

AGENDA
2:30 p.m. Thursday, April 16, 2015
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 2014-15 academic year marks the 20th year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Guest presentation by Professor Emeritus Stuart Houston in recognition of the 20th year of Council: The Honorable Sylvia Fedoruk, Saskatchewan's Leading Lady.
4. Minutes of the meeting of March 19, 2015 pp. 1-16
 - 4.1 Business from the minutes
5. Report of the President pp. 17-20
6. Report of the Provost pp. 21-28
7. Report of VP Research (oral report)
8. Student societies
 - 8.1 Report from the USSU pp. 29-36
 - 8.2 Report from the GSA (oral report)
9. Planning and priorities committee
 - 9.1 Report for information: Institutional Priorities pp. 37-44
10. Academic programs committee
 - 10.1 Request for decision: Program termination – International Business Administration Certificate pp. 45-58

The Council approve the termination of the International Business Administration Certificate, effective May 1, 2015.

- 10.2 Request for decision: College of Education Direct Admission pp. 59-94

That Council approve the College of Education's proposal for a direct admission option, effective September 1, 2016.

11. Joint committee on chairs and professorships

11.1 Request for decision: Fedoruk Chair of Radiopharmacy pp. 95-99

That Council authorize the Board to establish a Fedoruk Chair of Radiopharmacy.

12. Other business

13. Question period

14. Adjournment

*Next meeting May 21, 2015 – Please send regrets to Lesley.Leonhardt@usask.ca
Deadline for submission of motions to the coordinating committee: May 1, 2015*



*Minutes of University Council
2:30 p.m., Thursday, March 19, 2015
Neatby-Timlin Theatre*

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

The chair called the meeting to order at 2:30 p.m., observing that quorum had been attained.

1. Adoption of the agenda

DOBSON/LABRECQUE: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Jay Kalra, chair of Council provided opening remarks. The chair thanked all Council and GAA members who submitted nominations for the recent member-at-large election and asked that the university secretary, Ms. Elizabeth Williamson, report on the results to Council. Ms. Williamson reported there were 22 vacancies for three-year terms, one vacancy for a two-year term, and one vacancy for a one-year term. Individuals elected to three-year terms effective July 1, 2015 and ending June 30, 2018 are: Alec Aitken, David Bindle, Angela Bowen, Claire Card, Egan Chernoff, Ravindra Chibbar, Marcel D'Eon, Ralph Deters, Kevin Flynn, Jim Greer, John Gordon, Ali Honaramooz, Ramji Khandelwal, Nicholas Low, Gail MacKay, Kathryn McWilliams, Jennifer Nicol, Nathaniel Osgood, Caroline Tait, Wendy Roy, Bob Tyler, Chelsea Willness; elected to a two-year term ending June 30, 2017 is Nadeem Jamali; and elected to a one-year term ending June 30, 2016 is Christopher Eskiw. Ms. Williamson also advised Council that Professor Jafar Soltan was elected to Council as a faculty representative of the College of Engineering for a term beginning this day and ending June 30, 2017. The chair invited Council members to join him in congratulating all those elected to Council and encouraged Council and GAA members to consider volunteering to serve as a member on a Council committee in response to the nominations committee's call for volunteers.

The chair outlined the usual procedures for debate and discussion and noted in addition that the responses to the questions of the vice-president finance and resources circulated to Council would be discussed under business arising.

3. Minutes of the meeting of February 26, 2015

KALYNCHUK/FINDLAY: That the Council minutes of February 26, 2015 be approved as circulated.

CARRIED

4. Business from the minutes

The chair invited discussion of the questions and answers arising from the presentation of the vice-president finance and resources.

A student member inquired how endowed funds are obtained and if there is a plan in place to increase the university's endowment funds. Ms. Heather Magotiaux, vice-president of advancement and community engagement responded by noting the challenges associated with increasing endowed funds. Many endowed funds are restricted to a specific purpose by the donor and

therefore are not available to allocate against a budgetary shortfall. In addition, the trend is for donors to provide large annual gifts on the basis of wanting to see the gift applied immediately, rather than give a single gift established as an endowed fund.

A Council member spoke of a question he asked the vice-president and resources about at the previous meeting regarding at what point senior administration knew that faculty member layoffs would not be required. He read the response received: "Several actions were taken between 2012 and the departure of the provost and president in May 2014, totaling \$32 million in permanent adjustments." He recalled that \$32M was adequate vis-à-vis the projected deficit to ensure no immediate action was necessary and that therefore his question remained as before, namely, would it be fair to conclude that the senior administration of the university knew before the provost left office that faculty lay-offs would not be necessary to meet the projected deficit? Mr. Fowler, vice-president finance and resources responded by stating that he was never in a meeting or had a conversation that involved any discussion of faculty lay-offs and that he was in most of the operating budget meetings. Program prioritization was an exercise in prioritization and planning, and did not focus on faculty member lay-offs.

A Council member referred to the question on whether detailed budget books would be made available in the future and the response that detailed budgeted and actual financial results are available through the UniFi financial system. He inquired how the UniFi system is made accessible so that individuals can monitor the changes that occur with respect to programs and budgets. The member also referred to the question on how much past deficits, or shortfalls, factored into the decision and the answer that, "The university has not experienced actual deficits to date." He indicated that it may be a misunderstanding, and that it is possible that the university has not suffered an annual deficit as a whole, but that he recalled in 1999 that his own program was to be eliminated due to a budget shortfall. Subsequent to that time, he noticed there were certain domains in administration that expanded exponentially. He indicated that he suspected there are programs that have run deficits, especially programs within units, such as VIDO and the former Virtual College of Biotechnology, and that such programs have managed their shortfalls by taking funds away from other departments and units. Having access to the university's detailed budget books would enable interested individuals to see where the money flows in and out and would do much to support transparency.

Mr. Fowler indicated that he was committed to a continued conversation about the university's finances and offered to meet with the member to understand the allocations the member was seeking and reporting on these to the member. Formerly, the university used a line-item financial reporting system. As the university transitions to an envelope-based funding system, greater responsibility over expenditures will be given to the deans. He acknowledged that there has been differential growth in budgets among colleges. Less than 1% of the university's budget is allocated to VIDO-InterVac, and has been leveraged to over \$80M for the university.

A member of Council asked whether there are plans to expand the renewed nursing program and who pays for the acquisition of robots used in the program, the government or the university. Professor Lorna Butler, dean of Nursing indicated that she had some difficulty responding within the confines of the question, as opposed to a question, such as, "What is the value added of having a remote presence in relation to the mission of the College of Nursing?" She indicated the college responded to the provincial government request to provide education to Northern Saskatchewan based on the lack of northern nurses in that area. She detailed the costs of driving to La Ronge and back once a week over a full academic year, including the time lost to travel and concluded that the cost of the robots over a five-year period is approximately \$79,000 per year, and that the cost of

travelling in person to La Ronge and back over the same time period was approximately \$78,000 per year. In terms of the value added to the university, the college through the use of robots in La Ronge, has been able to bring in \$525,000 in research monies to the university that would not otherwise have been available. There is the possibility of an additional \$300,000 in research funding available this year. In addition several publications and a national award have arisen from the program. As the government requested the college's presence in La Ronge, the funding for the robots is allocated from funding designated for the distributed sites. The college faculty council voted on these sites; any additional centres are supported by research funds.

A Council member referred to the \$20M taken from the university's reserve funds as part of the recent provincial budget and that previously members were told that reserve funds are not to be touched. Provost and vice-president academic Ernie Barber indicated that the provincial budget would be discussed under the president's report, but noted there is no intent to utilize risk reserve funds to replace the \$20M reduction in the university's allocation from the province and that reserve funding held in colleges is earmarked for specific projects. The chair asked that questions on the budget be asked during the president and provost's report.

The chair thanked Council members for their engagement and thanked senior administration for bringing forward the answers to the outstanding questions.

5. Report of the President

The president referred to his written report and indicated he would be pleased to answer questions of the report and would also speak to the provincial budget and senior administration's reaction and involvement with the budget. He expressed thanks to the team who supported him in preparing for the provincial budget, especially noting the assistance of Dr. Barber, provost and vice-president academic and Dr. John Rigby, interim associate provost, Institutional Planning and Assessment.

President Barnhart indicated he wished to comment on three items in relation to the university's budget: the projected \$44.5M projected budget deficit, the 1% increase to the university's base budget for 2015-16, and the \$20M withheld by the province. Discussion at Council for many months has focused on the previously projected \$44.5M deficit, and the decision to reduce university expenditures by \$37M to ensure the university was able to live within its budget. The president likened this decision to the decision within a household to reduce expenditures rather than take money from savings to apply against daily household expenditures.

The president clarified that the \$20M was the sum of money withheld by the province this year from those funds placed by the university in unrestricted savings accounts for specific purposes. The president outlined that he saw two options in response to this action: to say that the university is unable to make do without the \$20M, or to work towards a better scenario in the coming year and to do its part as requested by the province. The second option was the choice exercised by senior administration to ensure continuing good relations with the province. He indicated that he had the assurance of the Minister of Advanced Education that the withholding of funds was a one-time action. He noted many positives to the province's allocation to the university, such as the funding directed toward preventative maintenance and the operating cost of the Academic Health Sciences building. In the future, the university will interact with SaskBuilds relative to its capital needs and with Innovation Saskatchewan with respect to CLS and VIDO-InterVac, rather than the Ministry of Advanced Education. The president expressed that he considered both of these changes to be positive.

With respect to the 1% increase to the university's operating budget received, rather than the anticipated 2% increase, President Barnhart indicated this represents a shortfall of approximately \$3M which the university is able to meet this year without any interruption to students or the university as a whole.

6. Report of the Provost

The provost addressed other details of the provincial budget under his report. He indicated that although the university can be thankful for the 1% increase in its operating grant, the concern is that the rate increase is less than the university's internal rate of inflation, which is largely salary-driven. Furthermore the 1% is added to the baseline budget from which any increase in the provincial grant is calculated in the future, and therefore receiving a 1% increase rather than a 2% increase represents a future loss. In response, he spoke in favour of attaining clarity on priorities and finding new means to diversify the university's revenue stream. This is in line with the post-secondary environment elsewhere as institutions across the country are challenged to diversify revenue to maintain core operations. He assured Council that senior administration would continue to work with the government to ensure ministry officials understand that if this level of increase continues, the university will be placed in a challenging financial position.

The provincial government has line of sight into each operating fund of the university, and has observed the holding of funds in some accounts, particularly in the College of Medicine, where large fund balances in several accounts have accumulated to apply against the future restructuring of the college. The operating funds provided by the province are intended for use in the year given or the following year. Therefore, the government has withheld \$20M in funding with the recognition that these funds will be provided in the future when they are required. Due to the university's strong performance in investment funds, the university achieved in January its predicated rate of return for the year; therefore, the \$20M withholding of funds is of less concern than the 1% percent increase.

A Council member provided his perspective that usually when something is gone, it is gone, and that you may get something else in future years. Putting the \$20M in perspective relative to graduate students and faculty members, which to some people represents the university, can be expressed in terms of 250 Ph.D. students funded for four years each or the salary for 40 faculty members paid for the first five years of their career. He speculated that it is curious that suddenly the university can forego \$20M to invest in the future of the university in response to the province's request.

Dr. Preston Smith, dean of Medicine, noted to Council that the college's accreditation standards require the college to report any ongoing reduction in annual funding. Although not required to report the reduction at this time, he indicated that if it was withheld again next year he would make it clear in 2017 that the college's budget has been reduced on this basis. The college's action plan to meet those accreditation standards in which it is deficient must be approved by its accrediting bodies. The college will be held accountable in May at the accrediting site visit, and at the next full accreditation visit in 2017. Dean Smith expressed that he had a legal and ethical obligation to report on the resources available to the College of Medicine and that this constituted a powerful lever as the provincial government has a shared interest in the College of Medicine's restructuring.

A Council member stated that a promise in a year's time is a memory one year away and that two years is a pattern. He requested that several concerns be shared by administration with the Board

of Governors as seen through the lens of the faculty: that the university cannot fully move ahead if there are regular injections of instability into its conversations with the government; that the university is wedded to a four-year budgetary cycle, yet this has been countered by a one-year response to the drop in the price of oil; and that the withholding of the \$20M is punishing prudence and effective planning. This instability can be connected to the anxiety and morale of faculty and staff and therefore there are dangers to this sort of arrangement. President Barnhart noted that although it might seem as though the university is being punished for being frugal, that he has broached these concerns with the minister, and the press release from the ministry praised the university for its sound financial management.

The fact that program cancellations were contemplated a year ago based on a 2% increase and that now the university is able to withstand a 1% increase, when the university's internal rate of inflation approximates 3.3%, as confirmed by the vice-president finance and resources, was noted as difficult to reconcile. Other points made by Council members included that Saskatchewan Polytechnic received a larger budget increase from the province relative to the university's increase this year and last year, and that next year's Operations Forecast submission should take into account this beginning pattern; that the Veterinary Medicine college maintains a list of commitments for one-time funding that are funded whenever funds accumulate within an account, which functions as a strategic reserve and is a small percentage of the college's operating budget; that a 1% increase will not permit the university to recover from the loss of those faculty members who opted to retire under the university's faculty retirement incentive plan; and that as the price of oil is unlikely to go up in the next 10 years as it did before, that all must plan for this eventuality. Any reference to tough decisions having to be made precipitates levels of anxiety among faculty and staff, and the call to diversify sources of revenue leads to the disquiet that the university is taking money with strings attached, which may affect its academic mission.

A Council member stated that if Council approves priority areas, then it should also approve those areas that receive budget reductions, if these resources are then redirected to priority areas. The provost agreed with this sentiment, indicating that whenever the university approves something new which does not bring additional resources, then by definition the university must reallocate resources to the new area, and that he took the Council member's point that we should be more explicit about what we are going to do and what we are not going to do. In the future, these decisions will increasingly be made at the college level, and college faculty councils will have an important role to play relative to such decisions.

The provost reported to Council on the academic review of the School of Public Health to fulfill the commitment made at the time the three graduate interdisciplinary schools were established that they be reviewed within five to seven years' time. The external reviewers' report and the school's response will be provided to the planning and priorities committee and made available to Council. A Council member referred to the operating budget of the School of Public Health and expressed his belief that the colleges lost resources as a result of establishing the schools. Dr. Barber indicated that the schools were imagined as new academic entities that other colleges would find to their advantage to invest in to accomplish the colleges' goals. In order to establish the schools, resources were reallocated within the university to invest in the schools as a new strategic direction approved by Council to encourage interdisciplinary graduate programs.

A former Council member referred to a question he posed in April 2014 regarding the Tri-council policy on open access publishing, and that when the policy was enacted the NSERC, SHHRC, and CIHR grant results would be made accessible through online access or some other means. Such access has a cost attached to it and as there is no automatic funding allocated for this access, he

noted that at the time Dr. Karen Chad, vice-president research said she would report back to Council on this issue. The request was noted for Dr. Chad's response.

7. Presentation on secondary logos and university marketing campaign by the Associate Vice-President Communications

Mr. Ivan Muzychka presented to Council on the creation of a set of secondary logos available to units and the new university marketing campaign (*presentation attached as Appendix A*). The university's visualization brand is based on the university name and crest and is accompanied by a set of guidelines. Due to requests from units that the university logo is not effective at the unit level, a set of secondary logos have been developed as templates to ensure consistent presentation. Mr. Muzychka asked that units wishing to develop a unit logo, which differs from the templates provided, consult first with the communications office and graphic design group.

Comments from Council members included that the gray colour of the college name was too light and that there was melding of the letters of the name due to the font used. A member noted he observed that at other major universities, the name of the college is prominent relative to the university name, when the names are used together.

The national marketing and awareness campaign is intended to boost the university's reputation and is part of an integrated marketing effort. The campaign is based on the tagline that "Knowledge is beautiful" and is intended to resonate with those audiences that have an affinity for universities, including prospective faculty and leaders, graduate and undergraduate students, donors, and government officials. A variety of media and various outlets have been chosen for the campaign, which has just finished its first run. A post-campaign survey will be utilized to assess the effectiveness of the campaign in achieving its goals.

Mr. Muzychka displayed several examples of the ads employed, highlighting the features in the ads, and invited comments or questions from Council. Comments included that knowledge is invaluable but often is not beautiful and that the ads do not recognize this basic truth. The punctuation used was noted as inconsistent. The cost of the campaign and funding of \$400,000 allocated by PCIP to the campaign was questioned, as to whether the same results could not be achieved through the regular processes of the university.

8. Student societies

8.1 Report from the USSU

Desirée Steele, vice-president academic affairs of the University of Saskatchewan Students' Union (USSU) presented the USSU report. She indicated she had hoped to report on the college tuition consultations this year but had not yet heard from all college student representatives; therefore, the report would be delayed until the next Council meeting.

Other remarks focused on the provincial budget and concern regarding the weakened graduate retention program and the withholding of project funding, which represents a troubling attitude toward the university. As a shortfall in provincial revenues will not be a one-time event, she expressed that student leaders need to voice the priority of students and the university to the provincial government. She requested that those who contribute to the Operations Forecast submission to the province articulate this message. There were no comments or questions in response to Ms. Steele's verbal report.

8.2 Report from the GSA

Izabela Vlahu, president of the Graduate Students' Association (GSA) presented the report on behalf of the GSA. Ms. Vlahu detailed the very successful GSA conference held March 3 – 7, and the varying events that took place. Much positive feedback was received in relation to the cultural performances and celebration of graduate student work on campus. She thanked the vice-presidents of the GSA, the office of the president, the College of Graduate Studies and Research, and the many colleges that contributed to the conference.

Ms. Vlahu reported that allegations of financial mismanagement based on a security breach have been made against the GSA, leading to the decision to initiate an early audit of the current fiscal year. There is concern regarding the reputation of the GSA and the university. In addition, staff members are anxious about the security breach and access to confidential information. There was some discussion of the appointment of the auditor, and Ms. Vlahu reported the auditor was appointed at the GSA special meeting held in June and could not be changed until this June.

9. Academic programs committee

Professor Roy Dobson, chair of the academic programs committee presented the committee items.

9.1 Request for decision: Certificate of Proficiency in Indigenous Languages

Professor Dobson reported that the proposed certificate was submitted by the Curriculum Studies Department and the Indian Teacher Education Program (ITEP) to address the need for qualified instructors of Indigenous languages in settings where this applies.

DOBSON/KROL: That Council approve the Certificate in Indigenous Languages, effective September 1, 2015, and that Council's Bylaws be amended to reflect the new name of the certificate program.

CARRIED

9.2 Request for information: 2015-16 Admissions Templates

Professor Dobson reported that any changes to the selection criteria used by the colleges in the admission templates are reported on an annual basis to Council.

9.3 Report for information: Curricular Changes – Termination of the Post-graduate Diploma in Computer Science

Professor Dobson indicated the termination of the PGD in Computer Science is reported on behalf of the CGSR, which has the authority to terminate post-graduate diplomas. In this instance, there were no students in the program for the past five years.

10. Presentation on Winter Term Enrolment by the Vice-Provost Teaching and Learning

Professor Patti McDougall, vice-provost teaching and learning presented the preliminary enrolment data released in February (*presentation attached as Appendix B*). An enrolment snapshot was distributed. Highlights of the winter term enrolment include:

- Total overall enrolment is reduced by 0.1% (a decline of 19 students to 20,289 students as of February 8, 2015);
- Graduate student enrolment has increased by 1.5%;
- Undergraduate student enrolment has decreased by 0.3%;
- Aboriginal undergraduate student enrolment has increased by 9%;
- Aboriginal graduate student enrolment has decreased by 2.7%;
- The number of students registered with Disability Services has increased.

Dr. McDougall noted that the decline in Aboriginal graduate student enrolment is of concern; however, the reasons for the decline are not yet known and require further consultation. Although graduate student enrolment continues to increase, the rate of increase has slowed. Factors include graduate student space and funding. Earlier goals set were to attain an undergraduate and graduate student enrolment of 21,000 students, with graduate student enrolment comprising 4,445 graduate students or 20% of overall enrolment. These goals will be reassessed as part of the strategic enrolment management discussions planned to set enrolment goals beyond 2016.

Members were encouraged to access additional detail on enrolment at the reporting and data services website at www.usask.ca/isa.

Questions of Dr. McDougall included if future reports could report on whether the quality of those graduate students admitted has increased at the same time, and whether it is possible to track the success of graduate students after graduation, as this affects the university's prestige and reputation. Dr. McDougall indicated she would take away the question regarding the increase in the quality of graduate students admitted using the evaluation of credentials that graduate students enter with as a quality indicator. Exit surveys are provided to graduate students, but the number of surveys returned has dropped substantially since the survey moved to an electronic format; systematic graduate program review does identify where graduating students have gone but due to the review cycle, reporting holistically on all graduate programs will take some time.

11. Other business

There was no other business.

12. Question period

The chair invited questions. Council member Marcel D'Eon asked that his question be directed to vice-president Heather Magotiaux. Professor D'Eon questioned the value of the marketing campaign relative to its cost during a time of declining revenues to the university, citing that new faculty members are attracted by other faculty, through networking and public conferences, and that these avenues also enhance the university's reputation.

13. Adjournment

An announcement of the Board of Governors reception on March 23, from 4:30 – 6:00 pm, at Louis' Loft was made. The meeting adjourned at 4:27 pm by motion (TARAS/BRENNA B.)

Voting Participants

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Albritton, William	P	P	P	R	R	R	R			
Allen, Andy	NYA	P	P	P	R	P	R			
Arcand, Jaylynn	P	P	A	R	P	P	P			
Barber, Ernie	P	R	P	R	P	R	P			
Barnhart, Gordon	P	P	R	P	R	P	P			
Barrett, Jennifer	NYA	NYA	NYA	A	A	A	A			
Barth, Katrina	NYA	NYA	NYA	A	A	A	A			
Bartley, William	P	P	P	A	P	P	P			
Baxter-Jones, Adam	P	P	P	P	P	P	P			
Bilson, Beth	NYA	R	P	P	R	P	P			
Bonham-Smith, Peta	P	R	R	P	P	P	P			
Bradley, Michael	P	A	A	A	P	P	R			
Brenna, Bev	P	P	P	P	P	P	P			
Brenna, Dwayne	P	P	P	P	P	R	R			
Brown, William	P	P	P	R	P	P	P			
Buhr, Mary	R	P	P	P	R	R	P			
Butler, Lorna	R	R	R	P	R	R	P			
Calvert, Lorne	R	P	P	R	P	R	P			
Chang, Gap Soo	P	P	P	P	P	R	R			
Cheng, Hongming	P	P	P	P	P	R	A			
Chibbar, Ravindra	P	P	P	P	P	P	P			
Crowe, Trever	P	P	P	P	P	R	P			
Day, Moira	P	P	P	R	P	P	R			
de Boer, Dirk	P	P	P	P	P	P	P			
D'Eon, Marcel	NYA	P	P	P	P	P	P			
DesBrisay, Gordon	P	P	P	P	R	R	R			
Dick, Rainer	P	P	P	P	P	P	P			
Dobson, Roy	P	P	P	P	P	P	P			
Eberhart, Christian	A	A	A	A	A	A	A			
Ervin, Alexander	P	P	P	P	P	P	P			
Findlay, Len	P	P	P	P	P	P	P			
Flynn, Kevin	R	P	A	A	A	P	P			
Freeman, Doug	R	R	P	R	R	R	P			
Gabriel, Andrew	A	A	A	A	A	A	A			
Gobbett, Brian	A	A	A	A	A	A	A			
Gray, Richard	P	P	P	P	R	A	P			
Greer, Jim	P	A	R	R	R	R	R			
Gyurcsik, Nancy	P	P	P	R	P	P	P			
Haines, Aleina	A	A	A	P	R	R	R			
Hamilton, Murray	P	P	P	A	P	R	P			
Harrison, Liz	R	P	R	R	P	P	P			
Havele, Calliopi	P	A	P	R	A	A	A			
Hayes, Alyssa	A	P	P	P	P	A	P			
Huywan, Zachary	P	P	P	A	P	A	P			
Iron, Monica	P	P	P	P	P	P	P			
Jamali, Nadeem	P	P	P	P	P	R	P			
James-Cavan, Kathleen	P	P	R	P	P	P	R			
Johnstone, Jill	P	P	P	P	P	P	P			
Jones, Kirsten	R	P	R	R	P	P	P			
Jones, Marina	A	A	A	A	A	A	A			
Julien, Richard	A	A	A	P	P	P	A			
Kalagnanam, Suresh	NYA	NYA	NYA	P	P	P	R			
Kalra, Jay	P	P	P	P	P	P	P			
Kalynchuk, Lisa	P	P	P	P	P	P	P			
Khandelwal, Ramji	P	P	P	P	P	R	P			

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Kipouros, Georges	P	R	P	P	P	P	R			
Klaassen, Frank	P	P	P	P	P	P	P			
Krol, Ed	P	P	P	P	P	P	P			
Kuhlmann, Franz-Viktor	R	P	P	R	R	R	R			
Labrecque, Jamie	P	P	P	P	P	P	P			
Langhorst, Barbara	R	P	R	R	P	R	R			
Larre, Tamara	R	P	P	R	P	P	P			
Li, Wendy	R	R	A	A	P	P	P			
Lin, Yen-Han	R	P	A	P	A	R	R			
Lindemann, Rob	A	A	A	A	A	A	P			
Makarova, Veronika	P	P	P	P	A	P	P			
Marche, Tammy	P	P	R	P	R	P	P			
Martz, Lawrence	P	P	P	R	P	P	R			
Meda, Venkatesh	P	P	P	A	A	P	A			
Muri, Allison	P	P	P	P	P	A	P			
Nickerson, Michael	A	A	P	A	A	P	A			
Noble, Bram	P	R	A	R	R	A	A			
Ogilvie, Kevin	A	A	A	A	A	A	A			
Paige, Matthew	P	P	P	P	P	P	A			
Parkinson, David	P	R	P	P	P	P	R			
Prytula, Michelle	A	P	P	R	P	R	R			
Pywell, Rob	P	P	P	P	P	P	R			
Racine, Louise	P	R	P	P	P	P	P			
Radomske, Dillan	R	R	P	P	A	P	A			
Rangacharyulu, Chary	P	R	A	P	R	R	R			
Robertson, Jordan	P	P	P	P	P	P	P			
Rodgers, Carol	P	R	P	P	P	P	P			
Roesler, Bill	P	P	P	R	R	R	P			
Sarjeant-Jenkins, Rachel	R	P	R	P	P	P	P			
Senecal, Gabe	A	P	A	P	P	P	P			
Singh, Jaswant	P	P	P	A	R	P	P			
Smith, Preston	R	P	P	P	P	P	P			
Solose, Kathleen	P	P	P	R	P	P	P			
Soitan, Jafar	NYA	NYA	NYA	NYA	NYA	NYA	R			
Still, Carl	R	R	P	R	P	A	R			
Stoicheff, Peter	P	R	R	P	P	P	P			
Taras, Daphne	P	P	P	P	P	P	P			
Tyler, Robert	P	P	R	P	R	P	P			
Uswak, Gerry	R	R	R	P	P	P	P			
Van Kessel, Andrew	A	A	R	A	A	A	A			
Vlahu, Izabela	P	P	P	P	P	A	P			
Waldram, James	P	P	R	P	P	P	P			
Walker, Keith	P	R	R	P	R	R	R			
Walley, Fran	P	R	P	R	R	P	P			
Wang, Hui	P	P	P	P	R	A	A			
Wasan, Kishor	-	R	P	P	R	P	P			
Watson, Erin	P	P	P	P	P	P	P			
Williamson, Vicki	R	P	R	P	P	P	P			
Wilson, Jay	P	R	P	P	P	P	P			
Wilson, Ken	P	P	P	P	P	P	P			
Wotherspoon, Terry	P	P	R	P	P	P	P			
Yates, Thomas	P	R	P	R	P	P	P			
Zello, Gordon	P	P	P	P	P	P	P			

COUNCIL ATTENDANCE 2014-15

Non-voting participants

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Binnie, Sarah	P	R	R	R	R	A	P			
Chad, Karen	P	P	P	R	P	P	R			
Datta, Ranjan	P	R	A	P	P	A	R			
Desiree Steele	P	P	R	P	P	P	P			
Downey, Terrence	P	R	P	R	R	A	R			
FineDay, Max	R	R	R	R	R	A	R			
Fowler, Greg	P	P	P	P	P	P	P			
Isinger, Russ	P	P	P	P	P	P	P			
Magotiaux, Heather	R	P	R	R	R	R	P			
Pulfer, Jim	P	P	P	P	P	P	P			
Williamson, Elizabeth	P	P	P	P	P	P	P			

ENROLMENT SNAPSHOT

February 8, 2015

Each February, at the end of the fifth week of classes, a census of our enrolment is taken. This highlight provides an overview of trends in our recruitment and retention progress.

For more information, please visit usask.ca/isa.

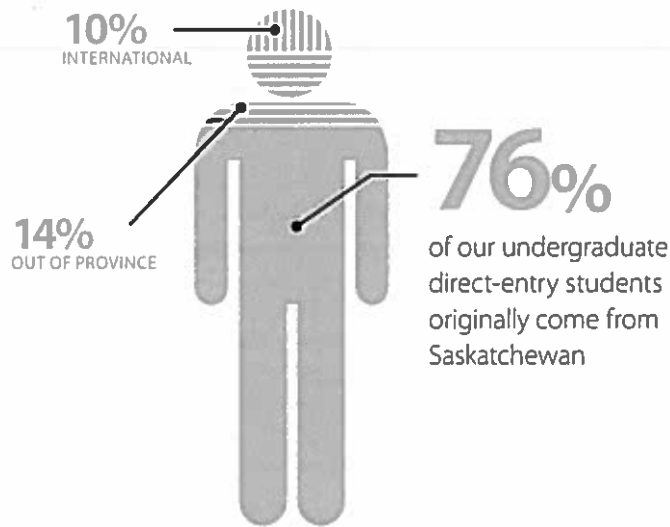
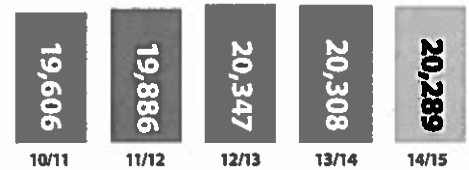
TOTAL ENROLMENT

20,289
-0.1%

UNDERGRADUATE
16,392 -0.3%
NON-DEGREE
489 -2.8%

GRADUATE
2,984 +1.5%
POST-GRAD
424 +1.4%

OVERALL FIVE-YEAR TREND



The number of Aboriginal students enrolled is currently



2,155

a **7.8%** increase over last winter

UNDERGRADUATE, NON-DEGREE AND POST-GRADUATE CLINICAL

1,978

GRADUATE

177

The number of students that have international residency is



2,369

a **6.6%** increase over last winter

UNDERGRADUATE, NON-DEGREE AND POST-GRADUATE CLINICAL

1,312

GRADUATE

1,057

WINTER TEACHING ACTIVITY



+0.1%

On-campus credit units

-2.3%

Off-campus credit units

RETENTION

94.5%

Fall to winter term overall retention rate for new first-time undergraduate students in direct entry programs

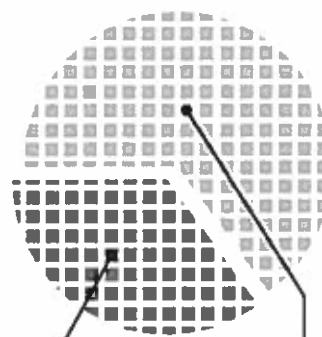


93.6%
Aboriginal



95.4%
International

GRADUATE ENROLMENT



35.4%
International

64.6%
Domestic

TOP 5 COUNTRY OF ORIGIN



1. China **940** (665UG, 275G)
2. Nigeria **245** (151UG, 94G)
3. India **210** (54UG, 156G)
4. Iran **125** (9UG, 116G)
5. Bangladesh **93** (29UG, 64G)

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL — April 2015

As previously mentioned in my reports to University Council, I see my priorities these next few months as follows:

- 1) Ensuring a strong and collaborative leadership team
- 2) Enhancing accountability and transparency
- 3) Giving care and attention to our external stakeholders

These coming months will be spent with a keen focus on interacting with our external stakeholders. One of the key responsibilities of a president is to ensure the university has the relationships, resources, and reputation to achieve our academic mission. This is no small task and it requires hard work by our deans, senior leaders, and academics with the support of fundraisers, communicators, and experts in relationship building.

It is a unique necessity of universities to put time and attention to these efforts but we must in order to support the academic work taking place. We *all* have a part to play as ambassadors of the institution. Relationships don't exist independently between organizations, they exist between the people that work within them. When our relationships aren't strong we aren't strong, and when they are, there is little we can't accomplish. Supporting our community's ability to create and maintain these strong relationships is of paramount importance.

With support from the staff in Advancement and Community Engagement and key individuals within the colleges, I have many activities planned in the coming months. In addition to continuing the provincial community tour to Yorkton and Prince Albert, I will also continue to meet with people on our regular national tour. I've recently returned from Vancouver/Victoria where I visited with alumni and friends, connected with prospective donors and visited with guidance counsellors. I will be taking trips to Calgary and Toronto to meet with similar audiences.

Coming this month is also our regular meeting of the Association of University and Colleges of Canada taking place in Halifax. In between these trips I hope to stop in Ottawa to visit some of our elected officials to keep them posted on the great things going on at the U of S.

I look forward to discussing more of these efforts with you in future reports.



Gordon Barnhart,
Interim President and Vice-Chancellor

Support for Transgender Students

I was pleased to be involved with the kick-off of Transgender Awareness Week by helping with the Trans* Flag-raising ceremony. In conjunction with the start of this week, the University of Saskatchewan announced the establishment of two new scholarships for the 2015-16 academic year. The University of Saskatchewan Transgender Student Award and Two-Spirit Student Award are \$2,500 bursaries that will be offered annually to students who self-declare their status as transgender or two-spirit persons and/or are doing undergraduate research into transgender or two-spirit issues.

The new awards, the first of this type at the U of S, are part of the university's commitment to an inclusive and positive work and learning environment for everyone, including those who identify as gay, lesbian, bisexual, transgender, queer or two-spirit, as well as diversity as it relates to racial identities, religious beliefs, ethnic backgrounds and political views.

I believe our campus community is even more accepting now than it has ever been in terms of differences in religion, ethnicity, gender and sexual orientation. Where there are areas that need more work, the U of S will do its part to ensure we have a safe and inclusive environment for everyone. The awards will be based upon financial need and a statement of community involvement and volunteerism.

Re-thinking Kenderdine Campus

A request for proposals (RFP) has been issued by the University of Saskatchewan to find someone interested in a business opportunity—develop a meeting and lodging facility at the Kenderdine Campus at Emma Lake in exchange for some access and a long-term lease on the land.

The RFP was issued March 10 and is an effort to find a financially sustainable plan for the campus that was established in 1935 with a focus on U of S arts and ecology activities in addition to community use. Programs at the campus were suspended in late 2012.

When the suspension was enacted, we knew that millions of dollars in capital investment were needed at the facility to bring it up to operating standard. It was also reported in 2012 that about 200 students participated in programs at the campus that year, and that ceasing operations for three years in order to re-evaluate the facility would save the university \$500,000.

The RFP asks interested proponents to submit proposals for the 22-acre site based on a financially sustainable business plan. The U of S will provide a long-term lease on the property to allow the successful developer time to recover any investment, but the winning project must ensure a degree of university access to whatever facilities are on site.

We've provided a list of our desired uses in the RFP and these include teaching and learning, and research in areas such as biology, soil sciences, art and art history, and music. We've asked for space for various studio arts, teaching and learning spaces that accommodate up to 40 people, sleeping and eating facilities, and outdoor activity areas. The RFP closes May 7 and we look forward to the results of the process.

Child Care Centre

I am extremely happy to report that construction has begun on the University of Saskatchewan's newest child care centre, and I am even more happy to tell you that its price tag will be lower than expected, nearly \$217,000 lower. Gabriel Construction was awarded the tendered contract to build the centre which is expected to cost \$4,577,380. We are looking at using the saved funds to renovate and add more space to the existing U of S Students' Union child care facility in the Williams Building.

As a university we've become increasingly aware of the need for more child care spaces. We know we're short and this will help. It's been a bit of a long road, but we're well on our way to addressing the need for more child care spaces. The majority of funding for the new centre came from the university and the Ministry of Education.

The one-storey building will be located south of the R.J. Williams Building and west of the Souris Hall residence building. It is too early to confirm a completion date, but we hope the building will be ready in the spring of 2016.

PROVOST'S REPORT TO COUNCIL

April 2015

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP met four times in March. On March 9, PCIP discussed a number of documents prepared for the March 23 and 24 meeting of the Board of Governors, including an update to the 2015-16 endowment spending policy, a new policy on smudging and pipe ceremonies, the WCVM paddock drainage project, renovations for the Edwards School of Business, and residence and meal plan rates for 2015-16. On March 11 and 13, PCIP continued to meet with deans and selected support centres to help inform resource allocation decisions for 2015-16. PCIP also considered a proposal for the lease renewal at the English River Aboriginal Outreach and Engagement Office. In March and April, PCIP will consider 2015-16 resource allocations to colleges and units in advance of the detailed operating budget presentation to the Board of Governors in May 2015.

VICE-PROVOST, TEACHING AND LEARNING

Mental Health Summit

On March 2, the first University of Saskatchewan summit, "Starting the Campus Conversation," convened with partners from across the university. The over-arching goal was to initiate the development of a campus-wide mental health strategy. Many universities across Canada have developed, or are in the process of developing, strategies to address mental health and well-being on their campuses.

The four main goals for the summit were:

- to have a broad range of university partners connect and generate ideas;
- to inform partners about current best practices at Canadian universities;
- to mobilize the campus toward an institutional mental health strategy which helps our campus to dialogue, organize and collect data systematically;
- to set future directions for mental health on our campus.

The catalyst for this summit was a generous endowment to Student Counselling Services from Chancellor Ralph Young with the University of Alberta and Gay Young. This endowment allowed the development of a significant resource for faculty and staff. At the summit, a folder was released as a resource for staff and faculty. The purpose of the folder is to help faculty and staff identify and know how to respond to students who are struggling. The folder, entitled "Assisting Students in Distress" is available on the Student Counselling Services website and is being sent to all colleges and administrative units. This resource describes signs of student distress and whether they are concerning, urgent or emergent. There is a clear description of when to contact whom for assistance.

PROVOST TEACHING AWARD WINNERS

The Provost's Teaching Awards recognize individuals who contribute their energy and talents to enhancing the learning experience of our students. It is my great pleasure to announce the 2015 award winners:

2015 Provost's Awards for Outstanding Teaching

Outstanding Graduate Student Teacher Award - Alexandra Stoddard – PhD candidate, Kinesiology
Excellence in Aboriginal Teaching - Dr. Mary Longman – Art and Art History
Outstanding Innovation in Teaching - Marie Lovrod – Department of English, WGSt coordinator
Outstanding Graduate Teaching Award - Dr. Cheryl Waldner – WCVm and School of Public Health

2015 Provost's College Awards for Outstanding Teaching

Agriculture and Bioresources - Dr. Fiona Buchanan
Arts & Science - Division of Science - Dr. Hugo Cota-Sanchez – Department of Biology
College of Education - Dr. Brenda Kalyn – Department of Curriculum Studies
Edwards School of Business - Dr. Gary Entwistle – Department of Accounting
Engineering - Dr. John Moffat – Ron and Jane Graham School of Professional Development
Kinesiology - Dr. Nancy Gyurcsik
Law - Professor Sarah Buhler
Medicine - Dr. Regina Gjevre
Nursing - Professor Donald Leidl
Pharmacy & Nutrition - Dr. Adil J. Nazarali
Veterinary Medicine - Dr. Matt Loewen

2015 Sylvia Wallace Sessional Lecturer Award – Jim Taylor

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

Nearly 300 people attended the 6th Annual Dean's Gala and Award Ceremony for the **2015 Alumni of Influence** on March 13 at TCU Place. Video interviews of this year's AOI recipients and photos from the gala are at: <http://artsandscience.usask.ca/alumni/alumni.php>

Aboriginal students from our **Aboriginal Student Achievement Program (ASAP)** Learning Communities participated in a competition to design a promotional video. Watch the winning video: <http://artsandscience.usask.ca/students/aboriginal/asap.php>

Leaders and faculty from departments in the humanities and social science are planning for the upcoming **IIT-Gandhinagar/UofS Summer Institute** on Global Health and Development for junior faculty at Indian universities, a month-long research training project taking place in May-June at IIT-Gandhinagar, in Ahmedabad. IIT-GN is one of India's elite institutions in engineering, and is unique for its placing humanities and social sciences at the core of its curriculum. The IIT-GN/UofS Summer Institute is designed toward increasing the capacity at Indian universities for advanced research and teaching at the PhD level, especially in the humanities and social sciences. For further information, please consult the Institute's website: <http://www.iitgn.ac.in/globalhealthdev2015/>

From NSERC's PromoScience program, **Sandy Bonny** was awarded \$66,000 over three years for the **Science Ambassador Program**, which pairs senior undergraduate and graduate STEM students with remote Aboriginal community schools for four to six weeks each spring. **Lana Elias** was awarded \$29,700 for **Kamskénow Science Outreach**, which provides science and mathematics activities over 13 weeks. Instructors travel to Saskatoon community and inner-city schools and bring a variety of entertaining and informative hands-on activities in biology, chemistry, computer science, geology, math and physics. As part of a unique national project, a short play co-written by **Natasha Martina** (Drama) envisions is touring across the country to inspire a national conversation about Canada's next 150 years—about Canada as it will look on its 300th anniversary in 2167. Working with Manitoba playwright Gordon Portman, Martina co-authored a pitch for a short play titled "Departures," which was one of nine selected from over 100 submissions.

Greg Poelzer (Political Studies) was featured on the Feb. 12, 2015 edition of CBC's *The Exchange with Amanda Lang*. Poelzer argued that Canada should follow Norway's example in establishing a sovereign wealth fund with oil revenue, and outlined a path toward achieving that goal.

The **Department of Philosophy** now has several social media communities for current students and alumni: <http://www.usask.ca/philosophy/>

The **Canterbury Tales Project**, the **Department of English, Classical Renaissance and Medieval Studies**, and the **Department of Drama** present the world premier of new work by Geoffrey Chaucer, with the assistance of Terry Jones, 9 April 2015, 4:00pm in the Greystone Theatre, South Studio.

College of Pharmacy and Nutrition

Pharmacist Association of Saskatchewan (PAS) to partner with the College of Pharmacy and Nutrition at U of Saskatchewan (CPDP) for Injection Training Funding Support for Pharmacists

PAS is excited that, in partnership with the College of Pharmacy and Nutrition at the U of S, the costs of the injection training for all practicing pharmacists (475 + gst per pharmacist) will be fully covered by a training grant from PAS **to the College of Pharmacy and Nutrition for \$350,000**. This training support is being put in place to remove any financial barriers related to the required training for pharmacists to offer injections as part of the 2015 flu vaccination season. A majority of this available funding has been re-purposed from other initiatives that have been completed, and the PAS Board directed us to utilize these remaining funds to support pharmacists being trained for providing injections. It is also our contribution to the goal of ensuring as many pharmacists as possible are trained to provide injections for the 2015-16 flu season.

New \$5 Million Endowed Chair in Pharmacy and Nutrition funded by GSK Canada, the Government of Saskatchewan and Sask-Tel

This research chair granted to the University Of Saskatchewan College Of Pharmacy and Nutrition is part of GlaxoSmithKline's \$25 million *Pathfinders Fund for Leaders in Canadian Health Science Research*. This pathfinder program was established to help Canada become a world leader in research and development (R&D). The Pathfinders Fund encourages health science research and fosters innovation in Canadian Universities. In addition, funding for this chair was provided by the University Of Saskatchewan College Of Pharmacy and Nutrition, the Government of Saskatchewan and Sask-Tel. Thank you to our former Dean Dennis Gorecki for the original fundraising for this chair. In addition to that funding raised,

we have received additional funds and approval for restructuring of this chair from GSK Canada, the Saskatchewan Government and the University of Saskatchewan.

The successful candidate will have a PhD in Pharmaceutical Sciences or a closely-related discipline, and experience in drug discovery and development. Appropriate areas of research include: pharmacokinetics and dynamics, drug design and medicinal chemistry, analytical chemistry and drug metabolism or a related field bridging the chemical and life sciences. The chair will be expected to participate in collaborative research programs in the integrated Health Sciences Building and across campus as well as be a member of the Drug Discovery and Development Research Group (DDDRG) within the College of Pharmacy and Nutrition (<http://www.usask.ca/dddrg/index.php>)

Establishment of the Gordon McKay Graduate Student Award in Analytical Chemistry

Through several generous donations the Gordon McKay Graduate Student Award in Analytical Chemistry has been established and will honour one graduate in the College of Pharmacy and Nutrition each year with \$1,000 to travel to a national and international meeting to present their research. The award will be based on research excellence and a student's academic standings as determined by the College of Pharmacy and Nutrition Awards Committee.

The award is in the name of Dr. Gordon McKay. Dr. McKay is a world leader in analytical chemistry and has major significant contributions in this field of study. Dr. Gordon McKay is Professor Emeritus at the University of Saskatchewan, after rising through the ranks within the College of Pharmacy and Nutrition to the level of Associate Dean of Research and Graduate Affairs. Currently Dr. McKay in Interim Vice Dean of Research in the College of Medicine at the University of Saskatchewan. Dr. McKay has published more than 165 original scientific publications and authored more than 200 scientific presentations.

University Library

Showcasing Library Special Collections

The University Library's most recent exhibition, *Music in Saskatchewan* (January 19 – March 27, 2015) explored the diversity of Saskatchewan's musical history through the work of local artists, composers, and producers. Curated by Carolyn Doi, Music Librarian, the exhibition explored various themes including the history of music on the radio, music education, Aboriginal and Métis music, music at the University of Saskatchewan, and featured award winning albums. The exhibition launch event, held on Wednesday, March 11, was an opportunity to showcase the [Saskatchewan Music Collection](#) in our small exhibition space, and to showcase the expertise of library employees in interpreting our collections.

The exhibition launch was well attended and many took the opportunity to engage, enlighten, and explore the collection. Attendees at the event enjoyed special performances by Eekwol, Canada's first solo female Aboriginal hip hop artist, and Canadian Idol runner-up and Juno nominee Theresa Sokyrka.

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

INITIATIVES

U of S Community Submit “Images of Research”

The inaugural U of S **Images of Research** photography and imaging competition underwent public voting in mid-March. Nearly 90 images were submitted to the OVPR’s competition by researchers in 10 different U of S colleges. During the public vote for the Viewers’ Choice award, **more than 3,000 viewers from more than 40 countries** visited the images gallery. The full competition winners will be announced in April following a judging period.

International Delegations Visit the U of S

The U of S recently hosted three international delegations:

- ❖ A delegation from the **Wuhan Conservatory of Music** in China visited from Feb 13th to 16th. Activities included a Chinese New Year performance at TCU Place, a lecture on Chinese folksong skills, and the presentation of an adjunct professorship to Wuhan’s Voice Department Head.
- ❖ A delegation from **Iwate University** in Japan visited from March 3rd to 8th. Discussions centred around the Dual Ph.D. program and a potential faculty and administrative staff training program.
- ❖ A delegation of **five Ukrainian agricultural** universities visited on March 19th and 20th. The delegation included senior leadership from universities such as Sumy National Agrarian University, and the National Agrarian University.

OVPR Funds Synchrotron Social Science

Jennifer Poudrier (Sociology) and **Ulrich Teucher** (Psychology) are currently serving as the first social scientists in residence at the Canadian Light Source (CLS) synchrotron. Each supported by a \$7,500 grant from the Office of the Vice-President Research and a teaching release from the Division of Social Science, Poudrier and Teucher are exploring the unique scientific society in place at the CLS. For more information, visit: <http://goo.gl/uYvHj6>.

Provincial SPOR Workshop Coming in May

The second provincial workshop showcasing Saskatchewan’s approach to the CIHR **Strategy for Patient Oriented Research** (SPOR) is being planned. The May workshop will answer questions about existing provincial SPOR Networks, Saskatchewan’s forthcoming SPOR SUPPORT Unit, and how individuals (advisors, providers, policy-makers, researchers and students) may get involved. More information will be posted at <http://goo.gl/MOz884>.

International Agreements

The U of S recently signed agreements with partner universities in Finland, Croatia, and Ecuador:

- ❖ A new agreement was signed with the **University of Helsinki (Finland)** to expand upon the current north2north student exchange & mobility program.
- ❖ An MOU with **University of Zagreb (Croatia)** has been renewed for another five years to continue Lawrence Martz’s Geography course “Karst and Coastal Landscapes of the Dinaric Alps in Croatia”.
- ❖ An agreement was signed with the **Escuela Superior Politécnica de Chimborazo (ESPOCH), Ecuador**, including commitments to collaborate on student exchange, faculty/researcher exchange, and admission of ESPOCH graduate students interested in conducting research. Five such Ecuadorian agreements have been signed since 2014.

College of Medicine’s Research Day

The **College of Medicine’s** 22nd annual **Life and Health Sciences Research Day** was held on March 13th, 2015. Jane Alcorn (Pharmacy) was the keynote speaker with a talk for graduate students on how she discovered her first research question and how events led her to today. Over 150 students from each of the Health Sciences colleges submitted research abstracts online and created poster presentations. Their work was judged by 40 faculty volunteers and winning students were chosen in 19 theme areas.



REPUTATIONAL SUCCESSES

Peng Recognized for Influential Discovery

Ding Yu (D.Y.) Peng (Chemical Engineering) has been elected as a **Fellow of the Engineering Institute of Canada**. Early in his career, Dr. Peng co-discovered a new theory that led to a more accurate Equation of State for predicting the phase behaviour of mixtures of chemicals as they transformed between gaseous and liquid states. Over the past 37 years, the Peng-Robinson equation has been used abundantly in chemical engineering literature and in industrial practice. The original paper on this equation has also been cited nearly 7,000 times.

Lentil Industrial Research Chair Renewed

Albert Vandenberg (Crop Development Centre) has been renewed for a second term as the **NSERC Industrial Research Chair (IRC)** in Genetic Improvement of Lentils. The IRC is co-funded by a \$2.8 M commitment from NSERC and \$3.5 M contribution from industry partner Saskatchewan Pulse Growers, both over five years. Canada is the world's largest exporter of lentils, the vast majority of which are grown in Saskatchewan.

FUNDING SUCCESSES

\$1M in SPOR Funding

The Saskatchewan branch of the Pan-Canadian **Strategy for Patient-Oriented Research (SPOR)** in Primary and Integrated Health Care Innovations (PIHCI) has received \$1 million in grant funding for five years. PIHCI will focus on primary health care, improving access and utilization of front-line services, and addressing health needs in their earliest stages. Saskatchewan's SPOR PIHCI is led by Nazeem Muhajarine, Cory Neudorf, Margaret Baker, Gary Teare and Beth Horsburgh.

U of S Provided Promoscience Awards

Three U of S staff were awarded **NSERC Promoscience Awards** for a total amount of \$104,200:

- ❖ **Lana Elias** (Science) received \$29,700 for one year for "*Kamskenow*."
- ❖ **Sandy Bonny** (Science) received \$66,000 over three years for the "*Science Ambassador Program*."
- ❖ **Evan Nordquist** (Engineering) received \$8,500 over three years for "*Science Camps in Rural Communities*."

Research Contracts Signed

The following researchers secured funding through contracts with partners:

- ❖ **Alexander Zakhartchouk** (VIDO) has received \$249,750 from **Genome Alberta** for "*Development of a New Generation of Modified Live Virus Vaccine for PEDV Using Reverse Genetics System*."
- ❖ **Andrew Van Kessel** (Animal and Poultry Sciences) has received \$256,071 from the **Canadian Swine Research and Development Cluster** under the Growing Forward 2 program for "*Innovative Piglet Management Strategies for Optimum Performance up to Slaughter Weight and Profitable Pork Production*."
- ❖ **Howard Wheeler** (Global Institute for Water Security) has received \$419,360 from **Environment Canada** for the project "*Water Cycle Prediction in Western and Northern Canada*."

Multiple Sclerosis Funding Awarded

Valerie Verge (Anatomy and Cell Biology) was awarded an operating grant of \$297,783 over three years from the **Multiple Sclerosis Society of Canada** for the project "*Novel strategies to enhance intrinsic repair following demyelination*."

International Exchange Program Supported

Adil Nazarali (Pharmacy and Nutrition) and co-investigators Claire Card, Carol Henry, Bruce Reeder, and Ryan Meili received a \$443,268 **Canadian Queen Elizabeth II Diamond Jubilee Scholarships Program Award** for the project "*Community Partnership for Food Security and Health*". This unique international exchange program between the U of S and partners in Uganda connects students with community and industry, while providing leadership development and campus engagement opportunities.

18 Researchers Secure SHRF Funding

The U of S was awarded 18 **SHRF Collaboration and Innovation Development** Grants for a total awarded amount of \$675,295. The U of S success rate of 34.6% exceeded the provincial rate of 32%. The successful applicants were:

- ❖ **Ildiko Badea** (Pharmacy and Nutrition) was awarded \$40,000 for "*Development of Theranostic Agents for Melanoma*."
- ❖ **Veronica Campanucci** (Physiology) was awarded \$40,000 for "*RAGE Mediates Neurogenic Airway Hypersensitivity in Asthma*."
- ❖ **Brian Chartier** (Psychology) was awarded \$28,668 for "*Assessing the Healing Needs of Former Students of Indian Residential Schools and their Families*."
- ❖ **Jo-Anne Dillon** (VIDO-Intervac) was awarded \$40,000 for "*Developing a Point-of-Care Diagnostic Platform for Antibiotic Resistant Bacterial Infections in Saskatchewan*."
- ❖ **Rachel Engler-Stringer** (Community Health and Epidemiology) was awarded \$40,000 for "*Nutrition Inequity in the Inner City: Using Smartphones to Study Diet and Food Access*."
- ❖ **Thomas Fisher** (Physiology) was awarded \$40,000 for "*The Role of the PLC Delta1 Isoform in The Osmotic Regulation of Vasopressin Release from Supraoptic Neurons*."
- ❖ **John Gordon** (Medicine) was awarded \$40,000 for "*Optimizing Dendritic Cell Immunotherapy for Asthma*."
- ❖ **Gary Groot** (Community Health and Epidemiology) was awarded \$40,000 for "*Shared Decision Making in Early Stage Breast Cancer: The Development of a Culturally Competent Conceptual Framework Applicable for Aboriginal Patients*."
- ❖ **Troy Harkness** (Anatomy and Cell Biology) was awarded \$40,000 for "*In Vivo and In Vitro Evaluation of Patient-Derived Breast Cancer Cells for Early Detection and Treatment of Drug Resistant Tumors*."
- ❖ **Richard Huntsman** (Pediatrics) was awarded \$28,600 for "*Cannabidiol in Children with Refractory Epileptic Encephalopathy: A Phase 1 Open Label Dose Escalation Study*."
- ❖ **Joshua Lawson** (Medicine) was awarded \$40,000 for "*An Investigation of Personal Exposure Monitoring and Environmental Exposures in Relation to Rural Areas and Asthma Among Children*."
- ❖ **Anne Leis** (Community Health and Epidemiology) was awarded \$40,000 for "*Breast Health Care in Saskatoon and Saskatchewan: Developing a Cutting-Edge Research Base Infrastructure to Assess Reach, Appropriateness and Outcomes*."
- ❖ **Yigang Luo** (Surgery) was awarded \$40,000 for "*Ex Vivo Kidney Perfusion under Normothermic Condition for Graft Preservation and Assessment before Implantation*."
- ❖ **Adil Nazarali** (Pharmacy and Nutrition) was awarded \$40,000 for "*Role of Long-Chain Polyunsaturated Fatty Acids (Pufas) In Myelination: Multidisciplinary Approach that Combines Histological, Molecular and Synchrotron Techniques*."
- ❖ **David Palmer** (Chemistry) was awarded \$40,000 for "*Development of Novel Antimicrobial Agents Based on Inhibitors of Diaminopimelate Biosynthesis*."
- ❖ **Caroline Tait** (Psychiatry) was awarded \$39,969 for "*Transforming Métis Health Services Together: Development of Research Governance Partnerships between Métis Peoples and the Saskatoon Health Region*."
- ❖ **Cheryl Waldner** (Large Animal Clinical Sci.) was awarded \$39,800 for "*Exploring New Technologies to Support Investigation of Foodborne Disease*."
- ❖ **Philip Woods** (Nursing) was awarded \$18,258 for "*Interprofessional Pathways for Safe, Healthy Communities*."

Room 110, 1 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 5A3



Telephone: (306) 966-6960
Fax: (306) 966-6978
E-mail: contactus@ussu.ca
Website: www.ussu.ca

USSU Report to University Council April 2015

Report on Tuition Consultation

I have been pleased to work with individuals from Institutional Planning and Assessment to build student consultation into the annual tuition setting process this year. Realizing meaningful consultation on a topic so central to both students and the institution is a key priority for the USSU, and is a process in which all members of the University can offer support.

I have drawn on the Association of College and Constituency Presidents and Members of Student Council to gather input from undergraduate representatives of each college. On behalf of the USSU, I will deliver a report on students' experiences this year and suggestions regarding progress that can be made in the future.

Introducing the New USSU Team

I'm pleased to congratulate our incoming USSU executives, who will begin their terms on May 1, 2015: Jack Saddleback as president, Ata Merat as Vice President Operations and Finance, Gabe Senecal as Vice President Academic Affairs, and Kehan Fu as Vice President Student Affairs. From what I know of each of these students so far, I am confident in both their alacrity to serve students and their abilities to represent undergraduates with dedication and integrity.

Room 110, 1 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 5A3



Telephone: (306) 966-6960
Fax: (306) 966-6978
E-mail: contactus@ussu.ca
Website: www.ussu.ca

2015 USSU Report on Tuition Consultation

This year the USSU worked with the office of Institutional Planning and Assessment (IPA) to develop and support tuition consultation between deans and undergraduate students in all colleges. The USSU Executive learned during the summer of 2014 that student consultation was expected by the Board of Governors as part of the process of recommending tuition rates, but has not been carried out by University leaders in past years. Last fall, IPA included consultation with students as priority in its discussions with deans as they finalized their annual tuition recommendations prior to submitting them to the Board.

The following report is based on input from student representatives, especially presidents of college societies and Members of Student Council. Its purpose is to summarize the consultations that occurred in the last year, identify areas for improvement, and bring forward recommendations for better consultation in the future. It should be read as a guide, not a formula, for improving what must become an ongoing tradition of engagement between students and the institutional leaders of their colleges.

Background

Consultation with students regarding the tuition they pay provides decision makers with a broader perspective on how a college should invest its resources and meet emergent challenges. Beyond this practical value, it can also increase students' sense of investment in, and ownership of, their educational experiences and college community. As the University transitions to responsibility centre management (RCM) and refines its Transparent Activity-Based Budgeting System (TABBS) model, deans and financial officers in colleges are accorded greater agency and accountability for their college's finances. Colleges will have expanded scope to make decisions regarding their activities and the means by which to finance them. In short, tuition revenues will soon play a more dynamic role in supporting college activities. This transition adds even greater impetus to our efforts to build constructive, mutually beneficial systems of tuition consultation within colleges.

It should be understood that this consultation has a defined scope: it is not to debate whether or not tuition should be charged. Rather, it is meant to provide deans with insight into students' experiences, perceptions, needs, and ideas in relation to the annual tuition rate setting process. In addition, it is meant to inform students of the rationale for the tuition they pay and how it supports their educational experience at the University of Saskatchewan – both historically and prospectively.

The University's principles for setting tuition were suggested as a way to approach discussions between deans and students. Therefore, students were meant to be able to give input on their college's proposed tuition rates in relation to affordability and accessibility, comparability, and enabling quality.¹ Though all of these principles, as well as other dimensions, are important to students, the question of how a college invests tuition money to best enable quality is of particular interest. A successful consultation can be judged not by a college's rate recommendation but by how well its process engaged students and facilitated their informed contributions.

Summary of consultations

Below is a table, adapted from the one provided by IPA, documenting the consultation that occurred in various colleges. Some colleges did not facilitate any consultations with students or student leaders before rates were submitted. This can be explained in part by this being the first year that such consultations were required by colleges, as well as by the earlier submission deadline compared to previous years. Yet despite these challenges, many deans and associate deans were able to gather input from students regarding their proposed tuition recommendations.

College	Student Engagement
Agriculture and Bioresources	Agricultural Students' Association (ASA) president noted one meeting with the ASA council in April of 2014 to discuss increases for 2014-15. The college cited communication through email.
Arts and Science	Dean's Executive Council met with ASSU Executive October 3 and November 7; Dean met with ASSU Student Council October 6, will meet again in January; student forum on tuition pending organization by ASSU.
Dentistry	Saskatchewan Dental Students' Society (SDSS) representative reported that the college had not consulted with the general student body.
Education	Education Students' Society (ESS) representative reported that the college had not consulted with the general student body.
Edwards	College present at Edwards Business Students' Society (EBSS) meeting in October, 2014, where student representatives were able to bring forward priorities for tuition revenue spending. ESB student governors have seats at faculty meetings; there was communication through email.
Engineering	General meetings between Dean and Associate Dean students in late October and November, 2014 to discuss proposed tuition and fee increases. Meetings were well attended and students raised several priorities for investment, which were discussed and followed up with information provided as part of another meeting

¹ Find a description of these principles at http://www.usask.ca/tuition/downloads/Strategy_factsheet_Final.pdf

	in January, 2015.
Kinesiology	Student representative informed through faculty council; Dean and Associate Dean have met with Kin student council; opportunity for to students to voice their priorities regarding tuition; strategy developed to inform student body.
Law	Town Hall October 6, 2014; Dean met with president of the Law Students' Association (LSA) to discuss proposed increase and spending priorities; students present at all faculty meetings.
Medicine	Dean met with Student Medical Society of Saskatchewan (SMSS) executives November 20, 2014 to provide information on tuition recommendation.
Nursing	Engaged student association presidents in Saskatoon and Regina; Associate Dean to engage with students in Prince Albert and Northern regions December 1 and 2, Saskatoon December 8; Regina student council meeting November 27. Member of Student Council for Nursing reported that the college had not consulted with the general student body.
Pharmacy and Nutrition	Tuition increase brought up briefly at a faculty/staff/student meeting January 12, 2015.
Western College of Veterinary Medicine	President of each class year meets with Dean once a month to discuss issues and concerns; Dean to meet with each class year in person for projected tuition strategy. Member of Student Council for WCVM reported that the college had not consulted with the general student body.

Areas for Improvement

Conduct Consultation

The most obvious need for improvement is in those colleges where no tuition consultation with students took place, or where discussion occurred only after recommendations had been submitted. Clearly, the basic solution to these situations is for colleges to facilitate consultation with students in such a way that their input is relevant to their college's annual tuition recommendation. The question of how to do this effectively should be answered with reference to the specific challenges, strengths, opportunities, and resources of each college.

Some colleges have a tradition of engagement between students and administrators that provides a foundation for developing meaningful consultation regarding tuition. Others have less rapport and/or fewer pre-existing opportunities (such as student engagement at faculty councils or regular class meetings) upon which to build this particular discussion. Some student representatives noted that regular student-administration meetings such as orientation in

September or program input sessions could be used to launch consultation about annual tuition setting.

Timing is key

A key aspect of effective consultation is timing. If input is sought after a college's tuition setting process has finished, it is obvious that the input will have no impact on the outcome. This realization not only discourages participation in tuition consultation, it also conveys a dismissive attitude toward students' perspectives that will impede other facets of student-administration relations.

In order for students' ideas and concerns to be properly addressed or integrated into a college's plans, consultation should take place well before the deadline for submission to the Board of Governors. Some students recommended that consultation take place no later than October, while others foresaw higher student participation in September, before academic workloads intensify. College leaders should also consider what hours of the day are most conducive to students' participation, and the time span within which it is reasonable to expect written feedback.

The principles of the thing

As mentioned above, the University's three tuition-setting principles are a good starting place for discussions between college administrators and students. It appears that most consultations touched on the dimensions of accessibility and affordability, comparability, and how to enable quality in education – though they may not have been identified or discussed as institutional principles. Consultations can be improved by clarifying the role of the principles in setting tuition, so that students can apply them from their unique perspective.

Openness

The potential maelstrom inherent in consulting students about tuition is not lost on the USSU. Tuition constitutes a large proportion of the significant cost of attending university; accordingly, it is a topic that generates strong reactions in many students. However, the present purpose of developing a tradition of student consultation about tuition is not to overturn the premise of private investment in higher education, but to help ensure that those investments are reasonable and result in the best return possible, in the form of a high-quality education. Deans, therefore, do best to promote open, informed discussion of the various facets of tuition setting and investment. These could include what tuition charged for off-campus internships is used for and what faculty or infrastructure improvements could be made in the near future.

Emerging Best Practices

Format

Meetings with the general student body – also known as town halls – were helpful in some cases. College attributes that appear to suit this approach include a) a fairly small or at least geographically contained student body and b) a culture of student engagement with college administration. Where students already have a role in college decision-making on a variety of matters, they are comparatively more ready and able to contribute confidently to setting tuition. A strength of town halls is that they potentiate engagement of a broad section of students and a variety of topics. Where both administrators and students make themselves available, this is a valuable tool.

Utilizing Student Representatives

A variety of factors could make consultation in the form of a general meeting difficult or less effective (for instance, a large number of students such as those enrolled in the college of Arts and Science). Especially in these cases, student representatives should be called upon to provide their own and gather other students' input on a college's tuition plans. It is valuable to communicate a clear agenda for what kind of input is sought and when it is needed. This allows college societies to conduct the research and deliberation necessary to provide feedback and/or seek information or clarification from their college administration.

Transparency

Many students voiced frustration because of a dearth of information and explanation regarding the activities for which tuition money is used. This question, though a challenge to answer, is critical to both effective consultation and the integrity of the University. Without a grasp of what activities and initiatives tuition supports, a student will have difficulty constructing a position regarding what tuition could or should support. When provided with this context for discussion, students in colleges such as Engineering, Edwards School of Business, and Law provided informed and constructive feedback on how their educational experiences could be most improved. This kind of input is one of the central goals of tuition consultation.

Conclusion

To the best of our knowledge, this year was the first in which college leaders consulted students about tuition in an intentional and systematic manner, and in which that consultation was noted in the submission to the Board of Governors. This is progress. Moreover, some colleges were examples of highly effective and meaningful consultation – these should provide encouragement and instruction to those that have yet to develop an effective model for their college.

Room 110, 1 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 5A3



Telephone: (306) 966-6960
Fax: (306) 966-6978
E-mail: contactus@ussu.ca
Website: www.ussu.ca

It bears repeating that the introduction of RCM and TABBS constitutes a key window of opportunity – and necessity – for the development of college-based tuition consultation. Deans are beginning to have more responsibility and accountability for their college's revenue generation, spending, and activities, making it very clear that student consultation needs to happen at the college level. Tuition as a revenue stream will become more directly the responsibility of college administrations. The opportunity and need for students' perspectives regarding the appropriate amount and use of tuition has never been greater. The USSU urges all parties – deans and associate deans, students and student representatives, the Office of Institutional Planning and Assessment, the President and his Executive, the Board of Governors, and members of the University of Saskatchewan committed to the integrity and positive development of our institution – to do their part to develop and support a tradition of meaningful student consultation on tuition.

Desirée Steele
USSU Vice President, Academic Affairs
April 8, 2015

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Lisa Kalynchuk, chair, planning and priorities committee

DATE OF MEETING: April 16, 2015

SUBJECT: **Institutional Priorities**

COUNCIL ACTION: For information only

PURPOSE:

This report is submitted to update Council on the planning and priorities committee continuing discussion regarding the institutional priorities identified by senior leadership in September 2014. The planning and priorities committee last reported to Council in December 2014 on the institutional priorities. At that time, the committee committed to continue to inform Council about its ongoing discussion with priority leaders and about any broader themes that emerge during the course of these discussions.

BACKGROUND

On November 12, 2014, the planning and priorities committee invited the chair and vice-chair of Council and the Council committee chairs to join the committee for an initial discussion of the eight institutional priorities. The conversation focused on what the institutional priorities mean for the university, the timelines that relate to their advancement, and how progress will be measured against the implementation plans.

At that time, relative to its mandate and terms of reference, the planning and priorities committee identified three main themes with related questions that apply to the institutional priority areas, as follows:

1. *Low enrolment programs:* When does it make sense to continue to offer low enrolment programs even if these programs do not generate enough resources to sustain themselves?
2. *Prioritization of strategic areas:* Given that prioritization is necessary, how can balance be achieved between a focus on areas of strategic importance versus other areas of activity that are important but do not fall within the defined strategic areas?
3. *Shared services and support for faculty members teaching and research:* How can

the shared services approach to the provision of support services deliver the support that faculty members have identified they need to achieve their teaching and research mandates?

An enrolment subcommittee comprised of members from the planning and priorities committee and academic programs committee was subsequently created to examine the various factors affecting low enrolment programs. The subcommittee has developed terms of reference for its work based on the general goal of revising the existing policy on low enrolment programs, which was approved by Council in 2007. These terms of reference are attached to this report. A report from the subcommittee will be presented to Council in June 2015, or as soon as possible thereafter, depending on how quickly the subcommittee can complete its work.

DISCUSSION SUMMARY

On February 25, 2015, the planning and priorities committee had a second meeting focused on the institutional priorities. As with the previous meeting, the Council chair, vice-chair, and Council committee chairs were invited to join the meeting. The meeting focused on four priority areas that had not yet been discussed by the committee: the reorganization of teaching and learning structures, inter-professional health education and inter-disciplinary health research, inter-disciplinary and cross college academic programming, and advancing Aboriginal achievement. The named leader of each of these four priority areas was invited to the meeting to inform the committee about progress within the priority area and to receive feedback from the committee on this progress.

Each priority area is addressed separately below.

#6 Complete the re-organization and revitalization of centrally organized teaching and learning activities and functions

Patti McDougall spoke to the committee about progress within this priority. The goal of the steering committee and transition groups involved with the restructuring has been to reorganize centrally organized teaching and learning structures with the overall goal of enhancing student services. The reorganization involves the University Learning Centre, the Centre for Discovery of Learning, Educational Media Access and Production (eMAP), the University of Saskatchewan Language Centre (USLC), the Distance Education, Off-Campus and Certificate (DOC), and Professional Development Community Engagement (PDCE). **Reorganization of these entities will largely be complete by May 1, 2015, at which time the planning and priorities committee will report to Council with specific details.**

#1 Accelerate the delivery on our commitment to Aboriginal achievement

Joan Greyeyes and Candace Wasacase-Lafferty spoke to the committee about progress in this area. In support of this institutional priority, two campus-wide workshops were held

in November 2014. The workshops were well attended and led to the identification of action items, teams and internal leads.

A wide array of initiatives related to this priority area exists. There are numerous examples of engagement, including consultation with tribal band leaders to find out what the university can do to improve the quality of life in Aboriginal communities, the development of an executive leadership series, the revitalization of Indigenous languages, and the integration of Aboriginal symbols within the university. English River serves as a broker between communities, a sharer of information, and provides opportunities to partner with the university. The recruitment of Aboriginal faculty and staff members is a priority, but largely occurs at an *ad hoc* level. The committee identified the need for the development of an institutional framework for Aboriginal recruitment.

Although there is much activity in this area, the vast majority of activity occurs in pockets throughout campus. Focused, daily attention at a leadership level is required to advance this priority area. **In order to elevate these activities to an institutional level, the planning and priorities committee supports further discussion by senior administration about the creation of a vice-provost Aboriginal affairs or similar position at the senior level.**

#3 *Deliver on the promise of inter-professional health education and inter-disciplinary health research*

Karen Chad spoke to the committee about progress within this priority area. There are two primary outcomes associated with this priority. The first of these is to develop a renewed governance model for the Council of Health Sciences Deans, and the second is to develop a blueprint for action to deliver on the promise of inter-professional health education and inter-disciplinary health research over the next five to ten years.

A review of the Council of Health Sciences Deans (CHSD) has occurred, with the goal of enabling the CHSD to focus on its strategic mission. Since its establishment in 2009, the completion and operation of the Academic Health Science Complex has occupied the Council. A new governance model of the CHSD will be announced in the near future. The committee was informed that the current plan is to create new positions to help the CHSD achieve its mandate. These positions include an Executive Director, and three additional positions with responsibilities related to inter-professional research, inter-professional education, and operations. The terms of reference for these positions are under discussion. **The planning and priorities committee was supportive of these changes, and encourages the CHSD to move forward as quickly as possible. The committee also felt that the objectives for the blueprint for action should focus on substantive, measurable outcomes, with clear timelines for delivery.**

#7 Focus on the creation of inter-disciplinary and cross college academic programming

Toddi Steelman spoke to the committee about this priority area. Presently, this priority is focused on interdisciplinary programs in three areas: environmental studies; economics, policy and applied business programs; and food and nutrition. No changes are planned to the food and nutrition programs, as these programmatic areas have indicated they wish to remain as presently structured. The planning and priorities committee has reviewed a notice of intent for a cross-college Ph.D. in Applied Economics; however, a commitment of faculty teaching resources is required to advance the proposal. Long-term, an undergraduate degree in Applied Economics is a possibility.

The focus to date has been on undergraduate environmental programs utilizing a grassroots approach of discussion among faculty teaching in these programs. A request will be made to PCIP to hire an ASPA-level environmental services program coordinator to provide clarity regarding the various program offerings, to develop a single web site as a point of entry for all environmental programs, to facilitate networking among programs, to work with the university's Office of Sustainability, to organize learning communities, and to develop a common capstone course and symposium to bring together students from across all eight of the university's environmental programs.

Longer term goals are how to better integrate the university's environmental programs. Committee discussion of this priority centered on the securing of resources for interdisciplinary programs, formal recognition of interdisciplinary work in faculty members' assignment of duties, the effect of TABBS, and sharing of resources of cross-college interdisciplinary programs. The planning and priorities committee supports further and continued discussion of these broader goals. The current focus on environmental programs provides a good test case for solving some of these issues.

Addressing the fundamental issues of how interdisciplinary programs should be resourced, including teaching assignments across colleges and sharing credit and resources across units is critical to advancing this priority area across the institution.

SUMMARY:

The planning and priorities committee appreciates the time taken by the institutional priority leaders in meeting with the committee. Overall, the feedback from the committee and others was that the initiatives outlined were positive, but there was also some disappointment that more tangible progress had not been made in advancing these priorities, with the exception of the reorganization of teaching and learning structures, which will soon be completed. However, it is equally important to realize that the institutional priority areas were identified and goals for each area defined on the basis of ensuring that some progress was made this year, and not on the expectation that each priority would be completed this year. The committee recognizes that it is more important to take the time necessary to complete each priority area in the proper way, rather than moving quickly to implement sub-optimal changes.

The committee is required by its mandate to consider more broadly the larger goals associated with each priority area from a strategic viewpoint. It is this perspective which forms the basis for the committee comments (bolded) on each area above. The committee acknowledges the progress made to date and encourages priority leaders and administration to continue to seek avenues and means to advance each priority area and to set out goals whose achievement will strengthen the institution.

This report focuses on four of the eight institutional priority areas discussed by the committee. As the planning and priorities committee continues to consider the institutional priority areas, future reports to Council will focus on the other four priority areas:

- #2 *Continue the restructuring of the College of Medicine*
- #4 *Advance the reorganization and strengthening of graduate studies and support for graduate students*
- #5 *Continue the capital project for the transformation of our library collections, facilities, capital and services*
- #8 *Align our administrative services culture to support and facilitate our academic missions*

ATTACHMENTS:

1. Enrolment subcommittee terms of references and membership

Enrolment Subcommittee – Purpose and Terms of Reference

The Enrolment Subcommittee is a joint effort of the Planning and Priorities Committee and Academic Programs Committee of University Council. The subcommittee is supported by the Institutional Planning and Assessment (IPA) office, with administrative support provided by the University Secretary's Office.

The Enrolment Subcommittee was constituted in March 2015 to review the current enrolment policy document and make recommendations about low-enrolment programs. In 2013, the TransformUS academic programs prioritization report identified low enrolment programs as an area for further scrutiny. Since that time, the university has undergone a shift in the way resources are allocated to colleges and units. This shift includes envelope funding and the adoption of a responsibility centre management (RCM) budgeting system. This will likely impact the perception and management of small academic programs in the future.

The current viable enrolments policy was developed and passed by University Council in 2007. The Enrolment Subcommittee will use that policy document as the basis for its discussions, and it will present an updated version of this document to University Council at the conclusion of its work.

As part of its work, the subcommittee will:

1. Review the “Issues and Criteria when Considering Viable Enrolments at the University of Saskatchewan” document approved by University Council in 2007;
2. Survey enrolment and graduation information provided by IPA to decide on appropriate metrics for defining low-enrolment programs;
3. Develop principles and a process for reviewing low-enrolment programs that can be used by deans and department heads as tools to gauge the value of these programs;
4. Identify broad issues for further conversations, such as service teaching and the efficient delivery of programs within units;
5. Distinguish between graduate- and undergraduate-level programs;
6. Consider a streamlined process for the omnibus removal of programs that are currently moribund;
7. Examine how low-enrolment programs are considered and managed at a number of other post-secondary institutions;
8. Make recommendations to the Planning and Priorities Committee, the Academic Programs Committee, and other Council committees as relevant and to University Council about the consideration and management of low-enrolment programs and courses.

Subcommittee membership:

Lisa Kalynchuk, chair, Planning and Priorities Committee (PPC)

Leslie Walter, PPC

Desirée Steele, PPC

Sina Adl, Academic Programs Committee (APC)

Kevin Flynn, APC

Patti McDougall, APC

John Rigby, resource member, PPC

Troy Harkot, resource member, PPC

Sandra Calver, secretary, PPC

UNIVERSITY COUNCIL
Academic Programs Committee of Council
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson
Chair, academic programs committee

DATE OF MEETING: April 16, 2015

SUBJECT: Program Termination – International Business
Administration Certificate

DECISION REQUESTED: *It is recommended:*

That Council approve the termination of the International
Business Administration Certificate, effective May 1, 2015.

PURPOSE:

CONTEXT AND BACKGROUND:

The International Business Administration Certificate (IBAC) was designed as a pathway for international students who did not qualify for direct entry to the B. Comm. Program and was developed in partnership with St. Peter's College – which was the intended site for the program. However, there were unexplored issues (including the fit of the location with the target market and the policies for students to get a visa for a non-degree program) and as a result, there have been zero (0) students enrolled in the program since it was approved in 2009.

IMPLICATIONS:

The termination of the IBAC program will have no impact on students, faculty, or staff, as there has never been a student enrolled in the program. There will be no impact on existing programs or departments, either in the Edwards School of Business or the wider university community resulting from this termination.

CONSULTATION:

The following consultations have occurred regarding the termination of the IBAC program:

- Edwards School of Business faculty meeting – December 17, 2014
- Academic programs committee of Council – February 18, 2015

ATTACHMENTS:

- IBAC Termination Proposal



UNIVERSITY OF
SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted: **International Business Administration Certificate Program (IBAC)**

Effective date of termination: **December 12, 2014**

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

This program was designed as a pathway for international students who did not qualify for direct entry to the B. Comm. Program and was developed in partnership with St. Peter's College – which was the intended site for the program. However, there were unexplored issues (including the fit of the location with the target market and the policies for students to get a visa for a non-degree program) and as a result, there have been zero (0) students enrolled in the program since it was approved in 2009.

2. Technical information.

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

International Business Administration Certificate (IBAC)

International Business Administration Certificate (IBAC)

No new applicants will be accepted into this program in 2014-15.

Term 1, 2 and 3 are taken at St. Peter's College.

Term 4 and 5 at the Edwards School of Business, U of S; conditions of admission lifted upon successful completion.

Term 1 (Fall)

- ESL training
- COMM 112.0
- COMM 115.0

Term 2 (Winter)

- ESL training

- [ECON 111.3](#)
- [MATH 121.3](#)

Term 3 (Spring/Summer)

- ESL training
- [ECON 114.3](#)
- [STATS 244.3](#)
- [COMM 101.3](#)

Term 2 and Term 3

- TOEFL Exam

Term 4 (Fall)

- [COMM 201.3](#)
- [COMM 204.3](#)
- [COMM 205.3](#)
- [COMM 110.0](#)
- [COMM 109.0](#)

Choose **3 credit units** from the following:

- [ENG 111.3](#)
- [ENG 112.3](#)
- [ENG 113.3](#)
- [ENG 114.3](#)

Choose **3 credit units** from the following:

- [100-Level ANTH Courses](#)
- [100-Level ARCH Courses](#)
- [100-Level IS Courses](#)
- [100-Level LING Courses](#)
- [100-Level NS Courses](#)
- [100-Level PLAN Courses](#)
- [100-Level POLS Courses](#)
- [100-Level PSY Courses](#)
- [100-Level SOC Courses](#)
- [100-Level SOSC Courses](#)
- [100-Level WGST Courses](#)
- [GEOG 130.3](#)

• If you have questions about a class that is not listed here, but appears to be a Social Science class, or would like to take a senior-level class, please contact the Edwards School of Business.

- Please note that PSY 101 will not be accepted for credit.

Term 5 (Winter)

- [COMM 100.3](#)
- [COMM 105.3](#)
- [COMM 203.3](#)
- [COMM 306.3](#)
- [COMM 209.0](#)

Term 4 and Term 5

- [COMM 120.0](#)

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

NA

2.3 Courses to be deleted, if any.

Comm 112.3 University Life – developed only for this course and St Peters College students.
The course was never offered.

2.4 Number of students presently enrolled.

0

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

0

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 impact – no students enrolled.

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?

No

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

No

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

No.

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

No

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?

None

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

None

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

This program was slated for termination through the TransformUS process.

Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)

Title: Certificate in International Business Administration

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

5 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

6 Which College is responsible for the awarding of this degree, diploma, or certificate?

7 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

8 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One major is required on all programs [4 characters for code and 30 characters for description]

9 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New Program for Existing Degree / Diploma / Certificate Information

1 Is this a new program?

Yes No

Is an existing program being revised?

Yes No

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes No

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes No Revised

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes No Revised

If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 5: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 6: Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions? Yes No

If NO, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 7: Admissions, Recruitment, and Quota Information

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

Section 8: Tuition Information

1 How will tuition be assessed?

- Per Course
- Per Credit Unit
- Program Based
- Standard Term
- Other *
- Current Set-Up

* See attached documents

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category?

3 If program-based, will students outside the program be allowed to take the classes?

4 If YES, what should the per credit fee be?

Section 9: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 When is the first class expected to graduate?

3

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

1 What is the start term?

2 Are students required to do anything prior to the above date?

Yes No

If YES, what and by what date?

Section 12: Registration Information

1 Will students register themselves?

Yes No

If YES, what priority group should they be in?

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

Yes No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

[Empty text box]

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?

Yes No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

[Empty text box]

Section 16: Program Termination

1 Is this a program termination?

Yes No

If yes, what is the name of the program?

Certificate in International Business Administration

2 What is the effective date of this termination?

201605 (May 2016)

3 Will there be any courses closed as a result of this termination?

Yes No

If yes, what courses?

COMM 112

4 Are there currently any students enrolled in the program?

Yes No

If yes, will they be able to complete the program?

[Empty text box]

5 If not, what alternate arrangements are being made for these students?

[Empty text box]

6 When do you expect the last student to complete this program?

[Empty text box]

Section 17: SESD - Information Dissemination (internal for SESD use only)

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?

Yes No

2 Has SESD, Admissions, been informed about this new / revised program?

Yes No

3 Has CGSR been informed about this new / revised program?

Yes No

4 Has SESD, Transfer Credit, been informed about any new / revised courses?

Yes No

5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?

Yes No

- 6 Has the Library been informed about this new / revised program?
7 Has ISA been informed of the CIP code for new degree / program / major?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

SIGNED

Date: *January 28, 2015*

Registrar: *D Russell J. Long*

College / Department Representative: *[Signature]*

UNIVERSITY COUNCIL
Academic Programs Committee
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson
Chair, academic programs committee

DATE OF MEETING: April 16, 2015

SUBJECT: College of Education Direct Admission

DECISION REQUESTED:

It is recommended:

That Council approve the College of Education's proposal for a direct admission option, effective September 1, 2016

PURPOSE:

The College of Education seeks to add a direct admission option in order to stay competitive with other teacher education programs in the province, to guide teacher candidates in developing reflective pedagogy, to ameliorate alumni engagement by strengthening connection to the college, and to align teacher candidates with teaching areas that are currently in demand.

CONTEXT AND BACKGROUND:

Through its Bachelor of Education Program the College of Education at the University of Saskatchewan has a central role in the province's education sector. In 1997-98 a decision was made to downsize the College of Education by deleting the direct-entry program. As a result of the downsizing, most College of Education students could be admitted to the College of Education following completion of 60 credit units of pre-education coursework. Students would then complete 66 credit units of education classes. At this time, the quota from 450 students to 300 students.

The current Sequential program requires that students acquire 60 credit units of pre-education coursework as students in another College (primarily Arts and Science) prior to the 60 credit units of Education courses. At this time, the Indian Teacher Education Program and The Saskatchewan Urban Teacher Education Program (TEP programs) are the only College of Education programs that offer a direct-entry route.

This "Direct-Admission" initiative supports a deep understanding of teacher education as an opportunity to impact prospective teachers' thoughts about practice, and actual teaching practices, through sustained coursework and attention in a developmental journey that is neither linear nor simple. Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in

terms of teaching pedagogy than students engaged in teacher education over a two-year period, especially when cohort systems and early field experiences of varying forms could be designed to support reflectivity throughout the initial two years of non-Education coursework.

At this time, the labour market for teachers in the province is best described as “balanced;” there are pockets where demand is higher (in the North, on reserve, and in certain specialties) including a need for teachers with particular subject area expertise, and the College of Education is working to fill these gaps with high quality teachers who are committed to serving the schools and communities in which they work. Being able to influence pre-service teachers’ choices related to areas of specialization prior to their two professional years in the College would be one way to support current needs related to subject area teaching.

IMPLICATIONS:

Though teacher candidates would be enrolled in the College of Education for the full four years of the program, all their courses in the first two years would be provided by the College of Arts and Science. Having the students in the College of Education will allow more targeted advising to encourage students to select areas of subject expertise where the need for teachers is higher.

An increase in admissions work and advisement work is anticipated. It is expected that an additional advisement position, or position and a half, will be required. The College will explore resources for a first year transition engagement and retention position within the Programs’ Office. The approximate costs of hiring 1.5 FTE entry-level Academic Advisors for the new College of Education Direct Admissions program is \$90,300. Over the initial two-year period, while resources balance between Arts & Science and the College of Education related to advisory needs, the College has contingency funds that may be applied.

Related to Admissions, this change will result in students entering the program in three different ways over the three years following its implementation:

- Direct (for students new to the College)
- Transfer (for those students in years one and two of Arts)
- Post-degree (for students who attain another degree prior to the 60 credit units in Education.

A commitment has been received from the Provost that there will be no adjustment in operating funding for the College of Arts and Science as a result of this change and the College of Education will receive an increase in their operating funding to cover the Advisor position(s).

CONSULTATION:

- Meeting with College of Arts and Science Deans – March 9, 2015
- College of Education Faculty Council – March 16, 2015
- Planning and priorities committee of council – March 18, 2015
- Academic programs committee of council – April 1, 2015

SUMMARY:

A move to direct admission allows students to identify as teacher candidates earlier in their 4 years and the U of S. This provides an opportunity for the College of Education to encourage uptake of the perceived difficult subject areas that are currently underserved in the province and allows the College to stay competitive with the University of Regina, the closest university offering an education program and who are a direct admission program. It will encourage a deeper association with the College of Education, which in turn should improve alumni engagement.

Teacher candidates in their first two years will still take courses taught by the College of Arts and Science, but they will be encouraged to participate in the regular and important professional development programming that is offered by the College of Education on a regular basis. This non-credit programming addresses teacher identity and professionalism, as well as other aspects of the profession. The move to direct entry will also allow students more time to engage and interact with students currently enrolled in the two direct-entry programs offered by the College of Education – ITEP and SUNTEP.

FURTHER ACTIONS REQUIRED:

Pending approval by Council, this proposal will also require confirmation by Senate. The College of Education anticipates the proposal being presented at the April 25, 2015 meeting of Senate.

ATTACHMENTS:

College of Education Direct Entry Proposal



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Direct-Admission College of Education

Degree(s): B.Ed.

Field(s) of Specialization: As currently acceptable.

Level(s) of Concentration: As currently acceptable.

Option(s): Admission Routes:

- Direct (for students new to the College; not currently operating, this is the route described in this proposal for Direct Admission)
- Upper Year Transfer (currently operating, and will continue)
- Post-Degree (for students who attain another degree prior to the 60 credit units in Education; currently operating, and will continue)

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Bev Brenna; 966 7563;
bev.brenna@usask.ca;

Proposed date of implementation: September, 2016

Proposal Document

3. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

Current Program

Through its Bachelor of Education Program the College of Education at the University of Saskatchewan has a central role in the province's education sector. The College works together with its partners in the school divisions,

the Ministry of Education, the University of Regina, the Saskatchewan Teachers Federation and others to provide the province with the excellent teachers it requires. The College is a leader in the province in advancing educational outcomes for First Nations, Métis, and Inuit (FNMI) students, and has graduated over 2500 teachers of FNMI descent.

The current “Sequential” program requires that students acquire 60 credit units of pre-education coursework as students in another College (primarily Arts and Science) prior to the 60 credit units of Education courses. At this time, the Indian Teacher Education Program and The Saskatchewan Urban Teacher Education Program (TEP programs) are the only College of Education programs that offer a direct-entry route.

Proposed Changes

The change proposed here constitutes an admissions change. That is, we propose creating a Direct-Admission process whereby students can be admitted to the College of Education directly from high school. Rather than being termed a 2+2 year program, students would be admitted to the College of Education at the commencement of their courses. This type of admission aligns with current ITEP and SUNTEP admission frameworks, and changes the current entry requirements associated with the Sequential Program. This change does not alter academic course content or change the current practice whereby students take non-Education courses in their first two years, prior to Education courses in their final two years. Students would still be required to obtain 60 credit units of non-Education courses, followed by 60 credit units of Education courses; however, rather than being admitted to the College of Education only after the completion of the pre-education courses, students would be enrolled in the College of Education for the entire 4 year degree program.

This “Direct-Admission” initiative supports a deep understanding of teacher education as an opportunity to impact prospective teachers’ thoughts about practice, and actual teaching practices, through sustained coursework and attention in a developmental journey that is neither linear nor simple. While available research in this area is contextualized and, as a body of work, incomplete, numerous studies report that short-term interventions have a limited impact on enabling prospective teachers to rethink their assumptions about teaching, learning, and students (Clift & Brady, 2005). Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in terms of teaching pedagogy than students engaged in teacher education over a two-year period, especially when cohort systems and early field experiences of varying forms could be designed to support reflectivity throughout the initial two years of non-Education coursework.

In addition to a goal of developing reflective pedagogy over a significant period of time, this Direct-Admission initiative is designed to address current challenges including:

- Entrance numbers: the College anticipates being unable to meet its quota in the near future and could attract more students through Direct-Admissions rather than conceding students interested in Direct-Admission to the U of R or U of L
- Student quality at admissions: Students have shared that they prefer a Direct-Admission option over the sequential option, thus many local students apply to the U of R (direct-entry) first, and the U of S as a second option
- Public perception: the College is contacted frequently with requests for a Direct-Admission program
- Student engagement/College climate: in a four year program all students would have the opportunity to engage in student leadership groups that support student initiatives within the College and beyond, as well as connect student groups together; students have commented that very little time can be spent in College leadership positions within a two-year sequential program, with related lack of influence over the College due to timelines

At this time, the labour market for teachers in the province is best described as “balanced;” there are pockets where demand is higher (in the North, on reserve, and in certain specialties) including a need for teachers with particular subject area expertise, and the College of Education is working to fill these gaps with high quality teachers who are committed to serving the schools and communities in which they work. Being able to influence pre-service teachers’

choices related to areas of specialization prior to their two professional years in the College would be one way to support current needs related to subject area teaching.

History

Program '98 was developed in 1997-98 in response to President Ivany's action to downsize the College of Education by deleting the direct-entry program. As a result of the downsizing, most College of Education students could be admitted to the College of Education following completion of 60 credit units of pre-education coursework. Students would then complete 66 credit units of education classes. The President's action also reduced the quota from 450 students to 300 students. Minor changes (shifting credit units, development of new courses, and an increase in the extended practicum credit units) also took place. The philosophy and rationale for the program remained constant. Although the impetus for the change was the President's action, the College anticipated saving resources. A second anticipated benefit was being able to more quickly respond to a teacher shortage due to the two-year versus a four-year program.

Rationale

At this time, challenges with admissions quotas as well as considerations of effective program delivery related to Teacher Education have prompted an examination of a Direct-Admission model. The following chart (from Feb, 2015) demonstrates how our enrollment numbers have changed over time.

Program	2008	2009	2010	2011	2012	2013	2014	2015
EDEL	155	151	156	174	204	185	145	128
EDSE	104	113	134	131	155	173	155	123
EDKI	22	32	22	32	25	17	21	13

Target numbers for the programs above are:

EDEL – 120

EDSE – 120

EDKI – 25

Relationship to the College Plan and University Priority Areas

A clear connection between the Direct Admissions proposal and the **College of Education Third Integrated Plan (IP3)** occurs in terms of achieving the enrolment goals as outlined in the College's IP3. Section D of the IP3 identifies performance indicators involving specific student counts for 2015-16 and 2019-20. Within the College plan, discussion also occurs regarding goals to enhance and enrich Undergraduate Programs in the College. This proposal aligns with related outcomes. In addition, the positive response from School Divisions to the Direct Admissions proposal is connected to another indicator from the IP3 related to how community/stakeholders view the impact of our work. A third performance indicator from the IP3 has a connection to the Direct Admissions proposal related to exit survey data from undergraduate students and the anticipated upward trend with respect to aspects of professionalism, satisfaction of achievement goals, and time in program.

Student interest has been confirmed by Education Student Society (ESS) leadership through discussions with students. Further feedback has been provided for inclusion here (see details in Appendix A).

Student and Enrolment Services Division (SESD) conducts an Acceptance Declined Survey, through Academica Group, every two or three years in the fall. The survey is sent to everyone who applied and was accepted to the university in the spring and summer of that year, but then did not register for classes for the fall term. SESD last conducted the survey in October, 2013. Survey invitations were sent to 1, 039 students on Oct. 3, 2013 to admitted students who declined the U of S's offer of admission or did not register. A total of 155 people responded and of

those, 101 participants indicated that they were attending another post-secondary institution that term. While this is a small sample and caution is needed with regard to interpretation, the students who were identified that chose the U of R for Education indicated that they would have chosen the U of S if we'd had a Direct-Entry program. This suggests that offering a non-Direct-Admission program in Education is a barrier for some students.

The College of Education also has evidence related to ITEP direct-entry that supports this proposed change. Direct-entry for ITEP allows our students to grow together as a supportive cohort, and gives them a sense of belonging to the ITEP family. In conversations with students the “belonging” and “family” aspect of the 4 year direct-entry Indian Teacher Education Program encourages success and exceeds the student supports available compared to those in the sequential program. If all of our students were aware of their acceptance into the College of Education in their first year, they, like ITEP students, could establish cohort type relationships that enhance their growth as teacher candidates and these cohorts could be designed to expand on current Arts & Science Learning-Community successes. Although the students in our proposed Direct-Admission model would primarily take Arts & Science classes the first 2 years of their B.Ed., student conversations within their Education Cohorts could be centered on teaching pedagogy.

Evident connection to the **University’s Third Integrated Plan** appears in the area of focus: Culture and Community: Our Local and Global Sense of Place, as the Direct Admissions intent is to build earlier and stronger connections to teacher candidate cohort support systems. This addresses one of the goals within Culture and Community as it relates to reflective teacher identity as an outcome of enhanced community connections. In addition, another area of focus: Aboriginal Engagement, Relationships, Scholarship, Programs, is supported in terms of alignment between our highly successful Indian Teacher Education Program (ITEP) and Saskatchewan Urban Native Teacher Education Program (SUNTEP), both direct-entry, as the Direct Admissions proposal will offer long-term collaborative opportunities for other students with ITEP and SUNTEP students.

Program alignment between our general program with ITEP and SUNTEP, demonstrating **commitment to Aboriginal content and worldview**, can better occur when all programs are four years in length. A Direct Admission model also has the potential to **advance the profile of the College of Education as a professional College**, placing us on the same playing field as our competitors at the U of R. In addition, demonstrating commitment to Teacher Education over a four-year period is anticipated to increase our credibility in the eyes of the public as this extended time frame can be construed as greater commitment to Teacher Education. Over a four-year period, the College will have more opportunity to enrich student programs through diverse field experiences and practicum volunteer work that broadens definitions of educational contexts, **offering increased capacity for supporting diversity along with stronger support plans for teacher candidates who require accommodations.**

Collaborative research possibilities could be increased across faculties, offering, for example, advanced partnership opportunities with Arts & Science as well as chances to influence teaching pedagogies across disciplinary lines. **Expansion of undergraduate student research activity could more substantively be facilitated within the four-year time frame**, supporting College-wide undergraduate research goals.

The College of Education supports **ongoing program revision** as part of the tenets of Program 2012. The Undergraduate Program Committee (UPC) is tasked with considering ongoing changes to the program, and the motion to forward this proposal to Faculty Council was passed unanimously by UPC on February 24, 2015. The proposal was initially developed by a sub-committee of UPC, comprised by members of each department and unit following a call by UPC to Department and Unit Heads for representation. Similarly, UPC is comprised of members of each department and unit, and members of both committees were responsible for communicating topics related to the proposal to and from their respective units.

Outcomes

Through a “Direct-Admission” program we anticipate **increasing the potential to develop reflective teachers** through bridging experiences into the profession, offered early in the program; by supporting induction into teaching through diverse field experiences offered prior to internship; and with an Education cohort system created to frame coursework in the first and second year as well as the final two years. Involvement through cohort systems and learning communities has been connected to higher levels of student persistence, better engagement in

programming, and improvement of retention rates. Professionalism in terms of teacher identity could be enhanced over four years instead of the current two years. Developing the outcome of reflectivity in teacher candidates aligns with the **University of Saskatchewan Learning Charter** in terms of institutional commitments around building environment and supporting learning, as well as in relation to the student commitment around active learning in an experiential and collaborative manner.

We also suggest that a Direct-Admission model would have the potential to enhance **the development of necessary subject area knowledge**, through encouraging subject area selection, responding to needs of the field, and supporting dialogue with Arts & Science in connected areas as well as offering certificate programs alongside other courses in the four year period. Similarly, we anticipate enhanced **opportunities for developing student engagement**, aligning this general Direct-Admissions group with ITEP and SUNTEP cohorts and offering mentorship through Education-oriented professional learning communities in the first two years as well as a four-year membership in Education Students' Society leadership groups. Increases in engagement could strengthen alumni relationships and donor-potential/scholarships. Another benefit of a Direct-Admissions model relates to **effective positioning of the College of Education in the province**: supporting us in receiving applications from the strongest candidates and increasing our ability to select excellent students from the application pool. In addition to increasing admissions numbers, Direct-Admission can be linked to **increased support for recruitment**, heightening partnership opportunities with school divisions and offering families more certainty in terms of entrance to Education, respecting candidates' choices through a direct career path.

While there are regional differences in opportunities for employment for teachers throughout the province, there is no evidence to suggest that the province has an oversupply of teachers. While other provinces are seeing a decline in demand for teachers, statistics released by Educator Services in the Ministry of Education show that at least 854.6 new FTE teaching positions have been added since 2008.¹ These positions are new and do not account for the retirements of in-service teachers. Labour market descriptions for the province describe the labour market for teachers as "balanced" or "fair." There are some areas of the province—the North, many reserves, and the Francophone school division—where the need for qualified teachers is consistently not being met. Certain specialties too, like Practical and Applied Arts, Special Education, Math Education, and Science Education, are high areas of need within the province, and the College, through its B.Ed and its certificate programs, is moving to fill those gaps to train the teachers the province needs.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry. In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program. When existing courses are listed, please include the course title as well as the course number.

Attached are the course requirements for the Elementary/Middle and Secondary Education programs in the College of Education, along with a summary of the current admission procedure to the college. The College will research and reconfigure our current admission practices so that the first two years of the program begin to develop the students' ability to reflect on the meaning of becoming a teacher, integrate professional and experiential components related to teaching and learning, and align these outcomes with academic program requirements. Faculty will be invited to develop pre-Education coursework that will begin to shape reflective learners, build a professional community, and support the development of individual and collective teacher identity. Current professional development opportunities will be expanded to involve students in their first two years of study. In addition, the College of Education will also be charged with creating an engaged student body over the four year degree period, where for the majority of current Education students only two-year leadership opportunities have been available.

¹ Educator Services, Ministry of Education, Government of Saskatchewan, *Education Sector Staffing Profile (2008-9 to 2012-2013)*. Accessed September 13, 2014. Educator Services, Ministry of Education, Government of Saskatchewan, *Education Sector Staffing Profile (2010-11 – 2014-14)*, <http://www.education.gov.sk.ca/education-sector-staffing-profile-2014-15>. Accessed December 20, 2014.

5. RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc) or whether additional resources from the college or from PCIP will be required. Include any required memos from the Dean or department heads regarding resources, on the online portal.

In terms of the Programs' Office, an increase in admissions work and advisement work is anticipated. It is expected that an additional advisement position, or position and a half, will be required. The College will explore resources for a first year transition engagement and retention position within the Programs' Office. Related to Admissions, this change will result in students entering the program in three different ways over the three years following its implementation:

- Direct (for students new to the College)
- Transfer (for those students in years one and two of Arts)
- Post-degree (for students who attain another degree prior to the 60 credit units in Education).

The approximate costs of hiring 1.5 FTE entry-level Academic Advisors for the new College of Education Direct Admissions program is \$90, 300 (see Appendix A for letter from College of Education Human Resources and Relations Officer). Over the initial two-year period, while resources balance between Arts & Science and the College of Education related to advisory needs, the College has contingency funds that may be applied.

In summary, the implementation of Direct Admission will increase the need for Advisor and Support Services related to the volume of work associated with student support. The Direct Admissions framework may also invite minor expansion of the role of the Field Experience team should practica be scheduled into the first two years of study, or should the Field Experience team be able to assist in supportive cohort offerings during the first two years of study. Considerations related to attrition will be required so that admissions numbers will successfully support the necessary graduation numbers. Potential increase of Field Experience team involvement is not expected to increase the numbers of Field Experience staff positions but would be folded into current roles. This proposed change to Direct Admissions should not increase faculty workload, as the same requirements for Arts & Science credits will remain as are required currently.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program. Include any memos received, or have them attached to the online portal.

Prior to this proposal, consultations have taken place with the College of Arts & Science in order to assess impact, and the proposal is generally supported by Arts & Science with a letter from Dr Peter Stoicheff (See Appendix A) in this regard. The concern from Arts & Science involves the change in dollar allocation from students currently considered as Arts and Science students in the first two years now being Education students. Arts & Science is interested in maintaining without layoffs current advisory staff. This concern will be addressed through a sharing of an agreed upon percentage of dollars in the first year, a percentage in the second, and a percentage in the third, so that Arts & Science can make adjustments without impacting staff positions. A move that increases program applicants can be predicted to subsequently increase quality of candidates selected. This would increase the quality of students in Arts & Science courses as well as in Education courses.

The College of Education will gain on the tuition side, with related opportunities to increase College resources (i.e. staff). In terms of faculty involvement, most faculty won't experience a change unless involved in cohort support or Field Experience initiatives. Workload will not be affected.

7. BUDGET

Please indicate if budget allocations within the department or the college will change due to this program. (See Appendix A for budget sheet)

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program

** Dean Prytula's letter is attached

- Description of the College process used to arrive at that recommendation

College Statement

The College process for approval of the new Direct-Admission model involved the initial work of a sub-committee of the Undergraduate Program Committee (UPC), followed by UPC's discussion and approval of the written proposal. Once approved by UPC the proposal moved on to Faculty Council for final in-College approval:



- Summary of issues that the College discussed and how they were resolved
- **Potential issues related to faculty workload and scheduling issues caused by moving Arts & Science courses into years other than 1 and 2 were discussed by the Direct-Admission Sub-Committee and resolved in that workload increases, or changes to the courses required in the first two years, are not anticipated as part of this proposal**

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations TBA
- Letters of support

Letters from partner school divisions and Arts & Science (Appendix A)

- Memos of consultation
TBA Ministry of Education

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

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:

Course proposal forms

OR Calendar-draft list of new and revised courses

Required if resources needed:

Information Technology Requirements form

Library Requirements form

Physical Resource Requirements form

Budget Consultation form

Appendix A Background Research

Student responses to the Education Student Society (ESS) Leadership Team regarding the potentialities of Direct Admission are included here in terms of a summary from ESS leadership based on a call to all students for feedback. Positives noted include the idea that early acceptance: removes anxiety; offers more time in Education; supports earlier field experience possibilities; allows for greater interaction between students on the same career path; supports people whose first choice is Education; speeds up the admission process and has the potential to increase course relevancy and content-specificity; increases collaborative possibilities within environment in addition to increasing possibility for professional development, conferences and other Education activities that increase relevance and knowledge; and heightens B.Ed. potential in terms of future avenues for practice. Students comparing direct admissions with the current sequential (two year) program indicated that direct admissions “will better prepare teacher candidates...two years is not enough time to become involved in the profession.” Concerns from students related to a difficulty if one rather than multiple entry routes were be provided (a concern easily addressed by the proposal’s clear statement on three routes into the B.Ed.) as well as ideas to improve related processes such as the admissions process (interviews were recommended), methods for receiving feedback, a comment about potential disadvantages of cohort systems, and a concern about over-saturation (a concern addressed by the Ministry of Education where we have been assured that our quota is reasonable for the province).

Student testimonials have increasingly caused the leadership team at the College of Education to consider a direct-admission program in place of our current two-year sequential program. The following is an example from Jayla Irvine, a practicing teacher in Saskatoon (personal communication, 2015):

"Making the decision to choose the U of R over the UofS was not easy. Saskatoon was home, and my husband and family were living/ attending school there. I had to find my own apartment, commute home on weekends, and sacrifice being with those I loved, all for a great program...I strongly feel that if the UofS offered a direct admission program, we would notice a difference in the confidence and skills of our new teachers."

Research and scholarly work regarding **entrance numbers and student quality related to direct-admissions**’ College frameworks is limited. There are available studies that suggest that by offering direct entry, Colleges open wider their gates, attracting more people and thus, in theory, do not lose students to competing universities (Lipley & Nick, 2002), as well as the suggestion that the education people receive in Arts & Science prior to their professional courses in Education may not be relevant to their future in teaching (Helton, 2002). “Changing teacher education models can be a way to help resolve the problem of teacher shortage or to boost the quality of the teachers” (Musset, 2010).

Public perception has been addressed by a few researchers in terms of how a teaching program within one College is seen as more effective and related to a common conception of end goal throughout the courses in a degree program (Ben-Peretz, Kleeman, Richenberg, Shomoni, Rowman & Littlefield, 2013). Colleges other than Education have been supported by similar research related to the benefits of direct entry (Leap, 1999).

Similarly, the little research available on **student engagement and teaching efficacy** identifies that a direct admissions program encourages a more integrated and purposeful learning experience (Musset, 2010). Earlier studies have found that teachers' sense of efficacy is related to perceptions about how well they were prepared (Hall et al., 1992; Raudenbush, Rowen, & Cheong, 1992) and there are studies supporting the necessity of time in program to connect subject matter and pedagogy (Beck & Kosnik, 2013; Ball, 2013) as well as the importance of purposeful learning (Beck & Kosnik, 2013). There is also some evidence that teachers' sense of efficacy increases when they receive learning opportunities that provide them with greater skills (Riggs et al., 1994; Ross, 1992). Tschanen-Moran et al. (1998) note that views of self-efficacy appear to form fairly early in the career and are relatively difficult to change thereafter. Thus, they argue, it is important to develop teachers' knowledge, skills, and sense of their ability to influence teaching outcomes early on. The earlier pre-service teachers are connected to Education as a professional field, the more advantageous (Darling-Hammond, Chung, Frelow, 2002).

The absence of comprehensive studies related to Education program design and direct admissions leads us to believe that the existing research is for now unable to resolve this issue with solid data (Musset, 2010). It is thus up to individual Colleges to identify contextualized rationales for program entry choice, and explore frameworks in the best interest of stated entry goals. A well-known, broadly drawn, edited book *Studying Teacher Education* (Cochran-Smith, Zeichner, 2005) fails to bring to light any conclusive research on the subject of direct admission vs. sequential admission, with multiple variables being cited as a rationale for lack of transferrable findings in this regard. "Certain program attributes represent manifestations of best practice and contribute to program coherence...some programs have strong cohort groups and benchmarks that contribute to student pride and collective sense of accomplishment (p. 718). Further exploration of exemplary teacher education programs identifies the importance of a common, clear vision of good teaching that permeates all course work...creating a coherent set of learning experiences (Darling-Hammond, in press). A framework provided by learning communities could support reflections on teaching effectiveness throughout all four years of a direct-admissions program, supported by evidence-based indicators of cohort potentialities (Hill & Woodward, 2013; Kuh, 2008; Lenning & Ebbers, 1999; Mastropieri, Morrison, Scruggs, Bowdey & Werner, 2008; Mather & Hanley, 1999; Tinto, 1998; Tinto, Goodsell, & Russo, 1993).

In terms of our **U-15 comparator universities**, four of the fifteen do not offer an Education Degree (Dalhousie, McMaster, and the University of Waterloo; University of Toronto is currently phasing out entirely its undergraduate Education program). Of the ten left, aside from the University of Saskatchewan, the following details appear: five of the ten offer a direct admission route. The following do have direct-entry programs of study: University of Alberta; University of Calgary; Universite de Montreal; McGill University; and Queens University—currently rolling out a new program that involves the addition of an extra summer term after a four-year program. Of the five remaining U-15 settings that offer B.Ed. programs, the University of British Columbia offers the option of beginning *secondary* teacher-education programming earlier while concurrently enrolled in specific Bachelor degree studies in particular subject areas; stats are currently unavailable for Laval. In terms of our U-15 comparators, the following three do not have direct admission: University of Manitoba; University of Ottawa; Western University.



**UNIVERSITY OF
SASKATCHEWAN**

College of Education

Dean's Office

28 Campus Drive Saskatoon SK S7N 0X1 Canada
Telephone: (306) 966-7647 Facsimile: (306) 966-7624

MEMORANDUM

TO: Dr. Lisa Kalynchuk

FROM: Michelle Prytula, Dean

DATE: February 17, 2015

I fully support the addition of the Direct Entry admission route for the College of Education Bachelor of Education degree.

In addition to a goal of developing reflective pedagogy over a significant period of time, this Direct-Admission initiative is designed to address current challenges including:

1. Reduced number of applications: the College anticipates being unable to meet its quota in the near future and could attract more students through Direct-Admissions rather than conceding students interested in Direct-Admission to institutions with such admission routes
2. Students have shared that they prefer a Direct-Admission option over the sequential option, thus many local students first apply to the U of R (direct-entry) first, and the U of S as a second option
3. Public perception: the College is contacted frequently with requests for a Direct-Admission program
4. Student engagement/College climate: in a four year program all students would have the opportunity to engage in student leadership groups that support student initiatives within the College and beyond, as well as connect student groups together; students have commented that very little time can be spent in College leadership positions within a two-year sequential program, with related lack of influence over the College due to timelines

As the College examines the direct entry option several outcomes have been identified that would enhance the existing program and its relationship to other education programs within the College, along with that create stronger ties with our graduates and alumni. The College will engage students immediately and begin to address the development of necessary subject area knowledge, develop significant student engagement, deepen on commitment to Aboriginal context and worldview and compete with our competitors for students with a level playing field.

Respectfully,

Dean Michelle Prytula
College of Education

February 23rd, 2015

Michelle Prytula
Dean, College of Education
University of Saskatchewan

Dean Prytula:

Re: Cost to of hiring Academic Advisors for the College of Education Direct Entry Program

The approximate cost of hiring **1.5 FTE** entry level Academic Advisors for the new College of Education Direct Entry Program is **\$90,300**. Please see detailed breakdown below.

Currently the College of Education has three full time Academic Advisors, and two additional employees performing advising as a portion of their job duties. Two of the full-time Advisors work with students in the current Education undergraduate program and the other advises for students in the Indian Teacher Education Program (ITEP). The salaries of these three employees range from approximately \$52,000 to \$66,000. The Advisor being paid \$52,000 is a new employee with approximately one year of experience and the employee being paid \$66,000 has over 10 years of experience. It is university standard for academic advisors to be hired under the Administrative and Supervisory Personnel Association (ASPA), as a Specialist in Phase 1 – a salary range of \$45,770 to \$71,517 per annum.

The cost of hiring one additional Advisor at an ASPA Specialist Phase 1 **entry-level** wage is as follows:

Gross Salary (per annum)	\$52,000.00
CPP, EI, Works Compensation (8.07%)	\$4,196.40
Vacation Pay (4 weeks, 7.69%)	\$3,998.80
Total Cost to College of Ed	\$60,195.20

The cost of meeting the needs of the new Direct Entry Education Program and hiring **1.5 FTE** Academic Advisors would be approximately **\$90,292.80** (\$60,195.20 + \$30,097.60). Hiring the equivalent of a 1.5 FTE Advisor with three to five years of experience would be approximately **\$107,656.80** (\$93,000 plus 15.76% benefits).

Please see the attached example Academic Advisor job profile for your reference.

Regards,

Melanie Nahachewsky
Human Resources and Relations Officer
Dean's Office, College of Education



Jobs



Academic Advisor

Department: College of Education

FTE: 1.0

Status: Term, leave replacement for up to June 30, 2015 with the possibility of extension.

Competition No.: 14281-M

Salary Information: The salary range is \$45,770 to \$71,517 per annum (Specialist/Professional, Phase 1). The starting salary will be commensurate with education and experience.

Primary Purpose: This is an administrative student support position in the College of Education reporting to the Associate Dean of Undergraduate Studies, Research and Partnerships or designate. This position is required to support undergraduate students, primarily in the Indian Teacher Education Program (ITEP) and to support academic and administrative matters in college including those in ITEP.

Nature of Work: The nature of this position is varied and eclectic with a broad range of duties that impact a number of areas and individuals. There are academic advising and administrative duties. The responsibilities of this position are diverse, complex and detail oriented. This position exercises professional judgment in applying academic policies and procedures to ensure student success. This position requires the development and maintenance of professional collaborative relationships with a range of personnel within the College and University as well as groups and agencies external to the University such as First Nations communities. This position works closely with the Programs Office staff in the College of Education, and at times takes direction from the Programs Director. The environment in which this position operates can be a politically sensitive arena; therefore, tact, diplomacy and cultural sensitivity are critical in this position. Working

conditions require flexibility and the ability to meet deadlines with accuracy in a fast-paced environment.

Accountabilities:

- responsible for academic programming support for assigned students in the College of Education and all students enrolled in ITEP in on campus and off campus programs
- ensure registration policies and procedures are adhered to, assist students with registration, ensure all ITEP students are registered
- ensure all policies and procedures are adhered to including those for registration as well as admissions through convocation
- ensure student programs are accurate and that all students meet the requirements of the Bachelor of Education program
- responsible for updating student academic profiles
- establish and maintain relationships with as well as corresponding with First Nations post-secondary counselors and directors
- establish and maintain close working relationships with College of Education staff
- provide information to prospective applicants regarding academic requirements, admissions and registration
- general office duties
- other related duties as assigned

Qualifications

Education: Bachelor of Education Degree and a Saskatchewan Professional Level "A" Certificate, as well as teaching or related experience with First Nations students. Knowledge of First Nations K-12 and Post-Secondary systems, as well as working knowledge of the school systems, schools and school curricula in the province Saskatchewan. Knowledge of academic policies and procedures and degree requirements at the University of Saskatchewan. Knowledge of the College of Education courses, policies and degree requirements.

Experience: At least 1 year experience in post-secondary program advising; demonstrated ability to work with students, faculty and staff on student related issues in a post-secondary setting; a thorough understanding of First Nations protocols; knowledge of First Nations policies and practices in First Nations educational jurisdictions; thorough understanding of the University environment and related policies, procedures and regulations; demonstrated ability to work with a wide variety of people in a complex environment; knowledge and sensitivity to First Nations and off campus communities is required; working knowledge of the University computer systems for students and programs including student and financial systems of the University (SIRIUS, Advisor Services, PAWS, UniFi as well as Microsoft office applications).

Skills: Effective interpersonal skills and demonstrated public relations skills including the ability to handle interactions with tact, discretion, courteously, confidentiality and with cultural sensitivity; ability to adapt to and work in a fast-paced changing environment; ability to establish and maintain positive partnership and working relationships with diverse teams of people inside and outside the College of Education; sound judgment, tact, discretion and professional integrity; attention to detail; effective communication skills, both written and verbal; ability to work effectively with students and faculty; self-motivated and organized with the ability to work independently and confidentially as well as part of a team; ability to set priorities and work within deadlines; time management skills; demonstrated effective organizational skills; proven ability to work on multiple projects with competing demands to meet deadlines; ability to solve problems in a proactive manner and deal with a variety of concrete variables in situations where only limited standardizations exist; attention to detail and demonstrated ability to organize events and projects.

This position is in scope of the Administrative and Supervisory Personnel Association.

Please apply no later than July 1, 2014 at 4:30pm.

Inquiries regarding this position can be directed to Jae-Anne Peace at 306-966-7651.

Be sure to apply online as emailed applications will not be accepted.

Jun 25, 2014 9:00 AM

The University of Saskatchewan is strongly committed to a diverse and inclusive workplace that empowers all employees to reach their full potential. All members of the university community share a responsibility for developing and maintaining an environment in which differences are valued and inclusiveness is practiced. The university welcomes applications from those who will contribute to the diversity of our community. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.





Government
— of —
Saskatchewan

Ministry of Education
2220 College Avenue
Regina, Canada S4P 4V9

March 2, 2015

Dr. Brenda Kalyn, Chairperson
Undergraduate Programs Committee
College of Education, University of Saskatchewan
28 Campus Drive
SASKATOON SK S7N 0X1

Re: Support for proposed changes to the Bachelor of Education program

Please accept this letter as acknowledgement of the support of the Teacher Education, Certification and Classification Board for the changes that the College of Education is proposing for its Bachelor of Education program.

We are pleased that prospective teachers will be able to gain direct-admission to the College of Education and that in doing so they will be afforded four years in which to develop as reflective teaching professionals.

Furthermore, the proposed changes will permit prospective teachers to benefit from programs enriched through diverse field experiences and practicum volunteer work that will broaden their understanding of educational contexts. These benefits will be further bolstered due to the alignment of this program with the Indian Teacher Education Program and the Saskatchewan Urban Native Teacher Education Program.

We thank the College of Education for its commitment to continued improvement of teacher education in Saskatchewan.

Sincerely,

A handwritten signature in cursive script that reads "Clint Repski".

Clint Repski
Chair, Teacher Education, Certification and Classification Board



Saskatoon Public Schools
Inspiring Learning

310 - 21st Street East, Saskatoon SK S7K 1M7

Tel: (306) 683.8200 Fax: (306) 657.3900

saskatoonpublicschools.ca

Avon Whittles, Director of Education

March 4, 2015

Dr. Brenda Kalyn
Chair of Undergraduate Program Committee
Department of Curriculum Studies
University of Saskatchewan

Dear Dr. Kalyn,

I am writing this letter of support on behalf of Saskatoon Public Schools for the proposed direct admissions program.

I have reviewed the details of the direct admissions model and we as a division, feel there are a number of benefits for teacher education and students. First, with three entrance routes into the College of Education, direct, transfer and post-degree students now have the ability to gain acceptance into the college directly from high school. Second, a four year program offers students a Bachelor of Education degree with increased time in dialogue and learning about the teaching profession. Moreover, research shows pre-service students who spend more time engaged in reflective practice demonstrate more growth in teaching pedagogy which in turn fosters a professional teacher identity during their professional training. Lastly, a four year program will allow students additional time to develop leadership skills through active participation in various aspects of the college including the education student society.

As we continue to find smooth transitions and pathways for students through the K to 12 education system, having the option to enter a professional college after they graduate Grade 12 is a definite benefit. We also depend on our post-secondary institutions through world-class programming to provide us with pre-service candidates that will have an opportunity through their four years to fully explore and interact with the pedagogy of the curriculum and the expectations of teaching and leadership within the education sector. We, at Saskatoon Public Schools, applaud the College of Education for putting forth this proposed initiative. We see benefits not only to our own K to 12 students but also see this as a significant step toward ensuring teacher candidates are fully prepared for the important job of educating our students.

Sincerely,

Mrs. Avon Whittles, Director of Education, Saskatoon Public Schools

tat



UNIVERSITY OF
SASKATCHEWAN

College of
Arts and Science

March 12, 2015

To: Sandra Calver, University Secretary's Office

Re: Letter of Support for Direct Admission to the College of Education

As a follow-up to my letter of March 9, I recently met with Provost Barber and Dean Prytula to further discuss details of the arrangement. As a result of that meeting, at which the financial aspects of Education's proposal were discussed to my satisfaction, I am pleased to confirm the College of Arts & Science's support of Education's proposal for direct admission. Our two colleges will continue to develop a number of collaborations intended to support and enhance Education students' degree work.

Sincerely,

Peter Stoicheff
Dean and Professor

cc. Dean of Education; Dean's Executive Committee; Director of Programs



MEMORANDUM

TO: Beverley Brenna, acting associate dean, undergraduate studies, research and partnerships

FROM: Lisa Kalynchuk, chair, planning and priorities committee of Council

DATE: March 25, 2015

RE: **Planning and priorities committee response to the Notice of Intent for Direct Admission to the College of Education**

Bev, thank you again for attending the planning and priorities committee meeting March 18, 2015, to present the notice of intent for direct admission to the College of Education Bachelor of Education (B.Ed.) degree program.

The move from non-direct entry after completion of two years of university study to direct-entry admission, with students able to enter the B.Ed. program after graduation from high school was considered by the committee to be a significant change. The committee heard many of the advantages that such a change would provide to students, specifically in terms of additional leadership and professional development opportunities within the college, including the ability to work with students in the Saskatchewan Urban Native Teacher Education Program (SUNTEP) and Indian Teacher Education Program (ITEP) programs, which are presently direct entry. The move to direct-entry admission does not limit upper-year transfer or post-degree student opportunities for entry to the college, and the college is well within its student quota. The potential change has been discussed with the 16 partner school divisions, who are supportive of the move.

The change would imply a significant reallocation of tuition revenue to the College of Education from the College of Arts and Science. However, the provost has provided support in the form of a statement to the Provost's Committee on Integrated Planning (PCIP) that the operating fund envelopes for the two colleges not be adjusted as a result of the change. The only change would be an increase to the College of Education base budget to cover the cost of the additional 1.5 FTE student advisors required from year 1 of the change. As the curriculum changes, TABBS will at that time be able to track and allocate revenue among colleges.

The following observations and suggestions are provided for your consideration as you prepare to develop the full program proposal and plan for a successful transition. The committee observed the college had not yet undertaken consultation with other direct-entry colleges on campus, with respect to the challenges associated with admitting students with potentially no prior university experience, and the expected higher rate of attrition in the first year. Such consultation is strongly encouraged. In addition, direct-entry colleges employ a sophisticated enrolment management system to manage a student body with many more enrolment variables than non-direct entry colleges. Presently, the College of Arts and Science screens students for the College of Education in

terms of entry and also self-selection in the sciences, and whether the College of Education would be better able to persuade students to enter into lesser-sought fields, such as the sciences, is not clear. Additional reflection in the proposal on how the college would encourage students to select specializations not commonly sought, where there is a need for teachers, is also suggested.

Cohort building is a strong benefit of having a direct-entry program. Although the college intends to use university learning communities and group seminars to build cohesiveness amongst its student body, members saw offering a first-year course with multiple sections as an opportunity for the college to more fully integrate its student cohort. Though we recognize that this could present timetabling difficulties, taking this further step and assigning a credit unit weight to such a course would assign an additional importance to having all first-year students together in one college.

Students will continue to be eligible to obtain a second Arts and Science degree, and as this credential means a higher salary on the compensation grid, students will likely pursue the second degree option. Attention was drawn to the fact that the proposal needs to address the differing credit unit requirements between the B.Ed. program and the B.Sc. degree requirements in terms of science courses, with the B.Sc. requiring additional science credit units.

Although the college envisions the change to direct admission as a means to increase its enrolment and to be more competitive with the Faculty of Education at the University of Regina, members emphasized that care must be taken to ensure the college quota is set at a level that will permit graduates to have a reasonable expectation of attaining a teaching position after graduation. Further discussion of career opportunities and evidence of the demand for teachers in the proposal was encouraged.

Overall, the committee was supportive of the change to direct entry for the Bachelor of Education program.

Please do not hesitate to contact me if you have any questions, and please feel free to share this response as you wish.

Regards,



Lisa Kalynchuk

- c Ernie Barber, interim provost and vice-president academic
- Michelle Prytula, dean, College of Education
- Peter Stoicheff, dean, College of Arts and Science
- Patti McDougall, vice-provost, teaching and learning
- Roy Dobson, chair, academic programs committee of Council
- Russell Isinger, registrar and director of student services

Appendix B

Response to Feedback from the Planning and Priorities Committee of Council

The College of Education very much appreciated the supportive feedback from the Planning and Priorities Committee in relation to our Direct Admission Proposal and under the headings below the College has addressed the committee's points.

We are pleased to note that the committee was supportive of the change to direct admission for the Bachelor of Education program and that the committee identified particular advantages of this change including the benefits of additional student leadership and professional development opportunities within the College as well as greater alignment and communication across all undergraduate programming contexts. Following initial informal discussions with our partner school divisions, from which some written support has been received, we have communicated more formally with directors of each of the 16 school divisions, a step that followed from the recent approval of this proposal by our Faculty Council (see attached memo). Responses from the school divisions has been positive.

1. Process for consultation with other direct-entry Colleges re challenges associated with admitting students who have no prior university experience and expected higher rate of attrition

- The College of Education currently admits students within a direct-entry framework through the Indian Teacher Education Program (ITEP) and the Saskatchewan Urban Native Teacher Education Program (SUNTEP); we have high retention and graduation rates in these programs and are able to consider alignment of the new admission route in terms of advising, team building activities, and other retention strategies
- The Academic Deans' Group on campus has included agenda items and circulated documents related to literature reviews and current and proposed first year U of S retention strategies; discussion in this regard have been very informative and provided information that will support the College in further considerations. In particular, a new proposal by the College of Engineering related to transition planning, orientations, social programming, and introductions to support services has been a particularly inspirational model.

2. Plan to demonstrate a sophisticated enrolment management system to manage a student body with more enrolment variables

The College of Education admits 240 students to their sequential Education program, a number divided evenly between the Elementary/Middle years program and the Secondary program. The College plans to continue the route for upper year transfer students.

The breakdown for admission goals will be:

	High School	Upper Year Transfer
EDEL	48	72
EDSE	48	72

The College of Education has experience with the direct admission of high school students through our Practical and Applied Arts Program, as we have supported Home Economics and Industrial Arts students in entering the College directly from grade 12. The direct-entry PAA program, similar to our sequential Elementary/Middle years and Secondary program, has experienced virtually no attrition. We therefore have experience working with direct entry admissions and the challenges that accompany those, although the Direct Admission proposal will operate on a larger scale than our current direct entry routes.

The College plans to use a similar admission process as the College of Kinesiology. Students will apply by February 15 and their applications will be ranked according to their grade point average. Admission spaces will be available for the top 65 high school applicants. Upper year transfer students will be ranked similarly on their transfer average with the College accepting the top 85 applicants. If either pool of applicants is lacking, it will be compensated for by the other pool. A deep pool of students will be wait-listed to ensure the College has adequate numbers for admission. The College will consider admitting those with a 90%+ average in grade 11 in December so applicants know where they stand with the University. The College will continue to have discussions with Arts & Science and the SEM experts in admissions to ensure the numbers above will ensure the College has complete enrolment.

Once the Direct Admission proposal has been approved, we will task our Admissions Committee with determining ongoing practice towards evaluating the various pieces of information that currently support decisions regarding College of Education applicants including the following: GPA, references; online interview.

3. How would we persuade TCs into lesser-sought fields (a benefit of Direct Admission if it gives us more flexibility to do this)...through recruitment with messages directly provided to high schools?

The direct admission route ensures that those admitted out of high school will be working with academic advisors in the College of Education as these students begin their career on campus. In the College we do emphasize that those with aptitude and ability should consider teaching in specializations sought after in the field: currently mathematics and the sciences. Teacher candidates will not be encouraged to choose teaching areas that do not appeal to them, but consideration of a second teaching area in a field that will increase their marketability, along with academic supports, may be beneficial.

The process for admission has been competitive for Arts and Science students in the past who hoped to enter Education. For this reason, students often gravitated towards subject areas they

were most comfortable with and those in which they predicted they would academically excel. Selecting introductory courses where more risk might be involved in terms of predicted final grades, with the confidence provided by acceptance into the College of Education, can be encouraged by the Direct Admission route. Success or failure in one or two courses in a student's first year will not have impact on acceptance, and students may find themselves able to explore a more diverse course selection.

The College will have access to students, and ability to support all first year students at the time of registration and beyond. The College will thus have potential to identify those students that may be struggling and assist them with academic decisions such as university level supports from organizations such as Disability Services, adjusting course selections for the next semester or re-thinking teaching areas. Our recently approved list of College of Education Essential Skills for Teaching and related support opportunities will be helpful in this endeavor (see last item in this document: *Teacher Candidates' Accommodations Planning for Disabilities*).

4. How could the proposal address differing credit units between B.Ed. and B.Sc?

From the Arts & Science Course Catalogue: Second Degree Requirements:

“ *Additional credit requirements:* Students pursuing a B.A., B.A.& Sc. or B.Sc. degree in addition to another different degree, must complete at least 30 Arts & Science credit units not used for the other degree. These additional Arts & Science credits are required regardless of the number of Arts & Science courses included in the program leading to the first degree. These courses must be allowable for credit in the College of Arts & Science.”

The 60 credit units of Arts and Science courses within the Bachelor of Education degree can be double counted to complete an additional Arts and Science degree (combined with either 30 or 60 additional distinct credits for a 3 or 4 year degree). This has always been the case and students work closely with both Colleges to ensure this happens.

5. 1st year course with multiple sections should be offered to Education Students

While the College of Education appreciates this suggestion, it does not fit within the parameters of this admissions proposal. In terms of scheduling, our challenge here is that if we offer a first year Education course, then one of the Arts & Science courses has to occur in years 3 or 4, and our highly successful Mon/Thurs coursework schedule prevents an easy mix of courses. Upper year students complete two consecutive days per week (Tues/Wed) in school practica situations to support connections between theory and practice, an experiential learning component that has been lauded by schools as well as our own faculty who are thus able to connect course assignments with classroom settings.

As we continue to explore possibilities, an elective field experience course offered in May/June might extend opportunities to students to explore northern or rural student teaching opportunities, and this would be part of the ongoing planning involved in future iterations of our program. In addition, we intend to structure the Learning Communities model as a time where

non-credit required aspects of teaching, including field experience opportunities, will be facilitated.

6. How might we provide evidence for career opportunities?

Education graduates are employed beyond full-time provincial pre-K-12 classroom teachers, including part-time teachers, substitute teachers, out-of-scope education and administrative staff, First Nation school teachers and administration, First Nation community employees, higher education teachers including ABE on- and off-reserve, affiliate school teachers, substitutes, and administration, and the B.Ed. is also a foundational degree/continuous learning for other careers, providing graduates with a better footing in the job market. Education degrees are also sought by public service personnel in a variety of fields. A job search in August 2014 for unfilled teaching positions (EducationCanada.com) revealed over 750 postings Canada-wide and 51 unfilled positions in Saskatchewan. The same site search this month (March 2015) found 22 unfilled teaching positions in the province, and 197 country-wide.

7. How might we provide evidence for demand for teachers in the province/relationship to college quota?

Over the past five years, Saskatchewan's population has grown by almost 80000 people, marking the greatest recorded growth in the province (Government of Saskatchewan, 2012) with 46% of the population requiring post-secondary education. The unemployment disparity between Aboriginal and Non-Aboriginal (14.7% versus 4.2% respectively) people of the province illustrates targets for education and employment (statistics Canada, 2010). Demands for post-secondary education are on the increase. It is estimated that by 2031, post-secondary education will be required for over 70% of the Canadian labour force (Miner, 2010; Council of Ministers of Education of Canada, 2008), which requires a larger investment in education (Usher, 2008).

Although there is a mismatch between graduating teachers and teacher demand in other provinces, Saskatchewan is currently experiencing demand for teachers in rural and northern areas, with Aboriginal people as the fastest-growing and youngest ethno-culture group living within Canada. A need to respect Treaty obligations of First Nations Teachers for First Nations children requires that not only must the province produce enough teachers for rural Saskatchewan, but that expansion and focus be maintained on Aboriginal teacher education programs to serve our fastest growing population in the north.

External demand for U of S College of Education teachers is continuous, and wide in scope. Demand is on the increase, evidenced by College application rate trends (since 2009). Letters of request/contracts from First Nations Bands are evidence of increasing community-based demand through the nationally-renowned Aboriginal Teacher Education Programs and the Aurora College partnership. Evidenced by a search (August 24th) for teaching jobs (EducationCanada.com) revealed 750 postings Canada-wide and 51 current openings in

Saskatchewan. Education degrees are also sought by public service personnel in a variety of fields.

Although undergraduate and graduate student enrollment numbers are increasing, over the past three years, the FTE number of faculty and staff members working within the College have remained relatively stagnant. Alumni numbers have been steadily increasing (approximately 525 per year), to a total of 33447 alumni, currently the second largest alumni group at the U of S.



MEMORANDUM

TO: Directors, Saskatchewan School Divisions
FROM: Bev Brenna, Acting Associate Dean, Undergraduate Programs, Partnerships and Research
DATE: March 25, 2015
RE: Information Regarding College of Education Direct Admissions Proposal

At this time, the College of Education is exploring a framework for Direct Admissions that would support a direct entry route from grade 12 into what would then entail a four-year B.Ed. program. While Arts & Science courses would still be required in the first two years of this program, the College team believes that there would be many benefits for students in identifying with the profession as teacher candidates for four years vs current opportunities for teacher candidates in the 2 year sequential route. Three entrance routes would thus be the result:

- Direct (for students new to the College)
- Transfer (for those students in years one and two of Arts)
- Post-degree (for students who attain another degree prior to the 60 credit units in Education).

Potential positives of this change to Direct-Admissions would be as follows:

- **increased potential to develop reflective teachers:** Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in terms of teaching pedagogy than students engaged in teacher education over a two-year period, especially when cohort systems and early field experiences of varying forms could be designed to support reflectivity throughout the initial two years of non-Education coursework.
- increased potential for entrance numbers (including higher numbers of applications and the opportunity to select for quality thus **increased quality of admissions**)
- **increased positive student engagement** and College climate, with alignment of regular program, ITEP, and SUNTEP, as well as increased leadership opportunities for students who are currently only in the college for 2 years (with one term away for internship)
- **increased support for recruitment**

Our students' responses to this initiative have been very positive and included the following: the idea that early acceptance removes anxiety; offers more time in Education; supports earlier field experience possibilities; allows for greater interaction between students on the same career path; supports people whose first choice is Education; speeds up the admission process and has the potential to increase course relevancy and content-specificity; increases collaborative possibilities within environment in addition to increasing possibility for professional development, conferences and other Education activities that increase relevance and knowledge; and heightens B.Ed. potential in terms of future avenues for practice. Students indicated that direct admissions "will better prepare teacher candidates...two years is not enough time to become involved in the profession."

We are developing a proposal to open this Direct Admissions route in the fall of 2016, with related opportunities for recruitment, alongside upper-year transfer and post-degree routes which would still be in operation.

While there are university-level stages of approval yet to be involved, the College is interested in hearing feedback from its partner School Divisions in this regard. If you wish to communicate a response related to the provision of a Direct Admissions route into the College, please do not hesitate to send it my way.

Many thanks for your ongoing support for the College and for our teacher candidates.

Bev Brenna

bev.brenna@usask.ca; 306 966 7563



UNIVERSITY OF
SASKATCHEWAN

College of Education

Teacher Candidates' Accommodation Planning for Disabilities:

Field Experience Policies and Practices

Approved March 20, 2015

Teacher Candidates' Accommodation Planning for Disabilities

Teacher Education programs are responsible to society for providing courses of study that support Teacher Candidates (including student teachers and interns) in developing the professional, knowledge, instructional, and curricular competencies necessary for provincial teacher certification as well as to support best practices for teaching and learning in a changing world.

The College of Education welcomes diversity, as well as teamwork towards appropriate supports, in order that Teacher Candidates will demonstrate the necessary **Teaching Competencies** identified by Saskatchewan's Teacher Education, Classification and Certification Board (Appendix A). Competency standards for teachers are described further in the document *Teacher Professionalism: A Public Trust* (www.stf.sk.ca).

The College of Education has identified **Essential Skills** that are necessary in order for teacher candidates to demonstrate teaching-related competencies. Essential skills are professional abilities that exemplify necessary demonstrated behaviours related to particular competency standards. These skills include: cognitive, communication, emotional and physical health, language, research/information processing and social skills.

Teacher Candidates with Disabilities are encouraged to demonstrate:

- advocacy towards reasonable accommodation supporting academic standards and requirements;
- personal responsibility in needs' identification and timely communication about support requests;
- foundations of equity that underpins inclusive education in schools while at the same time upholds teacher competencies as required outcomes.

A request for accommodation for disability begins with communication from the student to Disability Student Services (DSS) and is subject to the applicable policies, regulations and procedures of both the University of Saskatchewan and the Faculty of Education. Students are strongly encouraged to seek out and review:

- University of Saskatchewan policy for accommodation at <http://policies.usask.ca/policies/student-affairs-and-activities/students-with-disabilities.php>
- Disability Services for Students' policy (www.students.usask.ca/disability/dss)
- Appendix B of this document (Accommodation Plan for Field Experiences) that outlines a framework for supports during College of Education practica experiences.

Teacher Candidates with Disabilities: Field Experience Policies and Practices

An Accommodation Planning Committee will be formed at the Teacher Candidate's request to develop an Accommodation Plan for field experiences (student teaching and/or internship). Membership of the committee will typically include: the Teacher Candidate, the Field Experience Coordinator, and a representative from DSS.

Requests including on-site accommodation associated with physical environment, devices/adaptive technology, time extensions, or other approved adaptations related to program completion are considered on a case-by-case basis according to the applicable policies, regulations, and procedures. Accommodation is intended to support teacher candidates' responsibilities in developing and demonstrating the related teacher competencies required of all students for convocation and certification in the profession (see attached College of Education Accountability Statement and Ministry of Education Certification Competencies for further information).

College of Education: Essential Skills for Teacher Candidates

A candidate for a B.Ed. degree must demonstrate the following:

1. Cognitive Skills

A teacher candidate must demonstrate the memory necessary to recall, integrate and synthesize information. In addition, the teacher candidate must display both critical and creative thinking skills, with the latter involving fluency, flexibility, originality and elaboration in terms of developing and adapting student programs.

2. Communication Skills

A teacher candidate must speak and hear (independently or through successful use of augmentative/alternative communication (AAC) and interact with students in order to effectively and efficiently deliver and assess lessons. In addition, clear oral and written communication skills are required related to family engagement as well as working relationships with colleagues.

3. Emotional and Physical Health

A teacher candidate must successfully navigate through the emotional and physical expectations of a school day related to practica experiences and demonstrate attendance and participation as required and/or negotiated in College and field settings.

4. Language Skills

A teacher candidate must demonstrate proficiency in the language of instruction (oral and written).

5. Research/Information Processing Skills

A teacher candidate must demonstrate the ability to initiate and complete the collection of data related to students and curricula, effectively demonstrating analysis, considering implications, keeping records, and displaying information.

6. Social Skills

A teacher candidate must be able to ethically and sensitively build working relationships with all members of a school team. Compassion, integrity, concern for others, interpersonal skills and internal motivation are all personal qualities that successful teachers demonstrate and are attributes expected of students in the College of Education.

Admission Information:

Regular Admission – High School (less than 18 Credit units of transferable postsecondary); (Direct entry admission requirements would be the same as it currently is for ITEP & SUNTEP)

- Pre-requisite high school requirements: Biology 30* or Chemistry 30* or Physics 30* or Geology 30*; History 30 or Social Studies 30 or Native Studies 30; 30-level language* (other than English) or Fine Art*; 30-level English; Mathematics (Foundations of Mathematics 30* or Pre-Calculus 30*)
- Minimum average of 70% on 5 subject high school average (standard practice at the U of S)
- Competitive ranked admission (top down by average) is in place to manage enrolment in the College.
- Proficiency in English.

*One deficiency among indicated subjects is permitted but must be cleared prior to entering second year of study.

Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):

- Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Education.
- Competitive ranked admission (top down by average) is in place to manage enrolment in the College.
- Proficiency in English.

Note: Once the Direct Admission proposal has been fully approved, we will task our Admissions Committee with determining ongoing practice towards evaluating the various pieces of information that currently support decisions regarding College of Education applicants including the following: GPA, references, & online interview.

Retention Strategies:

The College of Education currently has an 8 year rule for completion of the Bachelor of Education Degree. Teacher candidates can choose to leave the program at any time and as long as they are a student in good standing when they leave they are welcome back to the College to complete their BED within the 8 year time frame.

Teacher candidates can be “*Required to Discontinue*” from the program but are welcome back after a 1 year hiatus from the all-academic programs. If a teacher candidate has a second RTD they will be removed from the College of Education on a permanent basis.

201207 – No sequential elementary (EDEL) or secondary (EDSE) program RTD’s

201307 – No sequential EDEL or EDSE program RTD's
201407 – No sequential EDEL or EDSE program RTD's

Teacher candidates can choose to withdraw from the courses EDEL & EDSE sequential program
(term and month – number of teacher candidates from the EDEL & EDSE programs):

201209 – 2
201309 – 2

201309 – 1
201401 – 1

201409 - 2
201501 – 1

Note: above are welcome back to complete their BED within the 8 year window.

Number of Degrees:

Teacher candidates that graduate with 2+ degrees (Bachelor of Education + ?):

2014 Spring:
EDEL= 20 with 2 degrees - 95 total graduates
EDSE = 26 with 2 degrees - 116 total graduates

UNIVERSITY COUNCIL
Joint Committee on Chairs and Professorships
REQUEST FOR DECISION



PRESENTED BY:

Jim Basinger, Associate Vice-President Research and
Member, Joint Board/Council Committee on Chairs and
Professorships

DATE OF MEETING: April 16, 2015

SUBJECT: Fedoruk Chair of Radiopharmacy

DECISION REQUESTED:

It is recommended:
To authorize the Board to establish a Fedoruk Chair of
Radiopharmacy

PURPOSE:

The objective of the Chair in Radiopharmacy is to provide a vision and leadership, and to ensure success of collaborative medical imaging research and programming in the integrated Health Sciences facility, across campus and beyond. The Chair will be an essential member of the team of the Program for Nuclear Imaging at the Saskatchewan Centre for Cyclotron Sciences (SCCS).

CONTEXT AND BACKGROUND:

The Sylvia Fedoruk Canadian Centre for Nuclear Innovation at the University of Saskatchewan has provided \$5 million to build capacity for nuclear medicine and imaging research in Saskatchewan. The grant includes \$3.5 million to recruit leading researchers to the Province and establish academic research programs, as well as up to \$1.7 million for research equipment and infrastructure.

The role of the Chair is a key element of the recently established Saskatchewan Program for Nuclear Imaging, funded by the Fedoruk Centre. The program will grow Saskatchewan's capacity in nuclear imaging research and training, creating a core of experts, including the Chair in Radiopharmacy. The team will use the Province's first cyclotron radioisotope facility when it becomes operational in 2016. This will give Saskatchewan unique research capability using radioisotopes that could lead to breakthroughs in the treatment of conditions such as cancer, Parkinson's and Alzheimer's diseases.

The University of Saskatchewan and the College of Pharmacy and Nutrition are committed to enhancing our national and global research standing. Nuclear imaging offers enormous potential to improve understanding of human, animal and plant health, including leading-edge “one health” research - University of Saskatchewan signature area that finds health solutions at the animal-human-environment interface.

Nuclear medicine is a powerful tool for the detection, diagnosis and treatment of a number of diseases, especially cancers. It involves injecting a patient with radiopharmaceuticals and then detecting those drugs in the body using imaging systems such as the PET-CT scanner (part of the SCCS) at Royal University Hospital.

CONSULTATION:

The intent to establish the Fedoruk Chair of Radiopharmacy has been examined and approved by the College of Pharmacy and Nutrition and the Joint Committee on Chairs and Professorships.

SUMMARY:

The College of Pharmacy and Nutrition is fully committed to contributing to the University's prime area of focus for the current planning cycle (2012-2017) - to increase research activities and collaborations and communicate research success. The Chair in Radiopharmacy and her/his contiguous accomplishments will enable the College to ably support this key objective for the unit, the University and beyond.

The proposed chair will enable extensive research collaborations, most notably with the University of Saskatchewan College of Medicine, Department of Chemistry and GIFS, and the Department of Physics at the University of Regina.

FURTHER ACTION REQUIRED:

Approval of the Board.

ATTACHMENTS:

Terms of Reference.



Fedoruk Chair in Radiopharmacy

Terms of Reference

April 6, 2015

Purpose:

The Fedoruk Chair in Radiopharmacy will be an Enhancement Chair, made possible through a generous grant from the Sylvia Fedoruk Canadian Centre for Nuclear Innovation, University of Saskatchewan. The role of the Chair is a key element of the recently established Saskatchewan Program for Nuclear Imaging to apply nuclear imaging to life sciences in humans, animals and plants. The program will grow Saskatchewan's capacity in nuclear imaging research and training, creating a core of experts, including this Chair. The team will use the Province's first cyclotron radioisotope facility when it becomes operational in 2016. This will give Saskatchewan unique research capability using radioisotopes that could lead to breakthroughs in the treatment of conditions such as cancer, Parkinson's and Alzheimer's diseases.

Source and Amount of Funding:

The Fedoruk Centre has provided \$5 million to build capacity for nuclear medicine and imaging research in Saskatchewan. The grant includes \$3.5 million to recruit leading researchers to the Province and establish academic research programs, as well as up to \$1.7 million for research equipment and infrastructure. The Fedoruk Centre is funded by Innovation Saskatchewan as an independent, not-for-profit subsidiary of the University of Saskatchewan.

\$1 million dollars of this grant will support the Fedoruk Chair in Radiopharmacy for a period of 5 years (~ \$650,000 salary and benefits) and graduate students/start-up costs of \$350,000.

The College of Pharmacy and Nutrition will provide the Chair with office and laboratory space. Additional in-kind support will be provided by the College (eg, secretarial, administrative and technical), the Office of the Council of Health Science Deans Office (eg, support for interprofessional activities) the University overall (eg, institutional support from Research Services, Financial Services and Human Resources, etc.) and as well the Fedoruk Centre and its facilities.

Tenability:

The Fedoruk Centre funding plus in-kind support noted above is expected to support the Fedoruk Chair in Radiopharmacy for a period of 5 years. There is a possibility of further funding from the Centre to extend the term of the Chair. At such time as this funding comes to an

end, the Fedorak Chair incumbent will bridge to a retirement in the College of Pharmacy and Nutrition and enter into the normal range of duties of a tenured/tenure track faculty member of the College of Pharmacy and Nutrition.

Search committee:

In accordance with the collective agreement established between the Faculty Association and the University, a search committee will be established, chaired by the Dean of Pharmacy and Nutrition.

Chairholder Responsibilities:

The Fedoruk Chair in Radiopharmacy will provide vision and leadership to ensure success of collaborative medical imaging research and programming in the integrated Health Sciences facility, across campus and beyond. S/he will be an essential member of the team of the Saskatchewan Program for Nuclear Imaging

More specifically, the Chair will:

- Establish a successful research program in radiopharmacy.
- Attract and maintain substantial research funding from Tri-Council and related granting agencies to support research in radiopharmacy.
- Synergistically accelerate the efforts of the medical imaging researchers' team.
- Attract excellent graduate students, particularly at the Ph.D. level, and develop relevant graduate courses as appropriate.
- Facilitate the attraction of outstanding affiliated research staff – Postdoctoral Fellows, Visiting Scientists and Adjunct Professors.
- Contribute to the College's undergraduate programs through the provision of radiopharmacy course content, inquiry-based learning, summer student research opportunities and potential internships with partners in this field.
- Collaborate with scientists in other units, working in leading-edge research infrastructure, including a soon-to-be-completed 24 MeV cyclotron and radioisotope production facility; the Saskatchewan Structural Sciences Centre; state-of-the-art Health Sciences Facility; the comprehensive array of human, veterinary, and agricultural research and teaching programs on our campus; the Vaccine and Infectious Disease Organization (VIDO-InterVac) with its level 3 containment facilities; National Research Council and Agriculture and Agri-Food Canada research centres, valued colleagues at the University of Regina and as well the Royal University Hospital, Saskatchewan Cancer Centre, other universities, health authorities, cancer agencies and potentially commercial distributors.
- The Chair will work closely with the Office of the Vice President Research and the Industry Liaison Office to ensure that intellectual property is protected for the University, the researchers and the College.
- The cutting edge and outstanding nature of this research team, including the Chair, will not only provide the impetus to attract national researchers and top caliber trainees, it will provide the leverage to attract additional funding dollars in this area of strategic priority.

Term of Chair:

The Fedoruk Chair will be established as an Enhancement Chair tenure-track position, funded by the Fedoruk Centre grant for a period of 5 years and possibly longer, after which time the incumbent will continue as a regular tenured/tenure-track faculty member in the College of Pharmacy and Nutrition.

Management Committee:

The Dean will have the responsibility, in conjunction with a Management Committee, for maintaining the financial integrity of the Chair and ensuring, through an annual performance review and ongoing monitoring, that the activities of the Chair are in keeping with its purpose. A Management Committee, appointed by the Vice-President (Academic), in consultation with the Dean, will include: the Dean; the Pharmacy and Nutrition Associate Dean Research and Graduate Affairs; the Director of Finance and Trusts, ACE or designate; Dr. Neil Alexander, Executive Director of the Fedoruk Centre; and Dr. Paul Babyn, Principal Investigator for the overall grant, and Head, Department of Medical Imaging University of Saskatchewan and Saskatoon Health Region.

The Dean will serve as Chair of the Management Committee, and will submit a copy of the annual report and financial report to the Joint Committee or to the Management Committee, and to the funder as requested. The JCCP will review the administrative and financial arrangements pertaining to the Chair, and the performance of the Chair in keeping with its purpose and objectives, at least every five years, or more frequently if determined by the Dean or the Fedoruk Centre.

Fund Administration:

As noted above, the Dean and Management Committee, which includes the Director of Finance and Trusts, will be responsible for maintaining the financial integrity of the Chair. The JCCP will review the financial arrangements pertaining to the Chair at least every five years or more frequently if determined by the Dean or the Fedoruk Centre.