulations on Student Academic Misconduct* serve as the university-level regulations on academic dishonesty. The *University of Saskatchewan Act, 1995*, provides Council with this responsibility. These regulations have been revised to align with the changes made to the *Responsible Conduct in Research Policy*.

**CONTEXT AND BACKGROUND:**

The governance committee was charged with ensuring that the Regulations on Student Academic Misconduct were aligned with the changes being made to the Responsible Conduct in Research Policy. In doing so, the governance committee took the opportunity to make further revisions and to update titles and language to bring the document up to date.

**CONSULTATION:**

The governance committee consulted with the chair of the research, scholarly and artistic work committee and with university legal counsel. The governance committee considered the revisions at its meeting of May 30, 2013, and approved them electronically on June 12, 2013.

**ATTACHMENTS:**

1. Regulations on Student Academic Misconduct



## REGULATIONS ON STUDENT ACADEMIC MISCONDUCT

*Approved by University Council October 15, 2009*

*Effective date of these regulations January 1, 2010*

*Suggested revisions June 2013*

Deleted: February

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[ATTACHMENT: Informal Resolution of Academic Misconduct form](#)

*Questions concerning procedural matters described herein should be directed to the University Secretary, 212 Peter MacKinnon Building, 107 Administration Place, University of Saskatchewan, Saskatoon SK S7N 5A2 (306) 966-4632; fax (306) 966 4530; email [university.secretary@usask.ca](mailto:university.secretary@usask.ca)*

## PREAMBLE

The mission of the University of Saskatchewan is to achieve excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge. The pursuit of this mission requires an adherence to high standards of honesty, integrity, diversity, equity, fairness, respect for human dignity, freedom of expression, opinion and belief, and the independence to engage in the open pursuit of knowledge. The achievement of the mission of the university also requires a positive and productive living, working and learning environment characterized by an atmosphere of peace, civility, security and safety.

The university is a key constituent of the broader community, and has a role to prepare students as global citizens, role models and leaders. The university expects students to exhibit honesty and integrity in their academic endeavours and to behave responsibly and in a manner that does not interfere with the mission of the university or harm the interests of members of the university community.

Many of these principles and expectations are further discussed in other university policies, including the Council's *Guidelines for Academic Conduct*<sup>1</sup>.

### Guiding Principles

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.
- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.
- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.
- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.

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<sup>1</sup> The *Guidelines for Academic Conduct* were approved by Council in 1999 and are available at [http://www.usask.ca/university\\_council/reports/archives/guide\\_conduct.shtml](http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml)

- **Security and Safety:** The university will act to safeguard the security and safety of all members of the university community. When situations arise in which disagreement or conflict becomes a security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.
- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

It is acknowledged that while similar expectations govern all members of the university community, including faculty and staff, these expectations and their associated procedures are dealt with under various of the university's other formal policies (such as Council's *Guidelines for Academic Conduct*) as well as by provincial labour legislation, employment contracts, and collective agreements.

## Authority

The *University of Saskatchewan Act 1995* ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as "academic misconduct." All hearing boards, whether at the college, school or university level, are expected to carry out their responsibilities in accordance with approved council regulations and processes. The Council delegates oversight of college and school-level hearing boards to the respective deans or executive directors, and oversight of university-level hearing boards to the governance committee of Council.

The Act gives the **Senate** responsibility to make by-laws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. Senate's *Regulations Governing Student Conduct in Non-academic Matters* address the principles and procedures applicable to complaints about non-academic misconduct.

In addition, Section 79 of the Act authorizes the **President** of the University to suspend a student immediately when, in the opinion of the President the suspension is necessary to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university. Under the Act such a suspension may be a full or partial suspension, and its duration will be determined by the President, whose authority may be delegated to the Dean of the student's College or the Executive Director of the student's School. The Act also provides that a student suspended under this provision will be given an opportunity to be heard within 15 days of the suspension, by the body established by the Council in the case of academic misconduct, or by the Senate for non-academic misconduct, respectively.



Questions relating to the respective authority of Senate, Council, and the President under the Act and associated procedures should be directed to the University Secretary.

# REGULATIONS ON STUDENT ACADEMIC MISCONDUCT

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## I. SCOPE

The Regulations apply to all University of Saskatchewan students in academic activities. A student is defined as any person who is registered or in attendance at the University of Saskatchewan, whether for credit or not, at the time of the misconduct.

No proceedings or action taken pursuant to any other policy, regulation, rule or code (e.g., Criminal Code of Canada and professional or other college codes of conduct) shall bar or prevent the University from also instituting proceedings and imposing sanctions under the Regulations. Nothing in the Regulations shall prevent the University from referring any student to the appropriate law enforcement agency, should this be considered necessary or appropriate.

There is an onus on every student to become informed as to what does or does not constitute academic misconduct. Lack of awareness of the Regulations, cultural differences, mental health difficulties or impairment by alcohol or drugs are not defences for academic misconduct. If it can be demonstrated that a student knew or reasonably ought to have known that he or she has violated the university's standard of academic integrity, then the violation may be dealt with under the provisions of the Regulations.

| In the event there is a conflict with any other guideline or policy statement at the college, school or departmental level, these Regulations take precedence.

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## II. ACADEMIC MISCONDUCT DEFINED

The following constitute academic misconduct that may be the subject-matter of an allegation under these Regulations:

- a) Providing false or misleading information or documentation to gain admission to the university or any university program;
- b) Theft of lecture notes, research work, computer files, or other academic or research materials prepared by another student or an instructor or staff member;
- c) Using work done in one course in fulfilment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;
- d) Presenting the work of someone else as one's own;
- e) The supply of materials prepared by the student to another student for use by that student as the work or materials of that student;

- f) Alteration or falsification of records, computer files, or any document relating to a student's academic performance;
- g) Violation of the university's [Responsible Conduct of Research Policy](#) (see [url](#));
- h) Fabrication or invention of sources;
- i) Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;
- j) Altering answers on a returned examination;
- k) When prohibited, removing an examination from the examination room;
- l) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;
- m) Possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;
- n) Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;
- o) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;
- p) Failing to observe the terms of any agreement not to disclose the contents of an examination;
- q) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- r) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;
- s) Preventing others from fair and equal access to University facilities or resources, including library resources ;
- t) Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;
- u) Knowingly assisting another person engaged in actions that amount to academic misconduct;
- v) **Plagiarism:** the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

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Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- (i) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized].
  - (ii) The verbatim use of oral or written material without adequate attribution.
  - (iii) The paraphrasing of oral or written material of other persons without adequate attribution
- w) Unprofessional conduct or behaviours that occur in academic or clinical settings or other work placements, or that are related to the student's area of professional practice.
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### III. INFORMAL PROCEDURES

Many cases of alleged academic misconduct on the part of students result from misunderstanding or carelessness. When an infraction is suspected, the instructor or invigilator may, at his or her own discretion, speak informally with the student(s) to discuss the matter and to consider an appropriate remedy.

1. If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate remedy.
2. Remedies available to an instructor are limited to the following:
  - a) The grade on the work that is the subject of the infraction may be reduced to a failing grade or a zero, or by a percentage appropriate to the degree of the academic misconduct; or
  - b) The student may be asked to resubmit or re-write the examination, assignment or other work.

The instructor must [inform the student in writing \(ie. Informal Resolution of Academic Misconduct form\)](#) of the nature of the remedy to be imposed.

3. Remedies applied pursuant to III.2 above are considered to be informal measures and do not result in a permanent record of academic misconduct.
4. If it appears that the academic misconduct was of a more serious nature and therefore that a formal hearing is warranted, or if the student disputes the charge of academic misconduct or the remedy proposed pursuant to III.2 above, then either the instructor or invigilator, or the student, may request a formal hearing. Where the appeal is by the student following

imposition of informal measures under (3) above, the appeal must be made within 14 days of notification of the remedy. Such a request should be made to the office of the Dean, Executive Director or designate in the College of School responsible for the course in which the alleged infraction occurred or, if the matter falls outside the responsibility of a College or School, to the Provost and Vice-President Academic. Such a request will be subject to the procedures outlined in Section IV below.

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#### IV. FORMAL ALLEGATIONS OF ACADEMIC MISCONDUCT

1. The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level. It is the responsibility of the person who makes an allegation (the complainant) to provide a rationale for the allegation and to present the evidence in support of it. The allegation shall be specific with the pertinent details of the incident and shall be filed as soon as is possible after the occurrence or discovery of the incident.
2. The formal procedures are designed so that both the complainant and the respondent can present their respective arguments before an impartial board of decision-makers, and the consequences can be both meaningful and appropriate.
3. A formal allegation of academic misconduct
  - a) may be made by a member of the General Academic Assembly, an instructor, a student or staff member of the University.
  - b) shall be in writing with the name of the person making the allegation attached to it.
  - c) shall be delivered to the Dean, Executive Director or designate of the College or School that is responsible for the course or other academic activity to which the allegation relates. Where the matter falls outside the responsibility of a College or School, the formal allegation shall be delivered to the Provost and Vice-President (Academic).
4. The Dean, Executive Director or designate or the Provost and Vice-President (Academic) shall deliver a copy of the allegation along with a copy of these regulations
  - a) to the student(s) against whom the allegation is made (the respondent);
  - b) if the student is not registered in the college or school responsible for the course or activity to which the allegation relates, to the Dean of the College or Executive Director of the School in which the respondent is/was registered;
  - c) to the Head of the Department in which the alleged offence was committed;
  - d) to the instructor of the course, when the alleged offence involves a course; and
  - e) to the University Secretary.

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## V. THE RIGHTS AND RESPONSIBILITIES OF PARTIES TO A HEARING

Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decision-makers. All hearings of alleged academic misconduct will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,

- a) Without derogation of the President's authority under s. 79 of the Act, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established, on the balance of probabilities and before a board of impartial and unbiased decision-makers, that he/she has committed an act of academic misconduct.
- b) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias exists.
- c) Reasonable written notice will be provided for hearings, and hearings will be held and decisions rendered within a reasonable period of time. It is the responsibility of all parties to ensure that the University has current contact information for them. If a notice is not received because of a failure to meet this requirement, the hearing will proceed.
- d) All information provided to a hearing board in advance of a hearing by either party will be shared with both parties prior to the hearing.
- e) Neither party will communicate with the hearing board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing or to send an advocate in his/her place.
- f) The complainant and the respondent have a right to bring an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses, subject to the provisions below with respect to the rights of the hearing board. This right is subject to provision of the names and contact information for any witnesses and/or advocates to the Dean, Executive Director or designate in the case of College or School hearings, or to the Secretary in the case of an appeal, at least 2 days prior to the hearing.
- g) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.
- h) The hearing board has a right to determine its own procedures subject to the provisions of these Procedures, and to rule on all matters of process including the

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acceptability of the evidence before it and the acceptability of witnesses called by either party. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.

## VI. PROCEDURES FOR FORMAL HEARINGS

When it has been determined that a formal hearing should proceed, the following steps will be taken.

1. Upon receipt of an allegation as provided in Section IV, the Dean or Executive Director or, in the case of an allegation not relating to a College or School, the Vice-President (Academic) shall first determine whether the allegation relates to a breach of the Responsible Conduct of Research Policy in accordance with the definition of such breaches contained within that policy. If it does, then the Dean, Executive Director or Vice-president will follow the process outlined under “Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy” in the Responsible Conduct of Research Policy, available [here]. The decision of the Dean, Executive Director or Vice-president in this matter is final and not subject to appeal. The University Secretary will be notified of the decision of the Dean, Executive Director or Vice-president in this regard. In all other cases, the Dean, Executive Director or Vice-president (Academic) shall convene a hearing board composed of a chair, named by the Dean, Executive Director or Vice-president (Academic); at least two members of the General Academic Assembly, all of whom, where feasible, shall be faculty members of the department, school or college responsible for matters to which the allegation relates; and a student who is registered in the college or school responsible for the matters to which the allegation relates. The requirement for a student member on the board may be waived by the student against whom the allegation is made. The hearing board may be a standing committee of the college or school appointed for this purpose. The hearing board is to receive the evidence, decide whether an act of academic misconduct has been committed and if so, decide on the consequences within the range of sanctions as set out in the Council Rules on Academic Misconduct. If the circumstances warrant, the Dean, Executive Director or designate may appoint an individual to investigate or assist the instructor with the investigation, and to provide the hearing board with evidence relating to the allegation.
2. The Dean, Executive Director or designate shall provide both the complainant and the respondent with at least 7 days’ written notice of the date and place of the hearing. The hearing may be rescheduled if necessary to accommodate participants’ schedules, with the guideline that the hearing should wherever possible be held within thirty days of the receipt of the allegation. Where there are special circumstances (as determined by the Dean, Executive Director or designate), the matter may be heard on less than 7 days’ notice.
3. If the respondent does not respond to the written notification of the hearing, or chooses not to appear before the hearing board, the hearing board has the right to proceed with the hearing. An absent respondent may be represented by an advocate who may present the respondent’s case at the hearing.

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Generally, hearings will be held with all parties present. However, if either of the parties to the hearing, or any advocate, witness, or observer, is unable to attend in person, the hearing

board may at its discretion and where circumstances demand, proceed on the basis of written submissions, or it may provide for such person(s) to participate by telephone, subject to the provision that either party to the dispute (or their advocate) must be capable of hearing all evidence being presented, and of responding to all evidence and questions, and that witnesses and/or observers may be invited to join the hearing by telephone for the part of the hearing to which they would normally have been invited in person. Provision must be made for all parties to the proceedings to know when a party participating by telephone is signing on and signing off.

4. Where a set of circumstances has led to allegations of academic misconduct against two or more students, the ~~Dean, Executive Director or designate~~ receiving the allegation should determine whether the identity of co-accused students or associated students should be kept confidential and whether there should be one hearing at which all of the students are heard, or individual hearings for each respondent.
5. The hearing board is not bound to observe strict legal procedures or the rules of evidence but shall establish its own procedures subject to the following:
  - a) Hearing boards under these regulations have an adjudicative role. It is the responsibility of the complainant(s) to provide a rationale for the allegation and to present the evidence in support of it, and it is the responsibility of the respondent(s) to answer the charge.
  - b) Both complainant and respondent shall be given adequate notice in writing and full opportunity to participate in the proceedings other than the deliberations of the hearing board.
  - c) The hearing shall be restricted to persons who have a direct role in the hearing as complainant or respondent or their advocates, members of the hearing board, persons who are acting as witnesses, and up to three non-participating observers for each party to the complaint. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
  - d) When the hearing board meets, the complainant and the respondent or their advocates shall have the opportunity to be present before the hearing board at the same time. Either side may call witnesses, who would normally be present only to provide their evidence. Exceptions may be made at the discretion of the chair. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.
  - e) The chair of the hearing board should open the hearing by seeking agreement that the matter is properly before a College or School hearing board. If the authority of the Board is challenged, then the Board will hear the arguments in favour of and against the proper jurisdiction of the Board to hear the matter, and will rule whether the hearing should proceed.
  - f) The allegation and the evidence allegedly supporting it, and supporting documentation and/or witnesses, shall be presented by the person who made the allegation, or that person's advocate.

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- g) The chair may at his or her discretion grant an opportunity for the respondent or the respondent's advocate and members of the hearing board to ask questions of the person presenting the allegation and any person giving evidence allegedly supporting it.
  - h) The respondent or the respondent's advocate shall then be allowed to respond to the complaint and to present supporting documentation and/or witnesses.
  - i) The chair may at his or her discretion grant an opportunity for the person presenting the allegation and members of the hearing board to ask questions of the respondent and any witness for the respondent.
  - j) Both the complainant and the respondent will have the opportunity to explain their respective interpretations of the evidence presented in a closing statement, and to suggest what sanctions, if any, they believe are appropriate to the matter before the hearing board.
6. Once a hearing concludes, the hearing board may not consider any additional evidence without re-opening the hearing to ensure that the parties have an opportunity to review and respond to the new evidence.
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## VII. DECISION OF THE HEARING BOARD AND DETERMINATION OF CONSEQUENCES

### A. Determination of Consequences following Decision of Hearing Board Constituted under the Responsible Conduct of Research Policy

When it has been determined that an allegation involving a student relates to a breach of the Responsible Conduct of Research Policy, and the allegation has been heard by a hearing board constituted under the Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy, the matter is referred to these Regulations on Student Academic Misconduct for determination of consequences, if the finding of the hearing board is that the student is at fault. The process as outlined in sections VII.A.1 to 7 shall apply.

1. The hearing board constituted under these regulations will be provided with the report of the original hearing board. The parties to the original hearing will be able to make representations to this hearing board regarding sanctions, and witnesses may be called. After all questions have been answered and all points made, the hearing board constituted under these Regulations on Student Academic Misconduct will meet in camera to determine one or more appropriate sanctions. These deliberations are confidential. The hearing board has the sole authority to determine the appropriate sanctions.
2. The student's prior record of violations of the Responsible Conduct of Research Policy, academic or non-academic standards and a copy of the student's transcript will be provided by the Registrar or the University Secretary to members of the hearing board constituted under these regulations, to assist them in determining one or more appropriate sanctions.

3. The hearing board shall also take into account sanctions imposed by other hearing boards or appeal boards for similar misconduct as recorded by the University Secretary and/or the College or School hearing the case.
4. The board shall rule that one or more of the following sanctions be imposed:
  - a) that the student be reprimanded or censured;
  - b) that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination, or that a credit or mark for the course be modified or cancelled;
  - c) that an examination be rewritten, an assignment be redone or any other academic performance be repeated;
  - d) that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that topic;
  - e) that the student(s) be suspended from the University for a specified period of time;
  - f) that the student(s) be expelled permanently from the University; or
  - g) that the conferral of a degree, diploma or certificate be postponed, denied or revoked.
5. If the decision of the hearing board results in suspension or expulsion of the student(s), the hearing board must also rule whether the endorsement on the student(s)'s record as referenced in Section 4 is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such a removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal. If the decision of the hearing board results in suspension of the student, the hearing board should also consider and rule on whether the period of suspension will count towards the student's time in program.
6. The chair of the hearing board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusion and state any sanction imposed. The record of the decision shall be distributed as provided for in Section XIII.
7. The ruling of a hearing board is deemed to have been adopted by Council unless it is appealed as provided by the following rules.
8. The student(s) and the individual who brought the allegation shall be advised that either of them may appeal the hearing board results as outlined in VIII of these regulations. Any sanctions that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board.

If the student elects to appeal the decision of the hearing board constituted under the *Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy*, any procedure under these *Regulations on Student Academic Misconduct* to determine the consequences is suspended until the

resolution of the appeal under the *Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy*.

## **B. Decision of the Hearing Board and Determination of Consequences in all Other Cases**

For decisions of the hearing board and determination of consequences when the matter has not resulted from a finding of a hearing board constituted under the *Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy*, the following sections VII.B.1 to 10 shall apply.

1. After all questions have been answered and all points made, the hearing board will meet *in camera* to decide whether an act of academic misconduct has been committed and, if so, to apply one or more appropriate sanctions. These deliberations are confidential. The hearing board has the sole authority to determine whether or not the respondent has committed an act of academic misconduct.
2. The standard of proof shall be whether the balance of probabilities is for or against the student having committed the offense.
3. If it is established that the respondent has committed an act of academic misconduct, then the respondent's prior record of violations of the academic or non-academic standards and a copy of the respondent's transcript will be provided by the Registrar or the University Secretary to members of the hearing board to assist them in determining an appropriate penalty.
4. The hearing board shall also take into account sanctions imposed by other hearing boards or appeal boards for similar academic misconduct as recorded by the University Secretary and/or the College or School hearing the case.
5. If a majority of members of a hearing board conclude that the allegation of academic misconduct is supported by the evidence before the board, it shall rule that one or more of the following sanctions be imposed:
  - a) that the student be reprimanded or censured;
  - b) that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination, or that a credit or mark for the course be modified or cancelled;
  - c) that an examination be rewritten, an assignment be redone or any other academic performance be repeated;
  - d) that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that topic;
  - e) that the student(s) be suspended from the University for a specified period of time;
  - f) that the student(s) be expelled permanently from the University; or
  - g) that the conferral of a degree, diploma or certificate be postponed, denied or revoked.

**Deleted:** After all questions have been answered and all points made, the hearing board will meet *in camera* to decide whether an act of academic misconduct has been committed and, if so, to apply one or more appropriate sanctions. These deliberations are confidential. The hearing board has the sole authority to determine whether or not the respondent has committed an act of academic misconduct.¶

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6. If the decision of the hearing board results in suspension or expulsion of the student(s), the hearing board must also rule whether the endorsement on the student(s)'s record as referenced in Section 4 is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such a removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal. If the decision of the hearing board results in suspension of the student, the hearing board should also consider and rule on whether the period of suspension will count towards the student's time in program.
7. If the allegation of academic misconduct is not substantiated, the Dean in consultation with the chair of the hearing board shall take all reasonable steps to repair any damage that the respondent's reputation for academic integrity may have suffered by virtue of the allegation.
8. The chair of the hearing board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusion that academic misconduct did or did not occur and state any penalty imposed. The record of the decision shall be distributed as provided for in Section XIII.
9. The ruling of a hearing board is deemed to have been adopted by Council unless it is appealed as provided by the following rules.
10. The student(s) and the individual who brought the allegation shall be advised that either of them may appeal the hearing board results. Any sanctions that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board.

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## VIII. APPEAL BOARD

1. Either the complainant or the respondent may appeal the decision of the hearing board and/or the sanctions imposed by delivering to the University Secretary a written notice of appeal before the expiry of 30 days from the date a copy of the hearing board report was delivered to that person. For appeals under these Regulations on Student Academic Misconduct, where the matter was first heard by a hearing board constituted under the Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy, the parties may only appeal the consequences determined by the hearing board constituted under these Regulations. In all cases, the notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, any evidence the appellant wishes to present to support those grounds, and (where relevant) what remedy or remedies the appellant believes to be appropriate. A student may seek assistance in preparing an appeal.
2. An appeal will be considered only on one or more of the following grounds:
  - a) That the original hearing board had no authority or jurisdiction to reach the decision or impose the sanction(s) it did;

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- b) That there was a reasonable apprehension of bias on the part of a member or members of the original hearing board;
  - c) That the original hearing board made a fundamental procedural error that seriously affected the outcome
  - d) That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.
3. Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the Secretary determines that there are no valid grounds under these Procedures for an appeal, then the appeal will be dismissed without a hearing. If the Secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The decision of the Secretary with respect to allowing an appeal to go forward is final, with no further appeal.
4. The appeal board will be constituted within a reasonable time frame and will be composed of three members of Council, one of whom is a student. Where the case involves a graduate student, the faculty members on the board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from a roster nominated by the Nominations Committee. The University Secretary or designate will act as secretary to the appeal board. With the exception of the Secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

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## **IX. APPEAL PROCEDURE**

1. The appeal board shall convene to hear the appeal within 20 days of being constituted. Under exceptional circumstances, the Board may extend this period.
2. Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the University Secretary to the appellant, to the other party in the original hearing as respondent, to the chair of the original hearing board, and to members of the appeal board. Where possible and reasonable the Secretary will accommodate the schedules of all parties and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.
3. If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written record of the original hearing and the written statement of appeal and/or a written response in lieu of arguments made in person. An appellant who chooses to be absent from a hearing may appoint an advocate to present his/her case at the hearing.

4. The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles:
- a) Appeal boards under these regulations will not hear the case again but are limited to determining whether the original hearing board had authority and jurisdiction to hear the original case; whether there was a reasonable apprehension of bias on the original hearing board that heard the case; whether the original hearing board made fundamental procedural errors that seriously affected the outcome; or whether any new evidence that is being presented would likely have affected the original outcome AND could not reasonably have been presented at the original hearing.
  - b) The parties to the hearing shall be the appellant (who may be either the original complainant or the original respondent) and the other party to the original hearing as respondent. The chair (or another member designated by the chair) of the original hearing board is invited to attend and at the discretion of the chair will be permitted to participate in the hearing and to respond to submissions of either party or of the appeal board.
  - c) Except as provided for under 4a above, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the appeal board's deliberations.
  - d) It shall be the responsibility of the appellant to demonstrate that the appeal has merit.
  - e) Hearings shall be restricted to persons who have a direct role in the hearing. Witnesses will not normally be called, but the appellant may request the presence of an advocate and up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
  - f) The appellant and the respondent shall be present before the appeal board at the same time.
  - g) Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from the other party and from members of the appeal board.
  - h) Both the appellant and the respondent will have the opportunity to suggest what sanctions, if any, they believe are appropriate to the matter before the appeal board.

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## X. DISPOSITION BY THE APPEAL BOARD

- 1. After all questions have been answered and all points made, the appeal board will meet *in camera* to decide whether to uphold, overturn or modify the decision of the original hearing board. The deliberations of the appeal board are confidential.
- 2. The appeal board may, by majority,

- a) Conclude that the appellant received a fair hearing from the original hearing board, and uphold the original decision; or
  - b) Conclude that the appellant did not receive a fair hearing, but that the outcome determined remains appropriate and the original decision is upheld; or
  - c) Conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision and/or sanctions using any of the remedies available in Section VI; or
  - d) Order that a new hearing board be struck to re-hear the case. This provision shall be used only in rare cases such as when new evidence has been introduced that could not reasonably have been available to the original hearing board and is in the view of the appeal board significant enough to warrant a new hearing.
3. The chair of the appeal board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any penalty imposed or withdrawn. The report shall be delivered to the University Secretary and distributed as provided for in Section XIII.
  4. If the decision of a hearing board is successfully appealed, the chair of the governance committee in consultation with the chair of the appeal board shall ask the Dean of the college or Executive Director of the School that originally heard the case to take all reasonable steps to repair any damage that the appellant's reputation for academic integrity may have suffered by virtue of the earlier finding of the hearing board.

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## XI. NO FURTHER APPEAL

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be a finding and ruling of Council.

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## XII. ENDORSEMENT ON STUDENT RECORD

1. Upon receipt of a report of a hearing board or an appeal board as provided in these rules, the Registrar shall:
  - a) in the case of a report ordering expulsion of a student, endorse on the record of the student and on any transcript of the record the following: "Expelled for academic misconduct on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_."
  - b) in the case of a report ordering suspension of a student, endorse on the record of the student and on any transcript of that record the following: "Suspended for academic misconduct from \_\_\_\_\_ to " \_\_\_\_\_ " [period of suspension] .

- c) In the case of a report ordering the revocation of a degree, endorse on the record of the student and on any transcript of that record the following: “[Name of Degree] revoked for academic misconduct on the \_\_\_\_ day of \_\_\_\_, 20\_\_.”
- 2. Upon notice of an appeal, and where the appellant’s academic record may be affected by the outcome of the appeal, the Registrar shall endorse on the appellant’s record and on any transcript of that record the following statement: “This record is currently under appeal and may be affected by the decision of an appeal board.” This endorsement shall be removed from the appellant’s record upon receipt by the Registrar of a copy of the decision of the appeal board
- 3. Except as provided for under [Sections VII.B.6](#) and XII.2, an endorsement on the record is permanent.

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### XIII. REPORTS

- 1. Not later than 15 days after a hearing board or an appeal board has completed its deliberations, the chair shall deliver a copy of the report to the following persons:
  - a) the student(s) against whom the allegation was made;
  - b) the person who made the allegation;
  - c) the dean of the college [or executive director of the school](#) in which the student(s) is/are registered;
  - d) the head of the department that is responsible for matters to which the allegation relates;
  - e) the instructor of the course, when the alleged offence involves a course;
  - f) the Registrar; and
  - g) the University Secretary.
- 2. When the alleged misconduct involves academic work supported by external funds, and if the student has been deemed guilty of misconduct after all avenues of appeal under these regulations have been exhausted, then information regarding the final outcome of the case may be provided by the Dean of the College [or Executive Director of the School](#) in which the student is registered, and to the external agency responsible for providing the said external funds as required by that agency's requirements for disclosure.
- 3. Subject to the provisions of the Regulations and the requirements of law, any and all records pertaining to charges and/or hearings and/or sanctions under these Procedures are confidential and should not be kept on a file accessible to individuals not named above or their confidential assistants, except that the University Secretary shall make them available to



hearing boards and appeal boards as provided for in Sections VII.2 and IX.4, above, and to University personnel for use in admission decisions.

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#### XIV. DELIVERY OF DOCUMENTS

Delivery of any document referred to in these Procedures to a student may be made in person, or by courier, or by e-mail to the student's official university e-mail address and by registered mail addressed to the address of the student as set out in the records of the Registrar. Delivery is presumed to have been made when it is received by the student or 5 days after the date of registration (or Express posting), or 1 day after the e-mail was sent to the official university e-mail address. Delivery of any document referred to in these rules to anyone else may be made in person or by Campus mail or e-mail services. All students have a responsibility to ensure that the University has current contact information; if a notice is not received because of a failure to meet this requirement, the hearing will proceed.

**Deleted:** any notice not received because the student has failed to meet this requirement will have no bearing on the proceedings.

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*Questions concerning procedural matters described herein should be directed to the University Secretary,  
212 Peter MacKinnon Building, 107 Administration Place, University of Saskatchewan, Saskatoon SK S7N 5A2  
(306) 966-4632; fax (306) 966-4530; email [university.secretary@usask.ca](mailto:university.secretary@usask.ca)*

*Approved by University Council October 15, 2009  
Effective date of these regulations January 1, 2010*

#### *Acknowledgements*

In creating this document, and in addition to current University of Saskatchewan policies and regulations, the drafters have used segments (with permission) from the York University Student Code of Conduct, University of Alberta Code of Student Behaviour and the University of Western Ontario Code of Student Conduct as foundational references and sources of wording.

**ATTACHMENT:**

| [Informal Resolution of Academic Misconduct](#) form, for the use of students and instructors implementing the University of Saskatchewan *Regulations on Student Academic Misconduct*.

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### Informal Resolution of Academic Misconduct

The University of Saskatchewan *Regulations on Student Academic Misconduct* allow an instructor and student to agree on an appropriate remedy for misconduct due to misunderstanding or carelessness, in cases where the student does not dispute the charge or the remedy, and where the instructor deems that the infraction is minor enough not to warrant a formal hearing.. See an excerpt from these Regulations on the back of this page.

When an infraction is suspected, the instructor or invigilator may, at his or her own discretion, speak informally with the student(s) to discuss the matter and to consider an appropriate remedy.

Course and section: \_\_\_\_\_

Term and year: \_\_\_\_\_

Instructor: \_\_\_\_\_ Invigilator (if applicable): \_\_\_\_\_

Student(s): \_\_\_\_\_ Student number(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Type of assignment (essay, exam or other academic work): \_\_\_\_\_

**Notification of remedy proposed by instructor:**

\_\_\_ Grade reduction in the identified assignment  
Reduction of assignment grade to \_\_\_\_\_

And/ or

\_\_\_ Requirement for resubmission of the identified assignment  
Resubmission deadline \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_\_\_\_

**Instructor signature**

**I accept the remedy described above:**

\_\_\_\_\_  
Date: \_\_\_\_\_

**Student signature**

Within 14 days of the date shown above, the student or instructor has the right to request that a formal hearing be held about this misconduct allegation. To request a formal hearing, the student or instructor must contact the Dean of the College [or the Executive Director of the School](#) responsible for the course.

This form will be retained by the instructor as a component of the grading materials for this course but will not be made part of the student’s official record. The student should also keep a copy of this form for his or her records.

**Excerpt from the University of Saskatchewan *Regulations on Student Academic Misconduct* (effective January 1, 2010)**

**III. INFORMAL PROCEDURES**

Many cases of alleged academic misconduct on the part of students result from misunderstanding or carelessness. When an infraction is suspected, the instructor or invigilator may, at his or her own discretion, speak informally with the student(s) to discuss the matter and to consider an appropriate remedy.

1. If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate remedy.
2. Remedies available to an instructor are limited to the following:
  - c) The grade on the work that is the subject of the infraction may be reduced to a failing grade or a zero, or by a percentage appropriate to the degree of the academic misconduct; or
  - d) The student may be asked to resubmit or re-write the examination, assignment or other work.

The instructor must inform the student in writing of the nature of the remedy to be imposed.

3. Remedies applied pursuant to III.2 above are considered to be informal measures and do not result in a permanent record of academic misconduct.
4. If it appears that the academic misconduct was of a more serious nature and therefore that a formal hearing is warranted, or if the student disputes the charge of academic misconduct or the remedy proposed pursuant to III.2 above, then either the instructor or invigilator, or the student, may request a formal hearing. Where the appeal is by the student following imposition of informal measures under (3) above, the appeal must be made within 14 days of notification of the penalty. Such a request should be made to the office of the Dean, Executive Director or designate in the College or School responsible for the course in which the alleged infraction occurred or, if the matter falls outside the responsibility of a College or School, to the Provost and Vice-President Academic. Such a request will be subject to the procedures outlined in Section IV.

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**IV. FORMAL ALLEGATIONS OF ACADEMIC MISCONDUCT**

1. The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level. It is the responsibility of the person who makes an allegation (the complainant) to provide a rationale for the allegation and to present the evidence in support of it. The allegation shall be specific with the pertinent details of the incident and shall be filed as soon as is possible after the occurrence or discovery of the incident.
2. The formal procedures are designed so that both the complainant and the respondent can present their respective arguments before an impartial board of decision-makers, and the consequences can be both meaningful and appropriate.

A complete copy of these Regulations is available at:

[www.usask.ca/university\\_secretary/honesty/StudentAcademicMisconduct.pdf](http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf)

For more information about the informal and formal procedures for dealing with academic misconduct, please contact the College or School general office or the Office of the University Secretary, Room 212 Peter MacKinnon Building, phone (306)966-4632 or email [university.secretary@usask.ca](mailto:university.secretary@usask.ca)

UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Gordon Zello  
Chair, Governance Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **Request for Decision: Nominations to the  
Nominations Committee**

**DECISION REQUESTED:** *It is recommended:*  
That Council approve the following nominations to the  
Nominations Committee effective July 1, 2013:

Appointments expiring June 30 as indicated:

- 2014 - Ed Krol, Pharmacy and Nutrition, re-appointed
- 2014 - Michael McGregor, Psychology, Arts and Science
- 2014 - Michele Prytula, Educational Administration, Education
- 2015 - Signa Daum Shanks, Law
- 2015 - Yen-Han Lin, Chemical and Biological Engineering, Engineering
- 2015 - Curtis Pozniak, Plant Sciences, Agriculture & Bioresources
- 2016 - Dwayne Brenna, Drama, Arts and Science, re-appointed
- 2016 - Terry Wotherspoon, Sociology, Arts and Science, re-appointed
- 2016 - Susan Fowler-Kerry, Nursing

One year appointment as Chair, expiring June 30:

- 2014 – Ed Krol, Pharmacy and Nutrition

UNIVERSITY COUNCIL  
**GOVERNANCE COMMITTEE**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Gord Zello  
Chair, Governance Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **College of Engineering Faculty Council request for approval to delegate responsibilities to its committees**

**DECISION REQUESTED:** *It is recommended:*  
That Council approve the request of the College of Engineering Faculty Council to delegate responsibilities to its committees.

**PURPOSE:**

To approve the request from the College of Engineering to delegate responsibility from its faculty council to committees of its faculty council.

**CONTEXT AND BACKGROUND:**

The College of Engineering Faculty Council requested that the governance committee review their proposed new bylaws, specifically delegating responsibilities to its committees, as is required in the University Council Bylaws, Part Three, Section V, 2.C. that states:

*Each faculty council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by University Council to the Faculty Councils, either in accordance with these bylaws or through policies approved by University Council, may not be further delegated without the permission of the University Council.*

**ATTACHMENTS:**

1. Correspondence from Charles Maule, Chair, College of Engineering Faculty Council

June 4, 2013

Gordon Zello  
Chair, University Council Governance Committee

Dr Zello,

I am writing on behalf of the College of Engineering Faculty Council to request university Council approval to delegate responsibility to committees of the College of Engineering Faculty Council.

Part Three, Section V, 2.c of the University Council Bylaws state that:

*Each faculty council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by university Council to the Faculty Councils, either in accordance with these bylaws or through policies approved by University Council, may not be further delegated without the permission of the university Council.*

On April 11, 2013 the College of Engineering approved new Terms of Reference for all its committees. These terms of reference are included in the attached College of Engineering Constitution.

Pursuant to University Council Bylaws, the College of Engineering Faculty Council requests university Council approval to delegate the following authority to its committees:

1. To the College of Engineering Undergraduate Academic Programs Committee (UAPC):

The authority to approve and submit to University Council's Academic Programs Committee the College's recommendations on:

- Special topic courses
- Course and program catalogue
- New courses
- Course deletions, and
- Minor program revisions (whether a revision is minor or major is determined by the Chair, UAPC and Chair, Engineering Faculty Council)

2. To the College of Engineering Student Awards Committee:

The authority to distribute available awards, scholarships and bursaries

3. To the College of Engineering Academic Misconduct and Appeal Committee:

The authority to hear and decide on Faculty Council's behalf matters of academic misconduct and other undergraduate student appeals pursuant to College and university policy.

Please contact me or Meghan McLaughlin, Faculty Council Secretary, if you have any questions or require more information.

Sincerely,

A handwritten signature in blue ink that reads "Charles Maule". The signature is cursive and somewhat stylized.

Charles Maule,  
Chair, College of Engineering Faculty Council

cc Jay Kalra, Chair, University Council  
Elizabeth Williamson, University Secretary



**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Gord Zello  
Chair, Governance Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **College of Agriculture and Bioresources Faculty  
Council membership revisions**

**DECISION REQUESTED:** *It is recommended:*  
That Council approve the revisions to the College of  
Agriculture and Bioresources Faculty Council  
membership.

**PURPOSE:**

The College of Agriculture and Bioresources Faculty Council have revised their faculty council bylaws. As part of that process, membership on the faculty council has been updated and must be approved by Council.

**CONSULTATION:**

The College of Agriculture and Bioresources Faculty Council approved their new bylaws in June 2012 and submitted the bylaws to the governance committee in May 2013. The governance committee was asked to review these changes and provide comments back to the College of Agriculture and Bioresources. The governance committee considered these revisions at its meeting of May 30, 2013 and approved them electronically on June 12, 2013.

**ATTACHMENTS:**

1. Faculty Council Membership- Agriculture and Bioresources

**COMPOSITION AND TERMS OF REFERENCE  
FACULTY AND COLLEGE COMMITTEES**

(revised)

**3. Faculty of Agriculture and Bioresources**

3.1 Membership

Ex officio members

- The President of the University
- The Provost and Vice-President (Academic)
- The Vice-President (Research)
- The Vice-President (Finance and Resources)
- The Vice-Provost (Faculty Relations)
- The Vice-Provost (Teaching and Learning)
- The Associate Vice-President Student and Enrolment Services
- The Associate Vice-President Information and Communications Technology
- The Dean of Agriculture and Bioresources
- The Dean of Graduate Studies and Research
- The Dean, University Library or designate
- The University Secretary
- The Associate Dean (Research)
- The Associate Dean (Academic)

Other members

- Faculty members of the college. (This includes all academic appointees in the college holding the rank of Professor, Associate Professor, Assistant Professor, Lecturer, Special Lecturer, or Instructor).
- Faculty members of other colleges holding a position as Associate Member in a constituent department<sup>1</sup> of the College of Agriculture and Bioresources
- Two faculty representatives from the

3.1 Membership

The Faculty of a College or of a School shall include the following (\*denotes non-voting members):

- The President of the University\*
- The Provost and Vice-President (Academic)\*
- The Vice-President Research\*
- The Vice-President Finance and Resources\*
- The Vice-President University Advancement\*
- The Vice-Provost (Faculty Relations)\*
- The Vice-Provost (Teaching and Learning)\*
- The Associate Vice-President Student and Enrolment Services\*
- The CIO and Associate Vice-President Information and Communications Technology\*
- The Dean of Agriculture and Bioresources
- The Dean of Graduate Studies and Research
- The Dean, University Library or designate\*
- The University Secretary\*
- The Registrar\*
- The Associate Dean (Research and Graduate Studies)
- The Associate Dean (Academic)
- Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College.
- Such other persons as Council may, from time to time, appoint.

Other members

- Faculty members of other colleges holding

<sup>1</sup> The constituent departments of the College of Agriculture and Bioresources are Bioresource Policy, Business and Economics; Animal and Poultry Science; Food and Bioproduct Sciences; Plant Sciences; and Soil Science.

<p>Department of Agricultural and Bioresource Engineering</p> <ul style="list-style-type: none"> <li>• Two faculty representatives from the Western College of Veterinary Medicine</li> <li>• Two faculty representatives from the Department of Biology</li> <li>• One faculty representatives from the Department of Chemistry</li> <li>• One faculty representative from the Edwards School of Business</li> <li>• One faculty representative from the Department of Economics</li> <li>• One faculty representative from the Department of English</li> <li>• One faculty representative from the Department of Geological Sciences</li> <li>• One faculty representative from the Department of Microbiology and Immunology</li> <li>• One faculty representative from the Department of Physics and Engineering Physics</li> <li>• One faculty representative from the Department of Geography</li> <li>• Six student representatives from the degree and diploma programs in the College of Agriculture and Bioresources to serve on the faculty and its standing committees to take part in all discussions, including student matters.</li> </ul>	<p>a position as Associate Member in a constituent department<sup>2</sup> of the College of Agriculture and Bioresources</p> <ul style="list-style-type: none"> <li>• Two faculty representatives from the Department of Chemical and Biological Engineering</li> <li>• Two faculty representatives from the Western College of Veterinary Medicine</li> <li>• Two faculty representatives from the Department of Biology</li> <li>• One faculty representatives from the Department of Chemistry</li> <li>• Two faculty representative from the Edwards School of Business</li> <li>• One faculty representative from the Department of Microbiology and Immunology</li> <li>• One faculty representative from the Department of Geography</li> <li>• Seven student representatives from the degree and diploma programs in the College of Agriculture and Bioresources to serve on the faculty and its standing committees to take part in all discussions, including student matters. Representation will include: One student from the Bachelor of Science in Agriculture program, one student from the B.Sc. Ag Business program, one student from the Diploma in Agriculture program, one student from the B.Sc. Renewable Resource Management program, one student from the BSc (Animal Bioscience), the Agricultural Students Association President and the Agricultural Students Association Vice-President (Academic).</li> </ul>

<sup>2</sup> The constituent departments of the College of Agriculture and Bioresources are Bioresource Policy, Business and Economics; Animal and Poultry Science; Food and Bioproduct Sciences; Plant Sciences; and Soil Science.

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Gordon Zello, Chair, Governance Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** Number of student appeals for 2012/2013

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The governance committee requested that the University Secretary, as a matter of course, report once a year on the nature and number of student appeals under Council's regulations on Student Appeals in Academic Matters, as well as appeals of decisions related to Academic Misconduct.

**SUMMARY:**

1. Student Appeals in Academic Matters

From May 1, 2012 to April 30, 2013 there were eight applications for appeals in academic matters that were submitted to the University Secretary (this compares with three applications for appeal in 2011/2012). Of the eight applications, seven went to a hearing board. The one application that did not go to a hearing fell under the previous regulations, and was therefore heard by the governance committee, where it was denied as it did not meet permissible grounds for an appeal. In six of these cases, the appeal board upheld the college's decision and in one case the appeal board overturned the college's decision.

2. Appeals of decisions related to Academic Misconduct

There was one application for an appeal of a decision of a college hearing board under the Academic Misconduct Regulations. The student was appealing the decision of the College of Graduate Studies and Research that he/she be expelled. The secretary reviewed the record of the hearing and determined there were grounds for appeal. The hearing board overturned the college's decision.

Under Council's regulations on student misconduct, allegations of misconduct are heard first at the college level. Statistics relating to the number of college hearings are available at:

[http://www.usask.ca/university\\_secretary/honesty/caught.php](http://www.usask.ca/university_secretary/honesty/caught.php)

**UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Bev Pain, Chair  
Nominations Committee of Council

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **Additional nominations to committees**

**DECISION REQUESTED:**

That Council approve the following nomination to the Senate Roundtable on Outreach and Engagement, to a three-year term ending June 30, 2016:

**Glenn Hussey    Physics and Engineering Physics    (reappointment)**

That Council approve the following nominations to the Renewals and Tenure Appeal Panel:

*To June 30, 2016*

**Kevin Ansdell    Geological Sciences**

**Ron Cooley    English**

**Jill Hobbs    Bioresource Policy, Business and Economics**

**David Mykota    Educational Psychology and Special Education**

*To June 30, 2015*

**Cindy Peternej-Taylor    Nursing**

*To June 30, 2014*

**Angela Busch    Physical Therapy**

**ATTACHED:**

Background information about committee vacancies.

## SENATE ROUND TABLE ON OUTREACH & ENGAGEMENT

Vicki Duncan	Library	2014
<b>Glenn Hussey</b>	<b>Physics and Engineering Physics</b>	<b>2016 (reappointment)</b>
Phyllis Shand	Food and Bioproduct Sciences	2016
Grant Wood	Plant Sciences	2015

## RENEWALS AND TENURE APPEAL PANEL

From this roster, the members are chosen for committees on Sabbatical Appeal, Promotion Appeal, and Tenure Appeal Committees, and for the President's Review Committee.

This panel is mandated by Collective Agreement (15.9.5.2):

An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of membership. Additional members may be chosen, if necessary, to staff appeal committees. Membership shall be restricted to tenured faculty with past experience on tenure committees, who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years. The following criteria shall govern the selection of the Panel:

- The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;
- The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

### To June 30, 2016

<b>Kevin Ansdell</b>	<b>Geological Sciences</b>
Marilyn Baetz	Psychiatry
Shauna Berenbaum	Pharmacy and Nutrition
Ron Bolton	Elec and Computer Engineering
<b>Ron Cooley</b>	<b>English</b>
Bruce Coulman	Plant Sciences
Maria Copete	Dentistry
Ralph Deters	Computer Science
Joanne Dillon	Biology
Amin Elshorbagy	Civil and Geological Engineering
Sherif Faried	Elec and Computer Engineering
<b>Jill Hobbs</b>	<b>Bio Policy, Bus &amp; Econ</b>
Dianne Miller	Educational Foundations
Nazeem Muhajarine	CH & EP
<b>David Mykota</b>	<b>Ed Psy &amp; Special Ed</b>
Mehdi Nemati	Chem and Bio Engineering
Jeff Taylor	Pharmacy and Nutrition
(17)	

### to June 30, 2015

Sabina Banniza	Plant Sciences
James Brooke	Mathematics and Statistics
Fionna Buchanan	Animal and Poultry Science
Phil Chillibeck	Kinesiology
Gary Entwhistle	Accounting
Rob Flanagan	Law
Rob Hudson	Philosophy
Ramji Khandelwal	Biochemistry

Karen Lawson	Psychology
<b>Cindy Peternelj-Taylor</b>	<b>Nursing</b>
Brian Pratt	Geological Sciences
Bill Roesler	Biochemistry
Bing Si	Soil Science
Jaswant Singh	Veterinary Biomedical Sciences
Lisa Vargo	English
Fran Walley	Soil Science
Gordon Zello	Pharmacy and Nutrition
(17)	

### to June 30, 2014

Andy Allen	Veterinary Pathology
Daniel Beland	Public Policy
<b>Angela Busch</b>	<b>Physical Therapy</b>
Vicki Duncan	Library
Xulin Guo	Geography and Planning
Pam Haig Bartley	Drama
Judith Henderson	English
Mehran Hojati	Finance & Mgmt Sc
Lisa Kalynichuk	Psychology
Suren Kulshreshtha	Bio Policy, Bus & Eco
Yen-Han Lin	Chem and Biol Engineering
Phyllis Shand	Food and Bio Sciences
Ray Stephanson	English
Susan Whiting	Pharmacy & Nutrition
(14)	

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** Replacement program for Post-Degree Bachelor of Science in Nursing

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the proposal from the College of Nursing for a replacement program in the Post-Degree Bachelor of Science in Nursing (PDBSN)

**PURPOSE:**

The proposal is for a replacement academic program at the University of Saskatchewan. Replacement programs require approval by University Council. Changes to admission qualifications also require confirmation by University Senate.

**SUMMARY:**

The Post Degree Bachelor of Science in Nursing option program is the nursing degree program designed for students who already have another degree.

This proposal brings this program into line with the Nursing degree program which was approved in 2010 and is currently being implemented. It reduces the number of credit units and reconfigures the sequence of courses so that the Nursing degree can be completed in two calendar years for students who have a previous degree.

Admission qualifications for the PDBSN option program are being revised to require that courses in microbiology, anatomy, physiology and Native Studies be completed before entrance.

New course:

**NURS 328.3 - Therapeutic Interventions for Individuals and Groups (PDBSN)**

**REVIEW:**

The Academic Programs Committee discussed this proposal with Associate Dean Hope Bilinski at its meeting on May 22, 2013. The Committee agreed that the changes were straightforward and reflected the previous changes to the BSN degree. It is recommend that Council approve this program.

**ATTACHMENTS:**

Proposal for replacement program in Post-Degree Bachelor of Science in Nursing option

# Proposal for Curriculum Change University of Saskatchewan

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## 1. PROPOSAL IDENTIFICATION

**Title of proposal:**

Degree(s): **Bachelor of Science in Nursing (BSN)**

Field(s) of Specialization: **Nursing**

Level(s) of Concentration: Undergraduate

Option(s):

Degree College: Nursing

Home College: Nursing

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

Lorna Butler, PhD

Professor and Dean, College of Nursing

Phone: 306-966-7760

Fax: 306-966-6621

Email: [lorna.butler@usask.ca](mailto:lorna.butler@usask.ca)

Hope Bilinski, PhD

Associate Dean, Central Saskatchewan Saskatoon Campus and Academic Health Sciences,  
College of Nursing

Phone: 306-966-8982

Fax: 306-966-6621

Email: [hope.bilinski@usask.ca](mailto:hope.bilinski@usask.ca)

Date: May 10, 2013

Approved by the degree college and/or home college: on May 9, 2013 at College of Nursing  
Faculty Council

Proposed date of implementation: May 1, 2014

## 2. TYPE OF CHANGE

**replacement program and revised admission requirements**



### 3. RATIONALE

The College of Nursing is proposing a redesigned Post-degree Bachelor of Science in Nursing (PDBSN) option for undergraduate nursing students.

Currently, there are 345 funded seats for undergraduate students at the College of Nursing. This number includes 50 seats for students enrolled in the PDBSN option offered only at the Saskatoon campus. The redesigned PDBSN would be based on the new four year, non-direct entry Bachelor of Nursing (BSN) program currently being implemented at the College of Nursing. The new BSN was approved by the Academic Programs Committee and University Council in June 2010.

The redesigned PDBSN would replace the current PDBSN option. The number of students and location of the proposed PDBSN option would remain the same (i.e., 50 seats in Saskatoon).

Changes required to implement the proposed PDBSN option based on the new BSN curriculum involve:

1. Reconfiguring the sequence of courses developed for the new four year, non-direct entry BSN curriculum to fit within two calendar years for the proposed PDBSN. A redesigned schedule would allow students to complete 28 courses (i.e., 27 nursing and one non-nursing course) in two calendar years. Experience with our current PDBSN program indicates that students are able to manage an academic load of 28 courses over two calendar years. The proposed schedule and sequencing of courses is outlined on the grid on page 5.
2. Reducing the total number of credits required for the proposed post-degree option of the new BSN degree to 93 credit units (compared to the 132 credit units required by students completing the new four year, non-direct entry BSN). Students applying for the proposed PDBSN will be required to have completed a baccalaureate degree of at least 90 credit units from a post-secondary institution recognized by the University of Saskatchewan OR have made significant progress towards a degree (completed 90 credit units of recognized post-secondary study by April 30<sup>th</sup> of the year of their expected entrance date, with at least 36 credit units at the senior level).
3. Making Microbiology (3 cu), Anatomy and Physiology (6 cu) and Native Studies (3 cu) prerequisites for the proposed PDBSN option. Moving Microbiology, and Anatomy and Physiology to pre-requisites decreases the number of required courses to be scheduled in the two calendar year timeframe of the PDBSN option to 28, which is a manageable load for students. It should be noted that six credit units in Anatomy and Physiology are already prerequisites for the existing PDBSN option. Three credit units in Native Studies is required during the pre-professional year of the new BSN and is consistent with the focus on Aboriginal views of health and healing threaded throughout the new BSN curriculum.
4. Reducing the number of hours in *NURS 321.3 Therapeutic Interventions for Individuals and Groups* from 52 to 36 hours. This is the only change that needs to be made to the nursing courses to enable the scheduling of the required 28 courses over two calendar years in the proposed PDBSN option. This course will be retitled *NURS 328: Therapeutic Interventions for Individuals and Groups (PDBSN)* and be restricted to PDBSN students

only. There is precedent for offering this course content in 36 hours as the course equivalent in the current PDBSN option has been successfully delivered in 36 hours (i.e., *NEPS 354.3 Counselling for Individuals and Groups*).

There has been strong demand for the existing PDBSN option from prospective students due to recognition of students' previous learning and the ability to complete studies within a shortened time frame. The number of applicants to the previous second-degree entry option (SDEO) program (offered collaboratively by SIAST and the University of Saskatchewan from 2005-2010) and the existing PDBSN program (offered solely by the University of Saskatchewan since 2011) has demonstrated a high level of interest in this program option.

Table 1: Capacity, and Numbers of Applications and Admissions, PDBSN Option, 2005-2011

Year	Capacity	Applications	Admissions
2012	50	160	56
2011	50	168	58
2010	78	146	78
2009	60	81	52
2008	50	88	55
2007	50	111	47
2006	50	77	50
2005	50	29	33

The redesigned PDBSN will address the projected need for more registered nurses in Canada by 2022 (CNA, 2009). The current PDBSN option also attracts students from outside the province and internationally as a “fast track” option of the BSN degree is not available at every Canadian school/college of nursing. A joint report by the Canadian Association of Schools of Nursing (CASN) and the CNA (2012) regarding national registered nurse education in Canada noted that less than half (47.8%) of Canadian nursing education programs offer a “fast track” option such as the PDBSN. Provincially, this program option is unique as the University of Saskatchewan’s College of Nursing is the sole provider of a PDBSN option within Saskatchewan.

Attrition from baccalaureate nursing programs contributes to the nursing shortage and wastes valuable nursing education program resources. College faculty and staff working with students enrolled in the compressed program option have observed low attrition rates and high levels of academic success among students; both learning outcomes that ensure full and effective use of program resources.

The PDBSN student intake is in May which has contributed to initial attrition as students have also applied to other health professional colleges that require an undergraduate degree such as Medicine and Physiotherapy. Enrolling students in excess of the 50 seats in the current PDBSN has resolved the issue of enrollment numbers dropping below capacity due to students withdrawing in the first term if they are accepted to other health professional colleges. Overall, the attrition rate in the current PDBSN has been low.

The graduates will meet the entry-level competencies of the provincial nursing regulatory body, the Saskatchewan Registered Nurses Association (SRNA). These entry-to-practice competencies are outlined in the SRNA (2007) document, *Standards and Foundation Competencies for the Practice of Registered Nurses*. A letter from the SRNA to proceed with developing a self-evaluation report as part of the provincial nursing education approval process for September 1, 2013 is attached to this proposal.

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

The redesigned PDBSN option will be based on the same curriculum framework, conceptual model and program intents as the new four year, non-direct entry BSN currently being implemented at the College of Nursing. The nursing curriculum is designed for students to progress from basic understanding of nursing approaches to the ability to show adaptation and innovation and from simple to complex skills. Nursing practice in every term will solidify learning and increase confidence in the students.

The proposed PDBSN would have one entry point (May) and one exit point (April). In the redesigned PDBSN, there will be 27 nursing courses and PHAR 250.3 Pharmacology for Nursing, for a total of 93 credits, taken over two calendar years. Course credits and sequencing of the proposed PDBSN are detailed in Table 2 on page 5.

Table 3 on page 6 illustrates the changes that would need to be made to Years 2 to 4 of the four year BSN program to design the proposed PDBSN option. These changes are illustrated in RED in Table 3 by comparing courses in the non-direct entry BSN and the proposed PDBSN. The changes will require making physiology, microbiology and native studies pre-requisites, and replacing *NURS 321.3* in the new BSN with *NURS 328.3* in the proposed PDBSN.

**Table 2: Post-Degree BSN Option Curriculum Grid (May 2014)**

	Spring 2014	Summer 2014	Summer 2014	Term 1 2014	Term 1 2014	Term 2 2015	Term 2 2015	Spring 2015	Summer 2015	Term 1 2015	Term 2 2016
	NURS 200.3	PHAR 250.3	NURS 220.3	NURS 221.3	NURS 201.3	NURS 332.3	NURS 333.3	NURS 304.3	NURS 331.3	NURS 430.3	NURS 450.9
	NURS 202.3	NURS 203.3			NURS 305.6	NURS 307.3	NURS 308.3	NURS 322.3		NURS 431.6	NURS 452.0
	NURS 204.3	NURS 205.3			NURS 306.3	NURS 321.3		NURS 330.3		NURS 422.3	NURS 434.3
										NURS 414.3	
									Nursing Elective .3		
TOTAL CREDIT UNITS PER TERM	9	9	3	3	12	9	6	9	3	15	12
Key	<p><b>NURS 200.3</b> Nursing Foundations Perspectives and Influences  <b>NURS 201.3</b> Perspectives on Health, Wellness, and Diversity in a Global Context  <b>NURS 202.3</b> Assessment and Components of Care I  <b>NURS 203.3</b> Assessment and Components of Care II  <b>NURS 204.3</b> Communication and Professional Relationships  <b>NURS 205.3</b> Research for Evidence-Informed Practice  <b>NURS 220.3</b> Concepts of Patient and Family Centered Care  <b>NURS 221.3</b> Patient and Family Centered Care in Clinical Practice  <b>PHAR 250.3</b> Pharmacology for Nursing</p>					<p><b>NURS 304.3</b> Family Nursing  <b>NURS 305.6</b> Core Competencies for the Management of Complex Patient Care  <b>NURS 306.3</b> Exploring Chronicity and Aging  <b>NURS 307.3</b> Integrating Mental Health into Nursing  <b>NURS 308.3</b> Integrating Mental Health Nursing within Practice  <b>NURS 328.3</b> Therapeutic Interventions for Individuals and Groups (PDBSN)  <b>NURS 322.3</b> Leadership in Education and Care I  <b>NURS 330.3</b> Maternal Child and Adolescent Family Centered Nursing  <b>NURS 331.3</b> Maternal Child and Adolescent Family Centered Nursing Practice  <b>NURS 332.3</b> Exploring Complexity and Acuity  <b>NURS 333.3</b> Complex Nursing Care Practice</p>				<p><b>NURS 414.3</b> Policy Development and Knowledge Utilization for Quality and Safety  <b>NURS 422.3</b> Issues in Leadership and Management - Transformative Practice in Health Care Organizations  <b>NURS 430.3</b> Community Health Nursing - Building Partnerships  <b>NURS 431.6</b> Community Nursing Practice  <b>NURS 434.3</b> Health Systems Global and Interprofessional Perspectives  <b>NURS 450.9</b> Practice Integration  <b>NURS 452.0</b> Transition to Professional Practice</p>	

\* Students will choose from one of the following when available: (University of Saskatchewan offerings unless stated otherwise)

- NURS 476.3 – Health & Aging
- NURS 478.3 – Rural Nursing
- NURS 483.3 – Cultural Diversity & Aboriginal Health
- NURS 486.3 – Forensic Nursing in Secure Environments
- NURS 332.3 – Introduction to Nursing Informatics (Athabasca University offering)
- GERO 301.2 – Interprofessional Perspectives on Aging
- NURS 322 (Athabasca) – Nursing Informatics
- NURS 442 (Athabasca) – Gerontological Nursing

**Table 3: Comparison of Changes from Non-direct Entry BSN and to the Post-degree BSN**

Four Year, Non-direct Entry BSN		Post-degree BSN
<b>Year 1: Pre-professional Year</b>		<b>Pre-requisites</b> Students need a minimum of 90 CU or a completed degree and/or the courses below:
English	Social Science	Humanities (3 cu)
Indigenous Studies	Statistics	Social Sciences (9 cu) – <b>3 cu must be in Native Studies</b>
Chemistry 112.3	Nutrition 120.3	Statistics (3 cu)
Biology 120.3	Elective	Nutrition (3 cu)
Psychology	Elective	<b>Physiology (6 cu) Note: is already a pre-requisite for the existing PDBSN option</b>
		<b>Microbiology (3 cu)</b>
<b>Year 2: 200 Level</b>		<b>200 Level</b>
NURS 200.3 – Nursing Foundations: Perspectives and Influences		NURS 200.3 – no change
NURS 201.3 – Perspectives on Health, Wellness and Diversity in a Global Context		NURS 201.3 – no change
NURS 202.3 – Assessments and Components of Care I		NURS 202.3 – no change
NURS 203.3 – Assessments and Components of Care II		NURS 203.3 – no change
NURS 204.3 – Communication and Professional Relationships		NURS 204.3 – no change
NURS 205.3 – Research for Evidence Informed Practice		NURS 205.3 – no change
NURS 220.3 – Concepts of Patient and Family Centered Care		NURS 220.3 – no change
NURS 221.3 – Patient and Family Centered Care in Clinical Practice		NURS 221.3 – no change
PHAR 250.3 – Pharmacology for Nurses		PHAR 250.3 – no change
PHSI 208.6 – Human Body Systems		<b>PHSI 208.6 (or equivalent) – changed to pre-requisite</b>
MCIM 224.3 – Microbiology for Pharmacists and Nutritionists		<b>BMSC 210.3 Microbiology (MCIM 224.3 course equivalent) – will be pre-requisite</b>
<b>Year 3: 300 Level</b>		<b>300 Level</b>
NURS 304.3 – Family Nursing		NURS 304.3 – no change
NURS 305.6 – Core Competencies for the Management of Complex Patient Care		NURS 305.6 – no change
NURS 306.3 – Exploring Chronicity and Aging		NURS 306.3 – no change
NURS 307.3 – Integrating Mental Health into Nursing		NURS 307.3 – no change
NURS 308.3 – Integrating Mental Health Nursing within Practice		NURS 308.3 – no change
NURS 321.3 – Therapeutic Interventions for Individuals and Groups		<b>NURS 328.3 – Therapeutic Interventions for Individuals and Groups (PDBSN)</b>
NURS 322.3 – Leadership in Education and Care		NURS 322.3 – no change
NURS 330.3 – Maternal Child, and Adolescent Family Centered Nursing		NURS 330.3 – no change
NURS 331.3 – Maternal Child, and Adolescent Family Centered Nursing Practice		NURS 331.3 – no change
NURS 332.3 – Exploring Complexity and Acuity		NURS 332.3 – no change
NURS 333.3 – Complex Nursing Care Practice		NURS 333.3 – no change
<b>Year 4: 400 Level</b>		<b>400 Level</b>
NURS 414.3 – Policy Development and Knowledge Utilization for Quality and Safety		NURS 414.3 – no change
NURS 422.3 – Issues in Leadership and Management: Transformative Practice in Health Care Organizations		NURS 422.3 – no change
NURS 434.3 – Health Systems: Global and Interprofessional Perspectives		NURS 434.3 – no change
NURS 430.3 – Community Health Nursing: Building Partnerships		NURS 430.3 – no change
NURS 431.6 – Community Nursing Practice		NURS 431.6 – no change
NURS 450.9 – Practice Integration		NURS 450.9 – no change
NURS 452.0 – Transition to Practice		NURS 452.0 – no change
		<b>300 or 400 Level</b>
NURS XXX.3 – Nursing Elective		NURS XXX.3 – Nursing Elective - no change

## **Calendar Entry**

Proposed changes to the existing calendar entry are highlighted in **red and/or bolded**.

### **Post-Degree B.S.N. Option**

The Post-Degree B.S.N. **Option** (NEPS) is not a separate program, but rather an option within the existing undergraduate program at the College of Nursing. The purpose of the Post-Degree B.S.N. **Option** is to recognize previous university achievements of qualified students and provide them with the opportunity to receive a B.S.N. in a shortened period of time. It is available to students who have completed a baccalaureate degree, or have made significant progress toward a degree in another field. The option provides an opportunity for full-time intensive study with program completion in two calendar years. Students graduate with a Bachelor of Science in Nursing from the University of Saskatchewan. In order to be eligible for licensure with the Saskatchewan Registered Nurses' Association (SRNA) graduates must pass a national licensure examination administered by the SRNA and pay the required fees.

### **Admission Requirements**

For more information please visit the [College of Nursing Website](#).

### **Bachelor of Science in Nursing (B.S.N.)**

#### **Year 1 (36 credit units)**

- **NURS 200.3**
- **NURS 201.3**
- **NURS 202.3**
- **NURS 203.3**
- **NURS 204.3**
- **NURS 205.3**
- **NURS 220.3\***
- **NURS 221.3**
- **PHAR 250.3**
- **NURS 305.6**
- **NURS 306.3\***

(Students are expected to have at least one clinical experience outside of Saskatoon)

#### **Year 2 (57 credit units)**

- **NURS 304.3**
- **NURS 307.3**
- **NURS 308.3\***
- **NURS 328.3**
- **NURS 322.3**
- **NURS 330.3**
- **NURS 331.3\***
- **NURS 332.3**

- **NURS 333.3\***
- **NURS 414.3**
- **NURS 422.3**
- **NURS 430.3**
- **NURS 431.6\***
- **NURS 434.3**
- **NURS 450.9\***
- **NURS 452.0**
- **Nursing elective (3 credit units)**

\* (Students are expected to have at least one clinical experience outside of Saskatoon)

Students will choose one of the eligible nursing electives offered in that particular academic year.

### **Requirements for Completion of Degree and Additional Information**

#### **Requirements for Completion of the Degree**

Students with prior university credit(s) are advised to contact the College of Nursing to ensure proper sequencing and granting of transfer credit(s).

All courses must be completed within three years of commencing the first nursing course.

#### **Withdrawals**

Before withdrawing from a course, students are encouraged to seek advisement from their academic advisor.

#### **Supplemental Final Examinations (Post Degree BSN Option)**

- Supplemental examinations are not granted for clinical nursing courses.
- ~~No~~s Supplemental examinations will not be granted in a course that does not have ~~has not had~~ a final examination.
- To be eligible to apply for a supplemental final examination, a student must have obtained a final mark of 40-49% in the course. In addition, the student must have a weighted overall average and weighted nursing average of at least 60% for the academic term.\*
- Supplemental examinations must be applied for within three (3) weeks of the end of the examination period.  
*Note:* Applications for the supplemental examinations for the Post-Degree BSN Option courses have a shorter time frame. Please contact **an academic advisor** at the College of Nursing **for further information**.
- University level policies related to supplemental examinations are outlined in the University Council Regulations on Examinations (1.4.6).

\*Within the Post-Degree BSN ~~O~~ption each term has varying lengths of time.

Also, the web page: Information for Students: Post-Degree BSN Option Admission Requirements from the College of Nursing website will be updated. The webpage provides students with information on admission requirements and pre-requisites. Proposed changes to the webpage are highlighted in **red and bolded**.

### Acceptable Pre-requisites

All courses counted towards admission must be completed by May 1st of the year of their expected entrance date.

If you are attending a post-secondary institution outside of Saskatchewan, please visit the [University of Saskatchewan Transfer Equivalents](#) website for course equivalency information.

The College of Nursing does not pre-evaluate courses prior to receiving an application and application fee.

The following courses are pre-requisites for the Post-Degree BSN option:

<b>Course</b>	<b><u>U of S</u></b>	<b><u>Athabasca</u></b>	<b><u>SIAST</u></b>	<b><u>U of R</u></b>
<b>Statistics - 3 credits from the following list of courses:</b>	STAT 244.3 STAT 245.3 STAT 246.3 PLSC 214.3 (formerly PLSC 314.3)	Math 215 Math 216	STATS 120	STATS 160
<b>Nutrition -3* credits from the following list of courses:</b>	NUTR 120.3	NUTR 331		KIN 275 or KIN 475
<b>Anatomy &amp; Physiology*** - 6 credits from the following list of courses:</b>	HSC 208.6 or PHSI 208.6** or PHPY 302.3 and PHPY 303.3 or ACB 221.3 and KIN 225.3 and KIN 226.3 or BIOL 317.3 and BIOL 318.3 or BMSC224 + PHPY302 (OR PHPY303) + ACB310	BIO 235.6		PAS 268 plus PAS 269 (prior to 2001) or KHS 267 plus KHS 268 (between 2001-2010) or KHS 168 plus KHS 267 (between 2001-2010) plus KHS 269 or KIN 267 plus KIN 268 (Effective 2010) BIOL 110 plus BIOL 111
<b>Microbiology -3* credits from the following list of courses:</b>	<b>MCIM 224.3 BMSC 210.3</b>	<b>BIOL 325.3</b>		<b>BIOL 220.3</b>



\*Pre-existing Nutrition and **Microbiology** credits must have been obtained within the past 10 years.

\*\* Registration in PHSI 208.6 is normally limited to students in the Colleges of Nursing and Pharmacy and Nutrition. Permission to register for PHSI 208.6 will be on a case by case basis. Complete the "Class Override and/or Late Enrolment in a Class" form found at this [link](#) and **submit to the academic advisor for Physiology and Pharmacology, Division of Biomedical Sciences, College of Medicine in Room 2D01 Health Sciences building**.

1. Students may not take both BMSC/BIOL 224 and PHSI 208 for credit.
2. Students should consult an undergraduate program advisor to ensure they meet both the A&P requirement for admission to Nursing and the requirement of their undergraduate program of studies.

\*\*\* Pre-existing Anatomy & Physiology credits must have been obtained within the past 10 years.

**Humanities - 3 credits from the following subject areas:**

Classics (\*Please see the course calendar for a specific list of courses)  
Classical, Mediaeval and Renaissance Studies  
Chinese  
Cree  
Philosophy  
Greek  
Religious Studies  
English  
Russian  
French  
Spanish  
German  
Hebrew  
Latin  
Literature  
Sanskrit  
Ukrainian  
History  
Women's and Gender Studies (\*Please see the course calendar for a specific list of courses)

**Social Sciences - 9 credits from the following subject areas (3 credits must be taken from Native Studies):**

Anthropology  
Archaeology  
Economics  
Geography (Human)  
Linguistics  
Native Studies  
Political Studies  
Psychology  
Sociology  
Women's and Gender Studies

## Deficiency Information:

Pre-requisite	Deficiency Allowed? *	Deficiency must be cleared by:
Humanities 3 cu	No	
Social Science 9 cu ( <b>3 cu must be Native Studies</b> )	Yes, 3 cu only	Proof of completion by January 15 <u>of the year following admission</u>
Statistics 3 cu	Yes	Proof of completion by January 15 <u>of the year following admission</u>
Nutrition 3 cu	Yes	Proof of completion by January 15 <u>of the year following admission</u>
Anatomy and Physiology 6 cu	No	
<b>Microbiology 3 cu</b>	<b>No</b>	

\* only one deficiency is allowed

## 5. RESOURCES

As with the existing PDBSN option, academic leadership for the revised PDBSN will continue to be provided by the Associate Dean, Central Saskatchewan Saskatoon Campus and Academic Health Sciences. The current human resources for the proposed PDBSN option include adequate numbers of faculty members and clinical instructors to support this program change as faculty, staff and clinical instructors in the current PDBSN would be available.

## 6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

### 6.1 Impact on the College of Nursing

The impact on faculty and staff of implementing the redesigned PDBSN will be manageable as they will be implementing courses that have already been developed for the new four year, non-direct entry BSN. Faculty members currently teaching within the current PDBSN were consulted regarding the proposed redesign. The proposal for the new PDBSN was approved by the College of Nursing's Undergraduate Education Committee on March 26, 2013. The only course needing redesign will be *NURS 321.3 Therapeutic Interventions for Individuals and Groups* to reduce hours from 52 to 36; therefore, the course development demands are limited. The administrative and clinical coordination resources currently in place for the existing PDBSN will be available for the redesigned PDBSN.

There is a potential impact on current PDBSN students in the event their degree completion is delayed. Since students entering the PDBSN have three years to complete the program and the last intake into the existing PDBSN would be May 2013, any currently enrolled PDBSN student who has not completed their studies by May 2015 will need to be accommodated. The College of Nursing will establish an individual plan of studies for any PDBSN students by enrolling them in course equivalents in the new BSN/ PDBSN. It must be noted that to date very few students in the existing PDBSN have required extension and there is a very high graduation rate.

## **6.2 Impact on Other Departments or Colleges**

There will be limited additional demands on other departments and colleges from the planned redesign of the PDBSN. *NEPS 251.3* (the equivalent to *PHAR 250.3* in the redesigned PDBSN program) has been taught by the College of Pharmacology and Nutrition to current PDBSN students since 2011 so there will not be an increased demand for course development or teaching resources. The timing of the class will change as *PHAR 250.3* will move from term 1 to the summer term. The College of Pharmacy and Nutrition has indicated their support for this proposal and their ability to offer *PHAR 250.3* during summer months. A memo from Dr. Y. Shevchuk, Associate Dean Academic, College of Pharmacy and Nutrition is appended.

It is not anticipated that there will be any increased demand on the Physiology Department, College of Medicine as Anatomy and Physiology is currently a pre-requisite for the existing PDBSN option.

In this redesign, Microbiology will become a pre-requisite rather than being taught within the program. The Department of Microbiology and Immunology at the College of Medicine is willing to offer *BMSC 210.3 Microbiology* for students planning to apply to the proposed PDBSN option. *BMSC 201.3* is a core course for students majoring in four of the division's programs, and is offered three times each academic year. The Department of Microbiology and Immunology does not anticipate any difficulties in providing this course as a pre-requisite for prospective PDBSN students, nor do they require additional resources to support this request. Generally, there are also a number of students who enter the current PDBSN having taken a microbiology course with their previous degree. A memo from Dr. Roesler, Acting Head, Department of Microbiology and Immunology at the College of Medicine is attached.

There was a consultation with the Department of Native Studies to discuss making 3 credit units of native studies a pre-requisite. Dr. Bilinski, Associate Dean at the College of Nursing, discussed the impact of this change with Dr. W Wheeler, from the Department of Native Studies. Dr. Wheeler identified there are five sections of face to face courses with 650 seats offered over term1, term 2, and the summer. In addition to the face-to-face classes, there are four sections of on-line courses in term 1, term 2, and term 3. Thus, there are no anticipated difficulties or additional resources required by the Department of Native Studies to support this additional pre-requisite.

## **7. BUDGET**

There are no new capital or start-up costs required for implementing this program. Also, as the existing PDBSN option is presently funded and operational with a capacity of 50 students; there are no additional operating funds required to administer and deliver the proposed PDBSN; nor are there any changes in tuition-related income.

Requiring Microbiology and Native Studies as pre-requisites may increase enrollment in these departments due to the demand for the PDBSN program. The average number of applicants in the last three years has ranged from 146 to 168 individuals; however, a definite impact on enrollment levels and tuition associated with these changes cannot be determined at this time and these departments have indicated they will be able to accommodate increased enrollment without need for additional resources.

## 8. COLLEGE STATEMENT

### 1. Recommendation from the College regarding the program

On May 9, 2013, the College of Nursing Faculty Council passed the following motion that the proposed PDBSN based on the new BSN curriculum be approved for implementation for the 2014 intake of students into the College of Nursing's PDBSN option.

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

The College of Nursing stated its' intention to develop a new PDBSN option in several documents including the proposals for the new BSN curriculum that were submitted to the Academic Programs Committee, the University Council and the SRNA in 2010, as well as the College's Third Integrated Planning Cycle report. In December 2012, the Dean and Associate Deans requested the Undergraduate Education Committee (UEC) to proceed with planning a new PDBSN option for implementation in May 2014. UEC members requested a small working group to develop a plan for course sequencing that would allow students interested in a PDBSN option to take the requisite courses within two calendar years. This plan was developed and presented to the PDBSN committee of faculty members teaching in the current PDBSN program and minor revisions were made. Following the March 2013 UEC meeting, a motion was forwarded to Faculty Council recommending that the proposed PDBSN be developed and implemented with first intake of students in May 2014. Consultations were held with those departments and colleges that teach the non-nursing courses and could potentially be impacted by the proposed changes (i.e., Department of Microbiology and Immunology; College of Pharmacy and Nutrition, and the Department of Native Studies). The proposed PDBSN was introduced at the April 13<sup>th</sup> Faculty Council meeting. A follow-up Faculty Forum was held on May 1, 2013 to discuss potential issues with implementing the new PDBSN and to answer questions. The motion to support the implementation of a new PDBSN option in May 2014 was passed by Faculty Council on May 9, 2013.

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

Issue Identified	Resolution
How do the numbers of credits required for the proposed PDBSN compare with the numbers of credits required for admission to post-degree options at colleges/schools of nursing at other U15 universities?	A survey of the colleges and schools of nursing at the U15 universities found that numbers of credits for "fast track" programs ranged from 48 to 106. This information was shared with faculty.
Need to recognize and give more credit to students' previous degrees and experience.	PDBSN students can receive credit through transfer credits. The post-degree option contains 27 nursing courses. Most degrees would not provide prospective PDBSN students with this knowledge.
Inadequate time to address gaps and issues identified in new BSN program course and make revisions for the new PDBSN.	All courses in the new BSN will have been taught 1-2 times prior to being offered in the proposed PDBSN. Revisions can be made based on previous experience.
How have course and program evaluations from current PDBSN students been considered in the plan for the proposed PDBSN?	The number and sequencing of courses in the proposed PDBSN has been based on experience and evaluation of the current PDBSN option.

Securing clinical placements in pediatrics and obstetrics in Terms 4 may be problematic.	Discussions identified that timetables are based on availability of clinical spaces, Year 3 clinical placement needs and competing demands from other programs. The College of Nursing is participating on the provincial Clinical Practice Education Strategy Committee which is planning strategic use of clinical resources for all nursing education programs.
Securing optimal placement of international clinical experiences.	Timetabling of international student placements for students in both the new BSN and the proposed PDBSN is being addressed by the Year 4 committee.
Sections will be large if PDBSN students taking 400-level nursing courses are merged with fourth year students in the four year BSN program (175 students).	Classes will be offered in both terms, so sections will be 85-90 students. As class sizes are determined, decisions will be made to support larger classes or section the classes.

## 9. RELATED DOCUMENTATION

The following documents are attached:

- 9.1 Course Description for New Course: NURS 328.3 Therapeutic Interventions for Individuals and Groups (PDBSN)
- 9.2 Consultation with the Registrar Form
- 9.3 Consultation with the Department of Microbiology and Immunology, College of Medicine
- 9.4 Consultation with College of Pharmacy and Nutrition
- 9.5 Email from Department of Native Studies
- 9.6 Letter from the SRNA

### References

Canadian Nurses Association (CNA). (2009). *Testing solutions for eliminating Canada's registered nurse shortage*. Ottawa, ON: Author. Retrieved from [http://www2.cna-aiic.ca/cna/documents/pdf/publications/RN\\_Highlights\\_e.pdf](http://www2.cna-aiic.ca/cna/documents/pdf/publications/RN_Highlights_e.pdf)

Canadian Nurses Association (CNA) & Canadian Association of Schools of Nursing (CASN). (2012). *Registered nurses education on Canada statistics, 2010-2011. Registered nurses workforce, Canadian production: Potential new supply*. Ottawa, ON: Author. Retrieved from [http://www.casn.ca/en/Surveys\\_112/items/13.html](http://www.casn.ca/en/Surveys_112/items/13.html).

Course Description for New Course: NURS 328.3 Therapeutic Interventions for Individuals and Groups (PDBSN)

**NURS 328.3 - Therapeutic Interventions for Individuals and Groups (PDBSN)**

Total Hours: 36	Lecture 20	Seminar/Lab 16	Tutorial	Other
Weekly Hours: Lecture 4	Seminar	Lab 3	Tutorial	Other

Term in which it will be offered: 2

Pre-requisite(s) or Co-requisite(s): NURS 304.3 Family Nursing

**Calendar description**

Focuses on therapeutic nursing interventions with individuals and groups. Participants will explore an array of evidence informed concepts, theories, and interventions related to nursing in a variety of clinical settings, within the context of community and society. Ethically competent and culturally safe care will be explored through various nursing roles including counseling, advocating, teaching, leading, and supporting. Experiences in individual counseling and group facilitation will be provided through case simulation, labs, and course assignments.



## MEMORANDUM

TO: Dr. Hope Bilinski, Associate Dean Central Saskatchewan Saskatoon Campus and Academic Health Sciences

FROM: Bill Roesler, Acting Head, Department of Microbiology and Immunology

DATE: April 18, 2013

RE: Microbiology Pre-requisite for Redesigned Post-Degree Bachelor of Science in Nursing (B.S.N)

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This memo confirms the details of our discussion regarding the College of Nursing's plan to redesign the current BSN program to create a post-degree BSN option for students with a completed baccalaureate degree, or with significant progress towards a degree, in another field. Our department understands that in order to sequence the 27 nursing courses in the current regular entry BSN program (one year Pre-professional year and three years of nursing studies) into two calendar years for the post-degree option, BMSC 210.3 needs to become a pre-requisite for the post-degree BSN option. This course is currently one of six, second year core courses for students majoring in one of the four programs offered by the departments in the Division of Biomedical Sciences,

It is our understanding that the College of Nursing's enrollment in the post-degree BSN option is 50 students. Annually, there are 140 to 160 applicants for the post-degree BSN option. Our department does not anticipate any difficulties in accommodating this potential increased number of students registering in BMSC 210.3. The increased enrollment of BMSC 210.3 will be accommodated, if necessary, by a lecture room adjustment rather than by the offering of an additional section of BMSC 210.3.

We are pleased to support this request and do not anticipate any difficulties or need for additional resources in accommodating students registering for this course as part of the pre-requisites for the post-degree BSN option.

Sincerely, .

Bill Roesler

Acting Head, Microbiology and Immunology

**From:** Winona Wheeler [mailto:winona.wheeler@usask.ca]  
**Sent:** Friday, March 29, 2013 6:47 AM  
**To:** Bilinski, Hope; Innes, Robert; McMullen, Linda  
**Cc:** Jarvin, Michelle  
**Subject:** Re: College of Nursing

Tansi Hope,

Thank you for this. Congratulations on the development of your new PDBSN program, we are happy to support and accommodate your students.

How many students do you think you will be admitting in this new program per term? This information is useful to us for planning purposes. We have been offering five sections of NS 107.3 face-to-face per academic year (T1 300 seats, T2 300 seats, Summer Q1 50, Q2 50, & Q3 50 seats), and 4 sections per year of NS 107.3 on-line (one in T1, one in T2, and 2 in T3).

If you think these offerings may not be enough to meet your students' needs it would be a good idea to discuss options.

Please let me know if you want to meet to discuss this further.

I am happy to write a letter on behalf of your new program and ask that you send a summary of your proposal and the appropriate contact information for the letter of support.

respectfully,

winona

Native Studies Department  
127 Kirk Hall, 117 Science Place  
University of Saskatchewan  
Sasatoon, SK S7N-5C8  
ph: 306-966-6210





## MEMORANDUM

**TO:** Dr. Hope Bilinski, Associate Dean Central Saskatchewan Saskatoon Campus and Academic Health Sciences

**FROM:** Yvonne Shevchuk, Associate Dean Academic, College of Pharmacy and Nutrition

**DATE:** April 25, 2013

**RE:** **Pharmacy 250.3 Pharmacology for Nursing Required for Redesigned Post-Degree Bachelor of Science in Nursing (BSN)**

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This memo confirms the details of our discussion regarding the College of Nursing's plan to redesign the current BSN program to create a post-degree BSN option for students with a completed baccalaureate degree, or with significant progress towards a degree, in another field.

The College of Pharmacy and Nutrition understands that in order to sequence the 27 nursing courses in the current regular-entry BSN program (one year Pre-professional year and three years of nursing studies) into two calendar years for the post-degree option, PHAR 250.3 will need to be scheduled during the Spring/Summer period. We note from our communications with you that the first offering of PHAR 250.3 for the redesigned program will take place from June 16 to July 18, 2014. In future years, the course will be scheduled sometime during the period May to mid-July. We understand that enrolment in the course is anticipated to be between 50-60 students.

We are pleased to support this request and do not anticipate any unmanageable difficulties or need for additional resources in accommodating students registering for this course as part of the post-degree BSN option. All the best as you go forward with the changes to your PDBSN program, and please let us know if you need any further information from us at this time

Sincerely,

A handwritten signature in black ink, appearing to read "YMShevchuk", written over a horizontal line.

Yvonne M. Shevchuk, BSP, PharmD, FCSHP  
Professor and Associate Dean Academic

CC Dr. David Hill, Dean of Pharmacy and Nutrition

SASKATCHEWAN



ASSOCIATION

2066 Retallack Street  
Regina, Saskatchewan  
S4T 7X5

**Saskatchewan Registered  
Nurses' Association**

March 11, 2013

Lorna Butler, Dean of Nursing  
College of Nursing  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK  
S7N 5E5

Dear Dr. Butler:

On behalf of the SRNA Nursing Education Approval Committee, I wish to thank your faculty for the excellent presentations made to the committee at our meeting on February 28, 2013. Both the Robot and the Post-Degree BSN presentation were well done and very informative.

Following the presentation by Wilda Watts and Hope Bilinski, the committee reviewed the *Nursing Education Program Approval Process Administrative Document*. We have determined that the Post Degree BSN program meets the criteria of a substantive change to an existing program (the existing BSN). As such, a program approval process will be required.

Given the information provided by faculty, a self-evaluation report (as outlined on page 20 of the Administrative Manual) will be required. The committee does not believe it is necessary to engage the services of an external assessment team to review the self-evaluation report. As per the information provided by Ms. Bilinski, the conceptual model, intents, and curriculum content of the Post Degree program will mirror those of the existing BSN program. Notation of similarities/differences between the two programs within the self-evaluation report should stream-line the documentation required.

At the time of the presentation, Ms. Bilinski and Ms. Watts felt that a submission date of September 1st was reasonable.

If you have concerns about the submission date, or if you have any questions or desire to meet with the SRNA Nursing Education Program Approval Committee to seek further clarification, feel free to contact Cheryl Hamilton, SRNA Deputy Registrar, Regulatory Services, at 1-800-667-9945 extension 225.

Regards,

A handwritten signature in cursive script that reads "Rhonda Clark RN". The signature is written in black ink and is positioned above the typed name.

Rhonda Clark, RN  
Chair, Nursing Education Program Approval Committee

cc Karen Eisler, Executive Director, SRNA

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** College of Arts and Science – Certificate in Criminology and Addictions

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the proposal from the College of Arts and Science to create a Certificate in Criminology and Addictions.

**PURPOSE:**

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

**SUMMARY:**

The Certificate of Proficiency in Criminology and Addictions follows the template for Arts and Science certificate programs, requiring 24 credit units of course work and two work experience practicums.

By providing students with courses in criminal behaviour, substance abuse and addictions, this program will allow students to qualify for employment opportunities in corrections, public safety, policing, court services, advocacy, addictions services and other areas in the criminal or social justice system, as well as providing a foundation for further academic study or research. Enrolment will be limited by the availability of practicum placements; it is expected that the program will likely accept up to 10 students a year

The Certificate also includes the following new courses:

**SOC 315.3 Criminology and Addictions: Internship I**

**SOC 316.3 Criminology and Addictions: Internship II**

**REVIEW:**

The Academic Programs Committee discussed this proposal with Vice-Dean Linda McMullen and program director Alexis Dahl at its meeting on May 22, 2013. The Committee asked that the prerequisites for the internship courses be strengthened to ensure that students have similar backgrounds and are at a senior level before they are permitted to take an internship. The Committee also asked that the college add to the College Statement a commit to review the program success, as was added to the Global Studies certificate. Some concern was also expressed that the college not move too quickly to terminate the Minor presently available in the criminology area, pending further evaluation of student demand in this program area. With these changes, the Committee agreed to recommend that Council approve the program.

**ATTACHMENTS:** Proposal for Certificate in Criminology and Addictions.



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### 1. PROPOSAL IDENTIFICATION

**Title of proposal:** Criminology and Addictions

Field(s) of Specialization: Criminology and Addictions

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

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

Carolyn Brooks  
Assistant Professor, Department of Sociology  
College of Arts & Science  
Ph. 966-5814  
Carolyn.Brooks@usask.ca

Proposed date of implementation: September 2013

### Proposal Document

### 3. RATIONALE

#### Introduction

Criminology and addictions are areas of investigation often examined through sociological perspectives and research methods in order to create, transfer, and apply new knowledge and understanding to work in corrections, policing, and public safety. Criminology is a field of study concerned with the study of criminal behavior and issues as it relates to the individual and society as a whole. Addictions, examined through a sociological perspective, plays a crucial role in understanding what is known about problematic substance use, its relationship to criminal activity, and possible treatment options. Combining these areas of study in a certificate program will provide students with a strong basis for further training in research, sociology, social work, addictions counseling, or other helping professions. The completion of the certificate will also open up employment opportunities for graduates in the criminal or social justice system.

It is widely recognized that criminal activity, substance abuse and addictions have a negative impact on the social, health, and economic well-being of individuals. "In Canada, the percentage of offenders who arrive in federal prisons with a serious substance abuse problem is 80%, with 1 out of 2 having committed their crime while under the influence".<sup>1</sup>

Within the Canadian context Indigenous people account for 3% of the Canadian population, represent 18% of federal inmates, and as a population over 25% face substance abuse problems.<sup>2</sup> Examining the causes and repercussions of these realities will equip graduates with the skills and understanding necessary to make positive contributions to work and research that addresses social justice issues in our province and beyond.

## Objectives of the Proposed Certificate Program

### General Objective

To offer students an innovative program option in criminology and addictions that will allow them to explore greater opportunities in corrections, public safety, policing, court services, advocacy, addictions services and other areas in the criminal or social justice system, as well as a foundation for further academic study or research.

### Specific Objectives (Learning Outcomes)

- To provide essential theoretical knowledge and a clear perspective of criminology and addictions issues, their interplay in various contexts, and the consequences of these for society.
- To provide the fundamental analytical, literacy, and numeracy skills required to engage in research in a university setting.
- To apply the methodological research skills required for the analysis of social issues
- To develop the written and oral skills of students for communications in diverse areas of criminal and social justice systems.
- To provide students with experiential learning and community engagement opportunities for the practical application of program learning outcomes
- To provide foundations for life-long learning such as developed capacity for collaborative problem solving skills
- An appreciation for ethical issues and the development of an ethical self-awareness
- To foster integrative and interdisciplinary thinking that connects learning to experience, disciplines, communication and self-assessment.
- The opportunity to develop intercultural competencies through selected course work and on the job learning in practicum placements.

## Alignment with College of Arts & Science and University Priorities

The Certificate in Criminology and Addictions will align with, support, and strengthen, various divisional, college, and university priorities. This includes key focus areas in integrated planning focus areas, outreach and engagement, teaching and learning, and Aboriginal initiatives.

### College of Arts & Science Initiatives:

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<sup>1</sup> *Quick Facts on Mental Illness & Addictions in Canada* .(Mood Disorders Society of Canada, 2009) 16. mooddisorderscanada.ca. Web. 2 Aug. 2012.

<sup>2</sup> *Quick Facts on Mental Illness & Addictions in Canada* .(Mood Disorders Society of Canada, 2009) 16. mooddisorderscanada.ca. Web. 2 Aug. 2012.

The College has identified eight specific priorities in its most recent annual report.<sup>3</sup> The certificate aligns with several of these priorities including; realizing interdisciplinary, designing our attractiveness to students, community engaged scholarship and becoming the postsecondary destination of choice for Aboriginal students, faculty, and staff.

The certificate also aims to support the College in its key focus area of Innovation in Academic Programming and Service.<sup>4</sup> This may be accomplished by supporting transfer credit arrangements, and participating in the development of new working relationships with regional colleges and other partners to better coordinate complimentary programming and experiential learning opportunities.

### ***Division of Social Science Initiatives:***

The certificate supports and aligns with programming and research efforts within the Division of Social Sciences. The certificate directly supports the Division's plans to "provide community based experiential learning opportunities for students" and commitment to, "a dual strategy of providing explicit Indigenous courses and programming while also embedding an Indigenous focus in all programs".

### **Post-Graduate-Degree Specialization Program in Corrections:**

This program is being offered by the Department of Psychology and the Centre for Forensic Behavioural Sciences & Justice Studies, developed with the support of the Saskatchewan Ministry of Corrections, Public Safety and Policing (CPSP). The proposed certificate would complement this program by further highlighting divisional, college and university strength in corrections in a variety of disciplines for a diverse student audience.

Certificate in Indigenous Knowledge (IK): This proposed certificate program is being proposed by the Department of Native Studies and will provide students with a general understanding of Indigenous ways of knowing through course based and experiential learning opportunities. Such a program would benefit individuals and Indigenous communities alike as it would foster more successful engagements in a variety of settings and contexts. New courses being proposed in this certificate will be included as possible elective options for students completing the Certificate in Criminology, Social Justice and Addictions. The presence of an Elder-In-Residence would also support community engagement and research activities in the Department of Sociology, in general, and in the delivery of the certificate program.

### **Indigenous Internship Program (IIP):**

This program is being proposed as a partnership between several academic units, and will be open to partnerships with government, industry, Indigenous organizations and communities. The experiential learning component of the certificate program will receive administrative support from the IIP allowing faculty members to focus on teaching, research and supervising students in their placements. The use of the program as a central hub will allow for improved coordination between units and an improved capacity to create and maintaining relationships with partners. Students will benefit from valuable work experience and academic credit while partners will benefit from capable student support in realizing their programs and projects.

### ***University Initiatives:***

The Foundational Document on Outreach and Engagement<sup>5</sup> identifies principles of engagement. These principles have guided the development of the certificate so that it will successfully enrich the university's capacity to effectively engage with communities, enhance the academic environment, and build diverse partnerships that reflect our unique provincial context and sense of place. This document also highlighted the importance of other kinds of outreach, such as "the development of certificate programs linked to

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3 [http://artsandscience.usask.ca/annualreport/pdf/AnnualReport\\_2011.pdf](http://artsandscience.usask.ca/annualreport/pdf/AnnualReport_2011.pdf)

4 <http://www.usask.ca/ipa/documents/protected/plans/College%20of%20Arts%20and%20Science.pdf>

5 [http://www.usask.ca/ipa/documents/OEFD\\_FINALAPPROVED.pdf](http://www.usask.ca/ipa/documents/OEFD_FINALAPPROVED.pdf)

degree programs, to faculty research interests, or to community-university partnerships". This is the very nature of the outreach and engagement that this proposed certificate program will accomplish.

#### The Teaching and Learning Foundational Document<sup>6</sup>

This document guided the development of the learning objectives, course offerings and strategies for responding to student challenges in the Certificate in Criminology and Addictions. The document also emphasises the importance students place on opportunities for hands-on/practical learning experiences and its ability to contribute to their knowledge base and personal growth and understanding. This reinforces lessons learned by the Department through well-received practicum placements in the ABJAC program. Student challenges that are not directly addressed through defined learning objectives and experiential learning include the challenges for Aboriginal students that include "not being welcome, not fitting in, and a gulf between Aboriginal focused services or programs and the mainstream". The Department's current programming has been designed to create space for Aboriginal students in the past and will continue to do so. New strategies to lessen the gulf between mainstream programs and Aboriginal student programs include the development of the Certificate in Criminology and Addictions, which will complement the ABJAC program, but unlike the ABJAC program but open to both Aboriginal and non-Aboriginal students.

#### Forging New Relationships: The Foundation Document on Aboriginal Initiatives at the University of Saskatchewan

***“Undergraduate Academic Programming:** It is crucial that the University offer a diverse range of undergraduate degrees, in accessible formats, and with careful attention to opportunities to incorporate (according to appropriate protocols) indigenous knowledge into courses and programs ... In identifying possible undergraduate degrees and/or certificates for development, the University should work closely with Aboriginal and indigenous communities and organizations.”*

*Forging New Relationships: The Foundation Document on Aboriginal Initiatives at the University of Saskatchewan*

The department of Sociology has established relationships with many Indigenous organizations and supported their success through student placements in the Aboriginal Justice and Criminology (ABJAC) program. These placements have been with organizations such as Aboriginal community programs, non-profit advocacy groups and penal institutions. Relationships with outside institutions are highly valued, as is the integration of Indigenous Knowledge in the proposed certificate program's curriculum.

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6 [http://www.usask.ca/ipa/documents/TLFD\\_Council\\_Approved\\_Version\\_December\\_2008.pdf](http://www.usask.ca/ipa/documents/TLFD_Council_Approved_Version_December_2008.pdf)



Third Integrated Plan Focus Areas: The Certificate in Criminology and Addictions supports the University's Third Integrated Plan in its key focus areas, most notably in the area of Innovation in Academic Programs, both at the college and university level.

*“One of the ways to be more distinctive is to provide Aboriginal-related content, experiences, or examples within curriculum in ways that complement the discipline and enhance the intercultural knowledge or practice of our graduates. Other ways include delivering programs through distance and distributed education or year-round, with a focus on experiential or community-based learning. This will involve designing many new courses and programs on a foundation of outreach and engagement with experiential learning opportunities and primary research built directly into the curriculum.”*

*The Third Integrated Plan (2012-2016): Innovation in Academic Programs and Services*

### **A Unique Undergraduate Program**

There are currently no programs offered at the University of Saskatchewan or in the province of Saskatchewan that focus on criminology and addictions. A survey of 45 Canadian Universities also suggests the absence of programming that combines these two areas of study. Independently each field has achieved popularity nationally; degree programs in criminology are available across Canada and addictions training programs are numerous at provincial and national levels. This program aims to emphasize departmental strengths in the field, while attracting new students to the University. We anticipate that students will be especially interested in the program for its two, three credit unit, internship courses that will allow them to apply new knowledge to real world experiences. The certificate format also distinguishes the program from degree programs allowing for improved public access to university education. The implementation of the certificate accreditation could result in phasing out of the Sociology Department's Minor in Crime, Law and Justice Studies, depending on resources. The certificate will be a unique initiative that supports the objectives of the University of Saskatchewan.

### **Student Demand**

The certificate will be an attractive and viable concentration for degree and non-degree program students and address a demand for more criminology programming at the University of Saskatchewan. It would also address a demand from non-aboriginal students who have expressed interest in the ABJAC program. Enrollments in SOC 219, Aboriginal Peoples and Justice in Canada, suggest that up to 80% of student enrollment in the course is out of student interest, not simply as a required course in ABJAC. It is expected that enrollments in the program will come from students pursuing degrees in the helping professions. Typical examples of students in the College of Arts & Science who would potentially be attracted to the program are students in Sociology, Native Studies, and Psychology. Students with backgrounds in criminology, health or addictions who have work experience and/or studied within a community college or vocational school would also find the certificate an appealing university study option. Students may complete the certificate independently or ladder earned credit units into a degree program. Alumni seeking a practical specialization, and practicum, may also be attracted to the program.

The survey of Canadian Universities suggests an increasing presence of criminology degrees and programs, as well as addictions focused programs across the country. Certificate programs in Criminology are also gaining popularity with offerings from universities such as Simon Fraser and Memorial. There are no degree level programs in criminology currently offered in Saskatchewan, so the program will provide accreditation that would be inaccessible otherwise. The success of programs with similar areas of study suggests an existing or growing demand by students

TABLE 1: Environmental Survey of Current Criminology Programs in Canada

University	Field of Study	Credentials
Alberta	Criminology	BA
Manitoba	Sociology, Major in Criminology	BA
Calgary	Sociology	BA, Criminology and Deviance Concentration
Simon Fraser	Criminology	Certificate, Diploma, BA, MA
Memorial	Criminology	Certificate
Waterloo	Legal Studies and Criminology	BA
York	Criminology	BA
Ryerson	Criminal Justice, Justice Studies	BA, Minor recognition
Brock	Sociology	Minor recognition in Criminology
Saint Mary's	Criminology	BA, MA
Winnipeg	Criminal Justice	BA
Lakehead,	Criminology	BASc (Honours)
UOIT	Criminology and Justice	BA (Honours)
	Criminology	MA
Nipissing	Criminal Justice	BA (Honours and Four-year)
Western	Sociology, Major in Criminology	BA
Laval	Criminology	Certificate, BA
Montréal	Criminology	Certificate, Bsc. Major in Criminology, Minor recognition
Guelph	Criminal Justice and Public Policy	BA, Minor recognition
Carleton	Criminology and Criminal Justice	BA (Honours and Four-Year)
Windsor	Criminology	BA (Honours and Four-Year)
Wilfrid Laurier	Criminology	Diploma, BA (Honours and Four-Year)
Lakehead	Criminology	BASc
St. Thomas	Criminology and Criminal Justice	Certificate, BA (Honours and Four-Year, Minor recognition)

TABLE 2: Environmental Survey Current Addictions Programs in Saskatchewan (March 2011)<sup>7</sup>

College	Credentials	Title of Credential
Saskatchewan Indian Institute of Technologies –Saskatoon	Certificate - accredited by <b>Canadian Addictions Councilors Certification Federation (CACCF)</b> and <b>First Nations Wellness/Addictions Counselor Certification Board (FNWACCB)</b>	Community Services Addictions
Saskatchewan Indian Institute of Technologies – Saskatoon	Diploma	Community Services Addictions
Saskatchewan Institute of Applied Science and Technology – Prince Albert	Diploma	Addictions Counseling
First Nations University of Canada – Saskatoon	Certificate	Indian Social Work

<sup>7</sup> [http://www.fnwaccb.ca/manuals/FNWACCB\\_Addictions\\_Programs\\_SK.pdf](http://www.fnwaccb.ca/manuals/FNWACCB_Addictions_Programs_SK.pdf)

## Labour Market Demand

Graduates of the program will have improved prospects for employment and further academic study. They may pursue employment opportunities in corrections, public safety, policing, court services, advocacy, counseling, addictions services or other areas in the criminal or social justice system. In Saskatchewan, the Ministries of Corrections, Public Safety and Policing, Justice, Health, and Social Services all manage and fund programs that would be relevant to graduates interests such as community-based justice initiatives or crime prevention programs. The Ministry of Corrections, Public Safety and Policing in Saskatchewan alone spent over 170 million dollars on programs and services in 2011-2012, indicating a significant public investment.<sup>8</sup> Graduates wishing to pursue further study may choose to ladder earned credits into a degree program. Such further could potentially prepare them for work in research or the opportunity to pursue advanced university degrees.

The positions listed in Table 3 do not specify a University degree as a requisite of employment. Some post-secondary education was either an asset or required. Other exemplarity qualifications listed and relevant to learning outcomes of the Criminology and Addictions certificate have been listed in Table 4.

TABLE 3: CRIMINAL JUSTICE AND ADDICTIONS JOBS SEARCH SASKATCHEWAN (INDEED.CA)

Job Title	Organization	Location	Post Date
Addictions & Life skills Coach	Regina Community Clinic	Regina	July 13, 2012
Resource Worker	Ministry of Justice	Buffalo Narrows	Closes August 8, 2012
Community Youth Worker	Ministry of Corrections Public Safety and Policing	North Battleford	Closes July 20 <sup>th</sup> , 2012
Vocational Program Facilitator	The Five Hills Health Region, Mental Health & Addictions Services	Moose Jaw	June 20 <sup>th</sup> , 2012
Probation Officer	Government of Saskatchewan	Estevan	June 20 <sup>th</sup> , 2012
Women's Legal Services Coordinator	Elizabeth Fry Society Of Saskatchewan Inc.	Saskatoon	August 22, 2012
Probation Officer	Government of Saskatchewan, Corrections, Public Safety and Policing	North Battleford	August 22, 2012
Facility Youth Worker	Government of Saskatchewan-Ministry of Justice	Prince Albert	August 28, 2012
Administrative Support	Government of Saskatchewan-Ministry of Justice	Prince Albert	August 24, 2012
Victim/Witness Services Administrative Support	Government of Saskatchewan-Ministry of Justice	North Battleford	August 23, 2012
Part-Time Addictions Worker	Metis Addictions Council of Saskatchewan	Saskatoon	August 15, 2012
Casual Addictions Worker	Metis Addictions Council of Saskatchewan	Prince Albert	August 9, 2012
Corrections Worker	Government of Saskatchewan-Ministry of Justice- Pine Grove Correctional Centre	Prince Albert	August 30, 2012
Addictions Counsellor	Armand Bekkattla Treatment Centre	Clearwater River	August 20, 2012
Administrative Assistance	Government of Saskatchewan-Ministry of Justice	Yorkton	August 31, 2012

<sup>8</sup> [http://www.cpsp.gov.sk.ca/www\\_mcap\\_Annual\\_Report\\_2011-12.pdf](http://www.cpsp.gov.sk.ca/www_mcap_Annual_Report_2011-12.pdf)

TABLE 4: EXEMPLARY QUALIFICATIONS FOR JOBS IN CRIMINAL JUSTICE AND ADDICTIONS.

Criminal Justice	Addictions
<p>Knowledge of the Criminal Justice System;</p> <p>Interested in prison law and in the issues and causes of criminal activity; experience working with marginalized populations</p> <p>knowledge of the Criminal Justice System; theories and intervention strategies and indicators and dynamics of addictions, domestic violence, poverty, mental health, disabilities, family relationships, abuse and neglect and their impacts.</p> <p>The successful candidate will have excellent written and verbal skills</p>	<p>Indicators and dynamics of addictions, domestic violence, poverty, disabilities, family relationships, abuse and neglect</p> <p>Human growth and development and the impact of factors that contribute to adolescent criminal behaviours</p> <p>Applicable procedures, policies, regulations and legislation such as the <i>Youth Criminal Justice Act</i>, Criminal Code and Criminal Justice system;</p> <p>Quantitative and qualitative research skills</p> <p>Multi-cultural beliefs, values and perspectives with particular emphasis on First Nations and Métis.</p>

This final survey suggest that it is not uncommon for positions in the helping professions to require a university degree combined with a specialization in criminology, or addictions

### Support for Research Intensiveness

It is widely recognized that the time required to run undergraduate programs has an adverse effect on the time faculty has for research. In its Third Integrated Plan, the College of Arts & Science states its intention to develop a set of principles that will allow faculty to balance their teaching, administrative and scholarly work. As the proposed program contains a practicum component administrative support will be requested to support the program and the ABJAC program simultaneously. This will allow faculty to focus on teaching duties, practicum supervision and research and minimize their required course releases. This will allow for more time for current and new faculty in the Department to pursue their research activities. The creation of the certificate will also strengthen the Departments collective specialization in the subject area that will be further encouraged by community based research opportunities identified through practicum courses for students. These practicum courses in criminology and addictions, which includes the programs capstone course, can be classified as an undergraduate research experience, complementing faculty research.

## 4. DESCRIPTION OF PROGRAM CHARACTERISTICS

The Certificate in Criminology and Addictions will follow the general requirements for a Certificate of Proficiency in the College of Arts & Science. Internship courses, which will include the capstone course, will be new courses in Sociology. All other core and elective courses are existing courses in Anthropology, Sociology, Philosophy, Psychology and Native/Indigenous Studies.

### Academic Requirements

The program will consist of a total of 30 credit units; 24 credit units of course work and two, 3 credit unit practicums. Students will complete 27 credit units of core course requirements, including the capstone course, and 3 credit units from restricted elective. The majority of core courses, and the capstone course,

will be offered by the Department of Sociology. Electives, selected offerings from the Departments of Anthropology, Philosophy, Psychology, Sociology and Native Studies, will introduce new, and certificate only students to other disciplines in the College. Students who may already have university credit in these subjects areas may explore other relevant topics of their interest.

- **NS 107.3** Introduction to Canadian Native Studies
- **SOC 111.3** Foundations in Sociology Society Structure Process
- **SOC 112.3** Foundations in Sociology Social Construction of Everyday Life
- **SOC 212.3** Introduction to Criminology
- **SOC 232.3** Methods of Social Research
- **SOC 347.3** Studies in Addictions
- **SOC 315.3** Criminology and Addictions: Internship I (**Capstone course**)
- **SOC 316.3** Criminology and Addictions: Internship II (**Capstone course**)

Choose **3 credit units from the following:**

- **NS 273.3** North American Indigenous Gangs A Comparison of Canada and the United States
- **SOC 219.3** Aboriginal Peoples and Justice in Canada
- **SOC 311.3** Youth Crime Justice and Social Control
- **SOC 312.3** Current Issues in Criminal Justice
- **SOC 329.3** Penology and Corrections

Choose **3 credit units from the following:**

- **ANTH 403.3** Anthropology of Healing
- **PHIL 115.2** Introductory to Indigenous Philosophy
- **PSY 120.3** Biological and Cognitive Bases of Psychology
- **PSY 121.3** Social Clinical Cultural and Developmental Bases of Psychology
- **PSY 230.3** Criminal Behaviour
- **PSY 261.3** Community Psychology
- **PSY 231.3** Psychology and Law
- **PSY 242.3** Physiological Psychology
- **PSY 380.3** Culture and the Therapeutic Process
- **PSY 480.3** Aboriginal Mental Health and Illness
- **SOC 203.3** Race and Ethnic Relations in Canada
- **SOC 214.3** Social Control
- **SOC 234.3** Sociology of Law
- **SOC 311.3** Youth Crime Justice and Social Control
- **SOC 312.3** Current Issues in Criminal Justice
- **SOC 319.3** Native People in Urban Areas
- **SOC 329.3** Penology and Corrections
- **SOC 341.3** Institutional Racism and Canadian Native People
- **NS 220.3** Aboriginal Rights and the Courts
- **NS 255.3** Cultural Survival of Aboriginal Families
- **NS 261.3** Aboriginal Intellectual and Cultural Traditions in Western Canada
- **NS 273.3** North American Indigenous Gangs A Comparison of Canada and the United States
- **NS 373.3** Indigenous Masculinities in the Global Context

## **5. RESOURCES**

The Division of Social Sciences currently possesses the required infrastructure, and classroom space to support the Certificate in Criminology and Addictions. Coordination of the program and teaching of the new courses will be managed through the normal assignment of duties.

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

The implementation of the Certificate in Criminology and Addictions will have a positive impact on the Department, highlighting its achievements in an influential field of study and encouraging further success. We do not anticipate that this certificate will have any negative impact on other departments and programs; rather, we hope to establish new synergies that will enhance interest in existing programs and courses, at the University of Saskatchewan and with other educational institutions.

## **7. BUDGET**

No budget allocations will change within the Department or College.

## **College Statement**

From Linda McMullen, Acting Vice-Dean of Social Sciences, College of Arts & Science

The College of Arts and Science is supportive of the Certificate of Proficiency in Criminology and Addictions. The College supports this initiative as part of its role in supporting the University of Saskatchewan Third Integrated Plan: Promise and Potential. The program serves as an example of innovation in academic programs; it provides a new opportunity for undergraduate students to participate in experiential learning activities. The program also supports the Division of Social Sciences' Third Integrated Plan, which includes an ongoing commitment to Aboriginal Engagement. This program will provide a new opportunity for all University of Saskatchewan students, whether pursuing a degree or engaging in professional or personal development, while also strengthening recruitment and retention efforts.

This development of this proposal was led by Dr. Carolyn Brooks and the proposal was approved by the Department of Sociology. It was circulated in the September 2012 College Course Challenge to all Arts and Science faculty for comment and feedback. The proposal was approved by the Division of Social Sciences on November 26, 2012.

The viability of the certificate will be reviewed no later than five years after its first offering. If the faculty and administrative resources required to mount the new courses developed for the certificate exceed the return generated according to TABBS, the certificate will be considered for deletion.

## Related Documentation

**Consultation Forms** At the online portal, attach the following forms, as required  
Required for all submissions:  Consultation with the Registrar form  
Required for all new courses:  Calendar-draft list of new and revised courses

### New Courses:

#### **SOC 315.3 Criminology and Addictions: Internship I**

This is an applied course that provides students with professional experience and the opportunity to critique criminal and social justice processing, and addictions services. Students are placed in a 3 week work program after consultation with the program coordinator.

Prerequisite(s): Two of SOC 212, 232 or 347 and permission of the department.

NOTE: Registration in this course is restricted to students enrolled in the Certificate in Criminology and Addictions

#### **SOC 316.3 Criminology and Addictions: Internship II**

This is a capstone practicum course that provides students with professional experience and the opportunity to critique criminal and social justice processing, and addictions services. Students are placed in a 3 week work program after consultation with the program coordinator.

Prerequisite(s): SOC 212, 232, 347, 315 and permission of the department..

NOTE: Registration in this course is restricted to students enrolled in the Certificate in Criminology and Addictions

## **Notice of Intent: Certificate in Criminology, Social Justice and Addictions.**

Certificate of Proficiency in Criminology, Social Justice and Addictions  
Home College: Arts & Science  
Home Department: Sociology

### *Motivation for this program*

The objective of the certificate program is to offer students the opportunity to develop their expertise in the inextricably interrelated areas of criminology, social justice and addictions. This includes insights into the theoretical and social contexts of communities affected by substance abuse within our provincial and national context. Students will examine topics from crime and justice to Indigenous cultural traditions. They will gain valuable research, writing and methodological skills that will be applied during a practicum course in a local organization. Studies in criminology at the College are only available through Sociology-Aboriginal Justice and Criminology (ABJAC) program, which is operating at full enrollment capacity and is only open to Aboriginal students. The certificate program would be open to all students and, like the ABJAC program, aspire towards achieving the goals of the former Indigenous Peoples and Justice Program (IPJP)<sup>1</sup> and assist the division in its transition into post IPJP programming.

### *University and/or Societal support/need*

It is widely recognized that substance abuse and addictions have a negative impact on the social, health, and economic well-being of individuals, and in particular Indigenous communities. “In Canada, the percentage of offenders who arrive in federal prisons with a serious substance abuse problem is 80%, with 1 out of 2 having committed their crime while under the influence”.<sup>2</sup> Indigenous people account for 3% of the Canadian population, represent 18% of federal inmates, and as a population over 25% face substance abuse problems.<sup>3</sup> The demographic projections for the province of Saskatchewan tell us that Indigenous people will soon make up more than 20% of the total population. There are currently no degree level programs that focus on criminology, social justice and addictions in the province of Saskatchewan. The combination of traditional academic course work and experiential learning opportunities in the program will benefit both graduates and future employers.

### *Student Demand for the Program*

The certificate will be an attractive and viable concentration for degree and non-degree program students and address a demand for more criminology programming at the University of Saskatchewan. It would also address a demand from non-aboriginal students who have expressed interest in the ABJAC program. It is expected that enrollments in the program will come from students pursuing degrees in the helping professions. Typical examples of students in the College of Arts & Science who would potentially be attracted to the program are students in Sociology,

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<sup>1</sup> As stated in the division’s Third integrated plan, “the IPJP program was intended to create a “space” for a mutually respectful dialogue between Indigenous and non-Indigenous peoples about conceptions of justice and what is required to correct the historic and contemporary injustices experienced by Indigenous peoples and communities as a result of their encounters with colonizing settler society.”

<sup>2</sup> *Quick Facts on Mental Illness & Addictions in Canada* .(Mood Disorders Society of Canada, 2009) 16. mooddisorderscanada.ca. Web. 2 Aug. 2012.

<sup>3</sup> *Quick Facts on Mental Illness & Addictions in Canada* .(Mood Disorders Society of Canada, 2009) 16. mooddisorderscanada.ca. Web. 2 Aug. 2012.



Native Studies, and Psychology. Students with backgrounds in criminology, health or addictions who have work experience and/or studied within a community college or vocational school would also find the certificate an appealing university study option. Students may complete the certificate independently or ladder earned credit units into a degree program. Alumni seeking a practical specialization may also be attracted to the program. It is not uncommon for professional positions in the helping professions to require a university degree combined with a specialization in criminology, or addictions.

#### *Assessment of perceived need within the National Context*

A survey of Canadian Universities suggests an increasing presence of criminology degrees and programs, as well as addictions focused programs across the country. Currently, there are no degree level programs in criminology offered in Saskatchewan. This survey, along with surveys of the current provincial and national job markets, suggests that the development of the certificate is responding to increasing demands. The certificate will be a unique initiative that will attract new students to the University of Saskatchewan from within the province and Western Canada.

#### *Relationship to University, college and divisional integrated plans*

Engagement with Aboriginal, First Nations, Metis and Inuit communities has been highlighted in the University's Third Integrated plan as a priority within the key focus area of Aboriginal Engagement. The University aims to support the success of aboriginal students, promote understanding between aboriginal and non-aboriginal people and listen to the needs and concerns of aboriginal communities. These priorities have been identified as a need to address broader societal concerns and ever increasing demands from ever growing and influential Indigenous communities. The Department of Sociology has envisioned the certificate program as being operated parallel to the ABJAC program complimenting newly proposed IPJP transition programs, all designed to directly support university priorities.

#### *Relationship of the proposed program to other programs offered by the College of Arts & Sciences*

There are currently no programs offered at the University of Saskatchewan that focus on criminology, social justice and addictions.

#### *Relationship of the proposed program to programs offered elsewhere (interactions, similarities, differences, relative priorities)*

While there are various degree programs in criminology available across Canada, no other certificate programs which combine the fields of criminology, social justice and addictions were found in the survey. The Department of Sociology has identified a potential partnership with the Saskatchewan Indian Institute of Technologies (SIIT) that would support course transfer credit for their students completing Addictions Counseling programs. Such an agreement would strive to highlight departmental strengths in the field, attract new students and create positive programming interactions.

#### *Is there justification to proceed despite any perceived duplication?*

Currently there is no perceived program duplication. Some parallels can be observed when the certificate is compared to the Sociology Department's Minor in Crime, Law and Justice Studies. However, this minor offers no specific focus on addictions, and is only available to students

pursuing a degree. The certificate is unique, will offer students the opportunity to participate in practicum courses, similar to those of the ABJAC degree program.

*Is another program going to be deleted by the sponsoring unit as part of this proposal?*

The Minor in Crime, Law and Justice Studies may be deleted as a response to the creation of the certificate program. The creation of the program is partially a response to the incentive for accreditation in criminology that is not offered in Minor.

*Does the College of Arts & Science have the required resources to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)?*

The Division of Social Sciences currently possesses the required infrastructure, and classroom space to support the program. However, the Division is not able to support all program start up and operational costs. The creation of the program will be included in a package and presented to the Provosts Committee on Integrated Planning (PCIP) as a complement to the ABJAC program so that both programs can operate in a way that effectively shares administrative and faculty resources.

*Will additional resources be required to run the program (e.g. Library, Educational Media Access and Production, Information Technology Services, Facilities Management)?*

No additional resources will be required.

*Has PCIP been involved in any conversations related to resources?*

The phasing out of IPJP has led to conversations with PCIP regarding transition funds for new programming within the Division of Social Sciences.

## MEMORANDUM

TO: Dr. Linda McMullen, Acting Vice-Dean, Division of Social Sciences  
College of Arts and Science

FROM: Bob Tyler, Chair, Planning and Priorities Committee of Council

DATE: October 4, 2012

RE: **Notices of Intent for New Certificates of Proficiency in the College of Arts and Science:**

- **Indigenous Knowledge**
- **Aboriginal Public Administration**
- **Criminology Social Justice and Addictions**

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Thank you once again for attending the meeting of the Planning and Priorities Committee on September 26<sup>th</sup> to outline the intent of three new certificates of proficiency in the Aboriginal programming area.

The certificates were envisioned as appealing to students: i) who would attend on campus specifically for the certificate programs and at the outset may be unwilling to commit to a degree program; ii) who are in a degree program and would choose the certificate program as an add-on to their degree; iii) seeking a professional development opportunity; and iv) in a degree program who wished to select courses from the certificate program offerings as electives within their degree programs. Clearly, the certificates represent opportunities for the Division to enhance its programming and to reach a diverse group of students from varying backgrounds with interest in the knowledge the certificates represent. In addition, the certificates have been designed so that students completing them would be able to ladder into degree programs, and thereby enhance the College's enrolment.

The following recommendations are made for your consideration as the formal proposals for the certificates are developed:

That as many of the courses as possible be offered outside of regular hours to permit greater accessibility by working professionals;

*Continued...2/*

That the programs be promoted in order that they may run at full capacity, thus justifying the new faculty and administrative resources required to offer the programs;

That more thought be given to potential collaborations with others on campus engaged in Aboriginal programming (e.g. *Edwards School of Business, Education, Agriculture and Bioresources*), thereby identifying common interests and needs so that these might be served collectively to maximize the effective use of institutional resources and to create greater synergy.

Please let me know if you have any questions regarding any of the above points. I wish you success as you move these proposals through the approval process.

Sincerely,



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- c Alexis Dahl, Director of the Programs Office, College of Arts and Science,  
Lana Kopp, Indigenous Initiatives Coordinator, Division of Social Sciences  
Brett Fairbairn, Provost and Vice-President Academic  
Roy Dobson, Chair, Academic Programs Committee of Council  
Russell Isinger, Registrar

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

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

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **College of Arts and Science - Termination of the BA Four-year and Honours in Community Planning and Native Studies**

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the termination of the BA Four-year and Honours in Community Planning and Native Studies.

**PURPOSE:**

University Council approves terminations of academic programs.

**SUMMARY:**

This degree program was approved three years ago but students have not enrolled in it because it does not meet certification requirements for community planners. The college is developing a certificate program as a replacement.

**REVIEW:**

The Academic Programs Committee discussed this termination at its June 10, 2013 meeting with program director Alexis Dahl and agreed to recommend approval.

**ATTACHMENTS:**

Memo and Report Form for Program Termination



**MEMORANDUM**  
**COLLEGE OF ARTS AND SCIENCE**  
**DIVISION OF SOCIAL SCIENCES**

TO: Cathie Fornssler, Secretary, Academic Programs Committee  
FROM: Linda McMullen, Acting Vice-Dean (Social Sciences)  
DATE: May 21, 2013  
RE: Deletion of the B.A. 4-year and Honours programs in Community Planning & Native Studies

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This memo confirms that the College of Arts & Sciences supports the deletion of the B.A. program in Community Planning & Native Studies.

The proposal to terminate the program was submitted to the College Course Challenge in March 2013, and was approved by the Academic Programs Committee (Social Sciences) on March 18, 2013. The proposal was approved by the Divisional Faculty Council (Social Sciences) on May 8, 2013.

No students have ever graduated from this program, nor are there any students who have declared this program as their major. Students interested in this area of study, without exception, have chosen the Regional & Urban Planning program, which is accredited by the Canadian Institute of Planners and the Association of Professional Community Planners of Saskatchewan and allows students to earn full membership in the Canadian Institute of Planners (MCIP) in significantly less time than students graduating from a program which is not accredited. The Division will look carefully at opportunities to develop a Certificate of Proficiency in Indigenous Community Planning, which would offer added value for students in a number of areas, but especially Native Studies and Regional & Urban Planning.

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Linda McMullen



**Program(s) to be deleted:**

**Bachelor of Arts Four-year and Honours in Community Planning & Native Studies**

**Effective date of termination: September 2013**

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

The program to be deleted is the Bachelor of Arts in Community Planning and Native Studies. This was a program developed collaboratively by the departments of Geography & Planning and Native Studies. It has been in existence for about 3 years but has not had any students. There have been a number of students, mainly in Regional & Urban Planning, who had expressed interest in the program, but since this major does not fulfill the requirements to obtain certification as planners, students did not elect to choose this option. (Many planning students do take Native Studies courses.) In response, both departments feel that replacing this major with a Certificate in Indigenous Community Planning, offered jointly by both departments, will have a much greater success in making this information available to students in a format that is useful in the context of certification and eligibility for job opportunities.

**2. Technical information.**

2.1 Courses offered in the program and faculty resources required for these courses.  
No courses are unique to this program.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.  
Faculty in the Departments of Geography & Planning and Native Studies offer the core courses for this program.

2.3 Courses to be deleted, if any.  
None.

2.4 Number of students presently enrolled.  
None.

2.5 Number of students enrolled and graduated over the last five years.  
None.

**3. Impact of the termination.**

Internal

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

No student has ever opted to take this program.

3.2 What impact will this termination have on faculty and teaching assignments?  
None.

3.3 Will this termination affect other programs, departments or colleges?  
None.

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

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

The Departments of Geography & Planning and Native Studies intend to develop a certificate in Indigenous Community Planning. No degree program is anticipated.

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

3.7 Describe any impact on research projects.  
None.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?  
No.

3.9 Describe the budgetary implications of this deletion.  
None.

### External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).  
None.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?  
No.

### Other

3.12 Are there any other relevant impacts or considerations?  
No.

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



**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
FOR INFORMATION ONLY**

**PRESENTED BY:** Roy Dobson, Chair

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **Annual Report to Council for 2012-13**

**COUNCIL ACTION:** For information only

**ANNUAL REPORT OF THE  
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL  
2012-13**

The terms of reference for the Academic Programs Committee are as follows:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 13) *[pending Council approval]* Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to

rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

The Academic Programs Committee of Council held 12 meetings this year. The Committee has dealt with 19 proposals for new programs, program revisions, policy revisions and exemptions this year (compared to 28 last year.)

### **Curricular changes**

**Council's curricular approval process.** Over the last several years, approval authority for curricular changes has been devolved so that colleges are now in substantial control of their own curriculum. This delegation continued this year with the approval at the January meeting of Council of the revised chart for Approval of Academic and Curricular Changes. A workshop for departments and colleges was held in May to describe the Program Approval and the new portal for submission of curricular changes.

### **New programs, major program revisions, and program terminations.**

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

The following curricular changes were recommended to Council for approval:

#### *Arts and Science*

- B.Sc. in Applied Mathematics
- Template for Certificate of Proficiency
  - Certificate in Global Studies
  - Certificate in Criminology and Addictions
- Termination of BA programs in Studies in Religious Traditions
- Termination of the BA Four-year and Honours in Community Planning and Native Studies

#### *Dentistry*

- Revision of admission qualifications to delete the carving portion (manual dexterity) of the Dental School Admission (DAT) test as a requirement for application for admission to the dental program, effective the 2014/15 admissions cycle. This change was subsequently confirmed by University Senate.

#### *Graduate Studies and Research*

- Revision of admission qualifications to permit departments to allow students to directly enter a Ph.D. program from a bachelor's degree. This change was subsequently confirmed by University Senate.
- Termination of the Master of Continuing Education

### *Medicine*

- Revision of admission qualifications to require a four-year baccalaureate degree by Saskatchewan residents at entrance to medicine effective for students applying to be admitted in September, 2015, and to revise the admission requirement for out-of-province (OP) applicants that all university courses taken prior to and after application will be considered in calculation of their average, effective for students applying to be admitted in September, 2014. These changes were subsequently confirmed by University Senate.

### *Nursing*

- Replacement program for Post-Degree Bachelor of Science in Nursing. The change in admission requirements included with this program revision still requires confirmation by University Senate.

Under the approval authority delegated to APC by Council, the following curricular changes were approved by the Academic Programs Committee and reported to Council for information

### *Arts and Science:*

- New concentration in Language and Speech Sciences and name change for existing concentration to General and Applied Linguistics in the BA Four-year in Linguistics
- New concentration in Conducting/Music Education in the Master of Music
- Name change to Religion and Culture in BA programs of the Department of Religion and Culture

### **University Course Challenge**

During the 2012-13 year, a total of 13 University Course Challenge documents were posted for approval.

One Challenge was received:

- The Division of Science in the College of Arts and Science challenged the May, 2013 submission from the Division of Humanities and Fine Arts in Arts and Science to allow Bachelor of Arts students to use the symbolic logic courses taught by Philosophy (PHIL 140 and 241) toward their science requirement.

Approval of this curricular change is deferred pending resolution of this challenge. The Challenge is still being discussed by the Committee and its resolution will be reported to an upcoming meeting of University Council.

### **Other curricular changes**

Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with SESD. Changes of this type which affect the Catalogue listings of other colleges can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as certificates of successful completion

and certificates of attendance. This year, there were no new certificates of this type approved by the Provost or by deans.

The following certificates were approved this year:

- Certificate of Successful Completion: Board Governance Certificate, Johnson-Shoyama Graduate School of Public Policy.

The following certificates were deleted:

- Certificates of Successful Completion in Agriculture (Crop Production; Farm Business Management)
- Certificate of Attendance in Agriculture Business

### **Policies and Procedures**

A number of Council policy and procedures are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty.

This year, the Academic Programs Committee dealt with the policies and procedures:

- A revised Framework for Approval of Academic and Curricular Changes (approved at the January Council meeting)
- Changes to the Academic Courses Policy to include a section on Class Recordings and to update sections on the course syllabus (approved at the March Council meeting).
- Following up on the implementation of the Admissions Policy approved last year, the first annual Admissions Report for 2013-14 was reviewed by the committee and presented for information to the February meeting of Council
- A proposal for Reforming Open Studies was discussed at the May Council meeting.
- The annual Academic Calendar for 2013/14 was approved and reported for information to the December Council meeting.

### **Policy exemptions**

In specific situations and based on academic rationale, the Academic Programs Committee can permit exemptions to policies. This year, Academic Programs Committee approved the following exemptions request:

- Due to differences in grading practices between colleges, four MED courses taken by dentistry students are permitted to be double-listed as DENT courses.

### **Memberships**

The Academic Programs Committee sends representatives to several other committees when required. This year, Michael Bradley represented APC during the Planning and Priority Committee discussions about Medicine restructuring. Roy Dobson represented the committee on the Centres Subcommittee and the Undergraduate Forum.

## Members of the Academic Programs Committee

### Council Members

Jim Greer (Vice-Chair)	University Learning Centre	2013
Roy Dobson (Chair)	Pharmacy & Nutrition	2014
Kevin Flynn	English	2015
Robert Johanson	Electrical and Computer Engineering	2015
Ludmilla Voitkovska	English	2013
Yandou Wei	Biology	2014

### General Academic Assembly Members

Sina Adl	Soil Science	2015
Alec Aitken	Geography and Planning	2015
Michael Bradley	Physics & Engineering Physics	2014
Dean McNeill	Music	2014
Ian McQuillan	Computer Science	

### Sessional Lecturer

Catherine Neumann-Boxer	Education	2013
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### Other members

*(voting)*

Undergraduate Student member	Ruvimbo Kanyemba/Jenna Mollenbeck/ Jordan Sherbino
Graduate Student member	Dylan Beach/Izabela Vlahu
Dan Pennock/Patti McDougall	Vice-Provost, Teaching & Learning
Russ Isinger	Registrar and Director of Student Services

*(non-voting)*

Marion Van Impe/Jeff Dumba	[VP Finance designate] Director, Student Accounts & Treasury
Pauline Melis	Assistant Provost, Institutional Planning and Assessment
Jacque Thomarat	[Director of Budget Planning designate] Financial Planning and Projects Officer
Alison Pickrell	Director of Enrolment and Student Affairs <i>[pending approval]</i>
Secretary: Cathie Fornssler,	Committee Coordinator, Office of the University Secretary

I wish to thank Committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I also wish to thank Pauline Melis, Peter Krebs, Jacque Thomarat, Marion Van Impe, Jeff Dumba, Jason Doell and SESD staff, and the committee secretary Cathie Fornssler for the assistance and advice they have provided to the committee this year.

Respectfully submitted on behalf of the Committee,

Roy Dobson, Chair

**UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Bob Tyler, Chair, Planning and Priorities Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** Disestablishment of Open Studies

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve that the existing model for Open Studies be discontinued, effective January 1, 2014.*

*That the Open Studies Faculty Council be dissolved as of May 1, 2014, with Council's bylaws amended to reflect the dissolution.*

**PURPOSE:**

The Planning and Priorities Committee submits to Council that Open Studies and the Open Studies Faculty Council be disestablished at the University. As the Open Studies Faculty Council functions as the college for students registered in Open Studies, the motion is presented by the Planning and Priorities Committee in keeping with its responsibility for the establishment and disestablishment of academic entities. Dissolution of the Open Studies Faculty Council has been deemed a consequence of the disestablishment of Open Studies, and hence the change to Council bylaws does not require a notice of motion.

**CONTEXT AND BACKGROUND:**

Students in Open Studies are allowed to register for selected, degree-level, undergraduate courses. Students in Open Studies comprise two distinct cohorts, those required to discontinue from colleges for academic reasons, who have been able to register automatically through Open Studies and remain at the University, and those who wish to take university classes on a casual basis.

**CONSULTATION:**

There has been substantial consultation regarding the disestablishment of Open Studies with colleges most likely to be affected by the action, and with the Office of the Registrar

and SESD. Consultation regarding the disestablishment of Open Studies took place with the Planning and Priorities Committee (meetings of April 17 and May 15), the Academic Programs Committee (April 4), and the Governance Committee (April 30 and May 30). The proposal and supporting documentation, including letters of support from the Colleges of Education, Engineering, Agriculture and Bioresources, and Arts and Science, were presented to Council on May 16 by the Academic Programs Committee.

#### **SUMMARY:**

The Planning and Priorities Committee and the Academic Programs Committee believe that students at the University will be better served through the disestablishment of Open Studies and the implementation of a new model to serve students who wish to register as casual learners. These students will be registered in the college of their choice and thereby have access to the academic advising and dedicated support services provided by the college, rather than through an administrative unit in SESD.

As the majority of students required to discontinue (RTD) continue to experience academic difficulty while registered in Open Studies, these students have not been well served by the present model. In the future, RTD students will be able to appeal the RTD decision to their college. Those colleges having the majority of RTD students have committed to proactively identifying those students in academic difficulty to provide earlier intervention and support.

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

The May 1, 2014 date for the dissolution of the Open Studies Faculty Council was chosen to ensure that the Faculty Council remains constituted and is available to address any unforeseen issues related to the discontinuation of Open Studies. The Designated Dean of Open Studies has confirmed his support for this approach.

An analysis of the necessary transition steps required by SESD has been completed and a communications plan has been developed. Notice of the pending changes has been posted on the University website.

Conditional on approval by Council today, Senate will be asked to confirm the motion to disestablish Open Studies at its fall meeting on October 19. The Board of Governors will be asked on December 13 to authorize the disestablishment of Open Studies as the final step in the dissolution process.

#### **ATTACHMENTS:**

1. Proposal: *Reforming Open Studies*

## Reforming Open Studies: *A Proposal Submitted by the Open Studies Faculty Council*

April 7, 2013

### The Case for Change: Introduction

Open Studies as we now know it at the University of Saskatchewan evolved from a long and honourable history (mainly under the title of “Unclassified Studies” in the old Extension Division) and a series of entirely defensible decisions that have, nevertheless, yielded a structure unlike any other at a Canadian university.<sup>1</sup> That in itself might not be problematic, but the plain fact is that Open Studies as currently construed does not and probably cannot best serve the needs of either of the two disparate categories of students admitted under its umbrella; nor can it fulfill its potential within the emerging strategic enrolment management goals of the university. The good news is that the necessary reform of Open Studies can: a) be implemented promptly and in ways that promise to better serve both student constituencies; b) effect administrative efficiencies that will benefit students and save them and the institution money; and c) enhance rather than limit this university’s historic commitment to making a university education accessible to as many Saskatchewan people as possible.

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### Background

Open Studies at the U of S is, in many ways, an anomaly. It is neither fish nor fowl: it functions somewhat like a college, including being overseen by a designated dean appointed by the provost and an Open Studies Faculty Council drawn from across campus and modeled closely on college faculty councils; but it grants no degrees, has no faculty or classes of its own. The daily operations of Open Studies are administered by a Student Enrolment Services Division (SESD) unit consisting of one full-time Coordinator and a clerical assistant shared with other SESD units, both of whom are supervised by the Manager and Assistant Registrar of the Student Central Support Services division of SESD.

Open Studies came under the SESD administrative umbrella through an accident of institutional history, following the devolution of the old Extension Division. After considerable study of student outcomes over many years, SESD recently came to the conclusion that the current administrative structure is not providing and cannot provide Open Studies students with the support and services they require. The Coordinator’s heroic efforts to assist students, for example, are limited, most notably with regard to academic advising, by the non-degree-granting status of the unit. SESD also concluded, in conjunction with its workforce planning and budget adjustments exercise, that managing an academic unit is not part of its core mission. In consultation with the Open Studies Faculty Council and the colleges directly concerned, SESD has proposed that the dedicated Coordinator position be eliminated along with SESD’s role in managing Open Studies. These proposed changes are fully in line with the reforms we are

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<sup>1</sup> Refer to OS staff survey of sister institutions



proposing here. It cannot be stressed enough that economic factors are secondary and that academic priorities and the best interests of students are the prime movers of reform.

Open Studies currently serves about 500 students, down from a peak of 2,017 in 2002-03. The decline in enrolment since then is due to a concerted effort on the part of SESD and the colleges to remove administrative or admissions-related barriers that delayed, deterred, or prevented qualified degree-seekers from enrolling in a degree-granting college rather than lingering in Open Studies. The gradual shifting of hundreds of degree-seeking students from Open Studies to the colleges occurred so smoothly and with so little push-back or controversy as to have passed almost unnoticed. That smooth transition, in turn, would seem to validate the underlying principle that students pursuing a degree are best served by being enrolled as soon as possible in a degree-granting college that can offer them the full array of academic supports and services. The reforms proposed here are founded on an extension of that principle, to the effect that any student enrolled in a college's classes would benefit from having access to the services of that college.<sup>2</sup>

### The Current Situation

Today, two quite distinct cohorts of students remain in Open Studies. Aside from the fact that neither group is currently enrolled in a degree program, they share little in common. The proposed reforms would introduce different solutions for each group, based on different rationales. In both cases, our proposal is founded on years of experience and data.

- *Explorer or "casual" students.* These are relatively low-maintenance part-time learners, often mature and including alumni and other returning degree-holders, who wish to take some classes without (or before) committing to a degree program. In the fall of 2012 this cohort currently represented 333 of 492 Open Studies students, or two-thirds of the total.<sup>3</sup>

The case for change regarding Explorer students rests less on whether or not we are meeting the needs of current students in the category (though we believe that we are), than on the conviction that the great potential for growing this highly desirable cohort of students is unlikely to be unleashed by Open Studies as we now know it.

The draft report of the Strategic Enrolment Management survey undertaken by SEMWorks stresses that Explorer, returning, and mature learners constitute a large and largely untapped pool of prospective students for this university.<sup>4</sup> Open Studies as an administrative unit of SESD, however, has no material incentive to attract more students, whereas colleges have (or will have as TABBS-based financial reforms come into effect) both the financial incentive and the support services in place to serve this cohort well. Further, the Open Studies "brand" is, if not exactly muddled, certainly clouded by having Explorer learners who make a positive choice to enrol in Open Studies share the label with students in academic

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<sup>2</sup> Relatively few students in Open Studies take classes in more than one college. Once enrolled in one college, an Open Studies student, like any other, could take classes in other colleges if they met the requirements.

<sup>3</sup> In the fall of 2012, 333 of 492 Open Studies students (67.7%) were in this category.

<sup>4</sup> *University of Saskatchewan Enrolment Goals Analysis Report: Final Draft for Discussion*, SEMWorks, 2012: 5, 9, 40, 46, 57, 71.

peril who are essentially banished to Open Studies as their last option. Disentangling these two cohorts will help to clarify the Open Studies brand and better enable colleges and SESD recruiters to focus on attracting and accommodating more students in the Explorer learner category.

- *College RTD students.* These are relatively high-maintenance (for many and varied reasons), academically at-risk full-time students who, having already been on academic probation, have subsequently been Required to Discontinue (RTD) from a U of S college and degree program. Rather than accept “rustication” and withdraw from the university for a year, they have taken the option of enrolling in Open Studies, where they can take up to 24 cus in the regular session with a view to improving their grades and returning or transferring to a degree-granting program. This cohort currently represents 159 Open Studies Students, or one-third of the total.

This second category of Open Studies students presents an even more compelling case for change, because a great deal of data collected over many years reveals that the academic needs of these students are not being met as things currently stand.

With regard to this College RTD cohort, it is important to note what admission to Open Studies does and does not entail. Open Studies does not currently offer any academic programming of its own. Over the years, attempts to provide remedial and skill-building courses targeted to this cohort have attracted few students, and failed to help those who did enrol to overcome what turn out to be a very wide range of difficulties, by no means all of them academic in origin. Students in Open Studies are restricted to a total of 24 credits in the fall and winter session, but otherwise they can enrol in almost any courses for which they qualify.<sup>7</sup> A majority (61%) of College RTD students in Open Studies come from Arts & Science, but regardless of their college of origin the vast majority of RTD students take Arts & Science classes while in Open Studies.

The Open Studies staff work hard on behalf of all these students, helping them develop plans for academic success, monitoring their academic progress, offering general academic advice, and directing them to whatever more specialized campus services they need. Definitive academic advising is (rightly) the prerogative of the colleges, however, and Open Studies students can find themselves caught in a confusing and inefficient shuffle among support services, with the attendant risk of receiving partial or conflicting advice (despite the cooperative ties forged among Open Studies and other support staff). The advising piece is further complicated by the fact that the new DegreeWorks software is college-based, and Open Studies students do not have access to it. And because they are by definition not enrolled in any particular college, Open Studies students have last priority when choosing classes. This makes some sense in so far as Explorer learners are concerned, but it is deleterious for full-time academically at-risk students who are often unable to register in popular classes best suited to their aptitudes, needs, or schedules.

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<sup>7</sup> A few Arts & Science courses have been designated as off-limits to Open Studies students on the not-always-correct assumptions that such students a) are in the RTD cohort and b) are therefore likely to struggle in the class. One consequence of detaching the College RTD cohort from Open Studies would be to render such restrictions, to the extent that they are justified at all, unnecessary and subject to elimination – thereby opening such classes to qualified students in the Explorer cohort.

The College RTD cohort is broadly representative of the student body as a whole: Aboriginal students (15%) are somewhat over-represented, but international students (10%) are not. Students registered with DSS are statistically over-represented in the overall Open Studies cohort; the changes we propose are designed to ensure that their academic needs are not compromised. This would be achieved primarily by ensuring that each college concerned has a clear avenue for student appeals against RTD status and rustication orders. (See Risks and Concerns, below, for further discussion of these groups of students in relation to the proposed reforms.)

### Limited Success

Academic success for students in the College RTD cohort in Open Studies is measured by whether or not they manage to earn grades sufficient to transfer or return to a U of S college. At the direction of the Open Studies Faculty Council, the Open Studies staff collected and analysed data on these students extending back over a decade. The story that emerges from the data is not encouraging.

For example, between 2007 and 2011 a total of 694 College RTDs opted to enroll in Open Studies rather than to accept “rustication” and voluntarily withdraw from the university for a year.

- Of those 694 students, only 164 (23.6%) succeeded within a year in raising their cumulative average sufficient to be readmitted to a college.
- About the same proportion (26.7%) did just well enough to be allowed to continue in Open Studies limbo.
- Fully half, 345 of 694 students (49.7%), failed to meet the Open Studies progression standard and were therefore RTD from Open Studies within a year of being RTD from a college.
  - Having opted against a one-year College rustication for what turned out to be an academically unsuccessful year in Open Studies, these students face two years of mandatory rustication, after which they would return to Open Studies, still at least one additional year away from returning to a college.

That basic pattern of 50/50 success and failure also pertained to the previous five year period, but over the past two years the statistics have taken a turn for the worse: in 2011-12, the failure rate was 59%. The downward trend is hard to explain, but even at the former rate of 50% failure the results disappoint in light of the variety of supports provided and the direct interventions and outreach efforts undertaken by the Coordinator of Open Studies over many years.

In and of themselves, these results might be acceptable if Open Studies clearly constituted the best chance these students had for returning to the path of academic success. But that is not necessarily the case. Evidence provided by the College of Arts & Science, for example, suggests that every year about one-third as many RTD students opt for a year of rustication (“1Yr Stop Out”, in registration-speak) as choose to continue their studies without interruption in Open Studies. When those rusticated students return to the college a year later, their academic performance is almost indistinguishable statistically (number of credits, average grade, class average, etc.) from that of students who managed to earn their way back to

the college from Open Studies.<sup>8</sup> This finding is all the starker when it is remembered that less than one-quarter of College RTD students in Open Studies do succeed in returning to a college within that year.

- RTD students who withdraw from the university for a year, in other words, have the same academic success rate as the *best* RTD students who stayed on and continued in Open Studies.
- *All* of the College RTD students who accepted rustication were eligible to return to their college in a year, whereas three-quarters of those who opted for Open Studies were *not* eligible to return after one year.
- The half or more of College RTDs who are subsequently RTD from Open Studies itself face (subject to appeals on medical grounds) a mandatory two-year period away from the university, and *three* years away from the college to which they hope to return, given that they would most likely return to Open Studies rather than the college.

It is, therefore, not just that a year in Open Studies might do little or nothing to improve the academic success rates even of students who manage to return to a college, but that a College RTD is, statistically speaking, better off accepting a one-year rustication rather than returning to Open Studies, where the chance of subsequent success is no better and the cost of failure (for the student and the institution) is much higher.

#### What We Propose:

We propose different solutions for the two different cohorts of students who currently populate Open Studies.

With regard to the Explorer cohort, we propose that:

- Open Studies as a descriptor should be associated exclusively with part-time, Explorer learners, with a view to energizing and expanding that cohort.
- Open Studies should continue as an admission category, a “brand”, an ethos, and vital element of this university’s ongoing and historic mission to serve the people of Saskatchewan; but not as a stand-alone administrative unit.
- Administrative responsibility for Explorer students would devolve to the colleges (with possibly some admission/reactivation-related aspects devolved to the SESD Admissions Office.)
- Under the Open Studies label, Explorer students would be admitted to the college offering the class(es) they take. (Like any other student, they could take classes in other colleges upon attaining permissions/overrides from the department concerned.)
- “Under the hood” of the Open Studies label, Explorer students would be admitted to the college concerned under one of two already existing admission categories:
  - The Non-degree category of admission would accommodate most Explorer learners in most colleges. Explorer students in this category would be eligible to take any course for which they have the prerequisites, but would normally have low priority registration status relative to students enrolled in degree programs.

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<sup>8</sup> Data provided by the Director of Student Academic Services, College of Arts & Science.

- The Provisional category of admission would, at the discretion of a college, accommodate students who do not (or, in the case of high school students enrolled in the Early Start program of Arts & Science, do not yet) meet regular entrance standards. Explorer students in this category would usually be limited in the range of courses available to them, and would have low priority registration status relative to students in degree programs.
- Explorer students, whether admitted under the non-degree or provisional category, would have access to the full array of college support services.
- Explorer students as a category would be factored out of college metrics (for example, student retention and graduation rates) in cases where their inclusion would unduly distort data intended to capture outcomes for degree-bound students. (Explorer students were never included in these college metrics under the current Open Studies regime and its predecessors.)

With regard to the College RTD cohort, we propose that:

- College RTD students would no longer be offered the option of continuing full-time study in Open Studies. Instead, colleges would accept full responsibility for identifying students in academic peril and providing them with the assistance they need to succeed academically, or withdraw from the university in an orderly fashion and with a plan for returning.
- Arts & Science, as the college responsible for the majority of College RTD students devolved from Open Studies, would be provided with one additional advising position so as to better address all students at risk. (As proposed in the recent *Transforming Student Advising* application to PCIP.) Discussions with other colleges have revealed that, due to the smaller numbers of students involved, existing support services will suffice to support transferred Open Studies students.
- The Open Studies Faculty Council would be wound down and, along with the post of designated dean, decommissioned once these changes are fully implemented. With Open Studies as an admission category appended to colleges, rather than a stand-alone administrative unit, oversight responsibilities will pass to the colleges concerned.

### Benefits & Advantages

We believe that the changes we propose will better serve our students, our institution, and the people of this province. As noted above, re-positioning Open Studies as the exclusive preserve of Explorer learners accords with the goals and principles of strategic enrolment management. It should serve to clarify the Open Studies brand and identity, and it should make it easier for colleges and the university to promote Open Studies as a distinct and attractive option for a large and growing cohort of prospective and returning students. These changes promise to enhance, not limit, access to higher education in Saskatchewan.

Removing the Open Studies option for full-time College RTD students accords with our evidence that rustication is a better option for many of these students. It aligns with the SEM and IP3 priorities of attracting and retaining a diverse student body primed for academic success. It addresses ethical and moral concerns raised many times by members of the Open Studies Faculty Council, and others, as to the

propriety of accepting tuition from, and devoting resources to, students with demonstrably poor prospects for academic success. Experience shows that as such students continue to struggle, failing more courses and taking out more student loans, they dig themselves deeper into an academic and economic quagmire. It also addresses the uneasy sense that, too often, when College RTD students shifted to Open Studies the effect was simply to delay the day of academic reckoning. We are convinced that these students will be better served by colleges that accept the responsibility to intervene more decisively early on to help them avoid being RTD in the first place, or to help them leave the university in an orderly fashion with a plan for returning.

All of the colleges concerned are represented on the Open Studies Faculty Council. Each college -- Agriculture & Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Nursing – has expressed its support for these reforms and confirmed its willingness and capacity to meet the needs of their share of the College RTD and the Explorer cohorts. (See the attached letters of support from deans.)

### Risks & Concerns:

We are very concerned to ensure that students not be disadvantaged by the changes we propose. At every stage of consultation, the Open Studies Faculty Council has asked, and been asked, about the impact these reforms would likely have on three particular cohorts of students:

- Aboriginal students,
- International students
- Students with disabilities.

The concerns most often raised centre on what might become of students in these cohorts (and others) who are RTD by a college, but who have pressing and legitimate reasons for remaining at university? What becomes of them if they no longer have the Open Studies option? The questions regarding these three groups of students are largely the same, and so too are the answers.

- RTD students will be able to appeal to their colleges to be allowed to remain. This is already the case, but not all students who are RTD know that they have the right to appeal, or know how to go about exercising that right. That will change.
- Each of the colleges concerned has committed to ensuring that their academic appeals procedures are made known to all students, especially those who have been or are in danger of being RTD.
- College advisors and other staff will be proactive in reaching out to academically at-risk students, and to explaining what their appeal options are, what the likely outcome might be, and what consequences might follow.

Like physicians, we have founded our reforms on the principle of “first, do no harm”. An initial RTD ruling by a college is made strictly according to grades, but in the appeal process the college can and should take a more holistic view of a student’s circumstances and any mitigating factors.

- As noted above, appeals boards may find that rustication is indeed in a particular student's best interest, just as it might make sense for another student to be allowed to remain at the university for reasons that extend beyond the grades themselves.

Here, it is important to remember that RTD rulings apply to matters of academic progression, not to admission or graduation. We believe it is appropriate for colleges to exercise more discretion when applying progression standards to students "in process" than might be appropriate at the admission or graduation points of their academic journeys.

It is also important to note that no other Canadian university extends to RTD students the automatic option we currently offer of remaining in Open Studies or its equivalent. They all, however, maintain some sort of appeal process for RTD students petitioning to remain, and most of the institutions we surveyed made a point of reporting that they prefer to err on the side of lenience in such appeals. (See the appended document, *Looking Backward - Looking Forward: A Longitudinal Assessment of the Open Studies Student Body*, Appendix C.)

- We foresee a more robust appeals process emerging in our colleges, as well, but we are also convinced of the need for students to make their own case for staying, rather than be extended an automatic option to stay, as is now the case.

At present, SESD staff attend to the administrative needs of Open Studies students. Are the colleges sufficiently resourced to take on this work? For the most part, they are -- as the attached letters from deans and associate deans will attest. As noted above, the non-college nature of Open Studies as currently construed limits the extent of support that the staff can provide, and requires the students to shuttle between college academic advisors and the coordinator in Open Studies. By providing one-stop advising service in colleges, considerable efficiencies will be introduced. That, and economies of scale, should enable Arts & Science to manage the great majority of both cohorts of Open Studies with the addition of one additional college advisor. The college has applied to PCIP for support in this regard. In other colleges, the number of students in either cohort should be fairly small and therefore manageable with existing staff and resources.

In Nursing, for example, very few College RTD students ever took the Open Studies option, preferring to accept rustication and save money for courses in their carefully prescribed program. For Nursing, then, little should change. Over-subscribed colleges with long waiting lists are sometimes less inclined to make heroic efforts to salvage students in severe academic difficulty even as they turn away others who might succeed. That said, Edwards School of Business is already, like Arts and Science, working to intervene earlier with academically at-risk student to give them the best chance to avoid the RTD/rustication fate. It is also the case that students RTD from colleges other than Arts & Science, most notably from Engineering, can often still meet A&S admission requirements. They transfer over and settle seamlessly, often thriving in new fields of study.

One of the justifications for the current Open Studies system was out of concern that rusticated students would attend other institutions in their year off, and either choose not to return, or return only to run into complex and convoluted transfer credit entanglements. The transfer credit conundrum is being addressed by SESD and the College of Arts and Science (the college most concerned). As for the fear of losing students, this should be set against a concern over retaining students, often at considerable cost to

themselves in terms of tuition and the institution in terms of support services, who will struggle to succeed academically. Under the principles of strategic enrolment management, it is important to identify not only those students we wish to attract and retain, but also those for whom a parting of the ways might be best for all concerned.

### Managing the Change:

The staff of Open Studies, representatives from other sectors of SESD, and representatives of the colleges concerned, most notably Arts & Science, have held numerous meetings to ensure that the changes recommended here are viable and can be implemented efficiently and with minimum disruption for students and all parties concerned. We are far enough along in this planning to believe that we can offer such assurances.

[For a more detailed overview of the administrative processes, changes, and tweaks involved in the reforms proposed here, see the attached document, *Technical Analysis of Administrative Processes Associated With The Proposed Reform of Open Studies.*]

With regard to the Explorer cohort, admission to a desired course will continue to depend in the first instance upon whether the student is deemed to have met existing college standards for admission to its classes; with regard to the College RTD cohort, it is not admission but progression that is at issue.

- **The reforms we propose, therefore, will not entail changes to university admission standards, nor will they impede access to the University of Saskatchewan.**

University Council will however, be asked to approve changes to admission processes so that Explorer students can be admitted directly to a particular college under the Open Studies label via either of two existing admission categories, Non-degree and Provisional.

- The colleges concerned have signalled their willingness to accommodate Explorer students, and SESD has agreed to modify existing admission processes and the Banner software on which they run.

With regard to the College RTD cohort, the anomalous nature of Open Studies means that it can be eliminated as an option for these students with relatively little change or disruption to existing standards. Currently, a student RTD from a college and facing rustication, assuming they do not meet the qualification for transferring to another college (most often Arts & Science) need only inform the Open Studies staff of their intention to continue full-time studies under the Open Studies banner.

- **Eliminating the Open Studies option will have no bearing on the college progression standards on which the original RTD ruling was made.<sup>9</sup>**

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<sup>9</sup> Open Studies currently has its own set of progression standards applicable to the College RTD cohort. These progression standards will be redundant when College RTD students cease to be admitted to Open Studies, and will be eliminated when Open Studies as an administrative unit ceases to exist.



What will change with regard to the College RTD cohort is that the colleges have agreed to take more responsibility and provide more support for these students. These changes reflect a renewed focus on these students as much or more than any change in policy. As noted above under “Risks and Concerns”:

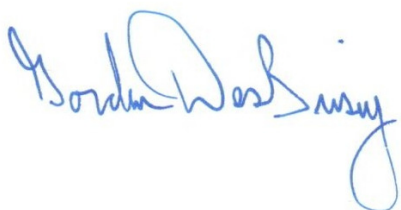
- The colleges agree to put more emphasis on identifying and reaching out to academically at-risk students so as to give them the best chance of avoiding being RTD. Colleges may also choose to develop academic support programs specifically for these students.
- Students who still face being RTD will be offered advising designed to help them plan their year away with a view to making the best use of their right to return to the college the following year.
- The colleges will be proactive about alerting academically at-risk students to the existence of enhanced appeals processes.

In terms of timing, our preference is that these reforms will be reviewed by the Academic Priorities Committee of University Council in April, and brought forward by that committee to Council later this spring. Ideally, the reforms will have been adopted prior to this year’s College RTD determinations.

At its April 4, 2013 meeting, the Open Studies Faculty Council approved two resolutions:

- That the reforms set forth in this document be accepted in principle.
- Should the reforms not be in effect prior to the 2012-13 College RTD determinations, in that case Open Studies would not accept any first-time College RTDs for the 2013-14 academic year unless they have completed a faculty action appeal process in their College.

There will inevitably be a period of transition as the outgoing Open Studies standards and protocols give way to the new. The Open Studies team and the colleges concerned have worked hard and will continue to strive to ensure that the necessary principles, processes, and, not least, communications align and are made as clear as possible so as to minimize confusion and redundancies, and to make the period of transition as brief as possible.



Gordon DesBrisay  
Designated Dean, Open Studies  
Associate Dean, Arts & Science

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

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**PRESENTED BY:** Bob Tyler, Chair

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **First Year Report on the Third Integrated Plan**  
*Promise and Potential*

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

In 2012, the University's Third Integrated Plan *Promise and Potential* committed the University to focus on four priority areas in the third planning cycle:

- *Knowledge Creation: Innovation and Impact;*
- *Aboriginal Engagement: Relationships, Scholarship, Programs;*
- *Culture and Community: Our Local and Global Sense of Place;*
- *Innovation in Academic Programs and Services.*

**DISCUSSION SUMMARY:**

Throughout the planning cycle, the Planning and Priorities Committee receives progress reports on the implementation of the University's integrated plan. The attached first year progress report was received by the Priorities Committee at its meeting on May 1<sup>st</sup>.

In light of ongoing operating budget adjustments, the approach to implementation of the Third Integrated Plan is much less process intensive than was that of the Second Integrated Plan. The strategy has been to create a reasonable set of activities that are manageable within a one- year time frame. These are highly directed, highly focused projects with limited time frames and key outcomes. Highlights of these activities at the college, school and administrative unit level are available at [www.usask.ca/plan](http://www.usask.ca/plan).

**ATTACHMENTS:**

1. First Year Report on *Promise and Potential*

## First Year Report on *Promise and Potential*

Following unanimous approval by both University Council and the Board of Governors (March 1 and March 6, 2012 respectively), implementation of *Promise and Potential*, the Third Integrated Plan, began with the recognition that, in this transition year between presidents and with significant focus on operating budget adjustments, attention should be focused on discrete, well-defined projects, many of which build on the work done in the second planning cycle. Identified projects were designed to deliver short-term and long-term visible change as part of the on-going work to reshape the university.

The overall implementation strategy for the planning cycle builds on the experience with implementation of the two previous integrated plans and on the results of a survey of participants involved in the implementation process for the Second Integrated Plan (completed by the office of Institutional Planning and Assessment, IPA, in Fall 2011). Thinking coalesced around a blended approach, using the best features of both previous implementation models, and the creation of process and project commitments.

- a. **Process commitments** are those which would most closely resemble the implementation strategy for the *Second Integrated Plan*. They would borrow heavily from the commitment leader model, to ensure that the broadly-based campus community is engaged in determining the appropriate direction or outcomes which are not known at the beginning of the planning cycle. Examples include: distributed learning and the next stages of Aboriginal engagement.
- b. **Project commitments** are those which have agreed upon outcomes and which can be more easily assigned to a person, office or group of persons/offices to complete within a specified timeframe. Examples include implementation of a faculty mentorship program and Student Financial Aid.

Plan implementation in the first year consisted of four elements:

- 1) The identification of the process and project commitments for year one of the planning cycle;
- 2) The completion and delivery of a set of planning parameters for colleges, schools and administrative units;
- 3) The launch of a new website to report out on plan implementation and initiatives at both the university and college/school/unit levels; and
- 4) The actions and initiatives undertaken at the college, school, administrative unit and other levels within the university which align with and support the key goals and priorities outlined in *Promise and Potential*.

This report highlights the work performed in the first three elements. Highlights of activities at the college, school and administrative unit level are available at [www.usask.ca/plan](http://www.usask.ca/plan). Communications in this planning cycle are being driven through the [www.usask.ca/plan](http://www.usask.ca/plan) website, rather than annual reports. This allows for regular updating of data, project terms of reference and reports.

**Projects Initiated in the First Year of Implementation**

***Knowledge Creation: Innovation and Impact***

Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Development of college and school strategic research plans and metrics, under the leadership of the Associate Deans Research</i></p>	<p>Develop individual college/school research strategies to guide growth and development of unit research activities and success. These strategies will provide a multi-year vision of college/school research goals, establish a framework for decision-making to ensure a focus on research priorities, and facilitate shared or cooperative approaches to initiatives, programs/services and areas of focus.</p>	<p>(1) Development of a research strategy for each college and school which includes: Jun 2013</p> <ul style="list-style-type: none"> <li>• Areas of research focus</li> <li>• Highly Qualified Personnel (HQP) planning</li> <li>• Environment to support research success</li> <li>• Research metrics</li> </ul> <p>(2) Collaborative development of a strategy to capitalize on unit-level synergies and common areas of interest</p>	<p>December 2012 – September 2013</p>
<p><i>UnivRS: Implementing of the University Research System, Kevin Schneider, ICT research advisor to the Vice-President Research, Susan Blum, director, Research Services, Monisha Shukla, director, ICT Applications</i></p>	<p>Implementation of a new electronic research administration and management system (UnivRS) to address external regulatory requirements, enable harmonization of ethics protocol approvals, and provide accurate data to address internal and external demands. This transformative initiative was identified as one of the top 3 priorities of SPEP and will provide critical management capacity for a research-intensive environment.</p>	<p>(1) Board of Governors (BoG) Approval in Principle (Board 1 Approval) (2) Board of Governors Approval of Funding (Board 2 Approval) (3) System implementation</p>	<p>September 2012 - June 2017</p>



Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Strategic development of programs and services for researchers</i></p>	<p>To provide excellent, client-oriented services and programs commensurate with a U15 research-intensive university that will facilitate researcher success. Over the next 1-2 years, the OVPR will be reviewing and refining our suite of programs to ensure a robust system of researcher support. Initiatives will include implementation of:</p> <ol style="list-style-type: none"> <li>1) a comprehensive, high quality internal review program for Tri-Agency grant proposals;</li> <li>2) a Matching Grants program to leverage external funds for large collaborative grants;</li> <li>3) a sustainable, long-term strategy for research facilitation; and</li> <li>4) programs/services based on an on-going assessment of researcher needs.</li> </ol>	<ol style="list-style-type: none"> <li>(1) Increased Tri-Agency success rate;</li> <li>(2) Increased participation and engagement in Tri-Agency and other funding opportunities across all units;</li> <li>(3) Increased number and success rate of research proposals; and</li> <li>(4) Increased success of large-scale collaborative research proposals.</li> </ol>	<p>Fall 2011 – Summer 2013</p>
<p><i>Implementation of a faculty mentorship program, Jim Thornhill, acting associate vice-president – health and Jim Germida, vice-provost, faculty relations</i></p>	<p>This program will provide a mentorship team for all new faculty members for their first five years of appointment, as well as professional research development workshops for both mentors and mentees.</p>	<p>Increased research success for faculty in the first five years of their appointment. These would include:</p> <ul style="list-style-type: none"> <li>• peer reviews publications;</li> <li>• Tri-Agency funding,</li> <li>• non-Tri-Agency, peer-reviewed funding outside the University;</li> <li>• training of graduate students;</li> <li>• research awards;</li> <li>• committee members/chairs for Tri-Agency grant panels.</li> </ul>	<p>Throughout the planning cycle</p>



Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Signature Area Strategic Development - One Health: Solutions at the Animal-Human-Environment Interface</i>, Bruce Reeder, professor, Community Health and Epidemiology, and Hugh Townsend, professor, Department of Veterinary Microbiology</p>	<p>“One Health: Solutions at the Animal-Human-Environmental Interface” is one of six Signature Areas of research and scholarship at the U of S. Over IP3 the Office of the Vice President Research will work to develop this distinct area of research impact. In the short term, efforts will focus on:</p> <p>1) securing internationally-recognized research leadership (CERC in Integrated Infectious Disease Mitigation (IIDM)); and 2) developing a strategic plan to accelerate One Health research across colleges.</p>	<p>(1) Establish U of S and Canada as a global leader in One Health            (2) Contribute to improved prediction, prevention, diagnosis and control of infectious diseases            (3) Increase the Canadian capacity to address urgent One Health issues and manage emergency situations            (4) Provide unique training opportunities for leadership in integrated approaches to One Health problems</p>	<p>Spring 2012 – May 2013</p>
<p><i>Signature Area Strategic Development – Agriculture: Food and Bioproducts for a Sustainable Future</i>, Ernie Barber, Deputy Executive Director and Chief Operating Officer, GIFS</p>	<p>“Agriculture: Food and Bioproducts for a Sustainable Future” is one of the six Signature Areas of research and scholarship at the U of S. Through establishment of a Type B centre in partnership with the Saskatchewan government and PotashCorp, the U of S will accelerate and expand research in this area. The Global Institute for Food Security (GIFS) will be developed as a world-renowned centre of excellence in agriculture and food-system related research and will position the U of S and the associated bio-cluster in Saskatoon as a world leader in research, technologies, and policies related to safe, nutritious, and sustainable food production.</p>	<p>(1) Increase the quality of research and training in food security at the U of S.            (2) Increase recognition of the U of S as a “go-to” place for science, technology, policy and discussion around food security challenges.            (3) Increase the university’s capability to attract and retain top flight researchers and students examining food security issues.</p>	<p>Spring 2012 – January 2014</p>

**Aboriginal Engagement: Relationships, Scholarship, Programs**

<b>Strategy and Leaders</b>	<b>Description</b>	<b>Expected Outcomes</b>	<b>Timeline</b>
<i>Engagement with the provincial K-12 system</i> , Lynn Lemisko, associate dean, College of Education and Candace Wasacase-Lafferty, director, Aboriginal Engagement, University Advancement.	Through dialogue and partnership building, we will be building our capacity to better engage the provincial K-12 system, with an initial focus on schools in Aboriginal communities or with large number of Aboriginal students	(1) A set of protocols for productive engagement between school divisions and the university; and (2) an online mapping tool to collect and community engagement initiatives.	Mapping tool: March 2013  Other timelines are TBD.
<i>The Way Forward – the next steps for the University in Aboriginal Engagement</i> , Brett Fairbairn, provost and vice-president academic	There are two aspects to this: a project focused on two key events (1) Taking Stock – a celebration of our programs and accomplishments to date, and (2) Moving Forward – an intensive one-day consultation session with external stakeholders and a process to engage the campus community in the refreshing the Aboriginal Foundational Document.	(1) A celebration of what our university has accomplished over the past number of decades (2) Strengthened campus; community knowledge, understanding and engagement in this area; (3) Conversations with external stakeholders and experts on possible future steps for the University of Saskatchewan; and (4) A refreshed Aboriginal Foundational Document.	September 2012 – June 2013  Fall 2014
<i>Aboriginal languages and symbols on university websites and publications</i> , Ivan Muzychka, associate vice-president, communications	Under development	Under development	Under development
<i>Increase visibility of Aboriginal culture and symbols on-campus</i> , Colin Tennent, associate vice-president, Facilities Management Division and Joan Greyeyes, special advisor on Aboriginal initiatives	Increased signage and naming in Aboriginal languages of buildings, pathways, rooms or increased reflection of Aboriginal culture in physical symbols by 2015/16	(1) Develop a strategy and funding plan (with three different options– ideal, medium and minimal) for PCIP to consider	September 2012 – June 2013



<b>Strategy and Leaders</b>	<b>Description</b>	<b>Expected Outcomes</b>	<b>Timeline</b>
<i>Increase the presence of Aboriginal art on campus, Vicki Williamson, dean, University Library</i>	Beginning in fall 2013	Beginning in fall 2013	September 2013 – September 2014
<i>Incorporate Aboriginal culture in formal university ceremonies and university-sponsored events, Lea Pennock, university secretary and Russ Isinger, university registrar Upon Dr. Pennock's retirement, the new university secretary will replace her on this committee.</i>	This project will result in an increased presence of Aboriginal culture in formal ceremonies and university-sponsored events by 2015/16	(1) Increased presence of Aboriginal culture in formal university ceremonies and University-sponsored events; and (2) Guidelines for the university community in incorporating Aboriginal culture into formal University ceremonies and University-sponsored events.	September 2012 – October 2013

***Culture and Community: Our Global Sense of Place***

<b>Strategy and Leaders</b>	<b>Description</b>	<b>Expected Outcomes</b>	<b>Timeline</b>
<i>Model sustainability and practice effective stewardship of institutional resources, Colin Tennent, associate vice-president, Facilities Management Division</i>	Under development	Under development	
<i>Aboriginal Self-Identification of Faculty and Staff</i>	The aims of this project will be addressed through "I Declare Day" which is part of Aboriginal Achievement Week		





Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Financial Management Strategy</i>, Laura Kennedy, associate vice-president, Financial Services Division and Mary Buhr, dean, College of Agriculture and Bioresources</p>	<p>To ensure that financial management responsibilities are carried out effectively and efficiently across the organization within the right unit, with work done at the right staff level, and carried out with appropriate support, the university is undertaking a financial management framework project. By reviewing the current status, interviewing academic and administrative staff, by learning from other institutions, by conducting research of leading practices, and most importantly by consulting with university leadership, the team will develop a new organizational framework for financial management.</p>	<p>The project will develop the framework which will include the following:</p> <ol style="list-style-type: none"> <li>(1) Clarity regarding roles and responsibilities for individuals and units;</li> <li>(2) An outline of a possible matrix reporting structure for finance officers;</li> <li>(3) Guidelines regarding monthly/annual activities</li> <li>(4) Guidelines regarding oversight of department activities and departmental support;</li> <li>(5) Enhanced communication/publication of standard reports;</li> <li>(6) Standard financial management accountabilities, job responsibilities and minimum qualifications for specific financial management positions;</li> <li>(7) Orientation and training materials and a training schedule; and</li> <li>(8) Service level standards for financial services provided by the Financial Services Division and chief financial officers.</li> </ol>	<p>November 2012 – September 2013</p>

***Innovation in Academic Programs and Services***

Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Strategic Enrolment Management</i>, Dave Hannah, associate vice-president, student affairs</p>	<p>Strategic enrolment management is a framework for aligning strategies and approaches to ensure the institution, as well as colleges and schools, reach their goals in terms of type, quality and mix of students.</p>	<ol style="list-style-type: none"> <li>(1) A strategic enrolment management plan for the institution for 2012-2016, including goals and strategies; and</li> <li>(2) Building of capacity on campus for this type of planning</li> </ol>	<p>November 2011 – September 2013</p>



Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Distributed Learning Coordination and Strategy Document</i>, Dan Pennock, acting vice-provost, teaching and learning</p>	<p>The purpose of this project is to develop a recommendation for the Provost for a strategy that will guide the governance, implementation and growth of distributed learning (that is learning done by students at a distance from the Saskatoon campus) programming for the University of Saskatchewan through the next planning cycle (2012 – 2016).</p>	<p>The sole outcome of this project will be the publication of a recommendation for a strategy that must then be used to guide the governance, implementation and growth of distributed learning programming.</p>	<p>September – December 2012</p> <p><b><i>The implementation of the recommendations of this project will be a separate project under the leadership of Patti McDougall, vice-provost, teaching and learning</i></b></p>
<p><i>Northern STEM Initiative</i>, formerly Dan Pennock, acting vice-provost, teaching and learning, Patti McDougall, vice-provost, teaching and learning</p>	<p>Under development</p>	<p>Under development</p>	
<p><i>Red Tape Commission</i>, Beth Bilson, professor, College of Law</p>	<p>Under development</p>	<p>Under development</p>	

## **Planning Parameters delivered**

Planning parameters describe PCIP's expectations for each college, school and unit over the planning cycle. These documents comment on the plans that were submitted, provide key messages about each of the areas of focus as well as university resources, and confirm enrolment targets for the end of the planning cycle. Draft documents were distributed to each college, school and unit in early July 2012 and finalized documents were transmitted in November 2012. The provost and members of IPA will meet with each college, school and unit on a regular basis over the planning cycle to receive updates on progress towards these expectations. The first of these meetings will be held in September 2013. These documents are available, under NSID protection, at [www.usask.ca/plan](http://www.usask.ca/plan).

## **Launch of a new website to report on plan implementation**

In September 2012, IPA launched a much revised [www.usask.ca/plan](http://www.usask.ca/plan). The site now contains information on the various projects initiated in the first year of the planning cycle (described above), up-to-date reporting on plan metrics, news stories from colleges, schools and units about progress against their plans or their participation in university-wide priorities. To date, 51 stories about college, school and unit initiatives have been posted, and pages on this site have been visited 1,549 times (as of January 29, 2013). Story topics range from Johnson-Shoyama students undertaking international internships in Asia to community-service learning in College of Kinesiology to the undertaking of the Taking the Pulse survey. The site also contains the college, school and unit plans and planning parameters under NSID protection. This website is designed to be a "one-stop shop" for plan implementation.

## **Reporting against "By 2016" statements**

### ***Metrics populated with existing data***

#### ***Students***

- Increased enrolments in PhD programs by 10% to support our more intensive research culture
  - In 2010/11, we had 891 PhD students (25.4% of all graduate students)
  - In 2011/12, we had 956 PhD students (25.9% of all graduate students) *\*Please note that the overall graduate student population grew by 181 students over this time.*
- Increased the institutional first to second year direct-entry retention rate of Aboriginal students by 10%, on track to achieving the goal of Aboriginal enrolment at 15% of total enrolment by 2020
  - 61% of the 2010/11 cohort was retained into fall 2011
  - 58.2% of the 2011/12 cohort was retained into fall 2012
- Achieved the goal of institutional graduate enrolment at 20% of total enrolment
  - In 2010/11, the student population was 16.4% graduate and 83.6% undergraduate
  - In 2011/12, the student population was 17.0% graduate and 83.0% undergraduate
- Increased the graduation rates of self-identified Aboriginal students in a wider array of programs

- In 2011, 4% of graduate degrees and 8% of undergraduate degrees were awarded to self-identified Aboriginal students

#### *Employees*

- Increased the number of self-identified Aboriginal employees from the current 2.6 to 4%
  - In 2010/11, the percentage was 2.6%
  - In 2011/12, the percentage was 4.3%

#### *An Engaged University*

- Demonstrably increased our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020
  - Baseline Date: Bronze Rating, Score of 34.8 (2010/11)

#### ***Metrics under development – baseline data expected in 2013***

##### *Research*

- Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.
- Increased the proportion of research-appointed faculty holding Tri-Agency funding and/or supervising graduate students in all departments, colleges and schools.
- Increased the number, citations and impact of faculty publications tracking toward national and disciplinary comparators and improved placement for the university in major national and international rankings systems.
- Established a baseline and increased by 50% the number of undergraduate students participating in research.
- Established a baseline for research partnerships or projects happening in and with Aboriginal communities.

##### *Students*

- Increased internally funded graduate scholarships by a further \$1M and increased by 10% the number of Tri-Agency funded graduate and undergraduate students.
- Established a baseline for courses providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities or organizations.

#### *An Engaged University*

- Engaged a significant proportion of faculty, staff and students in activities designed to increase intercultural awareness and understanding and improve cultural competencies.

**Activity Measures – these measures will not have data attached to them**

*Research*

- Established new targeted institutes and hired the faculty and staff required to move them forward.
- Established a fully subscribed and effective mentorship program for new and early career faculty.

*Students*

- Increased externally funded trusts to support a more comprehensive array of funding supports for graduate students approaching the national average at medical-doctoral peer universities, e.g., teaching assistantships.
- Set 2020 targets for retention and graduate rates for provincial, international and out of province undergraduate and graduate students.

*An Engaged University*

- Implemented a registry and/or portal documenting Aboriginal initiatives, programs, services and partnerships.
- Increased the visibility of Aboriginal culture, language and symbols throughout the campus, beginning with the Gordon Oakes – Red Bear Student Centre and including on institutional, college, school and unit websites, on roadways and signage, on and within buildings.
- Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.
- Established initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage with counterparts in other regions of the world.
- Implemented a Campus Climate Survey to assess the level of ‘welcome’ our campus environment provides to its increasingly diverse population.
- Set 2020 targets for diversity among the student and employee populations.

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

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**PRESENTED BY:** Bob Tyler, Chair

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** **Planning and Priorities Committee Year-End Report to Council**

**COUNCIL ACTION:** For information only

**ATTACHMENTS:** Planning and Priorities Committee Year-End Report for 2012-13

**COMMITTEE MEMBERSHIP:**

Bob Tyler, Chair  
Lois Jaeck, Vice-Chair  
Jim Basinger  
Lorna Butler  
Peta Bonham-Smith  
Jared Brown  
Brett Fairbairn  
Martin Gaal  
Mobinul Huq  
David Janz  
Lisa Kalynchuk  
Laura Kennedy  
Ramji Khandelwal  
Venkatesh Meda  
Ehimai Ohiozebau  
Chary Rangacharyulu  
Jeremy Rayner  
Jim Traves  
Fran Walley

**Resource Personnel**

Ginger Appel  
Bryan Bilokreli  
Rick Bunt  
Pauline Melis  
Colin Tennent  
Sandra Calver, Secretary

**PLANNING AND PRIORITIES COMMITTEE**  
**YEAR-END REPORT FOR 2012-13**

The Planning and Priorities Committee (the Committee) met a total of 21 times in 2012-13. The chair and/or members of the Committee also served on subcommittees of the Planning and Priorities Committee (Capital and Finance Subcommittee, Centres Subcommittee) and on the Coordinating Committee, the Governance Committee, the Model Development Oversight Team (MDOT) for TABBS, the Operating Budget Adjustments Steering Committee (OBASC), the Central Academic Quadrant (Program Prioritization), the Childcare Steering Committee, the Advisory Committee on CFI and the Advisory Committee on Indirect Costs of Research.

**COUNCIL ITEMS**

- In 2012-13, the Committee presented the following items to Council for its consideration:
  - College of Medicine Organizational Restructuring* (for decision)
  - Faculty and Staff Complements Report* (for information), *Criteria for Assessment of a College of Medicine Renewal Plan* (for information)
  - Transparent Activity-Based Budget System (TABBS)* (for information), *2013-14 Operations Forecast* (for information)
  - C-EBLIP: Evidence-based Library Information Practice as a Type A Centre* (for approval)
  - SERI: Sustainability Education Research Institute as a Type A Centre* (for approval)
  - College of Medicine Vision Document* (for approval-in-principle)
  - Name for the School of Professional Development* (for approval)
  - Program Prioritization* (for approval-in-principle)
  - Centre for Applied Epidemiology as a Type A Centre* (for approval)
  - Name Change for the Department of Languages and Linguistics* (for approval)
  - PRISM: Proteomics Research in Interactions and Structure of Macromolecules as a Type A Centre* (for approval)
  - Disestablishment of Open Studies* (for approval)
  - Progress Report on the Third Integrated Plan* (for information)

## **STRATEGIC AND INTEGRATED PLANNING**

The Committee reviewed and provided its perspective on the following plans, reports and presentations:

- *Strategic Enrolment Management*
- *First Year Progress Report of the Third Integrated Plan*
- *New Model for Faculty Start-up and Support*
- *Graduate Program Review – Outcome Synthesis Report (first year report)*
- *Distributed Education*
- *Aboriginal Initiative Commitment*
- *Information and Communications Technology – Campus Wireless Expansion, ICT Governance, ICT Security*
- *Internationalization*
- *First Nations Labour Market Report*

## **UNIVERSITY FINANCES**

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

- *Annual Capital Plan 2013-14 and Sustaining Capital Grant*
- *Operations Forecast 2013-14*
- *Operations Forecast 2014-15*
- *Operating Budget Adjustment Strategies*
- *Provincial Budget 2013-14 Update*
- *TABBS Scenario Analysis Tool*
- *Tuition Rates 2013-14*
- *University Pensions*

As well, the Capital and Finance Subcommittee reviewed and commented on the following capital projects:

### **Major Project Requests**

- *WCVM Classroom Project*
- *WCVM Dog Kennel*



- *WCVM Paddocks*
- *McEown Park – Residence Renewal*
- *CFI capital projects*

#### Planning Briefs

- *ICT-UnivRS (University Research System)*
- *ICT-Enterprise Asset Management (EAM)*

#### Project Updates

- *Childcare Expansion*

The *Operating Budget Measures Strategies* and *TransformUS Program Prioritization* occupied the Committee significantly throughout the year. The Committee presented the request for *Approval in Principle of Program Prioritization*; and reports and updates have been presented to Council by the President and the Provost and Vice-President Academic.

### **ACADEMIC MATTERS**

#### Notices of Intent

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

- *Certificate of Proficiency in Indigenous Knowledge*
- *Certificate of Proficiency in Public Administration*
- *Certificate of Proficiency in Social Justice and Addictions*
- *Certificate of Proficiency in Sustainability Education*
- *PGD, M.Eng., M.Sc, and Ph.D. Graduate Degrees in Geological Engineering*
- *M.A., M.Sc. and Ph.D. Graduate Degrees in Global Water Security*
- *Bachelor of Arts and Science in Health Studies*

The Committee also discussed the *Degree Authorization Act* and *Quality Assurance Board*, which will provide other institutions with the ability to grant post-secondary degrees.

#### Departments and Colleges

The Committee presented to Council the disestablishment of *Open Studies* and name changes for the *School of Professional Development* and the *Department of Languages and Linguistics*. The

Committee also requested an update on the initiative to establish a *School of Architecture* following a series of community events intended to bring profile to the initiative. The restructuring of the College of Medicine continued to engage the Committee. The Committee submitted the *College of Medicine Organizational Restructuring* for confirmation, as required by a decision of the General Academic Assembly. As the motion was defeated in favour of providing the College of Medicine the opportunity to develop its own renewal plan, the Committee developed the criteria by which any renewal plan for the College would be considered. Subsequently, the Committee presented the *College of Medicine Vision Document* for approval, conditional upon the development of an implementation plan for the document which would address the criteria for renewal. The Committee is to receive this plan on August 15, 2013 and report to Council in the fall on this item.

### Centres

Proposals for three centres were presented to Council for approval: *C-EBLIP: Evidence-based Library Information Practice*, *SERI: Sustainability Education Research Institute* and *PRISM: Proteomics Research in Interactions and Structure of Macromolecules*.

The Centres Subcommittee met several times during the year to continue its work on developing a revised *Policy on Centres* and new *Guidelines on the Reporting and Review of Centres*. It has become apparent to the Subcommittee that more substantive and fundamental changes are required for the governance of the University's centres, and therefore this initiative has proceeded at a slower pace than planned.

The Office of the Vice-President Research has reported the *Animal Resources Centre* and the *Women's Studies Research Unit* (both Type A centres) as moribund, and they have been removed from the University's list of centres.

### **ACKNOWLEDGEMENTS**

In submitting this report, I wish to highlight the contributions of all members of the Committee. I also wish to recognize all Committee members who took on extra duties as vice-chair, acting chair, members of subcommittees of the Committee, or as Committee representatives on other University committees. I also most gratefully acknowledge the outstanding secretarial and

administrative support provided to the Committee by Sandra Calver, without whose efforts the Committee, under the leadership of the current chair at least, would have accomplished but a small fraction of what it did this year. I also gratefully acknowledge the resources provided by the University Secretary's Office in support of the work of Council and its committees.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Bob Tyler". The signature is fluid and cursive, with the first name "Bob" and last name "Tyler" clearly distinguishable.

Bob Tyler, Chair  
June 20, 2013

**UNIVERSITY COUNCIL  
ACADEMIC SUPPORT COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Ralph Deters, Chair  
**DATE OF MEETING:** June 20, 2013  
**SUBJECT:** **Annual Report to Council**  
**COUNCIL ACTION:** For information only

**ANNUAL REPORT of the  
ACADEMIC SUPPORT COMMITTEE OF COUNCIL  
2012-13**

The Academic Support Committee is responsible for:

- 1) Recommending to Council policies and priorities relating to Library, Educational Media Access and Production, and Information and Communications Technology
- 2) Advising the Directors of the Library, EMAP and ITS on allocation of resources.
- 3) Advising the Planning and Priorities Committee on budgetary matters concerning the Library, EMAP and ITS.

The Academic Support Committee responds to technology support issues that affect students and faculty, including capital plans, equipment upgrades, classroom upgrades and policy issues relating to support for academic activities. The Committee also makes recommendations about policy and priorities relating to academic support units.

The Academic Support Committee (ASC) met on eight occasions during the 2012-13 year, including five joint meetings with the Teaching & Learning Committee.

Meetings covered a variety of topics relating to educational technology and support:

- The committee heard updates from the Library, eMAP and ICT regarding their initiatives in support of educational and administrative activities.
- Regular information was received regarding university copyright issues and initiatives including the Access Copyright issue. The copyright coordinator now attends committee meetings in an ex-officio capacity.
- Information and Communications Technology (ICT) presented several reports to the committee including its annual capital project status reports, a final report on the Campus Wireless Project, a report from the Director of ICT Security about improving security of the campus computer and information systems, and the results of the annual TechQual survey in Canadian universities which evaluates expectations and level of satisfaction by faculty, staff and students
- The Library reported on future trends in library design and services, as well as providing an informative presentation on how the new health sciences library is being designed to provide learning spaces for students.

- Media Access and Production (eMAP) reported on the multimedia sustaining capital grant and its progress in installing or renewing equipment in classrooms. eMAP discussed with the committee how it should prioritize teaching spaces and whether specific rooms should be included in the program.

eMAP also shared the Horizon Report, published annually by the New Media Consortium. The report provides information about future educational technologies which may have an impact on universities within the next five years. The Executive Summary from the 2013 Horizon Report is attached.

## **ACADEMIC SUPPORT COMMITTEE**

### **Members 2012-13**

#### Council Members

<b>Ralph Deters (Chair)</b>	<b>Computer Science</b>	<b>2014</b>
Masoud Ghezelbash	Physics & Engineering Physics	2013
Deborah Lee	Library	2015
Dwight Makaroff	Computer Science	2015

#### General Academic Assembly

Sandra Bassendowski	Nursing	2015
Michael Macgregor	Psychology	2014
Alison Muri	English	2015
Jay Wilson (Vice-Chair)	Curriculum Studies	2014
Jian Yang	Pharmacy and Nutrition	2015

#### Other members

Undergraduate Student member	Ruvimbo Kanyemba/Jordan Sherbino
Graduate Student member	Dylan Beach/Maily Huynh
Bryan Bilokreli	[Provost's designate] Director, Integrated Facilities Planning
Rick Bunt	Chief Information Officer and Associate VP ICT
Elizabeth Lulchak	Director, Media Access & Production
Ed Pokraka/Glenn Hollinger	Director, ICT Planning and Governance
Vicki Williamson	Dean, University of Saskatchewan Library
Russ Isinger	[representing SESD] Student Information Systems
David Bocking	[representing Computer Lab managers] Computer Science
Colleen MacDonald	FMD representative
Amanda Boychuk	VP Finance and Resources representative

By invitation:

Frank Bulk, University Learning Centre; Amanda Storey, Copyright compliance office; Kelly Bendig, Audit Services  
Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

### **Acknowledgements**

On behalf of the Committee, I wish to thank Jay Wilson who acted as Vice-Chair of the committee this year.

Submitted on behalf of the committee by

Ralph Deters, Chair

**Attachments:** Horizon Report Short List 2013



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# NMC Horizon Project Short List

## 2013 Higher Education Edition

# NMC Horizon Project Short List: 2013 Higher Education Edition

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## Time-to-Adoption: One Year or Less

### Flipped Classroom

The flipped classroom refers to a model of learning that rearranges how time is spent both in and out of class to shift the ownership of learning from the educators to the students. After class, students manage the content they use, the pace and style of learning, and the ways in which they demonstrate their knowledge, and the teacher becomes the guide, adapting instructional approaches to suit their learning needs and supporting their personal learning journeys. Rather than the teacher using class time to lecture to students and dispense information, that work is done by each student after class, and could take the form of watching video lectures, listening to podcasts, perusing enhanced e-book content, collaborating with their peers in online communities, and more. Students can access this wide variety of resources any time they need them. In the flipped classroom model, valuable class time is devoted to more active, project-based learning where students work together to solve local or global challenges — or other real-world applications — to gain a deeper understanding of the subject. Teachers can also devote more time interacting with each individual. The goal is for students to learn more authentically by doing, with the teacher guiding the way; the lecture is no longer the expected driver of concept mastery. The flipped classroom model is part of a larger pedagogical movement that overlaps with blended learning, inquiry-based learning, and other instructional approaches and tools that are meant to be flexible, active, and more engaging for students. It has the potential to better enable educators to design unique and quality learning opportunities, curriculum, and assessments that are more personal and relevant to students' lives.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- Flipped classroom concepts and the idea of providing the student with a more diverse set of learning resources can support self-directed learning.
- More active learning is an important component of the flipped classroom: lectures can be watched with ensuing online discussions unfolding at home, professors can use class time for hands-on activities or trips outside of the building.

### Flipped Classroom in Practice

- A chemistry professor at Ohio State University is implementing a flipped classroom model using iTunes U to dedicate class time to collaborative problem-solving: [go.nmc.org/zbaaj](http://go.nmc.org/zbaaj)
- Graduate and senior undergraduate students at Boston University are learning Computational Fluid Dynamics through a flipped classroom model: [go.nmc.org/uanyu](http://go.nmc.org/uanyu).
- Lassen Community College is adopting a flipped classroom model that includes independent study, distance and virtual learning, and one-to-one tutoring: [go.nmc.org/act](http://go.nmc.org/act).

### For Further Reading

#### The Flipped Class Manifest

[go.nmc.org/kwwtp](http://go.nmc.org/kwwtp)

(Brian E. Bennett, Jon Bergmann, et al, *The Daily Riff*, 9 July 2012.) Advocates of the flipped classroom explain what flipped classroom looks like and how this method of learning works with other instructional tools and styles such as podcasting and project-based learning.

#### What is The Flipped Classroom Model And Why Is It Amazing?

[go.nmc.org/psxke](http://go.nmc.org/psxke)

(Pascual-Emmanuel Gobry, *Forbes*, 11 December 2012.) A contributor for *Forbes* responds with his own analysis to a thoroughly researched infographic that presents the arguments for and against the flipped classroom model.



## Time-to-Adoption: One Year or Less

### Massively Open Online Courses

When Stephen Downes and George Siemens coined the term in 2008, massively open online courses (MOOCs) were conceptualized as the next evolution of networked learning. The essence of the original MOOC concept was a web course that people could take from anywhere across the world, with potentially thousands of participants. The basis of this concept is an expansive and diverse set of content, contributed by a variety of experts, educators, and instructors in a specific field, aggregated into a central repository, such as a web site. What made this content set especially unique is that it could be “remixed” — the materials are not necessarily designed to go together but become associated with each other through the MOOC. A key component of the original vision is that all course materials and the course itself are open source and free — with the door left open for a fee if a participant taking the course wished university credit to be transcribed for the work. Since those early days, interest in MOOCs has evolved at an unprecedented pace, fueled by high profile entrants like Coursera, Udacity, and edX. In these examples, the notion has shifted away from open content or even open access, to an interpretation in which “open” equates to “no charge.” The pace of development in the MOOC space is so high that it is likely that a number of alternative models will emerge in the coming year. Ultimately, the models that attract the most participants are gaining the most attention, but many challenges remain to be resolved in supporting learning at scale.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- As new pedagogies emphasize personalized learning, there is a growing demand for learner-centered online courses for the masses; MOOCs, when designed effectively, have the potential to scale globally.
- Many MOOCs allow learners of all ages, incomes, and levels of education to participate in a wide array of courses without being enrolled in the physical institution.
- MOOCs make creative use of several educational technologies and emerging instructional approaches, including blended learning, video lectures, and badges.

### Massively Open Online Courses in Practice

- The Centro Superior para la Enseñanza Virtual is encouraging MOOC enrollment to Latin American communities through a Spanish platform called unX: [go.nmc.org/gyorb](http://go.nmc.org/gyorb).
- Coursera, a start-up by two Stanford University professors, offers hundreds of free online courses, including bioelectricity and cryptography: [go.nmc.org/course](http://go.nmc.org/course).
- edX offers a variety of free courses to a global, virtual community of students that can be taken on their own or to supplement classes on the physical campus: [go.nmc.org/mitx](http://go.nmc.org/mitx).

### For Further Reading

#### College Is Dead. Long Live College!

[go.nmc.org/ylazv](http://go.nmc.org/ylazv)

(Amanda Ripley, *TIME*, 18 October 2012.) When the Pakistani government shut down access to YouTube in September 2012, an 11-year old girl connected with U.S. students and found a solution to continue her online studies with Udacity.

#### How 'Open' Are MOOCs?

[go.nmc.org/ope](http://go.nmc.org/ope)

(Steve Kolowich, *Inside Higher Ed*, 8 November 2012.) This article explores several misunderstandings in the way many chief academic officers view massively open online courses and their potential to supplement traditional university classes.

## Time-to-Adoption: One Year or Less

### Mobile Apps

There is a revolution that is taking place in software development that parallels the changes in recent years in the music, publishing, and retail industries. Mass market is giving way to niche market, and with it, the era of highly priced large suites of integrated software has shifted to a new view of what software should be. Smartphones such as the Galaxy, iPhone, and Android have redefined what we mean by mobile computing, and in the past three to four years, the small, often simple, low-cost software extensions to these devices — apps — have become a hotbed of development. New tools are free or sell for as little as 99 cents. A popular app can see millions of downloads in a very short time, and that potential market has spawned a flood of creativity that is instantly apparent in the extensive collections available in the app stores. These retail phenomena provide an easy, fast, and totally new way to deliver software that reduces distribution and marketing costs significantly. Apple's app store opened in July 2008; Google's followed in October of that year. By September 2012, more than 55 billion apps had been sold or downloaded; simple but useful apps have found their way into almost every form of human endeavor. Mobile apps are particularly useful for learning as they enable people to learn and experience new concepts wherever they are, often across multiple devices.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- Many disciplines now have mobile apps dedicated to deeper exploration of specific subjects, from the elements of the periodic table to the histories of art movements.
- Mobile apps facilitate content creation through the use of cameras, microphones, and other sensors and tools that are inherent in many smartphones.
- More universities have developed apps that share real-time grade information with students, along with maps, news, and other features that better connect learners to their campus.

### Mobile Apps in Practice

- Engineering students at the University of New South Wales used the "Rubrik" app to help them collect real-time data in a marketing design project competition: [go.nmc.org/rubrik](http://go.nmc.org/rubrik).
- In addition to campus-related news, New York University's mobile app integrates features that help students search for jobs and service opportunities: [go.nmc.org/zuvjc](http://go.nmc.org/zuvjc).
- Open University in the UK is developing a suite of mobile apps that are compatible with many platforms and devices to deliver course content to undergraduates: [go.nmc.org/ouany](http://go.nmc.org/ouany).

### For Further Reading

#### 23 Mobile Apps Educators Should Watch in 2013

[go.nmc.org/wat](http://go.nmc.org/wat)

(Davide Savenije, *Education Dive*, 13 December 2012.) From scanning documents on-the-go to creating presentations, this article explores some of the most effective, multipurpose apps for teaching and learning.

#### Research Shows Mobile Apps Help Students Learn

[go.nmc.org/emadx](http://go.nmc.org/emadx)

(David Ottallini, University of Maryland News Desk, 28 August 2012.) A study from the University of Maryland found that mobile apps enhanced learning experiences for students.

#### Why Care About STEM? The Future of Mobile App Development

[go.nmc.org/zkdal](http://go.nmc.org/zkdal)

(Sam Morris, *Tablets at Work*, 16 February 2012.) This article describes the potential of mobile app development to promote STEM fields by engaging learners in project-based learning.

## Time-to-Adoption: One Year or Less

### Tablet Computing

In the past two years, advances in tablets have captured the imagination of educators around the world. Led by the incredible success of the iPad, which at the time of publication had sold more than 85 million units and is predicted by GigaOM to sell over 377 million units by 2016, other similar devices such as the Samsung Galaxy Nexus, Kindle Fire, the Nook, Sony's Tablet S, and the Microsoft Surface have also entered this rapidly growing market. In the process, the tablet (a form that does not require a mouse or keyboard) has come to be viewed as a new technology in its own right, one that blends features of laptops, smartphones, and earlier tablet computers with always-connected Internet, and thousands of apps with which to personalize the experience. As these new devices have become more used and understood, it has become even clearer that they are independent and distinct from other mobile devices such as smartphones, e-readers, or tablet PCs. With significantly larger screens and richer gesture-based interfaces than their smartphone predecessors — and a growing and ever more competitive market — they are ideal tools for sharing content, videos, images, and presentations because they are easy for anyone to use, visually compelling, and highly portable.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- Tablets are easily adaptable to almost any learning environment, with tens of thousands of educational applications emerging as part of a new software distribution model.
- As a one-to-one solution, tablets present an economic, flexible alternative to laptops and desktops due to their lower cost, greater portability, and access to apps.
- Tablets are conducive to learning outside of the classroom, with a suite of tools for capturing data in real-time and collaborating on projects.

### Tablet Computing in Practice

- Duke University has been exploring the use of the iPad as an efficient way to collect global health research in the field. They have allowed students in low-resource settings to capture data using just one device: [go.nmc.org/fqxp](http://go.nmc.org/fqxp).
- In organic chemistry laboratories at the University of Illinois at Urbana-Champaign, wall-mounted iPads contain an app that delivers video reviews of lab techniques: [go.nmc.org/hjjvi](http://go.nmc.org/hjjvi).
- Seton Hill University's "iPad on the Hill" program allows all full-time students and faculty to receive their own iPad to use both on and off campus: [go.nmc.org/seton](http://go.nmc.org/seton).

### For Further Reading

#### Here Come Tablets. Here Come Problems.

[go.nmc.org/tablets](http://go.nmc.org/tablets)

(Shara Tibken, *The Wall Street Journal*, 2 April 2012.) This article addresses the biggest mistakes that organizations make in adopting tablets and what can be learned from them.

#### How the iPad is Changing Education

[go.nmc.org/ipadis](http://go.nmc.org/ipadis)

(John Paul Titlow, *Read Write Web*, 22 April 2012.) Several years after the launch of the iPad, institutions share the outcomes of their implementation studies.

#### Why Tablet Publishing Is Poised to Revolutionize Higher Education

[go.nmc.org/whytatb](http://go.nmc.org/whytatb)

(Trevor Bailey, *Mashable*, 6 January 2012.) Fostering better study habits and more interactive learning are cited among the reasons tablets are powerful tools in higher education.

## Time-to-Adoption: Two to Three Years

### Augmented Reality

Augmented reality (AR), a capability that has been around for decades, has shifted from what was once seen as a gimmick to a tool with tremendous potential. The layering of information over 3D space produces a new experience of the world, sometimes referred to as “blended reality,” and is fueling the broader migration of computing from the desktop to the mobile device, bringing with it new expectations regarding access to information and new opportunities for learning. While the most prevalent uses of augmented reality so far have been in the consumer sector (for marketing, social engagement, amusement, or location-based information), new uses seem to emerge almost daily, as tools for creating new applications become even easier to use. A key characteristic of augmented reality is its ability to respond to user input, which confers significant potential for learning and assessment; with it, learners can construct new understanding based on interactions with virtual objects that bring underlying data to life. Dynamic processes, extensive datasets, and objects too large or too small to be manipulated can be brought into a learner’s personal space at a scale and in a form easy to understand and work with.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- Augmented reality has strong potential to provide powerful contextual, *in situ* learning experiences and serendipitous exploration as well as the discovery of the connected nature of information in the real world.
- Games that are based in the real world and augmented with networked data can give educators powerful new ways to show relationships and connections.
- Students visiting historic sites can access AR applications that overlay maps and information about how the location looked at different points in history.

### Augmented Reality in Practice

- Boise State University uses an interactive, online resource called AnatomyTV, which provides real-time 3D modeling of the human anatomy. More than 7,500 structures produced from medical scan data can be rotated, shown in opaque and x-ray, and more: [go.nmc.org/ana](http://go.nmc.org/ana).
- The University of Exeter built an augmented reality mobile app that transforms the campus into a living lab, where users can view scientific data about their surroundings: [go.nmc.org/llvuv](http://go.nmc.org/llvuv).
- The University of Washington partnered with Microsoft to develop augmented reality contact lenses that could potentially monitor the vital signs of the wearer: [go.nmc.org/ixjhf](http://go.nmc.org/ixjhf).

### For Further Reading

#### How to Augment Your Reality with AR

[go.nmc.org/funig](http://go.nmc.org/funig)

(Margriet Schavemaker, *edgital*, 12 October 2012.) The author of this post discusses how to make a custom augmented reality learning experience, particularly in a large-scale environment.

#### The World Is Not Enough: Google and the Future of Augmented Reality

[go.nmc.org/yvgbu](http://go.nmc.org/yvgbu)

(Alexis C. Madrigal, *The Atlantic*, 25 October 2012.) Between Google Glass and the Field Trip app, Google is incorporating augmented reality into new tools. This article discusses the importance of determining what digital content is important enough to be overlaid in our daily physical spaces and in what manner or medium the information should be displayed.

## Time-to-Adoption: Two to Three Years

### Game-Based Learning

Game-based learning refers to the integration of games or gaming mechanics into educational experiences. This topic has gained considerable traction over the past decade as games have proven to be effective learning tools, and beneficial in cognitive development and the fostering of soft skills among learners, such as collaboration, communication, problem-solving, and critical thinking. The forms of games grow increasingly diverse and some of the most commonly used for educational purposes include alternate reality games (ARG), massively multiplayer online games (MMO), and global social awareness games. Most games that are currently used for learning across a wide range of disciplines share similar qualities: they are goal-oriented; have strong social components; and simulate some sort of real world experience that people find relevant to their lives. As game-based learning garners more attention, developers are responding with games expressly designed to support immersive, experiential learning.

#### Relevance for Teaching, Learning, Research, or Creative Inquiry

- Discovery-based and goal-oriented learning are often inherent in educational games, fostering opportunities for collaboration and the development of teambuilding skills.
- Educational games can be used to teach cross-curricular concepts that touch on many subjects in a more engaging way than traditional methods.
- Simulations and role-playing games allow students to re-enact difficult situations to try new responses or pose creative solutions.

#### Game-Based Learning in Practice

- The Global Social Problems, Local Action & Social Networks for Change project at St. Edward's University positioned learners in the role of superheroes to tackle large-scale global social problems at local levels: [go.nmc.org/cjqog](http://go.nmc.org/cjqog).
- McGill University's Open Orchestra simulation game uses high definition panoramic video and surround sound to provide musicians with the experience of playing in an orchestra or singing in an opera: [go.nmc.org/canar](http://go.nmc.org/canar).
- The University of Bahia's Games and Education initiative supports collaborative, scholarly research and publications about educational gaming: [go.nmc.org/gamesa](http://go.nmc.org/gamesa).

#### For Further Reading

##### 18 Graduate Programs Embracing Games

[go.nmc.org/game](http://go.nmc.org/game)

(Online Universities, 7 November 2012.) This article shares how games that model real-life scenarios are cost-effective ways for students to gain valuable experience and skills.

##### Motivating Students and the Gamification of Learning

[go.nmc.org/gamhie](http://go.nmc.org/gamhie)

(Shantanu Sinha, *The Huffington Post*, 14 February 2012.) The president of the Khan Academy explores effective ways to integrate gaming mechanics into education.

##### Taking a Cue from Video Games, a New Idea for Therapy

[go.nmc.org/taking](http://go.nmc.org/taking)

(Hayley Tsukayama, *The Washington Post*, 17 October 2012.) Games could play a positive role in supporting war veterans by providing positive, practical goals. This has implications for many higher education areas of study, including psychology.

## Time-to-Adoption: Two to Three Years

### The Internet of Things

The Internet of Things has become a sort of shorthand for network-aware smart objects that connect the physical world with the world of information. A smart object has four key attributes: it is small, and thus easy to attach to almost anything; it has a unique identifier; it has a small store of data or information; and it has a way to communicate that information to an external device on demand. The Internet of Things extends that concept by using TCP/IP as the means to convey the information, thus making objects addressable (and findable) on the Internet. Objects that carry information with them have long been used for the monitoring of sensitive equipment or materials, point-of-sale purchases, passport tracking, inventory management, identification, and similar applications. Smart objects are the next generation of those technologies — they “know” about a certain kind of information, such as cost, age, temperature, color, pressure, or humidity — and can pass that information along easily and instantly upon electronic request. They are ideal for digital management of physical objects, monitoring their status, tracking them throughout their lifespan, alerting someone when they are in danger of being damaged or spoiled — or even annotating them with descriptions, instructions, warranties, tutorials, photographs, connections to other objects, and any other kind of contextual information. The Internet of Things would make access to these data as easy as it is to use the web.

#### Relevance for Teaching, Learning, Research, or Creative Inquiry

- Attached to scientific samples, TCP/IP-enabled smart objects already are alerting scientists and researchers to conditions that may impair the quality or utility of the samples.
- Pill-shaped microcameras are used in medical diagnostics and teaching to traverse the human digestive tract and send back thousands of images to pinpoint sources of illness.
- TCP/IP enabled sensors and information stores make it possible for geology and anthropology departments to monitor or share the status and history of even the tiniest artifact in their collections of specimens from anywhere to anyone with an Internet connection.

#### The Internet of Things in Practice

- Engineering graduates are being recruited by General Electric to join their computer scientists and software developers in an effort to build and “industrial Internet:” [go.nmc.org/rcxip](http://go.nmc.org/rcxip).
- MIT’s Amarinio is a toolkit that allows smartphone users to control the lights in a room and detect exposure levels to potentially harmful environmental factors: [go.nmc.org/uyllx](http://go.nmc.org/uyllx).
- Sigfox created an inexpensive network using ultra narrowband that can enable thousands of low-power sensors and devices to communicate data instantly: [go.nmc.org/sig](http://go.nmc.org/sig).
- Twine by Supermechanical is a small, Internet-connected device that monitors environments and alerts users to anything from basement flooding to finished laundry: [go.nmc.org/twine](http://go.nmc.org/twine).

#### For Further Reading

##### Futurist's Cheat Sheet: Internet of Things

[go.nmc.org/cpfez](http://go.nmc.org/cpfez)

(Dan Rowinski, *Read Write Web*, 31 August 2012.) The author explores a world where objects have their own IP addresses and communicate with each other via WiFi or cellular networks.

##### The Internet of Things: How It'll Revolutionise Your Devices

[go.nmc.org/devi](http://go.nmc.org/devi)

(Jamie Carter, *Tech Radar*, 4 July 2012.) This article discusses the potential of sensors and smart objects to monitor and respond in ways that take over some of the frustrating tasks of daily life like grocery shopping and to make it possible for our gadgets to self-repair.

## **Time-to-Adoption: Two to Three Years**

### **Learning Analytics**

Learning analytics refers to the interpretation of a wide range of data produced by and gathered on behalf of students to assess academic progress, predict future performance, and spot potential issues. Data are collected from explicit student actions, such as completing assignments and taking exams, and from tacit actions, including online social interactions, extracurricular activities, posts on discussion forums, and other activities that are not typically viewed as part of a student's work. The goal of learning analytics is to enable teachers and schools to tailor educational opportunities to each student's level of need and ability. Learning analytics promises to harness the power of advances in data mining, interpretation, and modeling to improve understanding of teaching and learning, and to tailor education to individual students more effectively. Still in its early stages, learning analytics is an emerging scientific practice that hopes to redefine what we know about learning by mining the vast amount of data produced by students in academic activities.

#### **Relevance for Teaching, Learning, Research, or Creative Inquiry**

- If used effectively, learning analytics can help surface early signals that indicate a student is struggling, allowing teachers and schools to address issues quickly.
- Learning analytics draws pattern matching and analysis techniques from science courses offered at institutions, such as fluid dynamics and petroleum engineering.
- The promise of learning analytics is that when correctly applied and interpreted, it will enable teachers to more precisely identify students' learning needs and tailor instruction appropriately.

#### **Learning Analytics in Practice**

- CourseSmart Analytics tracks students as they read e-books so that the professor can monitor and track how students are connecting with the course material: [go.nmc.org/coana](http://go.nmc.org/coana).
- In a pilot project at the University of Kentucky, learning analytics were used to measure and improve collaborative writing for computer science students: [go.nmc.org/xzifk](http://go.nmc.org/xzifk).
- Learning analytics were used at the Graduate School of Medicine at the University of Wollongong to help design a new curriculum with a clinical focus: [go.nmc.org/zgxnk](http://go.nmc.org/zgxnk).

#### **For Further Reading**

##### **Big Data for Education: Data Mining, Data Analytics, and Web Dashboards**

[go.nmc.org/hcwt](http://go.nmc.org/hcwt)

(Brookings Institution, 4 September 2012.) This report explains how learning software can collect data and provide instant feedback to teachers and students.

##### **Enhancing Teaching and Learning through Educational Data Mining and Learning Analytics**

[go.nmc.org/datmin](http://go.nmc.org/datmin)

(U.S. Department of Education, Office of Educational Technology, March 2012.) The U.S. Department of Education explores how big data can facilitate more opportunities for personalized and adaptive learning.

##### **Learning and Knowledge Analytics**

[go.nmc.org/igyjh](http://go.nmc.org/igyjh)

(George Siemens; accessed 11 December 2012.) Renowned learning analytics expert George Siemens frequently updates this website with his insights on the topic, from keynotes to presentations, to blog posts.

## Time-to-Adoption: Four to Five Years

### 3D Printing

Known in industrial circles as rapid prototyping, 3D printing refers to technologies that construct physical objects from three-dimensional (3D) digital content such as computer-aided design (CAD), computer aided tomography (CAT), and X-ray crystallography. A 3D printer builds a tangible model or prototype from the file, one layer at a time, using an inkjet-like process to spray a bonding agent onto a very thin layer of fixable powder. The bonding agent can be applied very accurately to build an object from the bottom up, layer by layer. The process even accommodates moving parts within the object. Using different powders and bonding agents, color can be applied, and prototype parts can be rendered in plastic, resin, or metal. This technology is commonly used in manufacturing to build prototypes of almost any object (scaled to fit the printer, of course) — models, plastic and metal parts, or any object that can be described in three dimensions.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- The exploration of the 3D printing process from design to production, as well as demonstrations and participatory access, can open up new possibilities for learning activities.
- Through replication, 3D printing allows for more authentic exploration of objects that may not be readily available to universities, including animal anatomies and toxic materials.
- Typically, geology and anthropology students are not allowed to handle fragile objects like fossils and artifacts; 3D printing shows promise as a rapid prototyping and production tool, providing users with the ability to touch, hold, and even take home an accurate model.

### 3D Printing in Practice

- The Fab Lab program was started in the Media Lab at MIT as a learning and maker space for digital fabrication, equipped with laser cutters, 3D printers, circuit boards and more, and the project has now scaled to create labs all over the world: [go.nmc.org/fablab](http://go.nmc.org/fablab).
- Researchers at the University of Warwick created an inexpensive, 3D printable, electrically conductive plastic that enables electronic tracks and sensors as part of the 3D printed model: [go.nmc.org/3dp](http://go.nmc.org/3dp).
- Thingiverse is a repository of digital designs for physical objects where users can download the digital design information and create that object themselves: [go.nmc.org/thingv](http://go.nmc.org/thingv).

### For Further Reading

#### 7 Educational Uses for 3D Printing

[go.nmc.org/7ed3d](http://go.nmc.org/7ed3d)

(Nancy Parker, *Getting Smart*, 14 November 2012.) There is a vast array of uses for 3D printers in education, including drafting in architecture courses, creating 3D art in graphic design, developing body part models for biology, and more.

#### Making it real with 3D printing

[go.nmc.org/making](http://go.nmc.org/making)

(Drew Nelson, *InfoWorld*, 11 December 2012.) This article highlights the emergence of open source 3D printers, which got their start in 2007, and have now developed into lower costing more efficient models as users share, copy, and improve upon the model designs.

#### Science in Three Dimensions: The Print Revolution

[go.nmc.org/lesc](http://go.nmc.org/lesc)

(Kurzweil, 5 July 2012.) This article brings to light the capabilities of 3D printers for scientific research, and the way they are democratizing the ability to create custom models.



## Time-to-Adoption: Four to Five Years

### Flexible Displays

When organic light emitting diode displays (OLED) proliferated mass markets in 2004, consumers found that the new screens were lighter, brighter, and more energy efficient. In contrast to traditional glass-based LCD units, these new displays could be manufactured on thin, pliable plastics, prompting the term "flexible displays." The popularity of OLED screens is largely due to their electroluminescence, which makes for more readable displays, an asset that has greatly influenced the popularity of e-readers such as the Kindle. The arrival of the world's thinnest OLED display in 2008 by Samsung introduced a screen that was pliable and could easily be folded — features that gave rise to the ideas of unbreakable smartphones and bendable tablets. By 2009, popular news outlets including CBS and Entertainment Weekly were including "video in print" inserts in smaller circulations of their magazines, demonstrating the new technology. In late 2012, LG, Samsung, and Philips, among other major players in the electronics industry, announced plans for mass-producing flexible displays by 2013, and Apple has followed with the news of its own patent on a pliable display. As flexible displays gain traction in the consumer market, researchers, inventors, and developers are experimenting with possible applications for teaching and learning. Opportunities offered by flexible OLED screens in educational settings are being considered for e-texts, e-readers, and tablets. Additionally, flexible displays can wrap around curved surfaces, allowing for the possibility of smart tables and desks.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- Flexible screens can easily be attached to objects or furniture, regardless of their shape, and can even be worn — making them far more adaptable and portable than standard computer screens and mobile devices.
- Prototypes for flexible displays in the form of "e-paper" that can be crumbled up and discarded just like real paper may cause e-book manufacturers and others to rethink the construction and applications of digital textbooks and e-readers.

### Flexible Displays in Practice

- In partnership with E Ink Corporation, Queen's University and Arizona State University developed a prototype for a flexible paper-like computer: [go.nmc.org/eoyye](http://go.nmc.org/eoyye).
- Researchers at Arizona State University's Flexible Display Center worked toward developing a lightweight display for soldiers that could show data, including maps: [go.nmc.org/voqne](http://go.nmc.org/voqne).

### For Further Reading

#### Amazing Screen Technology: Samsung Flexible AMOLED (Video)

[go.nmc.org/samsu](http://go.nmc.org/samsu)

(YouTube.com, 4 December 2011.) This video from Samsung reveals a smartphone/tablet hybrid with a clear display that layers a user's entire desktop over their physical surroundings and can be folded up like a newspaper.

#### Bend Me, Shape Me: Flexible Phones 'Out by 2013'

[go.nmc.org/fle](http://go.nmc.org/fle)

(Katia Moskvitch, *BBC News*, 29 November 2012.) There is an array of options for flexible mobile devices as companies including LG, Philips, Sharp, Sony, and Nokia plan releases for 2013.

#### LG to Mass-Produce Flexible Displays

[go.nmc.org/bcfhw](http://go.nmc.org/bcfhw)

(Kim Yoo-chul, *The Korea Times*, 23 August 2012) LG announced that the company is going to produce flexible OLED displays in the coming year, which will directly compete with Samsung.

## Time-to-Adoption: Four to Five Years

### Next Generation Batteries

Two long-term trends are converging to make it possible for the first time to imagine batteries that charge incredibly quickly, last for days, and can be recharged thousands of times with no loss of efficiency. The first of these trends is in the development of low-power-consumption processors, LED lights, and other high-efficiency technologies. Coupled with a recurring cycle of advances in lithium battery technology, this is resulting in devices that require less power and have significantly longer-lasting, high-efficiency batteries. Among these are advances that are improving the safety of lithium technology while increasing the capacity of the batteries using it, such as solid state and polymer batteries. While the impact of such a technology on learning is currently challenging to measure, it is easy to imagine that as users feel less of a need to be tethered to power supplies, they will be using their devices more — anywhere they want.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- The ability to recharge a device in minutes will mean that loaner equipment can be placed back into service very rapidly.
- Long-lasting batteries will enable more kinds of portable sensors, recorders, and other devices to be placed in remote locations for all manner of field studies.
- Next generation batteries have the potential to help untether devices and increase the uptake of mobile learning; as device processing power becomes more sophisticated, the notion of bring your own device could also evolve to include “bring your own power.”

### Next Generation Batteries in Practice

- Chemists from The City College of New York along with researchers from Rice University and the U.S. Army Research Laboratory developed a non-toxic and sustainable lithium-ion battery, made with a natural plant dye to power mobile devices and electric vehicles: [go.nmc.org/gre](http://go.nmc.org/gre).
- Grafoid Inc. is working with Hydro-Quebec's Research Institute on the development of next generation rechargeable batteries, using graphene and lithium iron phosphate materials to make rechargeable batteries for automobiles, mobile devices, and laptops: [go.nmc.org/gra](http://go.nmc.org/gra).

### For Further Reading

#### National Labs Leading Charge on Building Better Batteries

[go.nmc.org/natlabs](http://go.nmc.org/natlabs)

(Charles Rousseaux, Energy.gov, 26 September 2011.) Scientists at Oak Ridge National Laboratory incorporated a form of the compound titanium dioxide into lithium batteries and found significant improvements. Concurrently, Berkley Lab researchers designed a new anode made of millions of repeating units, giving the battery greater capacity.

#### Polymer Batteries for Next-Generation Electronics

[go.nmc.org/polyme](http://go.nmc.org/polyme)

(University of Leeds, Physorg.com, 9 September 2011.) A new polymer gel developed by scientists at the University of Leeds could replace the liquid electrolytes currently used in rechargeable lithium battery cells for laptops, digital cameras, mobile phones, and more.

#### When Will Your Phone Battery Last as Long as Your Kindle?

[go.nmc.org/bat](http://go.nmc.org/bat)

(Andy Boxall, *Digital Trends*, 5 December 2012.) As new and improved smartphones hit the market, there is still a lack of major improvements in battery life. This article describes the ways researchers are revamping the current lithium-ion battery and developing alternatives.

## Time-to-Adoption: Four to Five Years

### Wearable Technology

Wearable technology refers to devices that can be worn by users, taking the form of an accessory such as jewelry, sunglasses, a backpack, or even actual items of clothing like shoes or a jacket. The benefit of wearable technology is that it can conveniently integrate tools, devices, power needs, and connectivity within a user's everyday life and movements. Google's Project Glass features one of the most talked about current examples — the device resembles a pair of glasses but with a single lens. A user can see information about their surroundings displayed in front of them, such as the names of friends who are in close proximity, or nearby places to access data that would be relevant to a research project. Wearable technology is still very new, but one can easily imagine accessories such as gloves that enhance the user's ability to feel or control something they are not directly touching. Wearable technology already in the market includes clothing that charges batteries via decorative solar cells, allows interactions with a user's devices via sewn-in controls or touch pads, or collects data on a person's exercise regimen from sensors embedded in the heels of their shoes.

### Relevance for Teaching, Learning, Research, or Creative Inquiry

- Smart jewelry or other accessories could alert wearers to hazardous conditions, such as exposure to carbon monoxide.
- Wearable devices and cameras can instantly capture hundreds of photographs or data about a user's surroundings that can be later accessed via email or other online application.
- Wearable technology can automatically communicate information via text, email, and social networks on behalf of the user, based on voice commands, gestures, or other indicators.

### Wearable Technology in Practice

- Keyglove is a wireless, open-source input device a user wears over the hand to control devices, enter data, play games, and manipulate 3D objects: [go.nmc.org/fylwm](http://go.nmc.org/fylwm).
- Memoto is a tiny, GPS-enabled camera that clips to a user's shirt collar or button and takes two five-megapixel photographs per minute and uploads them to social media platforms: [go.nmc.org/enzht](http://go.nmc.org/enzht).
- Researchers at the University of South Carolina converted the fibers of a t-shirt into activated carbon, turning it into electrical storage with the capacity to charge mobile devices: [go.nmc.org/zscll](http://go.nmc.org/zscll).
- The University of Illinois at Urbana-Champaign designed a flexible circuit to enhance surgical gloves and improve sensory response: [go.nmc.org/hwcpj](http://go.nmc.org/hwcpj).

### For Further Reading

#### Wearable Tech Pioneers Aim to Track and Augment our Lives

[go.nmc.org/wea](http://go.nmc.org/wea)

(Jane Wakefield, *BBC News*, 17 October 2012.) This article highlights the potential of wearable technology, including cameras that automatically snap photos, watches that sync with email accounts to display emails and reminders, and more.

#### Wearable Technology: A Vision of the Future?

[go.nmc.org/sxgxs](http://go.nmc.org/sxgxs)

(Charles Arthur, *The Guardian*, 18 July 2012.) Though tools such as smart glasses increase our connectedness to our surroundings, they raise the privacy concerns.

**The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators.** Institutions must consider the unique value that each adds to a world in which information is everywhere. In such a world, sense-making and the ability to assess the credibility of information are paramount. Mentoring and preparing students for the world in which they will live and work is again at the forefront. Universities have always been seen as the gold standard for educational credentialing, but emerging certification programs from other sources are eroding the value of that mission daily.

**Assessment and accreditation are changing to validate life-long learning.** The traditional degree, with its four-year time commitment and steep price tag, corresponded more logically with the model where the university was positioned as the central aggregator of top academic minds with residency-based students. Online education and new learning models are proliferating, causing the burden of logistics and infrastructure to be greatly reduced, while allowing for the potential of fluid, life-long education ecosystems. As a result, new initiatives are being developed that invent and accommodate different forms of assessment and accreditation. Badges, for example, are an alternative way to show reflections of learning, such as the mastery of a specific skill or participation in certain courses.

**Both formal and informal learning experiences are becoming increasingly important as college graduates continue to face a highly competitive workforce.** Informal learning generally refers to any learning that takes place outside of a formal school setting, but a more practical definition may be learning that is self-directed and aligns with the student's own personal learning goals. Employers have specific expectations for new hires, including communication and critical thinking skills — talents that are often acquired or enhanced through informal learning. Online or other modern environments are trying to leverage both formal and informal learning experiences by giving students more traditional assignments, such as textbook readings and paper writing, in addition to allowing for more open-ended, unstructured time where they are encouraged to experiment, play, and explore topics based on their own motivations. This type of learning will become increasingly important in learning environments of all kinds.

**Education entrepreneurship is booming.** Many established companies and start-ups are launching .edu sites dedicated to providing capital funding to academic projects and ideas. At the university level, there is now more of an emphasis being placed on students creating something tangible in their courses, from mobile apps to long-lasting batteries and all sorts of lucrative innovations. The potential result, if these programs are managed and executed effectively, is the cultivation of learners as entrepreneurs that demonstrate their knowledge and concept mastery in profound ways to solve local and global problems. Real innovation can be achieved as an undergraduate or graduate student before they ever enter the workforce. Students become equipped with skills that could otherwise take years of working, post-university, to master. The inherent issue that will need to be addressed as this trend continues is determining precisely who is benefiting from this entrepreneurship and how it can be shaped to positively impact the student.

**Education paradigms are shifting to include online learning, hybrid learning, and collaborative models.** Budget cuts have forced institutions to re-evaluate their education strategies and find alternatives to the exclusive face-to-face learning models. Students already spend much of their free time on the Internet, learning and exchanging new information — often via their social networks. Institutions that embrace face-to-face/online hybrid learning models have the potential to leverage the online skills learners have already developed independent of academia. We are beginning to see developments in online learning that offer different affordances than physical campuses, including

opportunities for increased collaboration while equipping students with stronger digital skills. Hybrid models, when designed and implemented successfully, enable students to travel to campus for some activities, while using the network for others, taking advantage of the best of both environments.

**Increasingly, students want to use their own technology for learning.** As new technologies are developed at a more rapid and at a higher quality, there is a wide variety of different devices, gadgets, and tools from which to choose. Utilizing a specific device has become something very personal — an extension of someone’s personality and learning style — for example, the iPhone vs. the Android. There is comfort in giving a presentation or performing research with tools that are more familiar and productive at the individual level. And, with handheld technology becoming mass produced and more affordable, students are more likely to have access to more advanced equipment in their personal lives than at school.

**Massively open online courses are proliferating.** Led by the successful early experiments of world-class institutions (like MIT and Stanford), MOOCs have captured the imagination of senior administrators and trustees like few other educational innovations have. High profile offerings are being assembled under the banner of institutional efforts like edX, and large-scale collaborations like Coursera and the Code Academy. As the ideas evolve, MOOCs are increasingly seen as a very intriguing alternative to credit-based instruction. The prospect of a single course achieving enrollments in the tens of thousands is bringing serious conversations on topics like micro-credit to the highest levels of institutional leadership.

**Open is a key trend in future education and publication, specifically in terms of open content, open educational resources, massively open online courses, and open access.** As “open” continues its diffusion as a buzzword in education, it is increasingly important to understand the definition. Often mistakenly equated only with “free,” open education advocates are working towards a common vision that defines “open” as free, attributable, and without any barriers.

**Social media is changing the way people interact, present ideas and information, and judge the quality of content and contributions.** More than one billion people use Facebook regularly; other social media platforms extend those numbers to nearly one third of all people on the planet. Educators, students, alumni, and even the general public routinely use social media to share news about scientific and other developments. Likewise, scientists and researchers use social media to keep their communities informed of new developments. The fact that all of these various groups are using social media speaks to its effectiveness in engaging people. The impact of these changes in scholarly communication and on the credibility of information remains to be seen, but it is clear that social media has found significant traction in almost every education sector.

**There is an increasing interest in using data for personalizing the learning experience and for performance measures.** As learners participate in online activities, they leave a vast trace of data that can be mined for a range of purposes. In some instances, the data is used for intervention, enrichment, or extension of the learning experience. This can be made available to instructors and learners as dashboards so that student progress can be monitored. In other cases, the data is made available to appropriate audiences for measuring students’ academic performance. As this field matures, the hope is that this information will be used to continually improve learning outcomes.

## Significant Challenges

**Appropriate metrics of evaluation lag the emergence of new scholarly forms of authoring, publishing, and researching.** Traditional approaches to scholarly evaluation such as citation-based metrics, for example, are often hard to apply to research that is disseminated or conducted via social media. New forms of peer review and approval, such as reader ratings, inclusion in and mention by influential blogs, tagging, incoming links, and re-tweeting, are arising from the natural actions of the global community of educators, with increasingly relevant and interesting results. These forms of scholarly corroboration are not yet well understood by mainstream faculty and academic decision makers, creating a gap between what is possible and what is acceptable.

**Complexity is the new reality.** One of the main challenges of implementing new pedagogies, learning models, and technologies in higher education is the realization of how inter-connected they all are. Games, for example, often overlap with natural user interfaces as well as social media with social networks, and learning analytics are increasingly associated with adaptive learning platforms. Even as we acknowledge that topics continuously converge, morph, and evolve, we need the proper language to accurately discuss and define them.

**The demand for personalized learning is not adequately supported by current technology or practices.** The increasing demand for education that is customized to each student's unique needs is driving the development of new technologies that provide more learner choice and control and allow for differentiated instruction. It has become clear that one-size-fits-all teaching methods are neither effective nor acceptable for today's diverse students. Technology can and should support individual choices about access to materials and expertise, amount and type of educational content, and methods of teaching.

**Digital media literacy continues its rise in importance as a key skill in every discipline and profession.** This challenge appears here because despite the widespread agreement on the importance of digital media literacy, training in the supporting skills and techniques is rare in teacher education and non-existent in the preparation of faculty. As lecturers and professors begin to realize that they are limiting their students by not helping them to develop and use digital media literacy skills across the curriculum, the lack of formal training is being offset through professional development or informal learning, but we are far from seeing digital media literacy as a norm. This challenge is exacerbated by the fact that digital literacy is less about tools and more about thinking, and thus skills and standards based on tools and platforms have proven to be somewhat ephemeral.

**Dividing learning into fixed units such as credit hours limits innovation across the board.** For a long time now, credit hours have been the primary way of marking the progress of students in earning their college degrees. This method implies that time is an accurate and effective measure for knowledge comprehension and skill. This industrial construct hinders the growth of more authentic learning approaches, where students and teachers might make use of more creative strategies not bound by such constraints.

**Economic pressures and new models of education are bringing unprecedented competition to the traditional models of tertiary education.** Across the board, institutions are looking for ways to control costs while still providing a high quality of service. Institutions are challenged by the need to support a steady — or growing — number of students with fewer resources and staff than before. As a result, creative institutions are developing new models to serve students. Simply capitalizing on new technology, however, is not enough; the new models must use these tools and services to engage students on a deeper level.

**Institutional barriers present formidable challenges to moving forward in a constructive way with emerging technologies.** Too often it is education's own processes and practices that limit broader uptake of new technologies. Much resistance to change is simply comfort with the status quo, but in other cases, such as in promotion and tenure reviews, experimentation or innovative applications of technologies is often seen as outside the role of researcher or scientist.

**MOOCs have put a spotlight on residential campus education and its unique value; the challenge is to identify and articulate that value in the context of MOOCs and financial issues.** Much of the current discussion about MOOCs focuses on comparisons with learning at brick and mortar institutions. Early MOOC innovators and developers have expressed that they are not trying to replace face-to-face education, but apply lessons from distance learning that can also help improve on-campus learning. There is an important opportunity in the next several years to identify and articulate what successful physical campuses do best and what they can do that cannot be accomplished online. The challenge ahead is to identify the unique strengths and weakness of each for different types of teaching and learning activities, including a reexamination of the importance of the physical learning environment and how it can most effectively be integrated with virtual environments.

**Massively open online courses are compelling, but universities must critically evaluate their use.** MOOCs, by definition, aim to excel at providing scalable access to educational materials for the masses. However, they have been criticized for low completion rates and low engagement with the instructor, in addition to insufficient forms of assessment. There is an opportunity for educators to examine how universities can integrate MOOCs to support their existing courses and programs and create new ones, while carefully determining the audiences that are likely to benefit most. Other key components that will require much consideration are the process of identifying the optimal educational outcomes, and the type of accreditation that can be achieved.

**Most academics are not using new and compelling technologies for learning and teaching, nor for organizing their own research.** Many researchers have not had training in basic digitally supported teaching techniques, and most do not participate in the sorts of professional development opportunities that would provide them. This is due to several factors, including a lack of time, a lack of expectations that they should, and the lack of infrastructure to support the training. Academic research facilities rarely have the proper processes set up to accommodate this sort of professional development; many think a cultural shift will be required before we see widespread use of more innovative organizational technology. Many caution that as this unfolds, the focus should not be on the technologies themselves, but on the pedagogies that make them useful.

UNIVERSITY COUNCIL  
TEACHING AND LEARNING COMMITTEE  
FOR INFORMATION ONLY

**PRESENTED BY:** John Kleefeld, Chair, Teaching and Learning Committee of Council  
**DATE OF MEETING:** 20 June 2013  
**SUBJECT:** **Teaching and Learning Committee Annual Report**  
**COUNCIL ACTION:** For Discussion Only

**ANNUAL REPORT OF THE  
TEACHING AND LEARNING COMMITTEE OF COUNCIL  
2012-13**

The Teaching and Learning Committee met eight times over the past year, including five joint meetings with the Academic Support Committee.

**Terms of Reference and Membership**

- 1) Recommending to Council policies, programs and activities related to the enhancement, effectiveness and evaluation of teaching and learning at the University of Saskatchewan.
- 2) Encouraging the adoption of new learning modes, strategies and technologies.
- 3) Encouraging the development of community-based learning opportunities including service learning and work experience.
- 4) Promoting the scholarship of teaching and learning.
- 5) Receiving and reviewing reports on matters related to teaching and learning.

*Council members*

Kathleen James-Caven	English	2015
Paul Jones	School of Environment & Sustainability	2014
Aaron Phoenix	Chemical and Biological Engineering	2015

*General Academic Assembly Members*

Bev Brenna	Curriculum Studies	2015
Tim Claypool (vice-chair)	Ed Psy & Special Education	2013
Hugo Cota-Sánchez	Biology	2014
Trisha Dowling	Vet Biomedical Sciences	2015
Lorraine Holtslander	Nursing	2015
<b>John Kleefeld (Chair)</b>	<b>Law</b>	<b>2013</b>

*Sessional Lecturer*

Leslie Ehrlich	Sociology	2013
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### *Other members*

Ruvimbo Kanyemba/Jordan Sherbino, VP Academic, USSU

Dylan Beach, VP Academic, GSA

Rachel Sarjeant-Jenkins [Dean of Libraries designate] Assistant Dean, Client Services

Dan Pennock/Patti McDougall Vice-Provost, Teaching and Learning

Dave Hannah Associate Vice-President Student Affairs

Elizabeth Lulchak Director, eMAP

Bob Cram Executive Director, Centre for Continuing and Distance Education

Jim Greer Director, University Learning Centre and Gwenna Moss Centre for Teaching Effectiveness

Marcel D'Eon Director of the Centre for Discovery in Learning

The Committee also invites the following representatives to attend, to provide information and advice to the committee discussions:

Keith Jeffrey Manager, Educational and Research Technology Services

Brad Wuetherick Program Director, GMCTE

Frank Bulk University Learning Centre

## **Issues and discussions**

### ***Committee merger***

The Committee held several joint meetings with the Academic Support Committee to develop new terms of reference and membership for a new Teaching, Learning and Academic Resources Committee. During these discussions, committee members agreed that it is critical there be a strong voice for the academic side of the institution, and that spreading pedagogical improvement over two committees undermines the strong voice that faculty should have. Merging the committees will make it possible to deal with broader policy issues affecting teaching and learning, as well as advising academic support units on how to align what they do with the priorities of the institution. Regarding e-learning, the university has not made the progress it might have made because there is not a unified voice in dealing with this important area. Increasing distributed and experiential learning also poses challenges for technology and support.

An important area not covered in existing committee terms of reference is the university priority for improvements related to Aboriginal students, awareness and curriculum. The proposed terms of reference for the merged committee explicitly recognize this priority.

At its April 2013 meeting, University Council approved the disestablishment of the Teaching and Learning Committee and the Academic Support Committee and the establishment of the Teaching, Learning and Academic Resources Committee. The Terms of Reference and membership of the new committee are attached.

### ***Learning Charter***

As the university works toward implementation of the University of Saskatchewan Learning Charter (see attached summary), there are significant implications for improvement of teaching and student assessment. This year the Gwenna Moss Centre for Teaching

Effectiveness and committee member Bev Brenna developed a project to write and post online some of the excellent teaching innovations that faculty around campus are offering to students, so that other faculty can consider whether these ideas will work in their own classes. Write-ups are underway and GMCTE expects to have the webpage posted by August. A summary of the Learning Charter is attached.

### ***Teaching-Research Relationship***

In response to a question raised at Council's October meeting, President Busch-Vishniac undertook to provide the committee with an outline of her thoughts on the relationship between teaching and research. The committee held several discussions about this paper and also set up a Wiki page for posting of additional documents and discussions. President Busch-Vishniac's paper is attached to this report for the information of members of Council. Links and references were added by Professor Kleefeld.

### ***Training for teaching***

Faculty spend five to eight years preparing for their research roles; preparation for their teaching roles is also important. Teaching is a skill that can be learned, and better teaching is consistent with goals of the Learning Charter.

The Gwenna Moss Centre for Teaching Effectiveness now offers a wide variety of teaching resources including the following teaching training courses for graduate students: GSR 982 Mentored Teaching, GSR 984 Thinking Critically: Professional Skills for Global Citizens, GSR 989 Philosophy and Practice of University Teaching, GSR 979 Introductory Instructional Skills. GMCTE also offers Introduction to Teaching Online and for new faculty, a one-term course called Transforming Teaching.

### ***Evaluation of teaching and courses***

The new committee intends to undertake a review of the university's course evaluation systems such as SEEQ, to determine areas for improvement in usability and credibility, and also to ensure that the course evaluations are measuring learning outcomes.

## **Reports received**

### ***Distributed Learning Strategy***

At the Provost's request, the Vice-Provost Teaching and Learning prepared a report on a strategy for implementing complete programs that can be delivered at multiple sites. The intention is to deliver programs through effective partnerships with other post-secondary institutions and by innovative and pedagogically sound applications of learning technologies. These initiatives will enable the university to increase the participation of Aboriginal and rural residents in our university, a priority of the Third Integrated Plan. The report can be obtained from Laura McNaughton (laura.mcnaughton@usask.ca ).

### ***Advising Charter***

Following an external review of student advising, an Advising Council has been established (chaired by the Vice-Provost Teaching and Learning), and an Advising Charter has been created for consideration and implementation. The Charter was discussed by members of the committee and initial feedback was provided. A small working group has been formed to

make final revisions to the Advising Charter before sending it for consideration by University Council in the fall of 2013.

### ***Survey of the Scholarship of Teaching and Learning***

The Gwenna Moss Centre for Teaching Effectiveness has undertaken a study of the landscape at the University of Saskatchewan for the Scholarship of Teaching and Learning. Findings from this research initiative have been shared with appropriate committees of University Council including TLCC and RSAW, presented at the Third Annual Scholarship of Teaching and Learning Symposium. The final report is available at the GMCTE website under 'reports': [www.usask.ca/gmcte/resources/library](http://www.usask.ca/gmcte/resources/library)

### ***Experiential Learning White Paper***

A subgroup of the committee, with the assistance of GMCTE staff, undertook the task of drafting a white paper on experiential learning. This document addresses definitional issues as well as providing a brief overview of research on the benefits of experiential learning. Consideration is given to activity and operational structure at U15 comparators as well as providing an overview of experiential learning opportunities at the U of S. The document concludes with a set of recommendations regarding our planning goal to increase experiential learning opportunities by 20% by 2016. Our primary source of data for U of S activity stems from the *Experiential Learning Inventory Project*, conducted this past spring by the University Learning Centre. Data collection and analysis for the project are ongoing and the final version of the white paper will be available to the university community by the fall of 2103.

### **Other activities**

The committee also received updates on activities of the University Learning Centre and an update from Disability Services for Students on implementation of the revised policy on Academic Accommodation and Access for Students with Disabilities.

### **Acknowledgements**

On behalf of the Committee, I wish to thank Tim Claypool who acted as Vice-Chair of the committee this year, Cathie Fornssler, who acted as Committee Coordinator, and all the members of the Committee for their thoughtful participation in the Committee's work.

Respectfully submitted,

John Kleefeld, Teaching & Learning Committee of Council

Attachments:

1. University of Saskatchewan Learning Charter
2. Teaching, Learning and Academic Resources Committee—new terms of reference
3. President Busch-Vishniac's Teaching and Research Comments, with references



The University of Saskatchewan Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution.

## Our Learning Vision

Our vision sees the University of Saskatchewan as a unique community of learning and discovery, where people can embark on a process of development through which they grow, create, and learn, in a context characterized by *diversity*—in academic programs, in ways of knowing and learning, and among its members. This diversity provides opportunities for learners to achieve their unique learning goals in ways most relevant to them, in a setting in which learning is seen as a multi-faceted process through which people can learn experientially; independently; in laboratory or clinical settings; through collaboration and teams; through research and inquiry; through debate and engagement with instructors, mentors, and other learners; and through community service.

Among the learning outcomes we visualize are intellectual growth, clarified values, independence, social responsibility, and the recognition of diversity as an overarching concept that reflects a philosophy of equitable participation and an appreciation of the contributions of all people.

## Core Learning Goals

The University of Saskatchewan offers a diversity of academic and professional programs that is matched by few other institutions of learning. Our students undertake programs of many different types and durations, and students in different programs will differ in the specific learning outcomes they achieve. However, while specific learning outcomes will vary, there is a set of core learning goals to which we aspire for all graduates, to the extent feasible and appropriate within each program of studies.

All graduates of the University of Saskatchewan will:

*Discovery Goals*

- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.
- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

*Knowledge Goals*

- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence.

*Integrity Goals*

- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

*Skills Goals*

- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
- Be technologically literate, and able to apply appropriate skills of research and inquiry.

*Citizenship Goals*

- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.



## Commitments and Responsibilities



Achieving the learning vision and goals to which we aspire requires the active commitment of students, instructors, and the institution, and depends on each party fulfilling its role in the learning partnership embodied by the University of Saskatchewan.

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### Student Commitments

While all three roles are important, the role of the learner is most fundamental to the learning partnership. No learning can take place without active engagement by the learner in the learning process.

**Learn Actively.**

Actively engage in the learning process.

**Think Broadly.**

Thoughtfully consider, on the basis of evidence, a diversity of theories, ideas, beliefs, and approaches to problems and solutions.

**Act Ethically.**

Undertake all university work in accordance with principles of academic integrity.

**Engage Respectfully.**

Engage in a respectful way with members of the university community and its partners.

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### Instructor Commitments

While commitment by the learner is fundamental to the learning process, the active commitment of those members of the university community responsible for providing learning opportunities is crucial to optimizing the student learning experience.

**Exemplify Learning.**

Embody learning behaviours expected of students.

Maintain an appropriate instructor-student relationship.

**Teach Effectively.**

Ensure content proficiency.

Ensure pedagogical effectiveness.

**Assess Fairly.**

Communicate and uphold clear academic expectations and standards.

Perform fair and relevant assessment of student learning.

**Solicit Feedback.**

Provide opportunities for student feedback.

Solicit other feedback on their teaching effectiveness.

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### Institution Commitments

The University as an institution serves as a catalyst and context for learning and scholarship. It brings together learners and other members of the educational community in an environment conducive to learning and discovery.

**Provide Opportunities.**

Offer high quality programs for learning and discovery.

Foster learning partnerships.

**Ensure Quality.**

Ensure qualified instructors and effective instruction.

Promote research-enhanced learning.

**Build Environment.**

Provide a safe, secure, and inclusive environment.

Provide appropriate learning resources, facilities, and technology.

**Support Learning.**

Support students.

Support instructors.



## **TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE**

### **Membership (voting)**

Five members of the University Council

Six members of the General Academic Assembly

One sessional lecturer

One undergraduate student appointed by the University of Saskatchewan Students' Union

One graduate student appointed by the Graduate Students' Union

Vice-provost, Teaching and Learning

### **Resource Personnel (non-voting)**

Associate Vice-President, ICT

Associate Vice-President, Student Affairs

Dean, University Library

Director, University Learning Centre/GMCTE

Executive Director, CCDE

### **Administrative Support**

The Office of the University Secretary

### **The Teaching, Learning and Academic Resources committee is responsible for:**

- 1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan Integrated Plans.
- 4) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.
- 5) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

## Teaching and Research Comments, with References

Ilene Busch-Vishniac

December 6, 2012

At the October meeting of University Council, I made comments about teaching and research as well as comments about the scholarship of teaching and learning. I received a question about references, but forgot having received this question until it was raised again at the November meeting of University Council. At the November meeting, it was suggested that I provide the Teaching and Learning Committee with material to document my comments and support them with references. This brief is intended to serve in that capacity. I've limited references to a manageable few rather than the thousands that are available on any particular topic.

There are three main comments I have made repeatedly since arriving, all of which relate to the interactions of teaching and research:

***Teaching and research are not independent – they are flip sides of the same coin.***

This comment stems from a personal observation. Research requires crafting a hypothesis, studying a matter to determine whether that hypothesis is correct, and then communicating the results in some form (book, paper or talk). At universities, the bulk of this work normally is carried out by graduate students and postdoctoral fellows working in partnership with an academic advisor. In essence, the process of doing research is a means of teaching graduate students and postdoctoral fellows how one conducts research of the highest caliber. It is, in my opinion, teaching that is dissimilar to undergraduate or classroom teaching only in that it has a stronger one-to-one relationship. Further, describing the work and its conclusions, an imperative for universities in order to share results with a community of scholars, is a form of teaching as well. It differs from classroom teaching, but the intention is to provide information to anyone interested in the field so that they may learn from the work and build upon it. Thus, research contains many aspects of teaching. Similarly, I note that research is able to inform and influence teaching. Through research on the scholarship of teaching and learning we learn what pedagogical methods are best suited to produce desired learning outcomes. Also, the introduction of new discoveries into classroom material can add a sense of relevance and excitement that engages students.

There is a rich body of literature on the role of engagement in producing desirable student learning outcomes. Indeed, the National Survey of Student Engagement (NSSE) is predicated on the hypothesis that student engagement is a proxy for student learning. A few key papers are the following:

1. R. M. Carini, G. D. Kuh and S. P. Klein, *Student Engagement and Student Learning: Testing the Linkages*, *Research in Higher Education* 47(1), 1 (2006).<sup>1</sup>
2. G. D. Kuh, *What we're learning about student engagement from NSSE*, *Change* 35(2), 24 (2003).<sup>2</sup>
3. L. S. Shulman, *Making differences: A table of learning*, *Change* 34(6), 36 (2002).<sup>3</sup>

There are also many centers that focus on student learning and engagement, including the Indiana University Center for Postsecondary Research and the Centre for Student Engagement and Learning Innovation at Thompson Rivers University.

***Research methods are related to best teaching practices.***

In 1998 the Boyer Commission on Educating Undergraduates in the Research University produced a report entitled *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*.<sup>4</sup> This report contains a full review of the literature available and makes the case for changing undergraduate teaching methods to take advantage of research approaches.

While the Boyer Commission report sparked a great deal of conversation about research methods adapted for teaching, the use of pedagogies based on research methods predates this report. The impact of research on undergraduate learning has been studied by Healey and Jenkins (in the UK) more than any other team to date. A key study is M. Healey and A. Jenkins, *Developing Undergraduate Research and Inquiry*, HE Academy, York, 2009.<sup>5</sup>

In particular, Problem-Based Learning (PBL) was developed at a medical school (which one is a matter of some debate) and has become recognized as a best practice in teaching so that students learn. There are thousands of publications on PBL. A few that are useful summaries are the following:

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<sup>1</sup> <http://link.springer.com/article/10.1007/s11162-005-8150-9>.

<sup>2</sup> <http://www.jstor.org/stable/40177261>.

<sup>3</sup> <http://www.jstor.org/stable/40177381>.

<sup>4</sup> <http://sundog.usask.ca/record=b2261322~S3>.

<sup>5</sup> <http://www.worldcat.org/oclc/491372795>.



1. M. A. Albanese and S. Mitchell, *Problem-based learning: A review of literature on its outcomes and implementation issues*, *Academic Medicine*, 68(1), 52 1993.<sup>6</sup>
2. C. E. Hmelo-Silver, *Problem-Based Learning: What and how do students learn?*, *Educational Psychology Review*, 16(3), 235, 2004.<sup>7</sup>
3. K. Hoffman, M. Hosokawa, R. Blake, Jr., *Problem-based learning outcomes: ten years of experience at the University of Missouri-Columbia School of Medicine*, *Academic Medicine*, 81(7), 617 (2006).<sup>8</sup>
4. B. J. Duch, S. E. Groh and D. E. Allen (eds), *The Power of Problem-Based Learning*, Stylus Pub., Sterling, VA, 2001.<sup>9</sup>

In addition to PBL, inquiry approaches and experiential learning are recognized widely as best practices. Again, there are many, many papers on the value of such approaches. A personal favorite summarizing various approaches as they relate to engineering education is the following book: S. D. Sheppard, K. Macatangay, A. Colby, W. M. Sullivan, L. S. Schulman, *Educating Engineers: Designing for the Future of the Field*, Carnegie Foundation for the Advancement of Teaching, Jossey-Bass, San Francisco, CA, 2008.<sup>10</sup>

### ***Spending time on research does not compromise teaching quality.***

The intersection between teaching and research is a topic of considerable interest. There are certainly people, myself included, who would like to have evidence that research and teaching are positively correlated. Others argue that teaching and research must be negatively correlated – that time spent on research necessarily means that there is less time available for a focus on high quality teaching. The reality, according to the literature, is that neither view is supported.

There are a very large number of articles on the relationship between teaching and research. Indeed, there are several meta-analyses of the literature on this topic. Among these meta-analyses, one of the best regarded is J. Hattie

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<sup>6</sup> <http://preview.tinyurl.com/ad5e8gr> (this will show the original long URL and redirect you to the OvidSP legacy database; once there, give the document time to load, as it is a scanned version of the original article).

<sup>7</sup> <http://link.springer.com/article/10.1023/B:EDPR.0000034022.16470.f3>.

<sup>8</sup> <http://preview.tinyurl.com/brjyd9d> (this will show the original long URL and redirect you to the OvidSP database).

<sup>9</sup> <http://www.worldcat.org/oclc/45394360>.

<sup>10</sup> <http://sundog.usask.ca/record=b3109156~S8>

and H. W. Marsh, *The Relationship Between Research and Teaching: A Meta-Analysis*, *Review of Educational Research* 66(4), 507, 1996.<sup>11</sup>

This analysis showed that there is, at the individual level, neither a positive nor a negative correlation between traditional measures of research excellence and teaching excellence.

A meta-analysis of the many meta-analyses on the teaching and learning can be found in J. Halliwell, *The Nexus of Teaching and Research: Evidence and Insights from the Literature*, HEQCO, Toronto, 2008. This much more recent publication supports the earlier report by Hattie and Marsh.<sup>12</sup>

There are also a number of studies of student interactions with research and how it changes learning perceptions. The work in this area suggests that students who engage with research perceive an increase in their learning outcomes. However, it is not clear how this relates to the specific question of teaching quality and research quality combining in an individual.

The bottom line at this date seems to be that there is no support for a suggestion that research excellence leads to teaching excellence in an individual; nor that research excellence precludes teaching excellence in a person. From the perspective of U of S, this means that we should not anticipate that our teaching will change for the worse as we push for greater research intensity; it may well change for the better.

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<sup>11</sup> <http://www.jstor.org/stable/1170652>.

<sup>12</sup> <http://sundog.usask.ca/record=b3206675~S8>.

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

**PRESENTED BY:** Hans Michelmann, Chair  
**DATE OF MEETING:** June 20, 2013  
**SUBJECT:** Annual Report to Council for 2012-13  
**COUNCIL ACTION:** For information only

**INTERNATIONAL ACTIVITIES COMMITTEE OF COUNCIL**  
**ANNUAL REPORT 2012-13**

The International Activities Committee is responsible for:

1. Recommending to Council on issues relating to international activities at the University of Saskatchewan.
2. Encouraging the development of programs and curricula that provide an international perspective on campus.
3. Promoting and expanding scholarly exchange programs for faculty, students and staff.
4. Encouraging interactions with university and education/research institutions outside Canada, thereby fostering new opportunities for University of Saskatchewan stakeholders in international teaching, learning and research.
5. Receiving an annual report on matters relating to international student, faculty and alumni activities from the International Coordinating Committee.

The committee met on nine occasions in the 2012-14 academic year.

**Committee Membership**

Council Members

Gap Soo Chang	Physics & Engineering Physics	2014
Claire Card	Large Animal Clinical Sciences	2014
<b>Hans Michelmann (Chair)</b>	<b>Political Studies</b>	<b>2013</b>

General Academic Assembly Members

Michael Cottrell	Educational Administration	2015
Nadeem Jamali	Computer Science	2014
Angela Kalinowski	History	2015

Mabood Qureshi	Pathology	2015
Stella Spriet	Languages & Linguistics	2014
Phil Thacker	Animal Science	2015

Other members

Undergraduate Student Member	Rui Du/Gibson Odoka USSU
Graduate Student Member	Elizabeth O’Meara, GSA
Dan Pennock/Patti McDougall	Vice-Provost Teaching and Learning[Provost designate]
Alison Pickrell	Director of Enrolment Services
Harley Dickinson	Strategic Advisor, International [designate for Vice-President Research]

By Invitation

Derek Tannis	Manager, International Student and Study Abroad Centre
Laurel O’Connor	Assistant Director, International Research

Administrative support

Rita Lentner-Christa/Lana Kopp	International Office
Secretary:	Cathie Fornssler, Committee Coordinator

**Issues and discussions**

A special webpage titled “Readings on Internationalization” was established as a place to post articles, reports and commentary relating to internationalization issues:  
[www.usask.ca/university\\_secretary/council/committees/int\\_activities/Readings/index.php](http://www.usask.ca/university_secretary/council/committees/int_activities/Readings/index.php)

***Metrics for internationalization***

The committee held several discussions about the importance of identifying priority areas to measure and improve internationalization at the university. We also discussed with Troy Harkot, Director of Information Strategy and Analytics, how to improve the quality of statistical and quantitative information about international activities and outreach.

Suggestions were made by committee members that information gathered in the following areas would be useful in evaluating our progress and improving our international profile:

- international inflow and outflow of students/employees, and academic/research exchanges
- research collaboration with and without formal exchange agreements
- international graduate student recruitment and support, quality of international students admitted, and measurements of their success
- study abroad programs, international sabbaticals, visiting professors, international exchange programs and University research on international topics.
- internationalizing our curriculum, with a special focus on Indigenous peoples locally and globally. Initially this could involve fostering teaching, learning, research and service connections between Indigenous peoples in Canada and those in the US, Australia and New Zealand because of similarities in historical

circumstances and contemporary challenges. But over time there is potential to engage with Indigenous peoples in other countries.

The committee also discussed with Associate Vice-President Jim Basinger how universities are evaluated in international research ranking publications like the Leiden Ranking.

Additional information about internationalization metrics is posted on the Readings page.

### ***Increasing international experiences for students***

On behalf of the committee, Professor Angela Kalinowski and SESD Admissions Director Alison Pickrell are working with SESD and the International Student and Study Abroad Centre (ISSAC) to research how the university can align access and funding so that student participation and learning from study abroad programs can be increased. This research project includes a literature review on the perceived value of study abroad, benchmarking with peer institutions, and a faculty survey and focus group. The intent is to have the report completed by August, 2013.

The committee discussed with Eric Davos of University Advancement the possibility of that office raising funds to assist students to participate in study abroad programs and international exchanges.

Internationalization in the curriculum and projects for providing international experiences on campus were discussed with Arts and Science Vice-Dean Linda McMullen. A study-abroad project is also being developed for students in Physics and Engineering Physics by Sarah Purdy, Chary Rangacharyulu, Sina Adl and Derek Tannis.

The committee also looks forward to reviewing a report by the Strategic Advisor, International, Harley Dickinson, who has indicated it will provide a framework to develop international experiences within the curriculum for students who are unable to travel. An example of this would be the new Arts and Science Certificate in Global Studies, which allows students to undertake an experiential learning placement with Saskatoon organizations which work with recent immigrants, or with companies that undertake international sales.

Additional information about curriculum internationalization is posted on the Readings page.

### ***International Travel Risk Management for Student Mobility: Policy and Procedures Update***

This revision updated several areas in the 2005 policy on travel risk management for students. The International Activities Committee discussed this revision with Derek Tannis, Manager of ISSAC, and with Nowell Seaman, Corporate Administration. The committee approved the revision and is attaching the revised policy document to this report for the information of Council.

## **Reports received**

Derek Tannis, Manager of ISSAC, provided the committee with an update on proposed federal regulations regarding international students, and regularly updated the committee on developments in his area of responsibility.

Laurel O'Connor, Office of the Vice-President Research, regularly updated the committee on relevant developments in her office, as did Allison Pickrell, Director of Enrolment and Student Affairs in the Student and Enrollment and Services Division.

The Strategic Advisor International, Harley Dickenson, presented information to the committee regarding a project to compile a list of all U of S Memorandum of Understanding agreements with universities outside Canada and regularly updated the committee on developments in his area of responsibility.

Research Services director Susan Blum provided a presentation on the IT Research Management System (UnivRS) proposal.

Industry Liaison Office managing director Glen Schuler and start-up specialist Lorna Shaw-Lennox updated the committee on the internationalization initiatives which have been undertaken by the ILO with universities in Ethiopia, China, Chile, the Ukraine and the Philippines.

The following briefed the committee on internationalization plans and activities at the University generally, and also more specifically in the area of their responsibility: Keith Carlson, Special Advisor for Outreach and Engagement, and Dan Pennock, Vice-Provost Teaching and Learning.

## **Acknowledgements**

On behalf of the Committee, I wish to thank Cathie Fornssler, the committee's secretary, for her professionalism, and her dedication to the committee's work.

Respectfully submitted,

Hans Michelmann, Chair

**Attachments:** Revised Travel Risk Policy changes

## **International Travel Risk Management for Student Mobility: Policy and Procedures Revision Update for IACC**

### **Timeline**

- 2005: Policy and procedures passed for implementation
- 2006-2008: International Travel Registry (ITR) was a paper-based process / loosely followed
- 2008-2009: Arts & Science created an online registry for their students
- 2009: ISSAC created (merged from International Student Office and Exchange and Study Abroad Office) and the ITR was moved, aligning with the policy and procedures
- 2009-2010: New ITR developed to be applied across the institutions
- 2011-2012: Policy update through sub-committee of Study Abroad Advisory Working Group (SAAWG) / reviewed by IACC
- January, 2012: Revised policy submitted to Policy Oversight / came back with requirement to revise procedures and guidelines
- 2012-2013: Revisions of procedures and guidelines; requiring review/discussion again by SAAWG, IACC and Dean's Council
- Spring 2013: Date for re-submission of policy and procedures to POC

### **Overview of major updates**

- **Policy**
  - More specific clarification of scope (including university funded trips)
  - Changed "Appeal" to "Exemption" related to site selection
  - Determination of ISSAC as key unit associated with ITRM for student mobility
  - Moved procedural information to procedures and guidelines
  - Re-asserted authority for disallowed participation as residing within the Colleges
- **Procedures**
  - Directed to staff and faculty (soon to have an improved web presence for staff and faculty)
  - All student-oriented information moved to website
  - Re-ordered information for clarity
  - Inclusion of site exemption process, criteria and form
  - Inclusion of ITR tasks for different types of programs
  - Streamlined/clarified information for emergency response
  - Inclusion of incident report form
  - Inclusion of communications section
  - Updated contacts
  - ISSAC as key unit throughout the document (for risk planning records, waivers and release form storage, ITR, emergency response, etc.)

# DRAFT REVISION (February 7, 2013) - for approval by Policy Oversight Committee

## International Travel Risk Management for Student Mobility

Category: Academic Affairs

Responsibility: Provost and Vice-President (Academic)

Authorization: Board of Governors

Date: Original April 8, 2005 – Revision TBA

### Purpose:

To ensure that all programs and activities that involve student mobility internationally and are university-authorized and/or funded, in whole or in part, incorporate specific measures to reduce risk and facilitate emergency response to students, faculty, staff and other participants, before and during travel outside Canada.

### Scope:

This policy applies to all programs and activities that involve student mobility internationally and are university-authorized and/or funded, in whole or in part, including programs and activities that are designed, delivered, and/or organized by faculty, staff or students and/or externally contracted organizations. These programs and activities involving travel outside Canada include, but are not limited to: courses (credit or non-credit), student exchange programs and activities; taught abroad courses; term abroad programs; clinical placements, internship placements, cooperative placements or programs; field studies; research projects, conferences, workshops; sports and cultural activities; or study tours. All student mobility programs and activities that meet these conditions must, at a minimum, incorporate the following measures to protect the well-being of students and manage risks associated with international travel.

### Policy:

1) Site selection – College/unit program coordinators shall give careful consideration to risk when selecting sites for international academic mobility programs. Deans and department heads are required to approve and monitor program locations based on available risk information, such as Country Travel Reports and Warnings provided by the Department of Foreign Affairs and International Trade (DFAIT), and advice from faculty, the International Student and Study Abroad Centre (ISSAC) and other sources with knowledge of the specific location.

- At a minimum, activities shall not be permitted to be conducted in locations for which DFAIT has issued an “Avoid non-essential travel” or more severe advisory.
- To determine appropriate response and action in the event that DFAIT issues an “Avoid non-essential travel” or more severe advisory for a location wherein a program is in progress, the situation must be reviewed by



## **DRAFT REVISION (February 7, 2013) - for approval by Policy Oversight Committee**

the Dean and/or Department Head, or their appointed representative(s), in consultation with a program coordinator/trip leader (where applicable), and the Managers of ISSAC and Risk Management and Insurance Services, or their designates.

- Exemption – Where an "Avoid non-essential travel" or more severe advisory has been issued by DFAIT, faculty, staff members or students may request an exemption from site selection criteria that would otherwise result in a decision to decline, postpone or cancel programs or activities falling under the purview of this policy, following the exemption request process and criteria described in the Procedures and Guidelines for International Travel Risk Management for Student Mobility.

2) Risk Assessment and Emergency/Contingency Plans – All parties involved in programs or activities involving student mobility internationally share the responsibility to familiarize themselves with the risks of the specific activities and countries and regions of travel, and to make informed decisions concerning their participation.

- All university-authorized programs or activities involving student mobility internationally require risk assessment and emergency plans as described in University Policy No.3.13 - Field Work and Associated Travel Safety and that interface with applicable University crisis response policies and procedures.
- ISSAC, with consultation from Risk Management and Insurance Services, shall work with the Colleges/Units in the development of risk assessment and planning documentation.

3) International Travel Registry (ITR) – All students, faculty, staff and other program or activity participants traveling abroad as part of a program or activity involving student mobility internationally and are University-authorized and/or funded, in whole or in part, are required to provide basic information to a central database to be maintained by ISSAC. The information in the ITR shall be used to provide the University with a record of persons abroad at any point in time to facilitate response and support in the event of emergencies or issues of safety and security. Consent to release information in emergency situations will be included in the ITR.

4) Risk and Responsibility Training - Each student participating in a program or activity that involves international travel and is university-authorized and/or funded, in whole or in part, is required to complete risk and responsibility pre-departure training, as described in the Procedures and Guidelines. Risk and responsibility training shall be the responsibility of ISSAC, in cooperation with the College/Unit in which the student mobility program or activity is housed. ISSAC will draw on specialized support from Risk Management and Insurance Services and/or Department of Health, Safety and Environment, where needed.

5) Insurance – All students and non-staff participants in student mobility programs that meet the conditions of this policy are required to maintain out-of-country medical health insurance and include their policy number into the ITR

## **DRAFT REVISION (February 7, 2013) - for approval by Policy Oversight Committee**

prior to travel. The insurance must provide coverage for the full duration of travel, and include coverage for medical evacuation and repatriation.

6) Waivers and releases - All students and non-staff participants involved in student mobility programs that meet the conditions of this policy are required to sign a University of Saskatchewan waiver, release and indemnification agreement or, alternatively, an informed consent form in specific cases set out in the Procedures and Guidelines, in a format that will be provided and approved by Risk Management and Insurance Services and the Canadian Universities Reciprocal Insurance Exchange (CURIE) prior to international travel.

6) Authority– Deans, Department Heads, or their designates have the authority to disallow student participation in programs and activities covered in this policy, if the requirements of the policy have not been met.

### **Procedure Summary:**

The Procedures and Guidelines for International Travel Risk Management for Student Mobility are available at <http://www.usask.ca/rmis/risk/international/procedures.pdf> >

### **Related Policy:**

Policy 3.13 - Field Work and Associated Travel Safety

[http://www.usask.ca/university\\_secretary/docs/Travel\\_Safety.doc](http://www.usask.ca/university_secretary/docs/Travel_Safety.doc);

Contact:           Manager, International Student and Study Abroad Centre – 966-4923  
                          Manager, Risk Management and Insurance Services – 966-8788

**[NOTE: the following procedures are available at the office of the University Secretary]  
International Travel Risk Management for Student Mobility:  
Procedures and Guidelines / Draft – March 2013**

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UNIVERSITY COUNCIL  
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS  
FOR INFORMATION ONLY

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**PRESENTED BY:**



Jim Germida, Vice-Provost Faculty Relations and  
Chair, JCCP

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** JCCP 2012-13 Annual Report

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Joint/Board Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost and Vice-President Academic or designate with representation from University Council, Board of Governors, Research, Scholarly and Artistic Work Committee of Council, the Vice-President Research or designate, the Vice-President Advancement or designate and Associate Vice-President, Financial Services or designate and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

**DISCUSSION SUMMARY:**

Over the course of 2012/2013 JCCP met on one occasion and reviewed and approved two letters of intent (Louis Horlick Chair in the Department of Medicine and Estey Chair in Business Law). In addition the committee approved the revised terms of reference for the Distinguished Chairs Program. These items were subsequently approved by the Council and the Board.

**Committee Membership:**

Vice-Provost, Faculty Relations and Chair  
Board of Governors Representative  
Research, Scholarly and Artistic Work Committee  
Vice-President Research Designate  
Member of Council Representative  
University Secretary's Designate  
AVP Financial Services  
  
VP University Advancement

Jim Germida  
Grit McCreath  
Ray Stephanson  
Jim Basinger  
Jaswant Singh  
Sandra Calver  
Laura Kennedy  
Jim Traves (alternate designate)  
Heather Magotiaux  
Doug Clark (alternate designate)

**Committee Support:**

Research Services Resource Person  
Secretary

Amit Shukla  
Anna Okapiec

**ATTACHMENTS:**

None

UNIVERSITY COUNCIL  
SCHOLARSHIP AND AWARDS COMMITTEE  
FOR INFORMATION ONLY

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**PRESENTED BY:** Dr. Gordon DesBrisay  
Chair, Scholarship and Awards Committee

**DATE OF MEETING:** June 20, 2013

**SUBJECT:** Annual Report to Council: Undergraduate and Graduate  
Scholarships and Awards

**COUNCIL ACTION:** For information only

**ORIGIN OF REQUEST AND ADVANCED CONSULTATION:**

This report summarizes the activities of the Scholarship and Awards Committee for two overlapping time periods:

- 1) 2012-2013 Annual summary of centrally administered *and* college administered awards distributed to students
- 2) 2012 Calendar year description of Committee Activities

The Committee has four responsibilities and this report outlines the Committee’s activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility. On behalf of the Scholarships and Awards Committee of University Council, the Awards and Financial Aid Office distributed approximately \$10.254 million in undergraduate student awards in 2012-2013. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries). This annual report also includes information regarding the distribution of graduate awards for the 2012-2013 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.

**DISCUSSION SUMMARY:**

**Part A - Undergraduate**

**Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.**

This Committee last reported to University Council on June 21, 2012. Since that time, the Committee had five regular meetings during the 2012 calendar year and various subcommittee meetings to select undergraduate recipients for awards with subjective criteria.

Many subcommittee meetings were held to review the Undergraduate Awards Policies. Based on the subcommittee's work, on June 21, 2012 University Council approved the amended Undergraduate Awards Policies as presented.

**Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.**

Development officers within University Advancement and the colleges work with donors to establish new scholarships, bursaries and awards. During the 2012-2013 fiscal year, the University of Saskatchewan signed contracts to accept donations establishing 78 new awards for undergraduate students and 18 new awards for graduate students.

**Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.**

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

**Entrance Awards**

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.<sup>1</sup> There are two components to the Entrance Awards cycle: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

In 2012-2013, Grade 12 graduates proceeding directly to the U of S after high school that applied for admission, paid the application fee and submitted their marks by February 15, 2012 were eligible for the "Best of Three" program. The "Best of Three" program allows a student to have three averages calculated: after Grade 11, after Semester One of Grade 12 and at the end of Grade 12. Students, who applied for admission, paid the application fee and submitted their marks by May 1, 2012 were eligible to have two averages calculated: after Semester One of Grade 12 and at the end of Grade 12.

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships. The awards average was based on final Grade 12 marks.

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<sup>1</sup> 18 credit units or less of transferable credit if they have attended another post-secondary institution.

Table 1 - Guaranteed Entrance Scholarship Distribution for 2012-2013

Award Tier		Number of Recipients Paid	Total Value
<b>\$3,000 Guaranteed Entrance Scholarship (95% +)</b>			
	Agriculture and Bioresources	18	\$54,000
	Arts and Science	241	\$723,000
	Education	1	\$3,000
	Engineering	90	\$270,000
	Edwards School of Business	34	\$102,000
	Kinesiology	28	\$84,000
	<b>Total \$3,000 Guaranteed Entrance Scholarships</b>	<b>412</b>	<b>\$1,236,000</b>
<b>\$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)</b>			
	Agriculture and Bioresources	17	\$34,000
	Arts and Science	162	\$324,000
	Education	1	\$2,000
	Engineering	59	\$118,000
	Edwards School of Business	20	\$40,000
	Kinesiology	21	\$42,000
	<b>Total \$2,000 Guaranteed Entrance Scholarships</b>	<b>280</b>	<b>\$560,000</b>
<b>\$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)</b>			
	Agriculture and Bioresources	29	\$29,000
	Arts and Science	255	\$255,000
	Education	1	\$1,000
	Engineering	71	\$71,000
	Edwards School of Business	51	\$51,000
	Kinesiology	26	\$26,000
	<b>Total \$1,000 Guaranteed Entrance Scholarships</b>	<b>433</b>	<b>\$433,000</b>
<b>\$500 Guaranteed Entrance Scholarships (85 – 89.9%)</b>			
	Agriculture and Bioresources	53	\$26,500
	Arts and Science	372	\$186,000
	Education	3	\$1,500
	Engineering	70	\$35,000
	Edwards School of Business	77	\$38,500
	Kinesiology	24	\$12,000
	Nursing <sup>2</sup>	1	\$500
	<b>Total \$500 Guaranteed Entrance Scholarships</b>	<b>600</b>	<b>\$300,000</b>
<b>Total Guaranteed Entrance Scholarships</b>		<b>1,725</b>	<b>\$2,529,000</b>

<sup>2</sup> Student was offered Guaranteed Entrance Scholarship at time of admission to Arts and Science in 2010-11 but did not meet eligibility/credit unit requirements until 2012-13 after being admitted to the College of Nursing.



The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. The highest valued renewable award that was offered in 2012-2013 was the International Student Renewable Entrance Scholarship valued at \$45,000 over four years. Other prestigious renewable entrance awards include the George and Marsha Ivany - President's First and Best Scholarships and the Edwards Undergraduate Scholarships, valued at \$24,000 (\$6,000 paid each year for up to four years) and the Dallas and Sandra Howe Entrance Award also valued at \$24,000 over four years.

Based on a policy exception approved by University Council in 2012, in 2012-13 entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, college-specific awards may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2012-13

	Number of Recipients	Total Value
<b>University of Saskatchewan Funded Competitive Entrance Awards</b>		
Agriculture and Bioresources	28	\$45,000
Arts and Science	20	\$104,800
Education	-	-
Engineering	7	\$34,000
Edwards School of Business	1	\$15,000
Kinesiology	1	\$6,000
<b>Total University of Saskatchewan Funded</b>	<b>57</b>	<b>\$204,800</b>
<b>Donor Funded Competitive Entrance Awards</b>		
Agriculture and Bioresources	29	\$59,000
Arts and Science	71	\$195,656
Education	-	-
Engineering	45	\$132,600
Edwards School of Business	27	\$64,553
Kinesiology	15	\$29,800
<b>Total Donor Funded</b>	<b>187</b>	<b>\$481,609</b>
<b>Total Competitive Entrance Awards</b>	<b>244</b>	<b>\$686,409</b>

### Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 institutions targeted are offered Transfer Scholarships valued at \$2,500.

Table 3 - Transfer Scholarship Distribution for 2012-2013

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution <sup>3</sup>	\$2,500	5	\$12,500
85% +	\$2,000	17	\$34,000
80-84.9%	\$1,500	24	\$36,000
78-79.9%	\$1,000	12	\$12,000
<b>TOTAL</b>	-	<b>58</b>	<b>\$94,500</b>

### Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous Regular Session (September to April) as full-time students. Students who completed 18 credit units or more in 2011-2012 were eligible for the 2012-2013 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (less the Transfer Scholarships) distributed to continuing students in 2012-2013.

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<sup>3</sup> Incentive institutions include: Athabasca University, Briercrest College, Camosun College, Capilano College, Columbia College, Coquitlam College, Douglas College, Grand Prairie Regional College, INTI College Malaysia, Lakeland College, Langara College, Lethbridge Community College, Medicine Hat College, Red Deer College, Saskatchewan Institute of Applied Science & Technology (SIASST), and Taylor's College (Malaysia).

Table 4 – Centrally-Administered Continuing Awards Distribution for 2012-2013

	Number	Total Value
<b>University of Saskatchewan Funded Continuing Awards</b>		
Agriculture and Bioresources	19	\$36,000
Arts and Science	296	\$651,000
Dentistry	11	\$19,500
Education	55	\$104,500
Edwards School of Business	66	\$144,000
Engineering	69	\$147,500
Kinesiology	32	\$58,500
Law	28	\$49,000
Medicine	95	\$180,500
Nursing	74	\$127,500
Pharmacy and Nutrition	39	\$72,700
Western College of Veterinary Medicine	57	\$86,500
Grad Studies & Research <sup>4</sup>	1	\$1,500
<b>Total University of Saskatchewan Funded</b>	<b>842</b>	<b>\$1,678,700</b>
<b>Donor Funded Continuing Awards</b>		
Agriculture and Bioresources	13	\$22,800
Arts and Science	130	\$299,900
Dentistry	15	\$16,000
Education	57	\$148,600
Edwards School of Business	18	\$54,656
Engineering	41	\$107,445
Kinesiology	12	\$17,000
Law	30	\$53,500
Medicine	56	\$83,800
Nursing	31	\$61,300
Pharmacy & Nutrition	50	\$107,200
Western College of Veterinary Medicine	28	\$51,700
Grad Studies & Research <sup>5</sup>	7	\$18,000
<b>Total Donor Funded</b>	<b>488</b>	<b>\$1,041,901</b>
<b>Total Continuing Awards</b>	<b>1,330</b>	<b>\$2,720,601</b>

<sup>4</sup> There are a few select Continuing Awards administered by the Awards and Financial Aid Office that are open to both undergraduate and graduate students.

<sup>5</sup> There are a few select Continuing Awards administered by the Awards and Financial Aid Office that are open to both undergraduate and graduate students.

Table 5 - Provincial Government Programs<sup>6</sup> to support PSE students in 2012-2013

College	Total Payouts	Total Value
Agriculture and Bioresources	1	\$1,250
Arts and Science	13	\$16,250
Education	1	\$1,250
Edwards School of Business	2	\$2,500
Engineering	3	\$3,000
Law	4	\$8,750
<b>TOTAL</b>	<b>24</b>	<b>\$33,000</b>

### University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. Some members requested a deadline extension because they missed the May 1<sup>st</sup> application deadline. All late application requests were accommodated; however, the result was an over expenditure. The total paid out for the credit units completed during the 2011-2012 academic year, was \$255,180. Eligible applicants received \$60 per credit unit they successfully completed.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2011-2012 Distribution<sup>7</sup>

	Number of Recipients
Undergraduate	132
Graduate	22
<b>Total</b>	<b>154</b>

### Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

In 2011-2012, there were 100 applications for the ASPA Tuition Reimbursement Fund. Six applicants were ineligible for consideration. Eligible applicants received tuition reimbursement for the credit units completed during the academic year of May 1, 2011-April 30, 2012. There was \$131,340.59 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$56 per credit unit they successfully completed. The total payout for tuition reimbursements in 2011-2012 was \$128,016.

<sup>6</sup> Saskatchewan Innovation and Opportunity Scholarship, administered by SESD (including ISSAC) and CGSR

<sup>7</sup> The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2011-2012 academic year.

Table 7 – ASPA Tuition Reimbursement Fund 2011-2012 Distribution<sup>8</sup>

	Number of Recipients
Undergraduate	87
Graduate	7
<b>TOTAL</b>	<b>94</b>

**Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.**

Throughout the 2012 calendar year, there were two student appeals submitted to the Scholarships and Awards Committee. Both of the appeals were approved on medical grounds.

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicated the student appeals of revoked awards. The Committee received regular reports on appeal activity.

The number of revocations of awards is down because of the proactive behaviour of Internal Compliance Officer, Awards and Financial Aid. The Internal Compliance Officer has been emailing students to let them know their award will be revoked unless they register in the required number of credit units. As a result of this increased communication, the number of appeals has decreased markedly.

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<sup>8</sup> In the past, funding for the ASPA Tuition Reimbursement Fund came from the unexpended Accountable Professional Development Account (APDA) balances of ASPA members who have left University employment and 50% of the unassigned APDA funds over the individual account maximum of \$6,000. The annual allocation was at ASPA's discretion. This funding arrangement expired on April 30, 2011 with the previous Collective Agreement and the first allotment of the new funding agreement was received on May 1, 2012. According to Article 12.4 of the new Collective Agreement (May 1, 2011 – April 30, 2014), "Effective 1 May 2012, the university will provide an annual allotment of \$180,000 to the TRF." Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of \$360,000. The ASPA executive agreed to divide the \$360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. Thus, in 2011/12 there was a carryover of \$11,340.59 for a total of \$131,340.59 available for tuition reimbursement. The ASPA TRF is based on credit units completed in the 2011-2012 academic year.

**Additional Section: 2012-2013 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards**

Although awards distributed by the colleges are not the purview of the Committee, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

*Table 8 – College-specific Awards at the University of Saskatchewan 2012-2013*<sup>9</sup>

<b>College</b>	<b>Total Payouts</b>	<b>Total Value</b>
Agriculture and Bioresources <sup>10</sup>	123	\$188,350
Arts and Science <sup>11</sup>	242	\$344,156
Dentistry <sup>12</sup>	35	\$299,775
Education	96	\$89,525
Edwards School of Business <sup>13</sup>	168	\$454,984
Engineering	352	\$504,900
Kinesiology	25	\$ 19,625
Law	236	\$369,295
Medicine	145	\$495,216
Nursing	44	\$99,143
Pharmacy & Nutrition	85	\$53,716
Veterinary Medicine	138	\$151,050
Huskie Athletics	535	\$738,346
<b>TOTAL</b>	<b>2,224</b>	<b>\$3,808,081</b>

<sup>9</sup> Number and values reported as of May 21, 2013.

<sup>10</sup> Numbers do not include awards and values for College of Agriculture and Bioresources entrance awards administered by Awards and Financial Aid.

<sup>11</sup> Number includes Aboriginal Student Learning Community Award.

<sup>12</sup> Numbers reported include University of Saskatchewan Dental Scholarships of \$18,000 per recipient. (One payout per recipient reported.)

<sup>13</sup> Numbers reported include the Edwards Undergraduate Scholarships but do not include awards and values for other Edwards-specific entrance awards administered by Awards and Financial Aid.

## **Part B – Graduate**

The College of Graduate Studies and Research administers approximately \$7.912 million of centrally funded money for graduate student support. The majority of this funding is allocated between three major scholarship programs: Devolved, Non-Devolved and the Dean’s Scholarship programs.

### **Funding Programs**

More than \$3.9 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined on the basis of the number of scholarship-eligible students to be funded.

### **Devolved Funding Program**

“Devolved” refers to an arrangement whereby larger academic units receive an allocation from the College of Graduate Studies and Research to award to their graduate students at the academic unit level. To be eligible for this pool of funding, departments must have a minimum of twelve full-time graduate students in thesis-based programs on a three-year running average.

Allocations to ‘devolved’ departments are determined by a formula created in 1997 and based on the average number of scholarship-eligible graduate students in thesis-based programs during the previous three years in each program, as a proportion of the number of graduate students in all programs averaged over the same three years. Doctoral students beyond the fourth year and Master students beyond the third year of their programs are not counted in the determination. Doctoral students are valued at 1.5 times Master students. Each academic unit participating in the devolved funding program is thus allocated a percentage of the total funds available in the devolved pool.

Table 9 – Allocations for Devolved Graduate Programs for 2012-2013

<b>Graduate Program</b>	<b>Allocation</b>
<b>College of Agriculture &amp; Bioresources</b>	
Bioresource Policy, Business and Economics	\$72,254
Animal and Poultry Science	\$93,620
Plant Sciences	\$98,987
Food and Bioproduct Sciences	\$72,103
Soil Science	\$87,813
<b>College of Arts and Science</b>	
Archaeology	\$39,559
Biology	\$127,962
Chemistry	\$139,393
Computer Science	\$157,123
Economics	\$55,608
English	\$80,891
Geography and Planning	\$81,748
Geological Sciences	\$74,803
History	\$121,308
Mathematics & Statistics	\$33,997
Physics and Engineering Physics	\$91,326
Political Studies	\$43,671
Psychology	\$144,871
Sociology	\$82,999
<b>College of Education</b>	
Educational Administration	\$85,893
Educational Foundations	\$33,343
Educational Psychology and Spec. Ed.	\$89,553
<b>College of Engineering</b>	
Agricultural & Bioresource Engineering	\$60,635
Biomedical Engineering	\$57,101
Chemical Engineering	\$68,266
Civil and Geological Engineering	\$94,146
Electrical and Computer Engineering	\$144,399
Mechanical Engineering	\$148,667
<b>Interdisciplinary Studies</b>	
Interdisciplinary Studies	\$55,112
<b>College of Kinesiology</b>	
Kinesiology	\$72,675
<b>College of Law</b>	
Law	\$27,208
<b>College of Medicine</b>	
Anatomy and Cell Biology	\$41,780



Biochemistry	\$73,515
Community Health and Epidemiology	\$74,978
Microbiology and Immunology	\$39,176
Pharmacology	\$29,064
<b>College of Nursing</b>	
Nursing	\$52,974
<b>College of Pharmacy and Nutrition</b>	
Pharmacy and Nutrition	\$83,177
<b>College of Veterinary Medicine</b>	
Veterinary Biomedical Sciences	\$66,014
Veterinary Microbiology	\$54,108
<b>Schools</b>	
School of Environment and Sustainability	\$49,088
School of Public Health	\$42,024
School of Public Policy	\$42,361
Toxicology Centre	
Toxicology	\$65,128
<b>TOTAL</b>	<b>\$3,350,421</b>

#### Non-Devolved Funding Program

Departments that do not qualify for the Devolved Funding Program may nominate students for consideration in the campus-wide Non-Devolved Scholarship Program.

The following awards were granted to students in 2011-2012, as part of the Non-Devolved Funding Program.

*Table 10 – Number and Value of Non-Devolved Funding in 2012-2013*

<b>Dept</b>	<b>Number of Awards</b>	<b>Amount</b>
Anthropology	2 Master's	\$30,000
Art and Art History	4 Master's	\$60,000
Biomedical Engineering	1 Master's/2 Doctoral	\$51,000
Curriculum Studies	1 Master's	\$15,000
Finance and Management Science	8 Master's	\$120,000
Health Sciences	4 Master's	\$60,000
Languages & Linguistics	3 Master's	\$45,000
Native Studies	1 Doctoral	\$18,000
Philosophy	3 Master's	\$45,000
Physiology	3 Master's	\$45,000
Religion & Culture	1 Master's	\$15,000
Public Health	1 Doctoral	\$18,000
SENS	1 Master's/4 Doctoral	\$87,000
Veterinary Pathology	2 Doctoral	\$36,000
<b>TOTAL</b>		<b>\$645,000</b>

### **Teacher-Scholar Doctoral Fellowships**

The Teacher-Scholar Doctoral Fellowships provide an annual stipend of \$18,000 and a mentored teaching experience which is made possible by partnerships with other colleges and the Gwenna Moss Centre for Teaching Effectiveness. Twenty doctoral students across campus received this Fellowship in 2012-2013.

### **Graduate Teaching Fellowships Program**

The College of Graduate Studies and Research allocates 47 Graduate Teaching Fellowships (GTF's) in 2012/2013 valued at approximately \$16,505 each for a total of \$775,735. The GTF's are allocated to the 12 colleges with graduate programs based on a formula which takes into account the number of undergraduate course credits, and the number of graduate students registered, in each college.

### **Graduate Research Fellowships**

In 2012-2013, the College of Graduate Studies introduced the Graduate Research Fellowship program funded by the Provost's Committee on Integrated Planning. This is a shared-cost program that provides \$8,000 per year to graduate students who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts from external sources. Thirty of these shared Graduate Research Fellowships are allocated to Colleges/Schools on the basis of Tri-council research funding per faculty member over the past two years.

### **Dean's Scholarship Program**

The Dean's Scholarship Program was created in early spring of 2005 and received an allocation of \$500,000 from the Academic Priorities Fund. This program received another \$500,000 of on-going budget in 2006 which brought the total allocation for this program to \$1,000,000 per year.

In 2012-13, there was an additional commitment of \$500,000 per year targeted for international graduate students through the creation of the International Dean's Scholarship program. This new program is managed as part of the existing Dean's Scholarship program. The total allocation for Dean's International and Dean's scholarship is \$1,500,000 per year.

At the time of this report, 10 Master's and 33 PhD students were awarded Dean's and International Dean's Scholarships in 2012-13. The PhD Dean's Scholarship is valued at \$20,000 per year for three years and the Dean's Master award is valued at \$18,000 per year for two years. This program requires one year of funding (either \$18,000 or \$20,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

### **Merit Funding**

The College of Graduate Studies and Research was allocated \$370,000 of Centennial Merit funding in 2012-2013. This funding is being used to support excellence and innovation through a number of programs. The funding is being used to increase our

competitive position in recruiting top-ranked Canadian graduate students by providing a \$3,000 scholarship to any student who secures a national scholarship from SSHRC, NSERC or CIHR and chooses the U of S as the site of tenure.

### **New Faculty Graduate Student Support Program**

The College of Graduate Studies and Research created the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2012-2013, \$278,000 was allocated to seventeen new tenure-track faculty across campus.

### **Graduate Teaching Assistantships**

The College of Graduate Studies and Research allocates \$286,640 to colleges with graduate programs across campus. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual Census data. This fund was established for the purpose of providing support to Colleges for teaching or duties specifically related to teaching (e.g. marking, lab demonstrations, and tutorials).

### **Graduate Service Fellowships**

The College of Graduate Studies and Research created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2012-2013, \$209,908 was allocated for various projects across campus.

### **CSC China Agreement Tuition Scholarships**

The China Scholarship Council (CSC) is a government agency in China which provides scholarships to Chinese citizens for doctoral and postdoctoral studies abroad. The requirement from the CSC for any student studying abroad is that the host institution must provide a tuition bursary or tuition waiver.

In 2010 CGSR developed two initiatives to access this pool of fully funded Chinese post-graduate students. We offer a top-up scholarship program of \$4,000 annually, for a maximum of four years to up to 20 students per year. There is strong competition among western universities for these students, and this helps the University of Saskatchewan attract top quality applicants. As well, we have partnership agreements with seven top ranked Chinese universities whereby they recruit and recommend CSC candidates for admission to CGSR. Since the establishment of this program we have 37 students receiving funding.