

AGENDA
2:30 p.m. Thursday, October 22, 2015
Murray Building Room 299

*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 2015/16 academic year marks the 21st year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of September 17, 2015 pp. 1-18
4. Business from the minutes
5. Report of the President pp. 19-20
6. Report of the Provost pp. 21-30
7. Student societies

7.1 Report from the USSU – Oral Report

7.2 Report from the GSA pp. 31-32

8. Nominations committee

8.1 Request for decision – Nomination to the Search Committee, Dean, University Library.
pp. 33-36

It is recommended that Council approve the appointment of Jack Gray, vice-dean, research, scholarly and artistic work, College of Arts and Science as the senior administrator selected by Council to serve on the search committee for the dean, University Library.

8.2 Request for decision – Nomination to the Search Committee, Dean, Arts and Science.
pp. 37-40

It is recommended that Council approve the appointment of Hope Bilinski, associate dean, Central Saskatchewan Campus and Health Sciences, College of Nursing as the senior administrator selected by Council to serve on the search committee for the dean, Arts and Science.

8.3 Request for decision – Nominations to the Search Committee, Provost and Vice-president Academic. pp. 41-44

(1) It is recommended that Council approve the appointment of the following GAA members to the search committee for the provost and vice-president academic:

Helen Nichol, Department of Anatomy and Cell Biology

Kathleen James-Cavan, Department of English

Michael Bradley, Department of Physics and Engineering Physics

Gary Entwistle, Department of Accounting

(2) That Council approve the appointment of Carol Rodgers, dean, College of Kinesiology as the senior administrator selected by Council to serve on the search committee for the provost and vice-president academic.

8.4 Request for decision – Nomination to the Research, Scholarly and Artistic Work Committee. pp. 45-48

That Council approve the appointment of Lorraine Holtslander, College of Nursing to the research, scholarly and artistic work committee effective immediately for a two-year term until June 30, 2017.

9. Planning and priorities committee

9.1 Request for decision – Name Change of the Department of Civil and Geological Engineering pp. 49-56

That Council approve that the Department of Civil and Geological Engineering be renamed the Department of Civil, Geological, and Environmental Engineering, effective September 1, 2015, and that Council's Bylaws be amended to reflect the new name of the department.

9.2 Report for information – 2016-17 Operations Forecast and Economic Impact Analysis. pp. 57-140

9.3 Report for information – Reorganization of Centrally Organized Teaching and Learning Activities. pp. 141-150

9.4 Report for information – Report on the College of Graduate Studies and Research and the Administration of Graduate Programs. pp. 151-164

9.5 Report for information – Update on the Third Integrated Plan (IP3) pp. 165-190

10. Academic Programs Committee

10.1 Request for decision – English Proficiency Policy. pp. 191-200

That Council approve the English Proficiency Policy effective for the September 2016 intake of students.

10.2 Report for information –Items for Information pp. 201-226

- Revision of Bachelor of Music (B.Mus.) in Music Education Programs in the College of Arts and Science
- Physical Education Studies stream in the College of Kinesiology

11. Joint Committee on Chairs and Professorships

11.1 Report for Information – Annual Report pp. 227-228

12. Other business

13. Question period

14. Adjournment

Next meeting November 19, 2015 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: November 2, 2015



*Minutes of University Council
2:30 p.m., Thursday, September 17,
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

KALYNCHUK/DOBSON: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Jay Kalra, chair of Council provided opening remarks, recalling the establishment of Council as a representative body under the 1995 *University of Saskatchewan Act* and noting the gala celebration to be held on September 25, 2015, to celebrate Council's 20th year anniversary. He indicated it was his great pleasure and privilege to welcome all present and acknowledged the chairs of Council's standing committees, elected student members, university secretary Beth Williamson and her staff. He encouraged respectful discussion and engagement and emphasized that Council has always worked and continues to work under three major principles: Council has always enjoyed academic freedom in the past and continues to value it; Council is a collegial self-governing body with responsibilities to govern itself accordingly; and Council is the university's academic governance body where academic matters are considered and decisions made. Dr. Kalra noted the important business before Council and shared the usual procedures for debate and discussion and the protocol for members of the media.

3. Minutes of the meeting of June 18, 2015

The chair accepted a motion to approve the minutes and asked for any corrections. A Council member stated the minutes for item 10.3 Responsible Conduct of Research Policy: Report on policy breaches did not reflect either his question of Karen Chad, vice-president research or her response. He requested that the minutes be corrected to include his questions of whether the university has ever looked at using anti-plagiarism software and what support is given to faculty to assist them in recognizing plagiarism in student work and in understanding what constitutes plagiarism and Dr. Chad's response that the university has a mentorship program for faculty.

WILSON/DE BOER: That the Council minutes of June 18, 2015 be approved as amended.

CARRIED

4. Business from the minutes

The minutes having been corrected, the Council member requested that the question of whether the university has looked at any of the anti-plagiarism software that other U15 universities use be recorded as business arising from the minutes at the next meeting. The chair committed to bringing the member's question to the attention of Dr. Chad.

The chair noted three additional questions as recorded in the minutes under item 8.2 Report on Capital Planning:

1. A request for an update on the Clarion project;
2. When the Department of Mathematics and Statistics might be relocated to Thorvaldson; and
3. A question about classroom space in the Thorvaldson Building as this space is no longer available for lectures to those faculty who are now housed in the new Health Sciences Building complex, and the new classroom space in the A and B wings of the new complex is not ready.

Greg Fowler, vice-president finance and resources responded to the questions. He indicated that the Clarion Project would be considered under the university's new capital prioritization matrix to determine its priority relative to other capital projects submitted by the College of Arts and Science. The relocation of members of the Department of Mathematics and Statistics is presently in the planning and design stage, with plans to relocate the department by mid-2016.

Mr. Fowler reported that to his knowledge no classrooms have been closed in the Thorvaldson Building, although several classrooms are planned to close. A Council member objected to the response, citing the room numbers of several classrooms and labs on the second and third floors of the Thorvaldson Building that are no longer available, and requesting that the loss of any teaching space be identified prior to the closure of the space.

5. Report of the President

President Barnhart indicated he welcomed Dr. Peter Stoicheff as the university's 11th president. As Dr. Stoicheff's inauguration will take place on October 24, he noted October 23 would be his last day as interim president and his attendance at the Council meeting on October 22 would therefore be one of his last official functions. He expressed that this seemed to him most appropriate, as meeting with Council was his first official function when appointed interim president 17 months ago. He acknowledged the leadership of the Council chair and university secretary and thanked all members of Council for their support during his presidency. He reported that his focus over the days leading to the conclusion of his term would be on spending time with donors and alumni, including a second trip to China to meet with donors there.

The president highlighted several items from his written report to Council: the awarding of a \$37.2 M grant to the university under the leadership of Dr. Karen Chad and the Global Institute for Food Security (GISF) from the Canada First Research Excellence Fund (CFREF)—the largest research grant ever received by the university; STEMfest, the second annual international Festival of Science, Technology, Engineering and Mathematics to be held on campus September 27 – October 3; and the meeting of the provincial cabinet to be held on campus on September 22, which is planned to include a meeting of cabinet with members of the Board of Governors and a tour. The president closed his remarks by expressing thanks to Chris Stoicheff, government relations specialist, for his valuable assistance and guidance during his presidency as Mr. Stoicheff's own term also concludes on October 23.

The chair invited questions of the president.

A Council member spoke of the \$37.2 M in funding received, conveying that as a social scientist he did not join in the universal enthusiasm about the award when he reflected on farmers and farming communities. He provided a preface to his remarks, commenting on the change and extreme distress in rural communities as the size of the average farm increases and the number of farmers dwindles, with those who remain faced with a form of neo-feudalism around the buying of genetically modified seeds. While feeding humanity is a common buzzword, he noted there are other paradigms, such as food sovereignty, that assume a global interconnection of all farmers. In the 1950's and 1960's, the university did address these social dimensions. He asked the president what the university is doing or could consider doing in terms of the sociocultural dimensions of farming.

President Barnhart spoke of the importance of being able to help people around the world grow more food and become self-sufficient. Mary Buhr, dean of the College of Agriculture and Bioresources responded that one of the four pillars of the CFREF grant application related to the social science dimensions of the science proposed. The college is also directed by the needs identified by Saskatchewan and Canadian producers. Although the population of Saskatchewan is aging, the college has experienced an increase in student enrolment in its Bachelor of Science in Agronomy. Many of these students are from farms and are returning to farms. In sum, she concluded the college is doing its best to address some of the very concerns raised by the Council member.

6. Report of the Provost

Ernie Barber, provost and vice-president academic, referred to his written report and provided additional comments about enrolment and the School of Public Health. He reported the university met its undergraduate enrolment targets for the 2012-16 planning cycle and made progress against its graduate student enrolment targets. The graduate target was far more aspirational than the undergraduate target, with its genesis in the university's *Strategic Directions* delivered by the president in 2002 and renewed in 2010. This year, as a new planning cycle begins, campus-wide discussion will occur regarding enrolment, including questions such as what size of institution do we want to be and what mix of programs should be offered, together with all of the resulting considerations of space, people, delivery, and activity. Dr. Barber emphasized that enrolment planning should be intentional, with its roots in the colleges and with diversity targets set by the colleges and schools.

Dr. Barber referred to the infographic handout on enrolment available at the door and noted that the production of such an infographic requires extensive work. Dr. Barber acknowledged the efforts of Russell Isinger, registrar and staff in Student Enrolment and Services in making this information available.

Dr. Barber recalled that the review of the School of Public Health (SPH) was discussed at the May and June Council meetings, and that at the June Council meeting there was a question about having the internal reviewer serve on the task force formed to develop the action plan in response to the review. Although the task force does not include representatives of all the voices that need to be heard, he indicated that those individuals assigned to the task force, including the internal reviewer, are all consensus builders and will deliver an interim report to the provost in October. A stronger partnership with the College of Medicine and with external public health agencies will be sought to better position the school in the future.

Although the review was focused on the School of Public Health, there were many references to Community Health and Epidemiology in the review. One of the concerns was that this unit should have had more opportunity to respond to the report prior to its being made public. Dr. Barber indicated that after he and the chair of the task force met with the department head of Community Health and Epidemiology and the dean of Medicine, he was satisfied that the review of the school was properly conducted. Nonetheless, he apologized for any failure to represent the department. He also reminded Council that consultation with the college and department did occur as part of the review, and that he would apply the lessons learned from the SPH review to the reviews of the other interdisciplinary graduate schools. An internal assessment of the School of Environment and Sustainability (SENS) is underway and the reviewers will attend campus in December; following that, the review of the Johnson-Shoyama Graduate School of Public Policy will occur.

A Council member indicated that she was pleased to see that enrolment of Indigenous students was increasing but noted the university has lost some of its Indigenous faculty. She requested that the university also focus on its Indigenous faculty members and refuted any perception that Indigenous faculty are a difficult group to engage with. Dr. Barber noted that there will be additional investments in Aboriginal success in the areas of: student success and supports, the recruitment of Aboriginal faculty and staff members, and in senior leadership positions dedicated to this university-wide priority area. Dr. Barber concluded by indicating more would be said at the next Council meeting about the goals for joint action to advance Aboriginal success and about the Aboriginal Peoples Engagement and Scholarship signature area.

7. Student societies

7.1 Report from the USSU

Jack Saddleback, president of the University of Saskatchewan Students Union, presented a verbal report to Council. A successful USSU Welcome Week was held, followed by the campaign on academic rights led by Gabe Senecal, USSU vice president of academic affairs, called “Know Your Rights.” There will be an important announcement in the North Concourse at 10 am on September 22nd coinciding with the university’s Sexual Assault Awareness Week.

A focus of the USSU will be the federal election on October 19th and the provincial election April, 2016. The USSU is working with individuals across campus and other external organizations to bring about USask Votes, a campaign to show how to vote and register, especially for out of province students, and to showcase the overall importance of voting and voter participation to students, faculty, and staff. Mr. Saddleback announced that a debate among candidates in the university riding would take place on September 30 at 4 pm and invited members to attend. More information can be found at <http://ussu.ca/main-page/usaskvotes/>

7.2 Report from the GSA

Rajat Chakravarty, president of the Graduate Students’ Association provided a verbal report to Council reporting on the Fall Wine and Cheese Social attended by 250 people and the GSA Orientation and Fall BBQ, attended by close to 1800 individuals. He thanked Facilities Management Division (FMD), the College of Graduate Studies and Research (CGSR), and the USSU for their cooperation and assistance in hosting the orientation. Mr. Chakravarty spoke of the numerous other sports and social events to inform and foster engagement amongst the

graduate student body. A focus of the GSA is the elections and the September 30th candidate forum is presented jointly by the GSA and USSU.

Mr. Chakravarty reported the GSA has a backlog of audits to be completed over the past three years; the first one-year audit is complete and once all audits are completed, the GSA will issue a report which will be shared with Council.

8. Nominations Committee

Ed Krol, chair of the nominations committee presented the committee reports to Council. Three calls for nominations from the floor were made by the chair for each motion.

8.1 Request for Decision – University review committee nominations

KROL/LARRE: That Council approve the nomination of Nick Ovsenek, Department of Anatomy and Cell Biology and Marvin Painter, Department of Management and Marketing to the university review committee for terms effective immediately and ending June 30, 2018

CARRIED

8.2 Request for Decision – Research, scholarly and artistic work committee chair nomination

KROL/LARRE: That Council approve the nomination of Rainer Dick, Department of Physics and Engineering Physics to serve as chair of the research, scholarly and artistic work committee effective October 1, 2015 and ending June 30, 2016.

CARRIED

8.3 Request for Decision – Academic programs committee nomination

KROL/LARRE: That Council approve the nomination of Nathaniel Osgood, Department of Computer Science to the academic programs committee for a term effective immediately and ending June 30, 2018

CARRIED

9. Governance committee

Louise Racine, chair of the governance committee presented the committee reports to Council, summarizing the changes to the resource membership of each committee in turn. Notices of motion for each of the three amendments to the Council Bylaws were provided at the June 2015 Council meeting. A Council member noted his recollection was that changes to the title of an individual serving on a committee did not require Council approval but could be considered incidental changes reported to Council for information.

9.1 Request for Decision – Bylaws Amendments – Planning and priorities committee terms of reference, Council Bylaws, Part Two, s VI

RACINE/GRAY: That Council approve the amendments to the terms of reference of the planning and priorities committee of Council as shown in the attachment

CARRIED

9.2 Request for decision: Bylaws and amendments – Scholarships and awards committee terms of reference, Council Bylaws, Part Two, s. VIII

RACINE/GRAY: That Council approve the amendments to the terms of reference of the scholarships and awards committee of Council as shown in the attachment.

CARRIED

9.3 Request for decision: Bylaws amendments – Teaching, learning and academic resources committee terms of reference, Council bylaws, Part Two, s. XI

RACINE/FLYNN: That Council approve the amendments to the terms of reference of the teaching, learning, and academic resources committee of Council as shown in the attachment.

CARRIED

10. Academic Programs Committee

Kevin Flynn, chair of the academic programs committee presented the committee report to Council.

10.1 Request for input – English Proficiency Policy

Professor Flynn reported the new English Proficiency policy did not represent a change or alteration to the standard for English proficiency but was a fine-tuning of the instruments by which the standards of proficiency are measured. The reference to appendix D in the policy document is a typographical error and should read “appendix C.” Comments on the draft policy can be directed to Alison Pickrell.

A Council member asked whether there was any correlation between students’ scores on English proficiency tests and academic performance once in their program. Professor Flynn responded that he was not aware of any related studies or data to support this correlation. However, the committee could look into the relationship between international student completion rates and performance relative to English proficiency entry scores if Council wished.

11. Joint committee on chairs and professorships

Jim Germida, vice-provost, faculty relations and chair of the joint committee on chairs and professorships (JCCP) presented the report.

11.1 Request for decision – LaBorde Chair in Engineering Entrepreneurship

Dr. Germida indicated that the LaBorde Chair in Engineering Entrepreneurship is an endowed chair, which will provide academic leadership in the Engineering Entrepreneurship Option for the College of Engineering and partner with the Edwards School of Business to deliver courses relevant to the option.

CHIBBAR/WEGNER: That Council authorize the Board of Governors to establish the LaBorde Chair in Engineering Entrepreneurship.

CARRIED

12. Other business

There was no other business.

13. Question period

There were no questions.

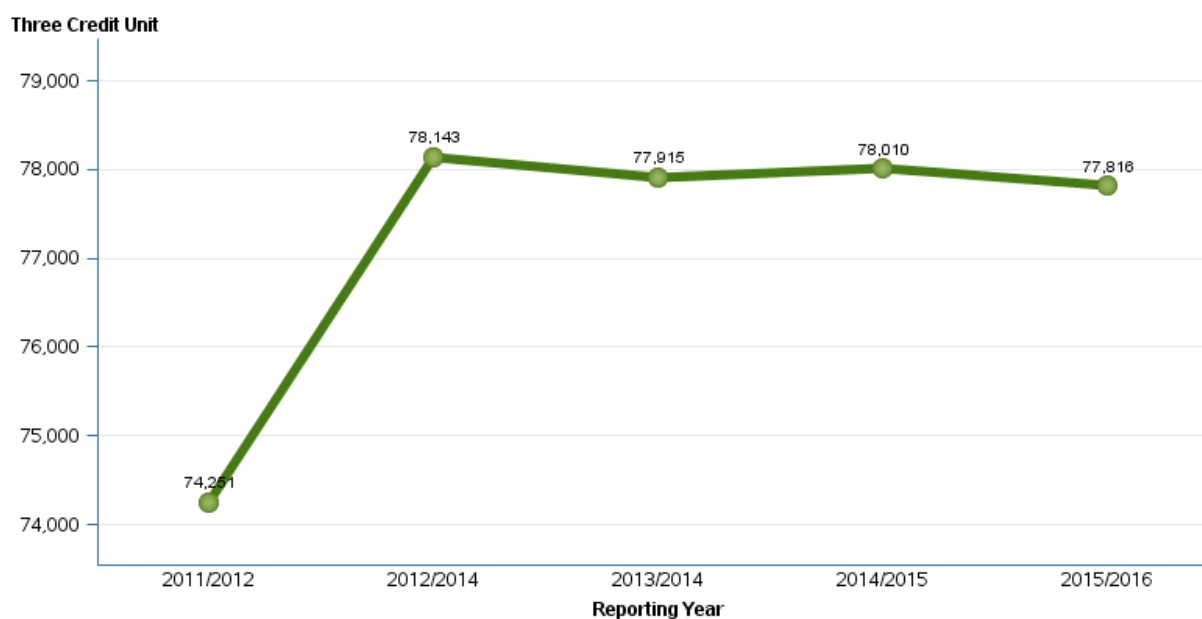
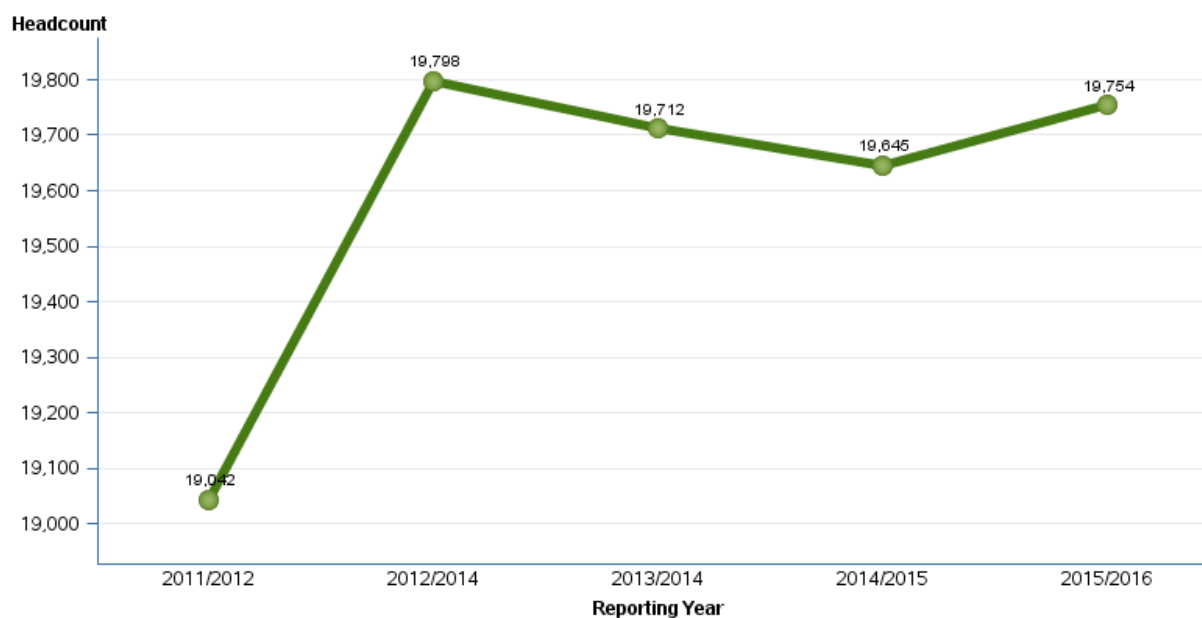
14. Adjournment

Prior to adjournment, President Barnhart commented on the close cooperation he observed between the USSU and the GSA and congratulated both student groups on working together so closely.

The meeting adjourned by motion (DOBSON/FLYNN) at 4:02 pm.

University of Saskatchewan

Graduate and Undergraduate Enrolment



Based on Data as of the First Day of Classes (Sept 3, 2015)

Source: University of Saskatchewan Data Warehouse

USASK



ENROLMENT SNAPSHOT

September 3, 2015
First day of Fall Term 1 classes

UNDERGRADUATE AND GRADUATE STUDENTS

19,754

+0.6% increase over 2014

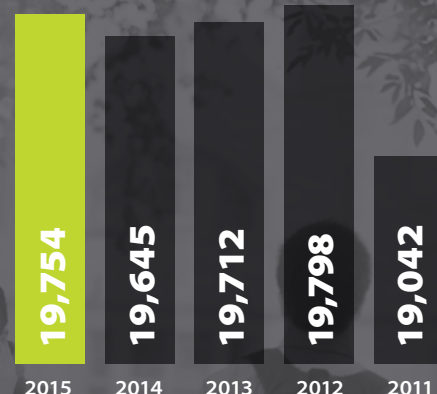
UNDERGRADUATE

16,869

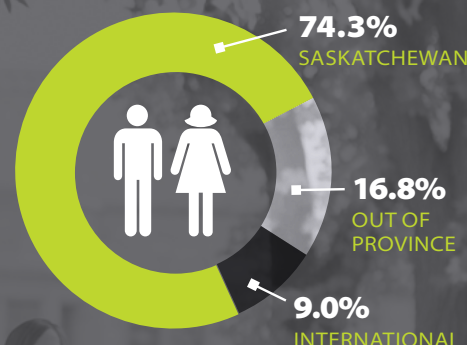
GRADUATE

2,885

OVERALL FIVE-YEAR TREND



UNDERGRADUATE STUDENT ORIGIN



UNDERGRADUATE STUDENTS FROM ALBERTA HIGH SCHOOLS

1,484

+12.3% increase over 2014

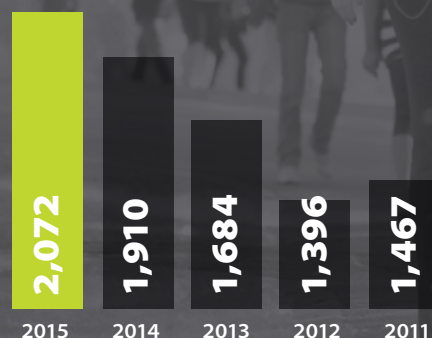
TOP 5 COUNTRY OF ORIGIN



1. CHINA	884	(664UG, 220G)
2. NIGERIA	200	(111UG, 89G)
3. INDIA	172	(41UG, 131G)
4. IRAN	93	(4UG, 89G)
5. BANGLADESH	73	(19UG, 54G)

ABORIGINAL STUDENTS

2,072



UNDERGRADUATE

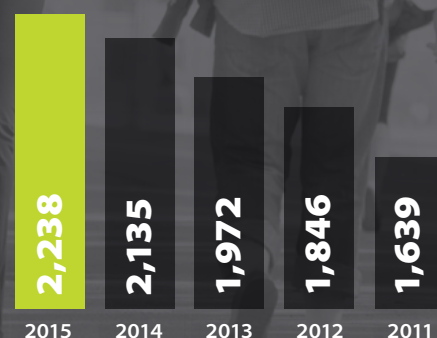
1,892

GRADUATE

180

INTERNATIONAL STUDENTS

2,238



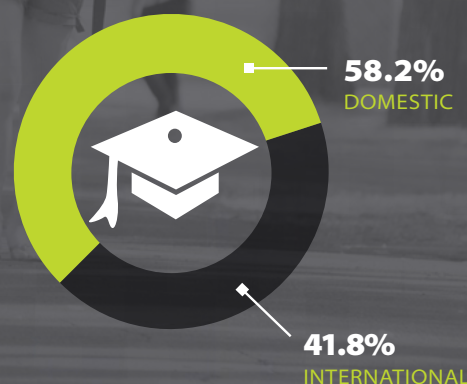
UNDERGRADUATE

1,213

GRADUATE

1,025

GRADUATE STUDENT ORIGIN



FALL TEACHING ACTIVITY

ON-CAMPUS CREDIT UNITS **-1.1%**

OFF-CAMPUS CREDIT UNITS **+6.2%**



UNIVERSITY OF
SASKATCHEWAN

COUNCIL ATTENDANCE 2015-16

Non-voting participants

[illegible]

CURRENT TERMS	PROPOSED TERMS
<p><u>PLANNING AND PRIORITIES COMMITTEE</u></p> <p><u>Membership</u></p> <p>Eleven members of the General Academic Assembly, at least six of whom will be elected members of the Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.</p> <p>One Dean appointed by the Council</p> <p>One undergraduate student appointed by the U.S.S.U.</p> <p>One graduate student appointed by the G.S.A.</p> <p><u>Ex Officio Members</u></p> <p>The Provost & Vice-President Academic or designate</p> <p>The Vice-President (Research) or designate</p> <p>The Vice-president (University Advancement <u>and Community Engagement</u>*) or designate (non-voting member) <u>*title change</u></p> <p>The President (non-voting member)</p> <p>The Chair of Council (non-voting member)</p> <p><u>Resource Personnel (Non-voting members)</u></p> <p>The Assistant Provost, Institutional Planning and Assessment</p> <p>The Director of Budget, Planning and Strategy</p> <p>The Director of Integrated Facilities Planning</p> <p>The Associate Vice-president, Facilities Management Division</p> <p>The Chief Information Officer and Associate Vice-president Information and Communications Technology</p> <p>The Special Advisor to the President on Aboriginal Initiatives</p> <p><u>Administrative Support</u></p> <p>The Office of the University Secretary</p>	<p><u>PLANNING AND PRIORITIES COMMITTEE</u></p> <p><u>Membership</u></p> <p>Eleven members of the General Academic Assembly, at least six of whom will be elected members of the Council, normally one of whom will be chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.</p> <p>One Dean appointed by the Council</p> <p>One undergraduate student appointed by the U.S.S.U.</p> <p>One graduate student appointed by the G.S.A.</p> <p><u>Ex Officio Members</u></p> <p>The Provost & Vice-President Academic or designate</p> <p>The Vice-President (Research) or designate</p> <p>The Vice-president (Advancement and Community Engagement) or designate (non-voting member)</p> <p>The President (non-voting member)</p> <p>The Chair of Council (non-voting member)</p> <p><u>Resource Personnel (Non-voting members)</u></p> <p>The Associate istant Provost, Institutional Planning and Assessment*</p> <p>The Director of <u>Resource Allocation and Planning Budget, Planning and Strategy</u>*</p> <p><u>The Director of Institutional Effectiveness</u>**</p> <p>The Director of <u>Integrated Facilities Capital</u> Planning*</p> <p>The Associate Vice-president, Facilities Management Division</p> <p>The Chief Information Officer and Associate Vice-president Information and Communications Technology</p> <p><u>The President's designate on Aboriginal Matters</u>The Special Advisor to the President on Aboriginal Initiatives</p> <p><u>Administrative Support</u></p> <p>The Office of the University Secretary</p> <p><u>* title change</u></p> <p><u>**new resource member</u></p>

CURRENT TERMS OF REFERENCE SHOWING REVISIONS IN MARK-UP**SCHOLARSHIPS AND AWARDS COMMITTEE****Membership**

Nine members of the General Academic Assembly, three of whom will be elected members of the Council, normally one of whom will be chair.

The Vice-president Academic of the USSU

The Vice-president Finance of the GSA

An Aboriginal representative from the Aboriginal Students' Centre or a College Undergraduate Affairs Office

Ex Officio

The Provost & Vice-President Academic or designate

The Dean of Graduate Studies and Research or designate

The ~~Vice-provost, Teaching and Learning Associate Vice-president, Student Affairs~~ or designate

The Vice-president University Advancement or designate (non-voting member)

The President (non-voting member)

The Chair of Council (non-voting member)

Resource Personnel *(non-voting members)*

The Director of Graduate Awards and Scholarships

The Director of Finance and Trusts, University Advancement

~~The University Registrar and Director of Student Services~~

The Assistant Registrar and Manager, Awards and Financial Aid (secretary)

Administrative Support

Office of Awards and Financial Aid, Student and Enrolment Services Division

The Scholarships and Awards Committee is responsible for:

- 1) Recommending to Council on matters relating to the awards, scholarship and bursaries under the control of the University.
- 2) Recommending to Council on the establishment of awards, scholarships and bursaries.
- 3) Granting awards, scholarships and bursaries, which are open to students of more than one college or school.
- 4) Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.
- 5) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

CURRENT TERMS OF REFERENCE SHOWING REVISIONS IN MARK-UP**TEACHING, LEARNING and ACADEMIC RESOURCES COMMITTEE****Membership**

Eleven members of the General Academic Assembly, at least five of whom will be members of Council.

Normally one of the five members of Council will be appointed chair of the committee.

~~Five members of the University Council,~~

~~Six members of the General Academic Assembly~~

One sessional lecturer

One graduate student appointed by the Graduate Students' Association

One undergraduate student appointed by the University of Saskatchewan Students' Union

Vice-provost, Teaching and Learning

Resource Personnel (non-voting)

Chief Information Officer and Associate Vice-president, ICT

~~Associate Vice-president, Student Affairs~~

Dean, University Library

Director, Distance Education, Off-Campus and Certificate Programs ~~Director University Learning Centre/GMCTE~~

Director, ICT Applications

Director, Planning and Development, Facilities Management Division ~~Executive Director, CCDE~~

Administrative Support

Office of the University Secretary

The Teaching, Learning and Academic Resources committee is responsible for:

- 1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan Integrated Plans.
- 4) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 5) Carrying out all of the above in the spirit of philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.



PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

October 2015



Presidential Travel

As I complete my report to you I am sitting in a hotel room in Hong Kong investing my last few weeks in office by connecting with alumni, friends, and partners overseas. I will be spending my time here travelling between three destinations; Hong Kong, Jilin, and Beijing. In addition to meeting with key donors and friends we will be hosting two alumni gatherings, one in Hong Kong and one in Beijing. If last year's receptions are repeated we can expect an extremely good turn out and an equally warm reception.

A trip like this also provides opportunities to meet with other partners in the region. Other meetings planned include stops to see the Consul General, Trade Commissioner for education and the Canadian Ambassador to China.

In addition to meetings with individual donors and friends, I wanted to connect with many of our educational partners as well. Planned trips include: Hong Kong Baptist University, Beijing Normal University, Beijing Institute of Technology, Beijing Jiaotong University, Jilin Agricultural University, Northeast Normal University, and Jilin University. I find it amazing that these are but a fraction of the partnerships we have in the region; it is a good reminder of the global reach of our institution.

Government Relations

Although our relationship building with the government takes place throughout the year, there are a few formal opportunities that connect the U of S and our provincial funders together. Treasury Board is the committee of the provincial cabinet that is responsible for preparing the province's budget and carefully monitoring government spending and revenue throughout the year. Once a year, select groups that receives funding from the province has the opportunity to directly address Treasury Board as the Board contemplates the province's budget for the upcoming year.

I have been proud of the work we've done this year with government and particularly proud about the work we've done to communicate our value to the citizens of the province. The University of Saskatchewan is a key contributor and engine of the province economically and socially and it is important that that message gets across to government and in particular, Treasury Board. Trends across Canada have shown less investment in general operating grants to Universities. Although we have fared much better than our extra-provincial counterparts it is unlikely that those trends will continue.

If there is one thing I've learned this year in office is that the U of S is known for prudent and thoughtful budgeting. Our approach to fiscal planning will allow us to weather the vagaries of commodity markets, economic downturns and changes to public policy while still maintaining our commitment to our academic mission.

On a connected note, we had the pleasure of hosting the provincial cabinet on campus in September. This is an infrequent occurrence that we hope to make more frequent. We had the opportunity to address cabinet and to show them some of the great initiatives taking place on campus. The day ended with an evening reception and dinner at the residence where I, the executive, and key researchers were able to interact in an intimate environment. It truly was a unique opportunity of which I believe we took full advantage

20 Years of University Council

A special kudos should go to our chair of University Council and University Secretary for a great event celebrating 20 years of this august body. I was so pleased to be able to partake in it as president. An atmosphere of community was present during the whole event mixing fun, camaraderie, and a true celebration of this Council of which we are all a part.

I was thoroughly impressed with our emcees Dwayne Brenna and Beth Williamson; their comedic timing and approach was spot on.

Final Comments

I find it fitting that my last official report will coincide with my first official report when I started this job 17 months ago – University Council. With only 17 hours on the job I stood up in front of University Council as interim president. You were gracious, welcoming and kind and have been that way ever since.

Although I will get the opportunity to say my final comments in person on Oct. 22nd, I wanted to provide my sincere thanks to all members of University Council in this report. This is the representative decision making body regarding our academic agenda and the time and energy you all put into this work is appreciated. Our organizational structure makes us a University but it is bodies like University Council that make us a community. From the bottom of my heart I want to thank you for letting me be part of this body but more importantly, thank you for letting me be part of this community.

PROVOST'S REPORT TO COUNCIL

October 2015

MESSAGE FROM THE VICE-PROVOST, TEACHING AND LEARNING

The University Language Centre

The University of Saskatchewan Language Centre celebrated the 20th anniversary of the commencement of its "English for Academic Purposes Program" which has provided over 12,000 seats to International students since its inception in September 1995.

In addition, the U of S Language Centre also concluded its fifth offering of the summer intensive portion of "GSR 981: Canadian Academic Acculturation and Literacy for International Graduate Students" in cooperation with the College of Graduate Studies and Research.

With the departure of the group from Iwate University (Japan) on September 26th, the University of Saskatchewan Language Centre concluded its Summer 2015 special programs as follows:

- Pandit Deendayal Petroleum University (Gujarat, India) Experiential Program in cooperation with the College of Engineering
- Northwest Agriculture and Forestry University (Shaanxi, China)
- Kanto Gakuin (Yokohama, Japan)
- Iwate University (Morioka, Japan) in cooperation with the College of Agriculture & Bioresources

U of S Open House

On Friday, October 2 more than 2,000 prospective students, their parents and school counsellors got a first-hand look at University of Saskatchewan (U of S) programs, campus facilities and student services at the annual U of S Open House. The day-long event gives future students the opportunity to explore the colleges and facilities on campus, and experience the diverse cross-section of U of S programs through hands-on activities, demonstrations, mock lectures, and even one-on-one mentorship opportunities with current university students. Campus, residence and library tours are also offered, helping potential students get a feel for their future university.

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP met twice in June. The June 8 meeting reviewed board items, including annual capital plan, annual investment report, detailed operating budget and the operations forecast. These items were approved by the Board of Governors on June 2015 Board of Governors. At the PCIP retreat on September 8, PCIP considered their priorities for the year, including the annual work plan, improving PCIP's efficiency and effectiveness. On September 21, PCIP discussed a number of items prepared for the October 7-9 meeting of the Board of Governors, including the Biology building renewal and science research addition, capitalization strategy, ITEP renewal and adaptation, and the sustainability annual update.

In its June 29th meeting, PCIP approved the following investments from various central funding sources, including the Academic Priorities Fund and the 2015-16 central operating budget:

- \$5.54 million of funding toward institutional priorities requested to be matched by the province in the 16/17 Operations Forecast (\$2.04 million for Aboriginal Engagement and \$2.5 million for Internationalization)
- \$11.52 million of funding toward supporting institutional research priorities including graduate scholarships, major research competitions, and Tri-Agency compliance.

PLANNING AND RESOURCE ALLOCATION

Operations Forecast

The University of Saskatchewan submitted its annual operations forecast to the Saskatchewan Ministry of Advanced Education on June 30, 2015. A meeting was held on September 23, 2015 with the Ministry of Advanced Education to review the strategy, government alignment, and financial overview of the operations forecast. For 2016-17, the university is requesting at a minimum:

- an operating grant economic increase of 3.5 per cent over the 2015-16 grant with the \$20 million one-time reduction reinstated in the 2015-16 base grant (increase of \$11.7 million when excluding the \$20 million reduction in the 2015-16 comparative);
- new targeted funding of \$4.5 million towards aboriginal engagement and internationalization initiatives;
- other research targeted funding of \$9.7 million (VIDO/Intervac, CLS) and other operating targeted funding of \$2.1 million (scholarships); and
- funding for Health Sciences capital (including financing repayment costs) of \$14.2 million, funding for preventative maintenance and renewal of \$16.0 million, and funding for other capital financing repayment costs of \$6.4 million;
- the university also continues to review contingency balances at the request of the province.

The full operations forecast will be viewable online, and it submitted to Council for information via the Planning and Priorities Committee.

Economic Impact Study

Continuing our improvement in evidence-based policy making, IPA contracted RTI International, an independent non-profit research institute, to conduct the first economic impact study of the University of Saskatchewan. The study analyses the economic impact of the University in the province, Canada and worldwide. Information learned from this study will support the operations forecast and our conversations with key stakeholders both internally and externally, including the Government of Saskatchewan.

The University of Saskatchewan has an economic, social, research, teaching, and policy impact on the Province of Saskatchewan. It can be challenging to communicate all of the impacts in ways that resonate with different stakeholders and audiences. The economic impact study assesses one of our key areas of impact, the economic impact, and assists us in communicating with stakeholders interested in this part of our story, in a quantifiable way.

Similar stories of our impact relate more closely to the learning and discovery mission, including for instance, impacts on resource development, crop development, healthcare, public and animal health, culture and the arts, and environmental sustainability. We will continue to work toward communicating these impacts in ways that resonate with all of our stakeholders, and the public.

The economic impact study in particular, revealed that the U of S:

- contributes \$1.2 billion in gross domestic product (1.5% of SK's \$83 billion economy)
- supports 11,842 jobs across Saskatchewan (2.1% of provincial employment)
- pays \$634 million in annual wages (2.4% of provincial totals)
- returns \$0.40 to the provincial treasury for \$1 appropriated by the province
- granted degrees to more than 39% of the province's labour force with degrees
- contributes in the provinces labour supply. 74% of graduates since 2000 are currently in the province.

The final version of the report will be submitted to Council via the Planning and Priorities Committee of Council on October 5, 2015, and will be available online.

Tuition

On September 10, 2015, Statistics Canada released its annual report on university tuition fees. The *Tuition and Living Accommodation Costs* (TLAC) survey is conducted annually by Statistics Canada to provide stakeholders (i.e., the general public and students) with a guide to tuition costs and information on trends in tuition fees. All universities and degree-granting colleges in Canada are asked to complete this survey. Data is provided at the provincial level in the following areas:

- tuition fees for undergraduate and graduate programs for both Canadian and international full-time students
- additional compulsory fees for full-time Canadian students
- living accommodation costs at residences/housing

The StatsCanada report reflects an aggregated weighted average of all participating institutions in an entire province. Statistics Canada reported Saskatchewan had the second highest undergraduate tuition rates in 2015-16.

This year, the Province of Saskatchewan was reported as having the second highest undergraduate tuition rates. The rate of change of undergraduate tuition rates in Saskatchewan was 2.9 per cent, fourth highest in Canada and lower than the Canadian median of 3.2 per cent. Graduate student tuition in Saskatchewan is the third lowest in Canada, and Saskatchewan has the second lowest undergraduate compulsory fees and the lowest graduate fees in Canada. We expect to see higher average undergraduate tuition rates reflected in Saskatchewan's Stats Canada results, as we have more students in higher cost professional programs at the U of S. In summary, Stats Canada reported for Saskatchewan:

- The rate of change of undergraduate tuition rates in Saskatchewan from 2014/15 to 2015/16 was 2.9 per cent, fourth highest in Canada, but lower than the Canadian median (3.2 per cent).
- Graduate student tuition in the province of Saskatchewan is the third lowest in Canada (\$3,854).
 - The average U of S graduate tuition is \$3,804.
 - The average of all Canadian graduate tuition rates is \$6,432.
- Statistics Canada reported that Saskatchewan has some of the lowest compulsory fees in the country;
 - undergraduate fees are the second lowest (\$407), and;
 - graduate fees are the lowest in Canada (\$273).

While the StatsCanada reports average weighted tuition across the province, tuition rates for the majority of programs at the University of Saskatchewan continue to be at or below the median of our U15 and western Canadian comparators.

The University of Saskatchewan has proportionately high enrolments in high-fee professional programs such as medicine, veterinary medicine, law and dentistry, which increase the overall undergraduate tuition rate. Statistics Canada reports the average tuition fees of all Universities in the province, therefore Saskatchewan data does not equal the actual rates at the University of Saskatchewan. Additionally, Statistics Canada uses student enrolment numbers that are typically two years old.

The University of Saskatchewan places the utmost priority on ensuring affordable education for our students. The process of preparing recommendations to the board of governors for 2016-17 tuition rates has already begin, and upon approval, those rates would be announced in early 2016. Affordability and accessibility, enabling quality and comparability are the board-approved principles that continue to guide our tuition discussions. We are equally committed to ensuring meaningful student engagement in tuition rate conversations and will rely on the support of our deans, executive directors and student leadership in this regard. For more information, please visit usask.ca/tuition.

INSTITUTIONAL EFFECTIVENESS

Reviews

In last month's report, it was announced that a review of the School of Environment and Sustainability was underway and plans were forming for a review of the Johnson-Shoyama Graduate School of Public Policy in early 2016. In addition to these activities, a review of the University Library has also been initiated with a plan for an external review team to be onsite in January, 2016 and the entire review completed by the end of March, 2016. More information will be forthcoming on the progress of each of these projects in the coming months.

Achievement Record

The 2015 version of the Achievement Record is now published [online](#). Similar to previous years, it contains university-level indicators with definitions, detailed information and benchmarks with peer institutions where appropriate. The format and set of indicators used for the Achievement Record has been in effect since 2009. Moving forward, we are planning to initiate conversations with campus stakeholders to identify potential changes to the indicators with the objective of ensuring that we continue to measure what is important to our university.

COLLEGE AND SCHOOL UPDATES

Edwards School of Business

The Edwards School has had a very successful year in Executive Education. We brought the Directors' Education Program to Saskatchewan, working with the Rotman School of Business at University of Toronto and with the Institute for Corporate Directors. This four-weekend program takes place in both Saskatoon and Regina, and we filled every available space and have a waiting list for next year. The third annual Labour Management Relations Certificate also sold out, and brought in 31 participants to Saskatoon from five provinces for a one-week intensive program. It is quickly becoming Canada's premier program, and the philosophy is to co-train union and management. Edwards also offers other

widely-recognized certificate programs, such as Project Management. The Nasser Centre, downtown, is occupied every day with programs. To see the latest offerings, see: [link](#).

College of Pharmacy and Nutrition

Nutrition Accreditation Committee Update

The Partnership for Dietetic Education and Practice (PDEP), a national partnership organization involving regulators, educators and Dietitians of Canada, is responsible for developing and maintaining Canadian standards for dietetic education. The Integrated Competencies for Dietetics Education and Practice – 2013 (ICDEP) were developed under PDEP's direction as were the revised accreditation standards for Dietetics Education programs in Canada.

Accredited programs are reviewed every seven years, at which time the program does a self-study and has a site visit by accreditors. The nutrition and dietetics program at the U of S is a fully accredited program with its next site visit scheduled for October 26-27, 2015.

In Summer 2014, we were informed by Dietitians of Canada of our accreditation site visit (October 2015). In Fall we formed an Accreditation Committee:

- Dr. G. Zello, Professor and Acting Assistant Dean for Nutrition, College of Pharmacy and Nutrition
- Dr. S. Berenbaum, Professor and DC Program Director, College of Pharmacy and Nutrition
- N. Haskey, Coordinator of Nutrition and Dietetic Practice, Saskatoon Health Region
- H. Tulloch, Coordinator of Nutrition and Dietetics Practice, Regina Qu'Appelle Health Region
- S. Mulhall, Coordinator, Assessment and Evaluation, College of Pharmacy and Nutrition

Courtney Junop wins 2015 Magnum Opus Award (Sask)



Congratulations to Courtney Junop (BSP, 2011) who is the 2015 Magnum Opus Award Saskatchewan Winner.

Courtney is the owner and pharmacist at The Medicine Shoppe Pharmacy & Compounding Centre, Royal University Hospital. She is currently working on her Fellowship in AntiAging, Regenerative and Functional Medicine through the Academy of Anti-Aging Medicine (A4M), which she expects to complete in the fall of 2015. Courtney then plans to continue with a Masters degree.

Read more about Courtney on the [awards website](#).

New Research Initiatives: Drs. Evans, Whiting collaborating with HQC



Collaboration is key when it comes to scientific research, and two of our faculty are working with [Health Quality Council](#) on new projects.

Dr. Charity Evans will test the hypothesis that patients who are diagnosed with multiple sclerosis will have increased health-care utilization patterns in the months leading up to the diagnosis.

Dr. Susan Whiting will examine the effects of vitamin D supplementation on hip fractures in long-term care homes.

[Read more about their research projects on the HQC website](#)

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

REPUTATIONAL SUCCESSES

U of S Student Achievements Recognized Around the World

The innovative work of U of S students is receiving major recognition in leading research publications, at international competitions, and by prestigious research societies. Highlights of recent achievements include:

- ❖ PhD student **Jaivime Evaristo** (SENS) published a study in the journal *Nature* which challenges the common understanding of how water moves through soil. Read more at: <http://goo.gl/snEmPw>
- ❖ **University of Saskatchewan Space Design Team** took first place in the European Rover Challenge for their Mars rover. Read more at: <http://goo.gl/mV1Ucy>
- ❖ **Scott Adams** (Medicine) was awarded the Canadian Medical Hall of Fame Award for medical students. Read more at: <http://goo.gl/ENXWnG>
- ❖ **Dania Alkhani's** (Dentistry) research into more effective treatments for oral cancer has been recognized as the top student research project in the country by the Canadian Dental Association. Read more at: <http://goo.gl/40m9Y0>

Coates and McDonnell Elected to Royal Society of Canada

Two faculty members have been honoured with fellowships of the Royal Society of Canada. **Ken Coates** (Public Policy), Canada Research Chair in Regional Innovation, was named a fellow in the Academy of Social Sciences, and **Jeff McDonnell** (SENS) was elected as a fellow in the Academy of Science.

U of S Faculty Double Major Awards Total

U of S faculty were recognized with eight major national and international awards in 2014. This total is up from four awards in 2013 and two in 2012, ranking the U of S 8th in the country on awards performance. The Office of the Vice-President Research employs a full-time awards facilitator to help identify and nominate candidates for national recognition. Anyone interested in nominating a colleague for a major award is invited to contact sara.mueller@usask.ca.

INITIATIVES

Undergraduate Research Initiative Expands to Four Colleges

This fall, the **Undergraduate Research Initiative** has expanded to collaborating with ten faculty from four colleges. The Initiative offers support such as funding for research coaches to faculty who offer in-class research experiences in their entry-level courses. Previous collaborators from the Colleges of Agriculture and Bioresources and Arts & Science are joined this year by colleagues from the College of Education and Edwards School of Business. This semester the Initiative is helping to expose 1200 largely first-year students to experiential-learning aligned with course objectives.

Undergraduates Complete Summer Research Projects

During this past summer, 88 undergraduate students held research assistantships with faculty as a result of \$300,000 in matching funding provided by the **Undergraduate Student Research Assistantship** program (USRA) administered by the Undergraduate Research Initiative. These OVPR-USRA grants are allocated to academic units based on rates of undergraduate enrolment and allow faculty to hire undergraduate students to assist with research, scholarly or artistic works between May and August.

U of S Teams Up with Harvard Affiliate

U of S scientists are teaming up with colleagues at a Harvard-affiliated research centre in Boston to advance the cutting-edge field of using stem cells for brain repair. **Dr. Ivar Mendez** (Surgery) leads the Saskatchewan Brain Repair Program which has signed an agreement with the Center for Neuroregeneration Research at McLean Hospital to collaborate on basic research and explore opportunities for clinical programs and trials in areas such as surgery and nerve cell transplantation. To learn more, visit: <http://goo.gl/TLVsKq>.

UnivRS Launches in Pilot Colleges

The **University Research System** (UnivRS) launched the Pre-and Post-Award Management module to the College of Agriculture and Bioresources and the Western College of Veterinary Medicine on August 10th. Feedback from faculty and staff in these units will ensure the system is ready to launch campus-wide in the coming year. For more information on UnivRS, visit: <http://goo.gl/eztQli>.

FUNDING SUCCESSES

Funding for Breast Cancer Research

Two U of S researchers have secured a combined \$740,000 through contracts with the Canadian Breast Cancer Foundation:

- ❖ **Yulian Wu** (Biochemistry) received \$373,500 for the project "*HAGE: A Potential Biomarker and Therapeutic Target for Triple-Negative Breast Cancer*".
- ❖ **Humphrey Fonge** (Medical Imaging) has received \$366,550 for the project "*Targeted Alpha Particle Therapy of Her2- Resistant Cancers Using Novel Antibody-Drug Radio Conjugates*".

Researchers Secure Partnership Development Grants

Two U of S researchers were successful in securing SSHRC Partnership Development grants:

- ❖ **Clint Westman** (Archaeology and Anthropology) was awarded \$200,000 for "*Cultural Politics of Energy in Northern Alberta: Aboriginal Communities and the Impacts, Benefits and Consultation Processes of Bitumen, Oil and Natural Gas Extraction*".
- ❖ **Jeremy Rayner** (Public Policy) was awarded \$141,590 for the project "*Small Nuclear Innovation Policy Partnership*".

Mousseau Named to Research Chair

Darrell Mousseau (Psychiatry) was awarded a \$1 M Research Chair in Alzheimer's Disease and Related Dementia. Funding will come over five years from U of S partners the Alzheimer Society of Saskatchewan and the Saskatchewan Health Research Foundation (SHRF).

SSHRC Awards Insight Development Grants

Four U of S researchers were recently awarded SSHRC Insight Development Grants:

- ❖ **Dirk Morrison** (Curriculum Studies) was awarded \$50,131 for the project "*How Older Adults Use Personal Learning Networks to Support Informal, Self-Directed Lifelong Learning Goals*".
- ❖ **Karim Tharani** (Library) was awarded \$54,176 for the project "*A Model for Searching the Deep Web Using Linked Data*".
- ❖ **Jorden Cummings** (Psychology) was awarded \$74,890 for "*A Grounded Theory Examination of Changes in Parenting Following Child Trauma*".
- ❖ **Leah Ferguson** (Kinesiology) was awarded \$70,841 for the project "*Self-Compassion in Sport: Its Stability and Longitudinal Relationships with Young Women Athletes Performance and Eudaimonic Well-Being During a Competitive Season*".

Further SSHRC Successes

Two additional researchers were recently successful in receiving SSHRC funding:

- ❖ **George Keyworth** (Religion and Culture) was awarded a \$50,071 SSHRC Insight Grant for "Buddhist Canon of Matsuno'o Shrine."
- ❖ **Elizabeth Quinlan** (Sociology) was awarded a \$22,147 SSHRC Connection Grant for "*Disseminating Socio-Historical Research Through Theatre: The Work of Women's Auxiliaries in the 1940s - 1960s.*"

Mental Health Hub Funded

Caroline Tait (Psychiatry) has received \$89,000 from the Canadian Depression Research and Intervention Network Secretariat for her project entitled "*First Peoples - First Person: Canadian Indigenous Depression Research and Intervention Network Hub*".

Plant Sciences Research Receives Support

Two U of S researchers have secured a combined \$680,000 through contracts with the Western Grains Research Foundation:

- ❖ **Chris Willenborg** (Plant Sciences) has received a total of \$276,736 from the Western Grains Research Foundation and the Saskatchewan Flax Development Commission for "*Integrated Crop Management for High Yielding Flax Production.*"
- ❖ **Ravi Chibbar** (Plant Sciences) has received \$404,416 for the ongoing project "*Genomic Strategies to Improve Field Survival of Winter Cereals and Stabilized Yield*". This funding is in addition to previous contributions from the Alberta Wheat Commission, the Saskatchewan Winter Cereals Development Commission and Winter Cereals Manitoba Inc.

PARTNERSHIPS

International Delegations Visit the U of S

The U of S welcomed 9 international delegations in the past month:

- ❖ A delegation from **Jilin University**, China visited on August 26 and signed a general collaboration MOU.
- ❖ Tanu Jindal, Director of the Institute of Environmental Science at **Amity University** in India visited the Global Institute for Water Security from August 22nd-24th.
- ❖ A delegation of senior administrators, professors, and students from **Guru Angad Dev Veterinary and Animal Sciences University** in India visited from August 29 to September 4 to participate in WCVN's annual summer school program.
- ❖ Two leading members of **Chem-Invest LLP** in Kazakhstan visited the U of S on September 14th. The delegates held meetings with the Global Institute for Food Security (GIFS) and Edwards School of Business to learn about the Canadian mining industry as well as environmental protection plans and business strategies.
- ❖ A delegation from **Iwate University**, Japan visited from September 14th-15th and signed an agreement regarding a dual PhD program.
- ❖ Gesa Mackenthun from **Rostock University** in Germany visited from September 21st-25th to hold meetings and deliver a presentation on "*Embattled Antiquity, Colonial and Post-Colonial Inventions of the American Ancient Past.*"
- ❖ A delegation from **Pandit Deenayal Petroleum University (PDPU)**, India visited on September 21.
- ❖ Representatives from the Chinese Embassy in Ottawa visited on September 24th to discuss the active collaborations between the U of S and Chinese universities.
- ❖ A delegation from **Waseda University** in Japan visited on September 25th. The delegates held meetings with a number of colleges to explore collaboration opportunities.

GSA Report – Rajat Chakravarty

The GSA has been very busy this past month with planning and execution of some big events. The GSA Executive has worked well and has provided strong representation and organization on campus and beyond through various meetings. Hopefully, we get some more guidance from GSA Council on our future events, advocacy and campaigns.

Campaigns

- The GSA collaborated with the USSU for the Federal Elections Candidates Forum for the Saskatoon-University riding candidates on September 29th 2015. The GSA was happy to sponsor refreshments and spread the word to graduate students to attend the event. The event had a good turnout and we thank the USSU for their support and cooperation with the event. The GSA will now continue on the Federal Election campaign with a special telecast of vote counting on October 19th. The GSA will be collaborating with the Johnson Shoyama Graduate School Student Association (JSGS-SAS) and possibly a few other academic unit councils for the event. A possible rideshare plan to drive graduate students to and from the voting booths is also being considered.
- The GSA organized its first Peer Health Chat on October 2nd at the GSA Commons. This event was also well attended with graduate students engaging in a conversation circle about stress in graduate school. Free healthy smoothies were on offer as well. These sessions will continue once a month where graduate students will discuss and learn about health and wellness issues that affect them. The GSA would like to thank Student Health for their collaboration.
- The GSA Movie Night telecasted the PhD Movie 2 at Arts 241 on September 29th. The turnout was good, but not as much as we would have expected.

Collaboration

- The GSA met the Alumni Association for a meet-and-greet at their Annual Board meeting. The GSA discussed possible ways of engagement for the coming year – including sponsorships for events, invitations to alumni initiatives as well as invitations of alumni entrepreneurs and executives to talk to graduate students on employment in Saskatchewan and beyond.
- The GSA President with Vice President Academic also met Desiree Steele from Institutional Planning and Assessment (IPA) to discuss strategies for having a tuition consultation amongst graduate students, similar to the USSU's plan last year. Preliminary plans on how to strategically go about this is still being discussed.
- The GSA has collaborated with Student Employment and Career Centre (SECC) for an Industry Talk series at the GSA Commons monthly. Each session will feature a different industrial field with experts from these fields coming and speaking to graduate students.

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol, chair
Nominations committee of Council

DATE OF MEETING: October 22, 2015

SUBJECT: **Nomination to the search committee for the Dean,
University Library**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Jack Gray, vice-dean, research, scholarly and artistic work, College of Arts and Science as the senior administrator selected by Council to serve on the search committee for the Dean, University Library.

ATTACHMENTS:

1. Composition of the search committee, Dean, University Library.

AGENDA ITEM NO: 8.1

SEARCH COMMITTEE FOR THE DEAN, LIBRARY

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Ernie Barber or designate

One member of the Board selected by the Board: TBD

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic: Beth Bilson, acting dean, College of Law

One member of the GAA, selected by Council who holds a senior administrative position in the University: TBD

Three members of the faculty of the Library selected by the faculty of the Library:
TBD

One undergraduate student selected by the USSU: TBD

One graduate student selected by the GSA: TBD

One member of a related professional association selected by the professional association: TBD

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol, chair
Nominations committee of Council

DATE OF MEETING: October 22, 2015

SUBJECT: **Nomination to the search committee for the Dean, Arts and Science**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Hope Bilinski, associate dean, Central Saskatchewan Campus and Health Sciences, College of Nursing as the senior administrator selected by Council to serve on the search committee for the Dean, Arts and Science.

ATTACHMENTS:

1. Composition of the search committee, Dean, Arts and Science.

AGENDA ITEM NO: 8.2

SEARCH COMMITTEE FOR THE DEAN, COLLEGE OF ARTS AND SCIENCE

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – provost and vice-president academic or designate: Ernie Barber or designate

One member of the Board selected by the Board: TBD

Vice-president research or designate: Karen Chad or designate

One member of Senate selected by the Senate nominations committee: TBD

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Mary Buhr, dean, College of Agriculture and Bioresources

One member of the GAA, selected by Council who is not a member of the faculty of the college and who holds a senior administrative position in the university: TBD

Four members of the faculty of the college selected by the faculty of the college. Of the four faculty members of the college selected to serve, there should be one from each of the areas of fine arts; humanities; natural sciences; and social sciences: TBD

One undergraduate student selected by the college's student society: TBD

One graduate student from a discipline taught in the college or school, selected by the GSA: TBD

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Ed Krol, chair
Nominations committee of Council

DATE OF MEETING: October 22, 2015

SUBJECT: **Nomination to the Search Committee for the Provost and Vice-President Academic**

DECISION REQUESTED:

It is recommended:

(1) *That Council approve the appointment of the following GAA members to the search committee for the provost and vice-president academic:*

*Helen Nichol, Department of Anatomy and Cell Biology
Kathleen James-Cavan, Department of English
Michael Bradley, Department of Physics and Engineering
Physics
Gary Entwistle, Department of Accounting*

(2) *That Council approve the appointment of Carol Rodgers, dean, College of Kinesiology as the senior administrator selected by Council to serve on the search committee for the provost and vice-president academic.*

ATTACHMENTS:

1. Composition of the search committee, provost and vice-president academic

ATTACHMENT 1

SEARCH COMMITTEE FOR THE PROVOST AND VICE-PRESIDENT ACADEMIC SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

Chair – president: Peter Stoicheff

One member of the Board selected by the Board: TBD

One member of the Senate selected by the senate nominations committee: Blaine Favel

Four members of the GAA, selected by Council: TBD

One member of the GAA, selected by Council who holds a senior administrative position in the University: TBD

One undergraduate student selected by the USSU: Gabe Senecal

One graduate student selected by the GSA: Dana Carriere

Two administrative support staff members selected by the president: Greg Fowler,
1 TBD

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol, chair
Nominations committee of Council

DATE OF MEETING: October 22, 2015

SUBJECT: **Nomination to the research, scholarly and artistic work
committee of Council**

DECISION REQUESTED:

It is recommended:

*That Council approve the appointment of Lorraine Holtslander,
College of Nursing to the research, scholarly and artistic work
committee of Council effective immediately for a two-year term
until June 30, 2017.*

ATTACHMENTS:

1. Composition of the research, scholarly and artistic work committee

RESEARCH SCHOLARLY AND ARTISTIC WORK COMMITTEE

- Reviews and advises Council on issues related to research, scholarly and artistic work including advising on research grant policies and the establishment of research centres.
- Memberships comprises 9 members of the GAA, at least 3 of whom will be elected members of Council; 2 of the 9 members will be assistant or associate deans with responsibility for research

Required: A GAA or Council Member to replace Caroline Tait, who has resigned

Council Members

Ranier Dick (Chair)	Physics and Engineering Physics	2016
John Gordon	Medicine	2018
Paul Jones	SENS	2016
Caroline Tait	Psychiatry	2016

General Academic Assembly Members

Hector Caruncho	Pharmacy	2018
Garry Gable	Music	2018
Virginia Wilson	Library	2018
Laurie Hellsten	Associate Dean, Graduate Studies, Education	2017
Keith Willoughby	Associate Dean, ESB	2016

Other members

Karen Chad	Vice-President Research (<i>ex officio</i>)
Adam Baxter-Jones	Acting Dean of Graduate Studies and Research (<i>ex officio</i>)
Gabe Senecal	[USSU designate] VP Academic, USSU
Jebunnessa Chapola	[GSA designate] VP Academic, GSA

Resource members

Susan Blum	Director, Research Services and Ethics
Laura Zink	Special Projects and Operations, Office of the Vice-President Research
Secretary: Amanda Storey, Office of the University Secretary	

**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Lisa Kalynchuk, chair
Planning and priorities committee of Council

DATE OF MEETING: October 22, 2015

SUBJECT: **Name change of the Department of Civil and Geological Engineering**

DECISION REQUESTED:

It is recommended:

That Council approve that the Department of Civil and Geological Engineering be renamed the Department of Civil, Geological, and Environmental Engineering, effective September 1, 2015, and that Council's Bylaws be amended to reflect the new name of the department.

PURPOSE:

The new name of the Department of Civil, Geological, and Environmental Engineering is requested to create greater awareness of the department as the administrative home of the college's interdisciplinary B.E. [Bachelor of Science] in Environmental Engineering. The name change also meets the recommendation of the Canadian Engineering Accreditation Board to the college to provide greater recognition of this program.

CONSULTATION

The name change was undertaken in consultation with the Colleges of Arts and Science, Agriculture and Bioresources, Graduate Studies and Research, School of Environment and Sustainability, and the Departments of Biology, Soil Science, and Chemical and Biological Engineering. On May 11, 2015, the College of Engineering Faculty Council approved the proposed name change. The planning and priorities committee considered the name change

at its meeting on September 16, 2015, and approved a motion at the meeting to recommend the name change to Council.

DISCUSSION SUMMARY:


The graduate programs in Environmental Engineering are administered by the Department of Chemical and Biological Engineering. Notwithstanding that the name change was supported by this department, the committee met with Dr. Trever Crowe, associate dean, College of Graduate Studies and Research to discuss whether there were any difficulties associated with having the undergraduate and graduate programs administered by different departments in the same college. After meeting with Dr. Crowe, the committee was satisfied that this arrangement did not pose a significant obstacle to the name change, but has recommended that the indeterminate status of the graduate programs in Environmental Engineering be resolved by the college.

SUMMARY:

The planning and priorities committee supports the change of name to the Department of Civil, Geological, and Environmental Engineering as the new name will better reflect the identity of the department as the administrative home for the college's undergraduate program in Environmental Engineering. The change of name also complies with the recommendation made by the college's accrediting body.

ATTACHMENTS:

1. *Request for Change of Name for the Department of Civil and Geological Engineering*

 UNIVERSITY OF SASKATCHEWAN	Request for Change of Name
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This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Dr. Leon Wegner, Department Head

College: College of Engineering.

College approval date: May 11, 2015.

Proposed effective date of the change: October 1, 2015.

1. Proposed change of name

	From:	To:
College	College of Engineering	College of Engineering
Department	Department of Civil and Geological Engineering	Department of Civil, Geological, and Environmental Engineering.
Program name	-	-
Degree name	-	-
Name of Field of Specialization (major, minor, concentration, etc)	-	-
Course label (alphabetic)	-	-
Building	-	-
Street	-	-
Other	-	-

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

The Department of Civil and Geological Engineering within the College of Engineering currently administers three undergraduate programs accredited by Engineers Canada: civil, geological, and environmental engineering. When the environmental engineering undergraduate program was approved by University Council on June 19, 2008, the program was centrally administered by the College of Engineering. Since this time, the Department of Civil and Geological Engineering assumed administrative authority over the environmental engineering undergraduate program.

As a means to clarify administrative authority of the undergraduate program, provide greater recognition for faculty responsible for instruction and research activities in the department, as well as to ensure undergraduate students have a stronger sense of belonging, the Department of Civil and Geological Engineering intends to change its name to the Department of Civil, Geological, and Environmental Engineering.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- affect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

The proposed departmental name change is expected to positively impact both internal and external stakeholders associated with the environmental engineering program.

It is anticipated that undergraduate students registered in the program will develop a greater sense of belonging with the department. Clarifying administrative authority over the environmental engineering undergraduate program will also allow undergraduate students to more effectively engage with the department through better-articulated administrative services.

Faculty members within the College of Engineering will also benefit from the proposed departmental name change, primarily through greater recognition of academic expertise and, in turn, the attraction of research projects. The departmental name change is not expected to impact staff within the College of Engineering to the same extent.

Various units on campus were consulted, including the College of Engineering, the College of Arts and Science, the College of Agriculture and Bioresources, the School of Environment and Sustainability, the College of Graduate Studies and Research, as well as the Departments of Soil Science, Microbiology, and Chemical and Biological Engineering. As a result of these consultations, the department name change is expected to benefit the university community. For instance, greater recognition of the environmental engineering program is anticipated to enhance the research and academic portfolio for the College of Engineering, as well as enhance the marketability of the School of Environment and Sustainability.

While most units endorsed the department name change, the College of Graduate Studies and Research (CGSR) commented that potential confusion may arise over having different departments administer the undergraduate and graduate environmental engineering programs. College senior leadership discussed the feedback from CGSR and determined after reviewing all engineering graduate programs, the college would identify whether reassignment of administrative responsibilities is required. It should be noted that admission into the environmental engineering graduate program is currently suspended, pending review and redevelopment of the program, with no current timeline for this work.

Given that the undergraduate environmental engineering program has already been in existence for a number of years and administered by the Department of Civil and Geological Engineering, the proposed department name change is not expected to impact the college or university alumni network. To ensure any alumni-related enquiries are responded to appropriately, the Alumni Relations and Event Coordinator within the College of Engineering will be informed of the change.

With respect to impact on external stakeholders, the proposed department name change is anticipated to benefit the reputation of both the University of Saskatchewan and the College of Engineering. Such benefit will be realized by allowing for the response to a recommendation made by the Canadian Engineering Accreditation Board, the governing body responsible for accrediting undergraduate engineering programs in Canada, as well as by providing clarification on academic authority to the Association of Professional Engineers and Geoscientists of Saskatchewan, a provincial regulator for the engineering profession.

In October 2014, the College of Engineering hosted the Canadian Engineering Accreditation Board. During this visit, all eight undergraduate programs offered by the College of Engineering were awarded accreditation status; however, the board recommended that minor changes be made to the environmental engineering program as a means to strengthen the program. In response, the College of Engineering sought ways to provide better recognition for the program and to develop a stronger sense of community for the program. The proposed department name change is a component of the strategy to address this recommendation.

As with most other stakeholders, the proposed department name change is anticipated to provide clarity on the academic authority of the environmental engineering program to the Association of Professional Engineers and Geoscientists of Saskatchewan.

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

While marginal, as with most administrative changes, it is anticipated that there will be incremental cost and resource implications associated with the proposed department name change.

In terms of short-term resource implications, there will be incremental resource implications for university-wide systems. For instance, human resources will be required to update the Student Information Systems (Banner/Sirius) and other administrative systems. Given that course codes, names, term descriptors, and descriptions for all civil, geological, and environmental engineering courses will remain unchanged, the only change that will be required is updating the department name (and potentially a departmental code). Administrative assistance will be requested from the central-level to support this change. The Department of Civil and Geological Engineering will also consult with the Registrar to ensure the departmental name change is implemented in a manner that is both efficient and in compliance with university-level policies and procedures.

Aside from updating university-wide systems, incremental costs are also anticipated to be incurred to update college and department-level signage and stationery. Financial resources will be secured from the department budget to support the acquisition of these products, as needed. Incremental costs will also be incurred to update department and college-level websites. This will be coordinated by the Communications Officer within the College of Engineering.

Finally, with respect to library or information communication technology requirements, the proposed department name change is not anticipated to incur incremental costs. Current library and information communication technology requirements are in place to support the civil, geological, and environmental programs as opposed to the department.

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

To ensure transparency as well as to elicit constructive feedback, the following offices were consulted throughout the planning of the proposed department name change:

- The Office of the University Secretary (Ms. Sandra Calver, Associate Secretary, Academic Governance);
- The College of Engineering (Dr. Charles Maulé, Chair of Faculty Council);
- The College of Arts and Science (Dr. Peta Bonham-Smith, Interim Dean);
- The College of Graduate Studies and Research (Dr. Trever Crowe, Associate Dean);
- The School of Environment and Sustainability (Dr. Toddi Steelman, Executive Director);
- The Department of Biology (Dr. Christy Morrissey, Undergraduate Chair);
- The Department of Soil Science (Dr. Ken Van Rees, Department Head); and
- The Department of Chemical and Biological Engineering (Dr. Mehdi Nemati, Department Head).

Please find attached correspondence which indicates the advice or support of these individuals.

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.

- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

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

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

DATE OF MEETING: October 22, 2015

SUBJECT: **2016-2017 Operations Forecast and Economic Impact Analysis**

COUNCIL ACTION: For information only

DISCUSSION SUMMARY:

2016-17 Operations Forecast - The planning and priorities committee is responsible for providing advice to the president on the budgetary implications of the Operations Forecast and for reporting to Council on the nature of its advice. The committee was consulted on the strategic messages to include in the document at its meetings on April 15 and May 27. On June 3 the committee's capital and finance subcommittee viewed a draft version of the document. The committee's perspective on the draft version reviewed is provided in the attached letter.

Note: This year the Board of Governors submitted the 2016-17 Operations Forecast to the Ministry of Advanced Education on June 30, 2015. For 2016, the government has moved the deadline for the 2017-18 Operations Forecast up to April 30, 2016 from June 30, 2016; therefore next year the university will be in the position of submitting the document prior to its fiscal year end of April 30, 2016.

Economic Impact Analysis - The Economic Impact Analysis was commissioned by the Institutional Planning and Assessment Office to obtain information on the university's economic contributions to the province and to inform the 2016-17 Operations Forecast request. The planning and priorities committee received a copy of the Economic Impact Analysis at its meeting on September 30, 2015. In submitting the analysis to Council for information, the committee does so with the recognition that the study is one source of information about the university, and therefore provides an incomplete picture of the manifold ways in which the university benefits the province. The analysis is intended to focus on the monetary benefits of university expenditures in terms of economic activities. Other economic contributions, such as the increased overall productivity that arises from having a better educated population, or the cultural and social contributions the university provides are not part of the analysis.

ATTACHMENTS:

1. Memorandum on the 2016-17 Operations Forecast.
2. 2016-17 Operations Forecast (submissions from prior years are posted at:
<http://www.usask.ca/ipa/resource-allocation-and-planning/operations-forecast.php>)
3. Economic Impact Analysis

MEMORANDUM

TO: Gordon Barnhart, interim president
Ernie Barber, interim provost and vice-president academic

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

DATE: June 17, 2015

RE: 2016-17 Operations Forecast

As chair of the planning and priorities committee, it is my privilege and responsibility to provide the committee's perspective on the 2016-17 Operations Forecast. At its meeting on May 27, the committee reviewed and provided comments on the strategies proposed by senior administration in response to the instructions the province submitted to all universities and federated affiliates. On June 3, the committee's capital and finance subcommittee reviewed a very early draft of the document, which included some, but not all, of the financial details of the budgetary request. As a result, the committee was unable to comment on a fully developed draft of the document. Committee comments therefore focused primarily on the areas proposed as areas of strategic investment for the province, and on the percentage increase to the operating budget requested by the university.

The 2016-17 Operations Forecast will comprise two documents—the university's annual funding request of the province as submitted on June 30th, and a second supporting document to be submitted to the province in September, which will outline the results of the Economic Impact Study (EIS) conducted by the Institutional Planning and Assessment Office this spring. The planning and priorities committee has been advised that it will receive the results of the EIS study in the fall. As part of the province's consideration of the Operations Forecast, the university's funding request will be discussed in September at a meeting between members of senior administration and representatives of the Ministry of Advanced Education and the Ministry of Justice, which the chair of the planning and priorities committee is also invited to attend.

The province has requested this year that all universities and federated affiliates include budget planning information in their submission for the next three fiscal years (up to and including 2018-19), including a description of the implications of a zero percent budget change in the operating grant, and assuming the same level of tuition fee increase as the increase planned for 2015-16. The funding required by the university to maintain the status quo of its programs and services at the same level of activity as for 2015-16 has also been requested. Finally, the government requested an indication of those areas and related costs where strategic initiatives may align with the priorities, goals or outcomes identified by the government for consideration of targeted investment by the province.

In order to meet the province's request for a multiyear budget (i.e., 2016-17, 2017-18, 2018-19), including the repercussions of a zero percent operating increase over that time

period, the university would need to make a number of assumptions that are hard to predict with any certainty at this time. What is quite clear is that a zero percent increase to the operating budget over three years would cause a significant structural deficit, which would be a difficult message to deliver to the campus community. Because the Operations Forecast document ultimately becomes a public document, the university has elected not to provide the multiyear information requested by the province at this time. The planning and priorities committee agrees with this decision. The committee asked, however, that a fuller explanation of the rationale underlying the decision not to comply with the province's request be included within the 2016-17 Operations Forecast so that the province would not misconstrue the university's intent.

The planning and priorities committee was consulted about the two strategic areas of investment being Aboriginal engagement and internationalization. Although the cost component of the request or any details about specific initiatives within these investment areas were not known at the time committee discussion occurred, the committee supports these two strategic areas as significant areas of opportunity and growth for the university and the province. It was noted that the university has already expressed its commitment to these areas. The overall weakness inherent in targeted funding is the erosion of university autonomy it represents. Some committee members expressed concern that targeted funding may be provided at the expense of increases to the operating fund, further limiting the university's ability to use provincial funding at its discretion. In general, focusing on the outcomes the university is able to provide with targeted funds rather than support for specific initiatives or programs within areas of targeted funding was suggested as a strategy that may provide greater flexibility. The province's investment would then be tied to the proposed outcomes rather than directed at providing resources for specific programs.

Reviewing the provincial government's very specific goals related to increasing internationalization was advised to ensure the university is aligned with and is able to support these goals. Members suggested highlighting various opportunities for investment in Aboriginal success, including Aboriginal employment on campus across a spectrum of job categories, providing summer scholarships for Aboriginal students across all programs, and measuring the perceptions of Aboriginal communities toward the university. Emphasizing the positive effect of these actions on the provincial economy and Aboriginal labour force was supported.

A zero percent increase to the operating budget would require that the university undertake cost-cutting measures. The committee supports that the document strongly emphasize the reality of the cost-cutting measures the university has already taken, which have resulted in a \$37 M approximate annual reduction in the university's expenditures based on actions taken in 2012-13 and 2013-14. Outlining the effects of inflation and salary and benefit costs, which will increase over the next three years, coupled with the further reduction and loss a zero percent increase would entail was strongly emphasized. Affirming this message in conjunction with the value and benefits derived from the university's distinctive mission as a discovery-led university, which by necessity entails higher costs,

was suggested to further emphasize the university's funding request. Members supported that the request for a 3.5% funding increase was realistic and reflected the university's needs.

The university's fund balance policy and guidelines for reserve funds and their use for ongoing spending on university priorities will be included in the Operations Forecast. The committee was informed that a recent cross-Canada comparison shows that the university is situated at the median in comparison to other universities with respect to the amount of unrestricted reserve funds it has available. Given the government's recent concerns with the size of reserve funds in some areas of the university, this is important information that should be included in the final version of the Operations Forecast.

The committee has been informed that the province has requested the university's Operations Forecast for 2017-18 be submitted by April 30, 2015, to better align with the province's budget planning process. Notwithstanding the challenges this change in deadline poses, the committee has requested earlier involvement and discussion of the Operations Forecast next year in order to provide a more meaningful response.

On behalf of members of the planning and priorities committee,

A handwritten signature in blue ink, appearing to read 'Lisa', with a stylized flourish extending from the end.

Lisa Kalynchuk, chair



Operations Forecast 2016-17

JUNE 2015 | USASK.CA





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Executive summary

The University of Saskatchewan provides an operations forecast to the Ministry of Advanced Education on an annual basis. This document includes the funding request for 2016-17, information on status quo and zero per cent impacts on base operating funding, select new initiatives and capital cash flow requirements. The document also includes information requested by the ministry on past targeted funding, and updates on the university's progress towards responsibility centre management.

For 2016-17, the University of Saskatchewan is requesting:

- an operating grant economic increase of 3.5 per cent over the 2015-16 grant (\$11.7 million for a total of \$347.4 million), after reinstatement of \$20 million that was withheld on a one-time basis in 2015-16;
- continued funding to support the university's research mission (\$9.7 million for CLS and VIDO-InterVac);
- continued funding to support student scholarships (\$2.1 million);
- capital funding of \$36.6 million, including health sciences, preventative maintenance and renewal, supplemental funding, and other funding for facilities; and
- matching support for Aboriginal engagement and internationalization of \$4.54 million.

The University of Saskatchewan plays an important role in the province as its sole medical-doctoral, research intensive university. By leveraging funding provided by the provincial government, the university can continue to realize its learning and discovery mission and contribute to the economic growth of the province.



Introduction

The University of Saskatchewan is one of fifteen medical-doctoral universities in Canada. Within the Canadian context, it has a unique breadth of disciplinary coverage. The university is taking advantage of that breadth by establishing itself as a world research leader in six areas vital to Canada and to Saskatchewan: Aboriginal peoples; agriculture; energy and mineral resources; one health; synchrotron sciences; and water security. By leveraging the essential funding provided by the provincial government, the university continues to support its learning and discovery mission, and the economic growth of Saskatchewan.

The University of Saskatchewan provides an operations forecast to the Ministry of Advanced Education on an annual basis. This document includes the funding request for 2016-17, including:

- funding to support base operations;
- funding to support the university's learning and discovery mission;
- capital funding and;
- the opportunity to partner on mutual priorities.

By leveraging the essential funding provided by the provincial government, the university continues to support its learning and discovery mission, and the economic growth of Saskatchewan.

1.0 Financial requirements for 2016-17

The operations forecast provides an annual opportunity for the University of Saskatchewan to present funding needs to the Ministry of Advanced Education. The financial information required to support the development of the province's budget allocation to the university in 2016-17 is provided herein. This allocation supports the university's mission of learning, discovery and community service and, in turn, contributes to the provincial government's priorities of economic growth and development, and strengthens the partnership between the university and the provincial government.

The University of Saskatchewan was asked to provide the following information:

- Status quo requirements (cost to maintain operations at 2015-16 levels);
- Financial request for 2016-17;
- Impact of zero per cent growth in the base provincial operating grant;
- Select new initiatives and;
- Capital spending information.

In addition, information on the university's progress towards achieving responsibility centre management and other financial sustainability initiatives are included.



1.1 Context

The University of Saskatchewan's reported revenue in 2013-14 was over \$1 billion from all sources¹. The university has a variety of funding sources, including the Government of Saskatchewan (49 per cent of total 2013-14 revenue²); the federal government (7 per cent); student tuition and fees (13 per cent); sales of services and products through ancillary operations (10 per cent); investment income (8 per cent); funding from other governments and non-government grants (8 per cent); gifts, grants and bequests (3 per cent); and other income (2 per cent)³. Funding provided by the Government of Saskatchewan provides a stable operating base, which the University of Saskatchewan is able to further leverage by soliciting funds from donors and granting agencies, and generating additional revenue from other sources to support its mission.

There are a number of key planning assumptions for the 2016-17 operating budget that inform our funding requests to the Government of Saskatchewan. These are documented in the notes to appendix A.

1.2 Financial sustainability measures

In 2016-17, the University of Saskatchewan projects an annual deficit in the operating budget of \$6.6 million after one-time adjustments to address the projected deficit in 2015-16. The university has a number of projects in progress that will identify further cost savings, including maximizing the value of the university spend, total compensation and rewards, continuous improvement projects and people planning, through which it is expected the budgeted deficit will be eliminated. This forecast is based on the projections contained in the 2015-16 detailed operating budget, annual capital plan and research plans, which are updated to reflect the university's plans and priorities in 2016-17.

In 2012, the university identified a structural imbalance in the operating budget. Operating revenues were projected to grow at rates of approximately two per cent annually, whereas expenses were projected to grow at rates of about four per cent. Proactive measures were taken between 2012 and 2015, with permanent impacts of approximately \$37 million (eight per cent of the 2013-14 operating budget). Actions included a combination of both cost reduction measures and revenue diversification strategies. Although the university continues to pursue efficiency gains and new sources of operating revenue, this rate of budget adjustment would be unsustainable for the university in the long-term.

The 2015-16 base operating grant from the Government of Saskatchewan included an increase of one per cent above 2014-15 funding, after \$20 million was withheld on a one-time basis. Although the base grant increase did not meet the request made to the government, and did not match the current level of inflation, by using past returns generated by investments, incremental tuition and allowing a relatively modest deficit, the university does not expect a short-term negative impact to university operations in 2015-16. As noted below, repeated funding adjustments in

¹ 2013-14 University of Saskatchewan annual financial report. Available online at: http://www.usask.ca/reporting/pdf/AnnualReport_2013-14_web.pdf

² Government of Saskatchewan funding includes the operating grant from the Ministry of Advanced Education, which made up 31% of total 2014-15 revenues.

³ 2013-14 University of Saskatchewan annual financial report. Available online at: http://www.usask.ca/reporting/pdf/AnnualReport_2013-14_web.pdf



that order would have increasingly severe impacts on the university's ability to fulfil its teaching and research mandate.

As part of the second integrated plan (2008-12), the University of Saskatchewan committed to strengthen its financial position and stewardship through comprehensive budgeting, enhancing transparency and implementing a process for more effective allocation of resources. The university is implementing responsibility centre management to support these commitments. Implementation began in 2015-16 and will continue in 2016-17.

The primary benefit of responsibility centre management is that it moves operational oversight and allocation of revenues and costs to the same level of the organization where those revenues and costs are generated. It is reasonable to expect additional revenue opportunities and cost efficiencies will be identified and realized as a result of this change to the university's resource allocation model.

As the university moves forward with this transformational change, deans will have greater responsibility and accountability over the management of their funding and budgets. The model does not change financial decision-making authority within the university, including the roles of deans, the Board of Governors and the provost's committee on integrated planning. It does change the way the university exercises that authority and manages its finances. Annually, colleges and schools (revenue centres) will be allocated an envelope of funding from the operating budget based on activity within the unit, and that unit will be expected to manage this funding envelope directly in the context of its other revenue sources and its total expenses. Specifics of the use of these funds will be determined by the unit, not centrally. To ensure ongoing accountability and stewardship of public and private resources under this new resource allocation model, over the course of 2015-16 the university will update its financial governance and control frameworks.

The University of Saskatchewan is also in the process of implementing a financial reserves policy that will assist in enhancing long-term financial sustainability through the effective use and deployment of financial resources. It will ensure financial reserves held across the university are appropriate, reasonable and transparent, and managed according to university policy. At 11 per cent of total expenses, operating reserves at the University of Saskatchewan are consistent with the median U15 reserve balances of 10 per cent. The University of Regina is estimated to have a 5.4 per cent reserve. Given the program differences, age of the University of Saskatchewan's capital infrastructure and more intensive research focus, this difference is not unexpected. The financial reserves policy, approved by the Board of Governors in May 2015, will provide guidance on the appropriate levels of reserves to be held across the university in order to effectively manage financial risks and opportunities (e.g. annual variability in operating funding). This policy is part of the university's process to more completely align resources with the strategic directions and priorities of the university.

The financial reserves policy will provide guidance on the appropriate levels of reserves to be held across the university in order to effectively manage financial risks and opportunities.

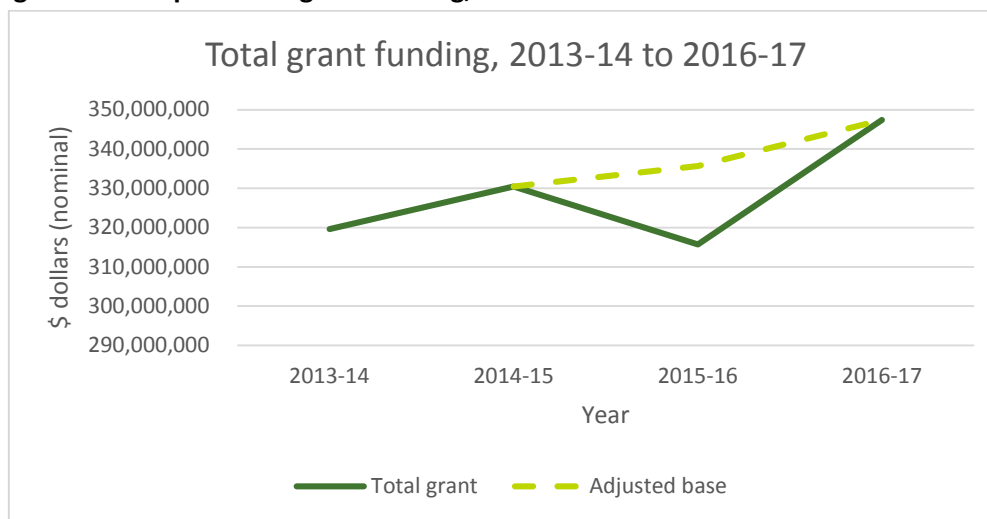
1.3 Status quo requirements

For 2016-17, the University of Saskatchewan will require a 3.5 per cent increase (\$11.7 million) over the adjusted 2015-16 base provincial operating grant, for a total of \$347.4 million. This increase is subsequent to the reinstatement of the \$20 million that was withheld on a one-time basis 2015-16 (adjusted grant), and is required in order to maintain our operations as in 2015-16. The University of Saskatchewan is currently budgeting a deficit in 2015-16 (i.e. currently) of approximately \$19.6 million, which will be managed through a recovery of accumulated financial reserves in the College of Medicine (see appendix A).

1.4 \$20 million one-time funding to be reinstated

In 2015-16, the University of Saskatchewan was asked to assist the Government of Saskatchewan with a one-time challenge in the provincial budget through a one-time \$20 million reduction to the base provincial operating grant (figure 1). This will not significantly impact university operations in 2015-16, but will affect the future finances of the university if it is not reinstated for 2016-17. All budget scenarios presented in this operations forecast include the understanding with the Government of Saskatchewan this funding will be reinstated in the 2016-17 operating grant. Further, it should be noted the restructuring in the College of Medicine, while not affected immediately by the removal of \$20 million from the reserve balance, would ultimately require these funds be restored.

Figure 1. Total provincial grant funding, 2013-14 to 2016-17



1.5 Funding request for 2016-17

The University of Saskatchewan is requesting a 3.5 per cent increase over the adjusted 2015-16 base provincial operating grant. This will allow the university to continue investing in research and education relevant to Saskatchewan and Canada. Further, it helps maintain important strategic initiatives. Full details of the University of Saskatchewan's financial request to the Government of Saskatchewan are provided in appendix B.

**Table 1. Summary of financial request**

Item	2015-16 provincial grant	2016-17 requested grant	Proposed change (per cent and \$)
Operating funding ¹	\$ 335,678,000 \$ (20,000,000)	\$ 347,426,730	3.5 per cent, \$ 11,748,730 + \$ 20,000,000
Aboriginal engagement and internationalization ²	N/A	\$ 4,540,000	N/A
Research funding ³	\$ 9,731,000	\$ 9,731,000	0 per cent, \$0
Scholarships ⁴	\$ 2,109,200	\$ 2,109,200	0 per cent, \$0
Capital funding ⁵	\$ 35,968,000	\$ 36,600,000	1.8 per cent, \$ 632,000

¹ For 2016-17 includes funding base and funding increase

² Amounts for this initiative are not included in the total for (1)

³ VIDO-InterVac and Canadian Light Source

⁴ Funding for innovation and international scholarship and opportunity scholarship (SIOS)

⁵ Health Sciences capital, preventative maintenance and renewal, other funding for facilities

1.6 Impact of zero per cent funding scenario

As requested by the Ministry of Advanced Education, below are various funding scenarios for the base provincial operating grant.

Following reinstatement of the \$20 million that was withheld on a one-time basis in 2015-16, every one per cent of funding lower than the 3.5 per cent requested would result in an increase to the projected deficit of \$3.4 million in 2016-17, with a compounding effect over time. In 2016-17, for instance, an operating grant increase of zero per cent over the adjusted 2015-16 base would result in a one-time deficit of approximately \$18.3 million (appendix A, scenario two).

Every 1% of funding lower than the 3.5% requested will result in an increase to the projected deficit of \$3.4 million, with a compounding effect over time.

We acknowledge the Ministry of Advanced Education's request to provide operating forecasts for 2017-18 and 2018-19. As the University of Saskatchewan is currently in transition from a historical, line-item budget model to responsibility centre management, and given that multi-year

budget forecasting to support the fourth integrated plan is not fully developed, status quo forecasts would not be sufficiently reliable to inform either university or government's planning efforts. On a multi-year scale, funding scenarios at zero per cent increase to the base operating grant would have negative effects to the university's operations, and would require significant measures not yet known to balance the budget. Appendix A (scenario two) provides details for 2016-17 with status quo operations and a zero per cent base provincial operating grant increase, with all other financial projections remaining constant.

The University of Saskatchewan continues to introduce efficiency measures (detailed in section 1.2), in order to carefully steward public and private dollars. Nonetheless, reductions to the operating grant detailed in appendix A (scenario two) would result in significant impacts on the university workforce, research performance, academic programming and strategic initiatives. Under a zero per cent scenario, the university would need to revisit both its revenue sources and operating expenses. The university would seek opportunities for other partnership funding, but all sources of revenue would need to be considered that could impact our current tuition policy. It is likely the university would need to divert attention from efforts toward full implementation of our new resource allocation model and our long-term financial sustainability, to re-focus on short-term cost cutting measures such as workforce reductions and program terminations. The university would be impaired in its ability to address Government of Saskatchewan priorities, such as increasing post-secondary attainment in underrepresented groups and becoming more globally engaged⁴.

Under a 0% scenario, the university would be impaired in its ability to address Government of Saskatchewan priorities, such as increasing post-secondary attainment in underrepresented groups and becoming more globally engaged.

1.7 Research funding

The Government of Saskatchewan provides specific funding to support research priority initiatives and research organizations. These organizations are some of Canada's major research facilities, they play a strong role in the discovery mission of the university and they demonstrate a leadership role by the Government of Saskatchewan in innovation and productivity growth.


This year, the university requests the Ministry of Advanced Education provide the following funding:

- **Innovation and international scholarship and opportunity scholarship – continuation of \$1.2 million and \$0.8 million**

With matching funding from the Government of Saskatchewan, the university will continue to support students in accordance with the institution's strategic signature research areas – Aboriginal peoples, agriculture, energy and mineral resources, One Health, synchrotron sciences and water security.

- **Funding for the Canada Excellence Research Chair (CERC)** has historically been included in the base grant amount. The Government of Saskatchewan has funded \$6.7 million of its total \$10 million commitment to date; \$3.3 million remains to be funded and \$1.8 million is requested in 2016-17.

⁴ Ministry of Advanced Education Plan for 2015-16. Available at <http://www.finance.gov.sk.ca/PlanningAndReporting/2015-16/AdvancedEducationPlan1516.pdf>



The Canada Excellence Research Chair in Water Security is a central part of the university's Global Institute for Water Security, a research and training institute that focuses on solving critical challenges for domestic and global water security. Continued support from the government will enable research on water quality and quantity issues affecting Saskatchewan and abroad.

The university also requests the following research funding through Innovation Saskatchewan:

- **VIDO-InterVac – \$5.6 million in operating support**

The Vaccine and Infectious Disease Organization – International Vaccine Centre (VIDO-InterVac) is a state-of-the-art facility equipped to research infectious diseases and develop vaccines and anti-infective compounds to alleviate these diseases. The organization's national and international partnerships for training, research and development activities expand the resources, knowledge and expertise provided and gained by VIDO-InterVac.

The funding requests are consistent with prior year amounts of \$3.5 million for VIDO and \$2.1 million for InterVac, as agreed to with the province. A potential future shortfall of \$3.4 million has been identified, resulting from the end of the infrastructure operating fund (IOF) grant from the Canada Foundation for Innovation (CFI). InterVac met all of CFI's Major Science Initiatives (MSI) funding conditions and it is once again fully operational.

- **Canadian Light Source (CLS) – continuation of \$4.1 million in operating support**

The Canadian Light Source is Canada's national centre for synchrotron research and has a unique mandate to promote commercial partnerships with industry, and to grow the Canadian synchrotron research community through research in both basic and applied science. The synchrotron has hosted academic, government and industry researchers from across Canada since beginning operations in 2005, shining a positive light on Saskatchewan and contributing directly and indirectly to the provincial economy.

1.8 Capital funding

The University of Saskatchewan has over \$5 billion in infrastructure (replacement value) and has placed a significant priority on capital renewal in the third integrated plan. In order to ensure continued usability, safe operations and alignment with academic mission given the challenges of maintaining an aging and expanding campus, it is prudent the university support an annual investment in infrastructure of between 0.8 per cent and 1.0 per cent of replacement value. The university has committed to a long-term capital funding strategy that will help address capital renewal requirements and will continue to support the ministry's long term post-secondary goals. The intent of this strategy is to provide the institution with borrowing capacity of approximately \$200 million to apply towards capital renewal starting in fall 2015.



The university has committed to a long-term capital funding strategy that will help address capital renewal requirements and will continue to support the ministry's long term post-secondary goals.

This initiative does not require the government to incur debt on its own behalf, only to provide approval and grant authority to the university to move forward with the borrowing strategy. The university has budgeted for the annual expense through the capital renewal line item (appendix A) and will continue to seek support for provincial funding for the annual preventative maintenance and renewal (PMR) grant, new infrastructure development and previously approved capital projects such as Health Sciences.

The total capital funding request for 2016-17 is \$36.6 million. A detailed look at the funding request is below.

- **Health Sciences funding – \$14.2 million**

The Health Sciences project is in the last two phases of construction. Progress to date has resulted in an interdisciplinary environment for students and researchers across the full spectrum of Health Science. Restoration and renewal of B-wing is progressing and is expected to be complete in the next two years. B-wing will support programming with an updated gross anatomy laboratory, morgue and updated teaching spaces to support distance learning.

The last phase will be to renovate A-wing. A-wing will focus on providing renewed office and administrative space to support the key functions of the Health Science programs. This final phase is in the planning and estimation phase. Continued support from the provincial government is essential to the successful completion of this project.

The 2016-17 funding request for Health Sciences is \$14.2 million, representing a year-over-year reduction of \$2 million in funding directed toward Health Science capital, and will allow the university to continue the work on A- and B-wing. It is forecast this level of funding will be required annually for the next several years to ensure the project is successfully completed.

- **Preventative maintenance and renewal - \$16 million**

Funding for preventative maintenance and renewal aims to address both academic renewal and ongoing maintenance within the core campus. Several high priority elements of the RenewUS program are in development and will be supported by the aforementioned debt and matching funds from internal, government and donors to address the backlog of renewal requirements. This critical work will revitalize the university's infrastructure and ensure it is relevant for current and future academic and research requirements.

The preventative maintenance and renewal request for 2016-17 is a \$2.8 million increase over the 2015-16 funding of \$13.2 million. This increase will better align the university's requirement to fund the maintenance of over five million square feet of space, as well as an aging IT infrastructure.

- **Other capital funding - \$6.4 million**

Funding to support other capital projects is requested in the amount of \$6.4 million (reclassified from supplementary facilities funding, per appendix B, note 3).

2.0 New priority funding requests - \$4.54 million

The University of Saskatchewan's strategies and programs tend to naturally align with those of the provincial government. This portion of the operations forecast considers the Ministry of Advanced Education's criteria provided with the 2015-16 budget letter⁵ and presents two new opportunities for the ministry to become a funding partner alongside the University of Saskatchewan in order to accelerate these initiatives and maintain them on an ongoing basis.

We invite the government to partner with the University of Saskatchewan on the key focus areas of Aboriginal initiatives and internationalization through an annual funding contribution of \$4.54 million starting in 2016-17. The university is already making substantial commitments in these areas, including additional seed funding (one-time) of \$1.15 million toward Aboriginal student supports and academic success and matching contributions to this request of \$4.54 million annually, but much more can be accomplished through the development of a partnership between the university and the government. We remain open to conversations about how partnership initiatives can be shaped.

The University of Saskatchewan's strategies and programs tend to naturally align with those of the provincial government.


2.1 Aboriginal initiatives: \$2.04 million in matching funding

One of the cornerstones for the Government of Saskatchewan is, "sustaining growth and opportunities for Saskatchewan people."⁶ It is clear the government intends this opportunity to extend to Aboriginal people. The University of Saskatchewan shares and contributes to this goal through increasing Aboriginal student success, educating culturally competent graduates and providing leadership in Aboriginal scholarship.

The recent call to action from the *Truth and Reconciliation Commission* (TRC) is both challenging and motivating. A number of concrete steps can be taken through a partnership between the University of Saskatchewan and government. Education is seen as an important lever to prevent future injustice and societal inequity. The desire to increase participation in and completion of high-quality advanced education for First Nations and Métis people is a key goal shared by the Ministry of Advanced Education and the university. Provincial demographics suggest that 17

⁵ 1. Strategic alignment of institution and government priorities; 2. Labour market and student demand; 3. First Nations or Metis people' post-secondary outcomes; 4. Non-government contributions to revenue and institution cost-saving measures; 5. Overall sustainability of programs or services; and, 6. Impacts of the funding levels relative to the risk factors which may affect the institution and/or government and/or others.

⁶ <http://www.finance.gov.sk.ca/PlanningAndReporting/2015-16/2015-16GovernmentDirection.pdf>



per cent of non-Aboriginal adults in Saskatchewan hold a bachelor's degree or higher, whereas only eight per cent of Aboriginal adults hold the same level of credential. This need to close the education (and employment) gap was evident in the recommendations of the *Joint Task Force (JTF) on Improving Education and Employment Outcomes for First Nations and Métis People of Saskatchewan* and has, once again, received national attention in the TRC recommendations. It is clear there are financial and non-financial investments required to advance on this shared imperative for current and future university students.

Provincial (JTF) and federal (TRC) reports highlight the need to accelerate the move to truly respect and include Aboriginal perspectives in all aspects of our institutional life. The University of Saskatchewan believes it has a particular role to play in the recognition and preservation of Aboriginal languages through the creation of degree and certificate programs and through our pursuit of Aboriginal scholarship.

Co-creating knowledge with First Nations, Inuit and Métis people and communities is important for the health and well-being of Saskatchewan.

Co-creating knowledge with First Nations, Inuit and Métis people and communities is important for the health and wellbeing of Saskatchewan. We will undertake innovative research programs based on scientific excellence and Aboriginal community collaboration. Programs will be enhanced by respect for community priorities and indigenous knowledge, values and cultures.

Concrete actions and areas for targeted funding

Aboriginal initiatives focus on three categories: Aboriginal student supports and academic success; growing role models and inspiring discovery; and providing necessary leadership. These activities would need to be maintained at these levels, and therefore permanent funding would be required.

1. Aboriginal student supports and academic success

The following targets have been established:

- (a) Increase enrolment target: *increase the proportion of Aboriginal undergraduate students to 15 per cent by 2019 (representing an increase of approximately 500 students); and*
- (b) Increase retention from first to second year: *increase the retention rate for Aboriginal students by 10 per cent by 2019.*

Specific initiatives to support these targets include:

- transition programming;
- child care bursaries;
- reinvesting in the Indian Teacher Education Program (ITEP);
- indigenizing and decolonizing curriculum and building cultural competency;
- preserving and honouring language through certificate programs in Indigenous languages; and
- intercultural engagement, strengthening identity and honouring ceremony utilizing the Gordon Oakes-Red Bear Student Centre.



2. Growing role models and inspiring discovery

The following targets have been established:

- (a) Growing our role models: *building and implementing an Aboriginal faculty chair program to increase the number of Aboriginal scholars by seven faculty members per year;*
- (b) Growing our graduate students and post-doctoral fellows: *we will increase the proportion of our Aboriginal graduate students to nine per cent of the graduate population by 2019 (an increase of over 100 students). During this same time period, we will attract five new Aboriginal post-doctoral fellows; and*
- (c) Encouraging discovery: *we will increase our contributions to areas of research that are of importance to the Aboriginal people of Canada.*

Specific initiatives in to support these targets include:

- Aboriginal graduate scholars program: 35 scholarships directed toward thesis-based aboriginal students;
- Aboriginal post-doctoral fellows program that will fund five post-doctoral fellowships;
- celebrating and recognizing inspirational initiatives through targeted awards and recognitions; and
- “making your mark” discovery innovation fund: which will provide the necessary funds to develop community and academic partnerships.

3. Providing necessary leadership


This initiative will increase the number of Aboriginal leaders at the University of Saskatchewan. Specific plans include:

- Leading the way: creation of a senior Aboriginal leader position (e.g. vice-provost), coupled with additional Aboriginal leadership positions within colleges.

2.2 Internationalization initiatives: \$2.5 million in matching funding

International education is critical to Saskatchewan’s future: it is at the heart of our provincial prosperity, underlying our capacity to compete and innovate to enhance the health and wellbeing of Saskatchewan.

International education creates new economic opportunities through mobility of people and trade of products, services and knowledge. It stimulates innovation that contributes to the growth and leadership capabilities of our province, and creates stronger and more vibrant communities. It prepares our students to work within a global environment, providing the necessary knowledge, skills and experience required, and it helps us solve the challenges facing Saskatchewan and the globe.



The University of Saskatchewan recognizes that internationalization is one of the most important components of a 21st century education. We are prepared to play a significant leadership role in the Government of Saskatchewan's international education strategy⁷ by boldly internationalizing our curricula and our campus, exporting Saskatchewan expertise and increasing the mobility of Saskatchewan students and faculty. These activities would need to be maintained at these levels, and therefore permanent funding would be required.

We are prepared to play a significant leadership role in the Government of Saskatchewan's international education strategy by boldly internationalizing our curricula and our campus, exporting Saskatchewan expertise, and increasing the mobility of Saskatchewan students and faculty.

Concrete actions and areas for targeted funding

Internationalization initiatives focus on three categories: increasing global engagement, bringing the world to Saskatchewan and growing global research partnerships.

1. Increasing global engagement

The following targets have been established:

- (a) Increase students studying abroad: *increase the number of University of Saskatchewan students studying abroad by 35 per cent by 2019.*

Specific initiatives to support these targets include:

- global engagement scholarships: 50 per year to support students participating in academic experiences abroad, including courses, research, internships, and service learning experiences; 35 scholarships per year will provide financial support to students participating in an exchange or term abroad program;
- global engagement certificate: formally recognize successful student participation in a study abroad experience; and
- diversity abroad social media scholarships: for undergraduate students to share their experiences abroad.

2. Bring the world to Saskatchewan


The following targets have been established:

- (a) Increase international students: *Increase the number of international undergraduate students studying at the University of Saskatchewan to a total of 10 per cent of the undergraduate student population by 2019.*

Specific initiatives to support these targets include:

- bring the world to Saskatchewan undergraduate award: 18 awards (six awards per year with full tuition for four years) for students in new/developing University of Saskatchewan markets (e.g. Latin America, Africa, Eastern Europe);
- bring the world to Saskatchewan graduate award: 30 awards to attract Ph.D. students; and

⁷www.saskatchewan.ca/live/post-secondary-education/international-education/post-secondary-international-education-strategy

- 
- Global pathways certificate: 60 awards per year to students enrolled in an English language program.

3. Grow global research partnerships

The following targets have been established:

- (a) Increase international research partnerships: *increase the number of international research partnerships in areas of provincial priority by 10 per cent by 2019.*

Specific initiatives to support these targets include:

- global innovation fund: will stimulate innovative partnerships and support multilateral research collaboration to address global challenges;
- global ambassador program: 10 awards per year to sponsor faculty members to travel with University of Saskatchewan students to engage in teaching/participating in a summer research institute or a short course/workshop/forum; and
- global research leadership award: 2 awards per year to recognize faculty members who provide outstanding international research leadership.

4. Inspired international leadership

The University of Saskatchewan has set aspirational targets for our international agenda. These are ambitious for a university that does not have a history of a strong undergraduate international presence or benefit of offering a location that has an appeal for international applicants.

We have been able to make gradual improvements in curriculum development, diversifying our campus, student mobility and with our innovation agenda. However, to achieve our international goals we will need to increase the leadership capacity and expertise at the university within academic and administrative units.

Specific initiatives to support these targets include:

- enhanced services and supports for our international portfolio; and
- increased expertise and capacity to enhance international recruitment and outbound student mobility.



New priority funding requests for 2016-17	Government of Saskatchewan	University of Saskatchewan	Total (annual)
Aboriginal engagement			
Aboriginal student supports and academic success	\$ 1,275,000	\$ 1,275,000	\$1,400,000
Growing role models and inspiring discovery	\$ 1,090,000	\$ 1,090,000	\$ 2,180,000
Providing necessary leadership	\$ 250,000	\$ 250,000	\$ 500,000
Subtotal	\$ 2,040,000	\$ 2,040,000	\$ 4,080,000
Internationalization			
Increasing global engagement	\$ 407,500	\$ 407,500	\$ 815,000
Bring the world to Saskatchewan	\$ 1,072,500	\$ 1,072,500	\$ 2,145,000
Grow global research partnerships	\$ 603,000	\$ 603,000	\$ 1,206,000
Inspired international leadership	\$ 417,000	\$ 417,000	\$ 834,000
Subtotal	\$ 2,500,000	\$ 2,500,000	\$ 5,000,000
Total	\$ 4,540,000	\$ 4,540,000	\$ 9,080,000

Appendix A: 2016-17 operations forecast (scenario one, 3.5 per cent)

(thousands of dollars)

	2015-16 detailed <u>budget</u>		2016-17 forecast <u>for request</u>
Revenue			
Provincial government grant incl. prior year targeted funding	337,345	3.5%	349,148
Provincial government grant one-time reduction	(20,000)		
Credit and certificate course tuition	120,774	2.5%	123,794
Other government (WCVM)	21,065	2.0%	21,486
Income from investments	25,500	-8.1%	23,427
Other fees and miscellaneous income	4,741	1.0%	4,789
Total revenue	<u>489,425</u>	6.8%	<u>522,643</u>
Total Revenue change (excluding \$20 million one-time reduction)		2.6%	
Expenses			
<u>College and unit</u>			
College and unit envelopes	403,547	3.5%	417,666
Targeted funding not included in college and unit envelopes	4,331	0.9%	4,369
Subtotal envelope funding to college and units	<u>407,878</u>	3.5%	<u>422,035</u>
<u>Institutional</u>			
Institutional services and costs	30,520	1.9%	31,112
Pension going concern and LTD related payment	6,441	3.5%	6,663
Building and Technology Utilities	23,658	5.1%	24,870
Subtotal institutional expenses	<u>60,619</u>	3.3%	<u>62,645</u>
<u>Initiatives</u>			
Library acquisitions and renewal	14,146	5.0%	14,853
Federal indirect cost of research funding to op budget	(2,824)		(2,824)
Scholarships and bursaries	9,920	3.0%	10,217
Research, scholarly and student support	3,127		3,127
Subtotal Initiative Expenses	<u>24,369</u>	4.1%	<u>25,374</u>
<u>Strategic envelope</u>			
Strategic initiatives fund	3,173		3,491
Academic priorities fund	8,008		9,008
Capital renewal	5,000		6,725
Subtotal strategic envelope	<u>16,181</u>		<u>19,224</u>
Total expenditure and transfers	<u>509,047</u>	4.0%	<u>529,278</u>
Total base operating cost escalation (excluding strategic envelope)		3.5%	
Budgeted surplus/(deficit)	(19,622)		(6,635)
 OPENING OPERATING RESERVE - PROJECTED MAY 1	 29,818		 25,196
Return of one-time funds from College of Medicine restructuring	15,000		
CLOSING OPERATING RESERVE - PROJECTED APR 30	<u>25,196</u>		<u>18,561</u>

Appendix A: 2016-17 operations forecast (scenario two, zero per cent)

(thousands of dollars)

	2015-16 detailed <u>budget</u>		2016-17 forecast <u>for request</u>
Revenue			
Provincial government grant incl. prior year targeted funding	337,345	0.0%	337,345
Provincial government grant one-time reduction	(20,000)		
Credit and certificate course tuition	120,774	2.5%	123,794
Other government (WCVI)	21,065	2.0%	21,486
Income from investments	25,500	-8.1%	23,427
Other fees and miscellaneous income	4,741	1.0%	4,789
Total revenue	<u>489,425</u>	4.4%	<u>510,839</u>
Total revenue (excluding \$20 million one-time reduction)		0.3%	
Expenses			
<u>College and unit</u>			
College and unit envelopes	403,547	3.5%	417,666
Targeted funding not included in college and unit envelopes	4,331	0.9%	4,369
Subtotal envelope funding to college and units	<u>407,878</u>	3.5%	<u>422,035</u>
<u>Institutional</u>			
Institutional services and costs	30,520	1.9%	31,112
Pension going concern and LTD related payment	6,441	3.5%	6,663
Building and technology utilities	23,658	5.1%	24,870
Subtotal institutional expenses	<u>60,619</u>	3.3%	<u>62,645</u>
<u>Initiatives</u>			
Library acquisitions and renewal	14,146	5.0%	14,853
Federal indirect cost of research funding to op budget	(2,824)		(2,824)
Scholarships and bursaries	9,920	3.0%	10,217
Research, scholarly and student support	3,127		3,127
Subtotal initiative expenses	<u>24,369</u>	4.1%	<u>25,374</u>
<u>Strategic envelope</u>			
Strategic initiatives fund	3,173		3,373
Academic priorities fund	8,008		9,008
Capital renewal	5,000		6,725
Subtotal strategic envelope	<u>16,181</u>		<u>19,106</u>
Total expenditure and transfers	<u>509,047</u>	4.0%	<u>529,160</u>
Total base operating cost escalation (excluding strategic envelope)		3.5%	
Budgeted surplus/(deficit)	(19,622)		(18,320)
OPENING OPERATING RESERVE - PROJECTED MAY 1	29,818		25,196
Return of One-time funds from College of Medicine restructuring fund	15,000		
CLOSING OPERATING RESERVE - PROJECTED APR 30	<u>25,196</u>		<u>6,876</u>



Appendix A: Notes

Revenues

- 1 **Provincial operating grant** is based on a projected 3.5 per cent increase (scenario one) on the 2015-16 adjusted base grant of \$337.3 million (i.e. after reinstatement of \$20 million one-time holdback). This request is based on prior years' increases, consultations with government, environmental scanning conducted by the office of Institutional Planning and Assessment (IPA), and internal discussions with university leadership and the Board of Governors.
- 2 **Tuition** is a product of rate and enrolment. The projection has decreased to 2.5 per cent from the 4.5 per cent projection for 2015-16 used in the multi-year operating budget framework (2012-16). The average undergraduate rate increase is 1.88 per cent and graduate is 2.6 per cent. The updated projection reflects both the external environment and that recent years tuition increases above inflation have allowed some U of S programs to close the gap towards median U15 tuition rates. No enrolment increases are included in these projections. The projection has not removed tuition related to any Centre for Continuing and Distance Education (CCDE) programs, as 100 per cent will be transferred out to colleges.
- 3 **Other government (WCVM)** is funding received from British Columbia, Alberta and Manitoba for seats in the Western College of Veterinary Medicine. The current interprovincial agreement includes an increase of two per cent per year.
- 4 **Investment income:** In October 2013 and May 2014 the Board of Governors approved an updated long-term investment strategy. Based on a new mix of investments, the long-term pool projected rate of return is expected to be 6.8 per cent. Fixed income pool projects returns of 2.0 per cent. This strategy came into effect during 2014-15 and was fully implemented in 2015-16. Additionally, the board approved in May 2014 a policy whereby 85 per cent of projected operating fund investment income is budgeted annually until the target operating reserve of 5 per cent is reached. Annual investment income variances flow directly to the operating reserve until both upper and lower limits are reached (six per cent and two per cent).
- 5 **Other fees and misc. income** includes \$1.64 million from St. Thomas More College, \$0.81 million from application fees, \$0.75 million from sundry revenue, \$0.66 million from student enhancement fund, \$0.57 million from rentals, and the remaining \$0.31 million from miscellaneous and non-student accounts receivable net interest.

Expenses

- 6 **College and unit envelopes** represents the forecast of the 2016-17 salary and non-salary costs included in college and unit envelopes.
- 7 **Targeted funding to colleges and units:** In addition to the envelope in note 6, the university received targeted funding directly provided to the following specific colleges, units or third parties:
 - a. International Centre for Northern Governance and Development;
 - b. Canada Excellence Research Chair in Water Security;
 - c. Nursing (new program).
- 8 **Institutional expenses** include salary and non-salary costs that cannot be attributed to a particular unit. Institutional salaries such as student services disability support and copyright support are included. These are deemed required services. Primary components of the non-salary portion include accountable professional expense funds provided under collective agreements (\$3.8 million), nursing distributed learning space (\$1.2 million), and the capital contribution for Place Riel and University Learning Centre (\$1 million). Other components include recruitment and moving costs, allowance for bad debts, institutional memberships, property and liability insurance, and space rental.
- 9 **Pension going concern and LTD related payment** projections include the following:
 - 1) In 2016-17 the employer required contributions of \$6.11 million to two of the three defined benefit pension plans based on actuarial valuations and a total going-concern deficit for both plans of \$43.55 million as at December 31, 2012. The third plan is in a surplus position based on the actuarial valuation as at December 31, 2013.
 - 2) Employer/employee required pension contributions of \$0.55 million for academic long-term disability claimants. Premium payments from the operating budget for the academic long-term disability plan are not required for 2015-16, and will likely not be required for 2016-17. However, based on the most recent valuation, when premium payments from the operating budget resume the annual payments are estimated at \$5 million.
- 10 **Utilities** include electricity, natural gas, telephone, water, hardware and network maintenance, and software licenses that are critical to the university's overall operations. Projections are based on patterns of historical consumption adjusted for recently added new space, and include contractual and projected rate increases.

Initiative expenses

- 11 **Library acquisitions and renewal** is projected to receive an increase of 5 per cent. In 2013-14, the scope of the library acquisitions fund was expanded to include renewal and transformation of library spaces.



- 12 **Federal indirect costs of research** is the portion of the federal indirect costs of research grant that is transferred to the operating budget on an ongoing basis to help defray indirect costs of research paid from the operating budget. The federal grant is determined annually based on a three-year rolling average of the U of S tri-agency funding, as a proportion of total tri-agency funding awarded.
- 13 **Scholarships and bursaries** represents the direct contribution from the operating budget and does not include provincial innovation and opportunity scholarship matching funding or amounts transferred from Preston Crossing revenues. In 2014-15, operating budget scholarships funding represented only 22 per cent of the total of \$43 million in scholarship, bursary and student award payments provided from all revenue sources.
- 14 **Research, scholarly and student support** comprised primarily of grant commitments, strategic research priorities, sabbatical travel, external examiners expense and undergrad research initiative.
- 15 **Academic priorities fund** includes a \$1 million increase to continue building capacity for targeted strategic reallocation of operating funding.
- 16 **Capital/equipment renewal** represents the operating budget contribution to these projects. In 2016-17, \$5 million is budgeted for capital renewal and \$1.725 million for equipment renewal.

Appendix B: 2016-17 provincial operations forecast ask

	2015-16 funding received	2016-17 funding request	
Operating funding			
2015-16 funding base	\$ 330,423,000	\$ 335,678,000	A,B
2016-17 funding increase (3.5 per cent)	2,920,000	11,748,730	
Medicine expansion	2,335,000		
Accumulated fund balance reduction (one-time)	(20,000,000)		
Aboriginal engagement and internationalization		4,540,000	B
Total operating funding	\$ 315,678,000	\$ 351,966,730	
1 VIDO-InterVac	5,631,000	5,631,000	C
CLS	4,100,000	4,100,000	
Innovation and international scholarship	1,249,200	1,249,200	
Opportunity scholarship	860,000	860,000	
2 Total operating and other funding	\$ 327,518,200	\$ 363,806,930	
3 Supplementary funding – facilities	14,840,000		D
3,4 Health Sciences capital	7,902,000	14,200,000	
Preventative maintenance and renewal	13,226,000	16,000,000	
3 Other capital		6,400,000	

Notes

- 1 Funding of \$3.4M for the InterVac infrastructure operating fund, Canada Foundation for Innovation will expire in 15-16.
- 2 Matching funding requirements apply to VIDO-InterVac, CLS, innovation and international scholarship, and opportunity scholarships.
- 3 Supplementary facilities funding reclassified for 2016-17: \$8.2M to Health Sciences capital, \$6.4M to other capital.
- 4 Includes \$6.0M cash flow required for final components of capital project and \$8.2M reclassified from note 3.

A Total base funding of \$347.4M is an incremental increase of \$11.7M (3.5 per cent) when compared to 2015-16.

B Total base and targeted funding request (excluding \$20M one-time holdback) of \$352.0M is an incremental increase of \$16.7M (4.9 per cent) when compared to 2015-16.

C Total research and scholarship funding request of \$11.8M in 2016-17 has no increase over amounts in 2015-16.

D Total capital funding request of \$36.6M is an incremental increase of \$632K (1.7 per cent) from 2015-16.

Net total operating and other funding request increase of 4.7 per cent from prior year, excluding \$20M one-time reduction.

September 2015

Economic Impact Analysis of the University of Saskatchewan

Final Report

Prepared for—

**University of Saskatchewan
Institutional Planning
and Assessment**

105 Administration Place
Saskatoon, SK S7N 5A2

Prepared by—

**Alan C. O'Connor
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Executive Summary

When the University of Saskatchewan (U of S) was created in 1907, one of its mandates was to support the educational and economic development of the province. Since that time, more than 100 years later, the U of S has educated generations of students and has established Saskatoon as a centre of science and learning. U of S research infrastructure attracts researchers and students from around the world, and the outcomes of that work provide economic benefits to the province of Saskatchewan and beyond.

The economic activity catalyzed by the U of S contributes at least \$1.2 billion to the Saskatchewan economy annually,¹ which is equivalent to 1.5% of the province's entire gross domestic product. This contribution can be observed in many ways. Examples include the U of S' own spending and the jobs it provides, research activity attracted to the university from around the globe, and spending by students, visitors, and the many Saskatchewan businesses that supply the university. While the provincial government invests heavily in the U of S, 40% of its annual investment is returned to the government through provincial income and other taxes.

The education of students—the key role any university plays—does much to improve society through improved civil discourse, creative growth, and a greater understanding of the world. Analysis of U of S alumni and Saskatchewan labour data reveals that at least 39% of the province's labour force with university degrees received those degrees here. An educated workforce not only stimulates a more diverse economy, it also creates a cycle of greater productivity, higher earnings, higher income taxes being paid, and more money spent in the regional economy.

The U of S plays a key role for the province by educating tomorrow's workers, bringing the brightest minds to Saskatchewan, and helping to keep people in Saskatchewan during

Key Facts and Figures, 2013/14

PEOPLE

Total number of students	23,788
From Saskatchewan	16,397 (69%)
From out of province	4,030 (17%)
International	3,348 (14%)
Full- and part-time regular employees	6,203

SPENDING CATALYZED BY THE U OF S

Consolidated operating expenses	\$859.5 million
New capital expenditures	\$28.0 million
Student living expenses	\$243.7 million
Visitors' expenses	\$132.9 million

REGIONAL ECONOMIC IMPACT OF U OF S SPENDING

Saskatchewan	
Gross domestic product (GDP)	\$1,206 million (1.5% of provincial GDP)
Labour income	\$634 million (2.4% of provincial total)
Jobs	11,842 (2.1% of provincial total)
Canada	
Gross domestic product (GDP)	\$1,475 million
Labour income	\$771 million
Jobs	18,154
Government of Saskatchewan operating and research investment	\$500.9 million
U of S consolidated revenue	\$1,018.5 million
Additional revenue for each \$1 of provincial investment	\$1.03
Provincial tax revenue generated	\$201.0 million
Percentage of provincial investment returned	40%

and after their post-secondary education. The university is also continually looking for ways to adapt to better serve the province—for example, by prioritizing Aboriginal student success, especially as population demographics shift, and by prioritizing areas of importance to the Saskatchewan economy, such as mining and energy, agriculture, and health care.

A significant part of the university's contribution is found in the research and innovation portfolio. Annual research funding for the U of S has nearly doubled in the last 10 years to nearly \$200 million from just over \$100 million. Significant investments have been received in key areas of importance globally and locally, including the university's cyclotron, water security, food security, crop development, and the study of vaccines and infectious diseases.

The university has six signature areas of special focus: Aboriginal people, agriculture, energy and mineral resources, one health, synchrotron sciences, and water security. These signature areas align well with the province's priorities, and are of great importance beyond Saskatchewan's borders. Projects in these six areas at the U of S have great potential to address challenges faced by people around the world.

Whether people are directly, presently connected to the university by virtue of their position as a student, employee or faculty member, or whether they are alumni, donors or simply a Saskatchewan resident, people in the province have great passion for the U of S. As it continues to grow as an institution, the university leadership and community members face decisions about what kind of place they want the U of S to be in the future, and how they will honour its proud past. The importance of the university to the province cannot be overlooked.

TALENT SUPPLY

Average annual earnings premium for 2013/14 alumni	\$19,311
Average annual earnings premium for 2013/14 alumni, Aboriginal students	\$19,996
Number of U of S alumni working in Saskatchewan (aged 25-64)	51,436
...with an undergraduate degree	44,687
...with a graduate degree	6,749
International students remaining in Saskatchewan after graduation	2,569 (57%)
Number of degrees conferred to Aboriginal students in 2013/14	456

RESEARCH

Total research revenue	\$195.6 million
From foundations, industry, and others	40% (\$77.5m)
From Government of Saskatchewan	26% (50.6m)
From Canada Foundation for Innovation	3% (\$6.5m)
From Tri-Council (CIHR, NSERC, SSHERC)	19% (\$37.2m)
From other federal government agencies	12% (\$23.8m)
Percentage increase in revenue, 2004/05 to 2013/14	+79%
U15 rank, by total research expenditure (2013)	13 th

COMMERCIALIZATION

Gross licensing income, per \$100 million in research expenditure (U15 Rank)	\$5.9 million (1st)
Cumulative active licenses, per \$100m in research expenditure (U15 Rank)	139 (2nd)
New licenses, per \$100m in research expenditure (U15 Rank)	8 (2nd)
US patents issues, per \$100m in research expenditure (U15 Rank)	4 (6th)
5-year cumulative start-ups initiated, per \$100m in research expenditure (U15 Rank)	2 (11th)

¹ Analysis results are for (or as of) fiscal year 2013/14. Please see main report and accompanying technical appendix for additional details, definitions, and analysis procedures. Data presented in this report may differ from similar data contained in U of S information systems because of this work's data cleaning procedures.

1

Introduction

The University of Saskatchewan was founded in 1907 to support the educational and economic development of a newly created province. Saskatchewan's early leadership countered the province's distance from Canada's major population centres by creating an institution to meet Saskatchewan's unique combination of needs:

- expanding opportunity for people through teaching and learning,
- supporting rural communities through service, and
- advancing agriculture—the cornerstone of the province's economic foundation.¹

More than a hundred years later, the U of S has educated successive generations of Saskatchewan people, is a globally preeminent institution in agricultural sciences, and has established Saskatoon as a centre of science and learning. The U of S has expanded from its beginnings in the College of Agriculture and the College of Arts and Science into one of the most comprehensive institutions of higher education in Canada (see Figure 1).

When classes are in session, the U of S is the fifth largest population centre in the province, with more than 30,000 people studying and working on the eastern bank of the South Saskatchewan River. Each year, hundreds of researchers in academia and industry travel to Saskatoon from around the world to engage in discovery and knowledge sharing, attracted to the U of S' faculty and to unique Canadian research centres like the Canadian Light Source and VIDO–InterVac, the Vaccine and Infectious Disease Organization–International Vaccine Centre.

The university is tightly woven into the fabric of the province. At least 40% of Saskatchewan residents with university degrees received their degrees from the U of S. The economic activity catalyzed by the university contributes at least \$1.2 billion to Saskatchewan's economy. This is fully 1.5% of the province's gross domestic product (GDP), the common measure of the size of an economy. By way of comparison, agriculture on its own accounted for 11% of GDP.²

¹ Barnhart, G. 2015. *The People's University*.

² If one accounted for ties between agriculture and other industries, the amount of provincial GDP linked to agriculture would be much larger than 11%.

Figure 1. Overview of the University of Saskatchewan

ABOUT US

The U of S is an environment where curiosity leads to discovery. We develop technologies and policies that protect our health and improve quality of life. We understand and sustain the resources—minerals, energy, food and water—that are critical to our world. We examine history, we observe the present and we influence the future. Our campus is a lively place with space for art, living, eating and sport, designed for the community of people who live, work, study and play at the U of S.

SIGNATURE AREAS OF RESEARCH

Aboriginal Peoples: Engagement and Scholarship

Agriculture: Food and Bioproducts for a Sustainable Future

Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment

One Health: Solutions at the Animal-Human-Environment Interface

Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies

Water Security: Stewardship of the World's Freshwater Resources

HISTORICAL HIGHLIGHTS

1907: University Act established the U of S

1908-1937: First president Walter Murray

1912: First convocation of seven students

1912: First issue of The Sheaf published

1912: First Huskies team

1917: First Alumni Association formed

1952: First PhD granted

2011: U of S became a member of the prestigious U15 research university group

UNIQUE CENTRES

Canadian Light Source—Canada's only facility for synchrotron light research

Global Institute for Water Security—supporting sustainable use of the world's water resources and protection against natural hazards such as flood and drought

Vaccine and Infectious Disease Organization and International Vaccine Centre—one of the largest vaccine research and teaching facilities in North America

U of S Health Sciences—creating a new standard for interprofessional health education, research and practice

Global Institute for Food Security—developing Saskatchewan-led solutions to feed a growing world population

Sylvia Fedoruk Canadian Centre for Nuclear Innovation—supporting global leadership in nuclear research, development and training

1.1 THE CATALYTIC ROLE OF UNIVERSITIES IN ECONOMIC DEVELOPMENT

The U of S has been an economic asset for the province for more than a century. During this time, the role of universities in regional development has evolved greatly. The mission to teach and develop the next generation of business, cultural, public, and scientific leaders remains the central focus. However, economies have transformed dramatically, thriving much more on knowledge-intensive activities, thereby elevating the importance of knowledge institutions as critical economic drivers and partners.³

Universities now play a more prominent role in driving innovation and increasing economic opportunity. Regional economies that embrace innovation stay globally competitive because they help position industries and the labour force to adapt and reinvent by linking research to practice. Innovators are attracted to (and remain in) artistically-vibrant and culturally-diverse communities. Universities through their curricula, programming, and practices anchor vibrant communities.

The important relationship between universities and the regional economy is exemplified in the way the University of Saskatchewan and the province of Saskatchewan embraced innovation for agriculture in their earliest days. The Global Institute for Water Security, the Canadian Centre for Health and Safety in Agriculture, and the Social Science Research Laboratory are other important examples at the U of S.

Research shows that as knowledge-intensive industries flourish, job creation in other sectors increases across all ranges of disciplines and levels of education.⁴ Even Saskatchewan's traditional industries—agriculture, minerals, and energy—are becoming more knowledge and technology intensive, and the province has ambitious plans for economic diversification and population growth.

In short, the role of the University of Saskatchewan in the province's regional economy is more important than ever. Education, industry, and community partnerships that facilitate idea exchange, research, and artistic work are critical factors for economic competitiveness. The U of S must build on its core strengths and elevate its role in the regional economy to ensure its students and the province maintain their competitiveness. The university must maintain its dedication to research and teaching excellence, through rigorous curricula, its signature research areas, and future investments. It must also invest in community engagement, creativity, and socially-inclusive programs that strengthen its ties to the community and the province. It must also communicate its role as a partner in regional development.

1.2 ANALYSIS OBJECTIVES

The University of Saskatchewan commissioned this independent analysis of the university's contributions to the Saskatchewan economy with three principal objectives:

- 1 quantify the economic impact of university, student, and visitor spending on the Saskatchewan economy;
- 2 quantify the wage premium associated with a U of S education and the broader contribution of the university to the labour force; and
- 3 characterize the broader socioeconomic contributions of the university's research portfolio.

This analysis is an opportunity for the U of S to take stock of where it is today and to understand how it is positioned to contribute to Saskatchewan, to Canada, and internationally

³ Bok, D. 2013. *Higher Education in America*. Princeton University Press; Tornatzky, L. and E. Rideout. 2014. *Innovation U 2.0: Reinventing University Roles in a Knowledge Economy*; and Hall, B., A. Link, and J. Scott. 2003. *Universities as Research Partners*. *The Review of Economics and Statistics*, 85(2):485-491.

⁴ Moretti, E. 2012. *The New Geography of Jobs*. Mariner.

going forward. It was prepared by RTI International, an independent non-profit research institute. Founded over 55 years ago by three research universities—Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill—RTI is the anchor institution of Research Triangle Park, North Carolina. For the University of Saskatchewan, RTI assembled staff with backgrounds in economics, regional planning, and economic development. This team brought together complementary perspectives important to shape a stronger understanding of the U of S and its role in the Saskatchewan economy.

1.3 REPORT OVERVIEW

This report is organized as follows.

Section 2 describes the economic impact the U of S has on gross domestic product, employment, labour incomes, and public finances. For a frame of reference, it also compares the impact of the U of S on Saskatchewan with the impact other universities have on their provincial economies.

Section 3 quantifies the change in U of S graduates' earning power because of their qualifications.

Section 4 analyzes the university's contributions to the provincial labour force. It also quantifies the role of the U of S in attracting new talent to Canada from abroad.

Section 5 is a high-level overview of the U of S' \$200 million annual research portfolio. It also describes how research and knowledge in the six signature research areas at the U of S is being translated into economic value for Saskatchewan, Canada, and the globe.

Section 6 presents summary comments about the economic impact of the U of S and recommendations from interviews with 37 community and academic leaders in Saskatchewan.

Colleges and Schools at the University of Saskatchewan

College of Agriculture and Bioresources
College of Arts and Science
Edwards School of Business
College of Dentistry
College of Education
College of Engineering
School of Environment and Sustainability
College of Graduate Studies and Research
College of Kinesiology
College of Law
College of Medicine
College of Nursing
College of Pharmacy and Nutrition
School of Physical Therapy
School of Public Health
Johnson-Shoyama Graduate School of Public Policy
Western College of Veterinary Medicine

Federated and Affiliated Colleges

Briercrest College
St. Thomas More College
Horizon College & Seminary
Saskatoon Theological Union
Gabriel Dumont Institute of Métis Studies & Applied Research
St. Peter's College
Centre for Continuing and Distance Education



2

Contribution to the Regional Economy: A Macroeconomic Perspective

The University of Saskatchewan generated \$1.2 billion in GDP for Saskatchewan in 2013/14. To put this value in context, the entire provincial economy is \$83.2 billion, meaning that around 1.5% of the economy is directly or indirectly linked to just one institution.

An economy grows when more spending (i.e., research revenue, sales of goods and services) is attracted to it than leaves it. From a public sector perspective, the U of S expands the Saskatchewan economy because each year it attracts millions of dollars of new investment, research funding, and student spending to the province while serving as a force for the retention of talent and money in the province. The presence of the university helps buttress and diversify the economy, spur social and technological innovation, and provide economic opportunity for residents and businesses.

Two real-world measures that evidence the impact of the university are employment and labour income. The U of S supports 11,842 jobs across Saskatchewan (2.1% of provincial employment), both at the university and with local businesses. These jobs paid \$634 million in annual wages (2.4% of provincial totals).

2.1 HOW REGIONAL ECONOMIC IMPACT IS MEASURED

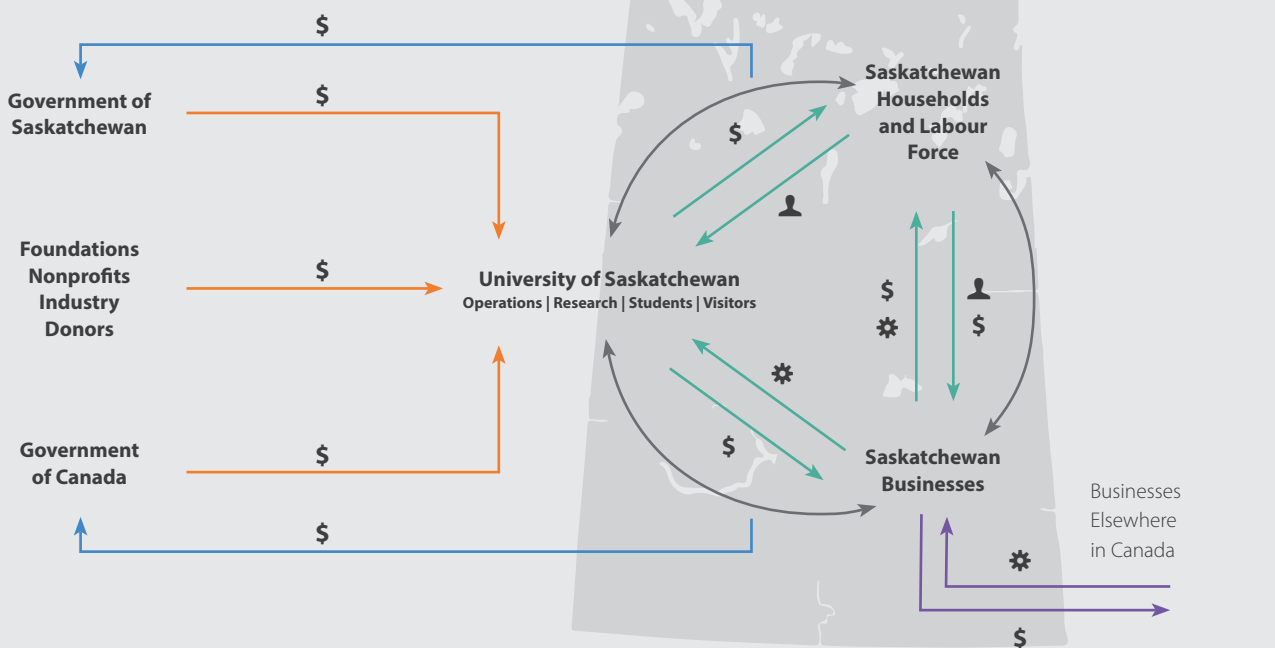
To measure the economic significance of day-to-day university operations, policy analysts often emphasize the direct financial resources spent by the institution. It is common to communicate the annual value of salaries paid to faculty and staff or the value of goods and services purchased from local businesses. Although understanding and communicating information from university financial statements is important, this does not convey information related to the secondary ties with Saskatchewan's economy.

Secondary ties⁵ include spending by students and visitors, spending by university employees, and spending on local salaries, goods, and services by the university's vendors. These are important to include in this analysis because the interactions between the university, local businesses, and the Saskatchewan labour force are not insignificant. Attracting research funding and business to Saskatchewan, and spending the money and doing the work locally, grows the economy (Figure 2).

RTI examined the comprehensive spending patterns catalyzed by the U of S using input-output analysis. Input-output analysis is a well-known and reliable methodology with a long history in economics. The economist who created this analysis framework received the Nobel Prize in Economic Science for it. The economic impact results presented in this chapter were prepared using the framework and the official interprovincial version of the Canadian Input-Output Model developed by Statistics Canada. Technical detail about how this study was conducted can be found in the Technical Appendix.

⁵ Secondary ties are alternately referred to as indirect and induced impacts.

Figure 2. Ties between the University of Saskatchewan and the Regional Economy



2.2 SPENDING CATALYZED BY THE U OF S

The total amount of initial spending triggered by the U of S for 2013/14 is \$1,264.1 million. This spending includes:

- university expenses (e.g., salaries, goods, services),
- new university capital expenditures,
- student living expenditures, and
- visitor travel expenditures.

Table 1 provides a breakdown of this spending, the components of which are discussed further below.

2.2.1 University Consolidated Expenses

The largest and most important category of spending is the university's annual expenses, which were \$859.5 million in 2013/14 (68% of the \$1,264.1 million).

Because input-output analysis analyzes actual spending patterns, our focus is on annual expenses and not on annual revenues. There are lags between when funds are received and when funds are spent. Not all revenues are spent right away. For the year ended April 30, 2014, the most recent year for which final data were available, the U of S reported total consolidated revenue of \$1,018.5 million (Figure 3). If the analysis used revenue to estimate university spending, it would overstate economic impacts.

Table 1. Expenditures Related to the University of Saskatchewan

UNIVERSITY OF SASKATCHEWAN		STUDENTS	VISITORS
Annual Expenses ^a	New Capital Expenditures ^b	Living Expenditures ^c	Travel Expenditures ^c
<ul style="list-style-type: none"> • Salaries and employee benefits • Operational supplies and expenses • Cost of goods sold, equipment, maintenance, rent, travel, and other • Scholarships, bursaries, and prizes • Utilities • Amortization 	<ul style="list-style-type: none"> • New construction 	<ul style="list-style-type: none"> • Local transportation • Books, supplies, and computers • Telecommunications • Rent • Food • Entertainment 	<ul style="list-style-type: none"> • Entertainment • Taxi or vehicle rental • Accommodations • Food and beverages • Entertainment
\$859.5 million	\$28.0 million	\$243.7 million	\$132.9 million
Total: \$1,264.1 million			

Sources: ^a2013/14 University of Saskatchewan Annual Financial Report (Page 9). ^bFacilities Management Division.

^cEstimated (see Technical Appendix).

The largest component of the university's \$859.5 million in expenses are payments for employee salaries and benefits valued at \$534.7 million. The U of S is one of Saskatchewan's largest employers with over 6,200 people employed full-time or part-time in colleges, schools, and administrative units. If one adds so called "casual employees", who work small numbers of hours per week, employment increases to 7,911 people.

Other major university expenses are operational supplies and equipment, scholarships, bursaries and prizes, and utility expenses (Table 2). Greater detail on university expenses can be found in the 2013/14 University of Saskatchewan Annual Financial Report.

Table 2. University Expenses and Employees

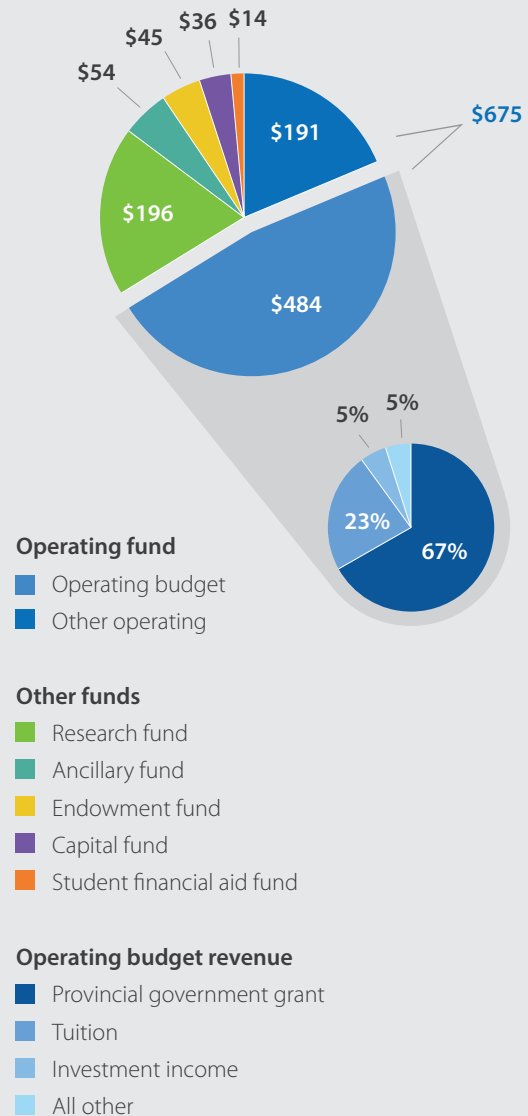
EXPENSES	VALUE
Salaries and Employee Benefits	\$534.7 million
Operational Supplies and Expenses	\$136.8 million
Costs of goods sold, equipment maintenance, travel, and other	\$50.8 million
Scholarships, bursaries, and prizes	\$39.1 million
Utilities	\$25.0 million
Amortization	\$73.1 million
Total	\$859.5 million
Number of People Employed	6,203^a

^aAs of November 2014, 7,911 people were employed at the U of S. Excluding casual employees, this number is 6,203 employees. Full-time equivalents (FTE) is a more accurate assessment of employment, however modeling systems and macroeconomic data report persons employed and not FTE, thus persons employed, or "jobs", is presented here. The 2013/14 FTE count for the U of S was 5,433.4 FTE.

Source: University of Saskatchewan Data Warehouse.

Figure 2. University Consolidated Revenue, 2013/14 (Million \$)

\$1.02 billion consolidated revenue 2013-14



Source: 2013/14 University of Saskatchewan Annual Financial Report.

2.2.2 New Construction and Capital Investment

According to the U of S Facilities Management Division, capital investment associated with new construction expenditures during 2013/14 amounts to \$28.0 million (2% of \$1,264.1 million).⁶ This investment includes new buildings on campus including residences, laboratories, classrooms, and student spaces.⁷

New construction expenditures for projects underway or being completed during 2013/14 included \$15.5 million on the Health Sciences project, \$8.0 million on the Saskatchewan Centre for Innovations in Cyclotron Science, and \$4.5 million on the Gordon Oakes Redbear Student Centre.⁸

2.2.3 Student Spending

Nearly 24,000 students attended the U of S during the 2013/14 academic year (Table 3), about 78% of whom were undergraduates. The total value of student living expenses was estimated to be \$243.7 million (19% of \$1,264.1 million).

Living expenses were estimated using information about the student population and average student room and board expenditures obtained from Affordability and Accessibility Surveys.

Table 3. Number of University Students by Origin, Academic Year 2013/14

	NUMBER
International	3,348
Out of Province	4,030
Saskatchewan	16,397
Total	23,788^a

^a Includes 13 students who were undeclared. Source: University of Saskatchewan Data Warehouse. Year End snapshot data prepared by Information and Communications Technology—Reporting and Data Services.

2.2.4 Visitor Spending

The total value of visitor spending was estimated to be \$132.9 million (11% of \$1,264.1 million). Estimated visitor spending was reviewed with Tourism Saskatoon's analysis of tourism in Saskatoon and was determined to be reasonable. During 2012, 2.8 million visitors travelled to Saskatoon on overnight and same-day trips and generated about \$505.3 million in consumer spending in the Saskatoon region.⁹ Saskatoon has grown by more than 10% since 2012, and comparing 2014 U of S estimates to 2012 data for the region overestimates the percentage contribution the U of S makes. However, one could approximate that about one fifth of visitor spending of visitor spending in the Saskatoon region relates to the U of S.



A unique partnership between the University of Saskatchewan, the Government of Saskatchewan and the City of Saskatoon helped create the Meewasin Valley Authority, an agency dedicated to conserving the cultural and natural resources of the South Saskatchewan River valley. Students, faculty and university administrators contribute to the authority through leadership roles and research initiatives.

⁶ Facilities Management Division, email communication 4/14/2015, U of S 2013-14 Vendor Payments on New Construction.xls

⁷ Spending for new construction and capital investment is capitalized and is not reflected in the university's annual expenses.

⁸ 2013/14 University of Saskatchewan Annual Financial Report (page 18).

⁹ Tourism in Saskatoon: A Summary of Tourism in 2012 (May, 2014).

2.3 TOTAL ECONOMIC IMPACT

The U of S expands the Saskatchewan economy by retaining spending in the province—by holding on to highly-qualified personnel, students, and sponsored research, for example—and by attracting research, investment, students, and visitors from elsewhere in Canada and from abroad. Total economic impact includes not only the spending described above, but also the secondary impacts that occur as university employees spend their salaries and Saskatchewan businesses hire employees and consume goods and services in order to supply the university.

The total contribution to Saskatchewan's GDP is \$1.2 billion—about 1.5% of the entire provincial economy (Tables 4 and 5). As will be discussed later, in terms of the relative magnitude of the contribution of a university to the provincial economy, the U of S appears to have one of the largest regional impacts of universities in western Canada.¹⁰

Our analysis shows that more people are working in Saskatchewan because of the university—11,842 jobs, or 2.1% of all jobs in the province, are directly or indirectly created or retained because of the university. If we only consider all jobs in Saskatoon, the share of the jobs increases to 6.1%. The Saskatchewan Plan for Growth set a goal that 60,000 more people will be working in Saskatchewan by 2020. Over the next 5 years, by expanding its educational programs, attracting more students to Saskatchewan, and growing its research portfolio the university can help Saskatchewan achieve this goal.

The total wages and salaries earned was \$634 million. After considering all wages and salaries in Saskatchewan, we found that U of S directly or indirectly contributes 2.4% to the total salary and wage base of the province.

Table 4. Summary Economic Impact of the U of S on the Saskatchewan Economy, 2013/14

CATEGORY	GROSS DOMESTIC PRODUCT (GDP) (MILLION)	WAGES AND SALARIES (MILLION)	JOBS
	<i>GDP is a measure of the overall size of the economy</i>	<i>Value of wages and salaries earned</i>	<i>Number of jobs</i>
University Annual Expenses	\$953	\$556	9,533
Student and Visitor Expenditures	\$234	\$70	2,166
University New Construction Spending	\$19	\$8	143
Total	\$1,206	\$634	11,842

Source: RTI analysis based on Statistics Canada Interprovincial Input-Output (2010) model results.

¹⁰ Our analysis focuses on the impact on GDP, not on gross output or revenue. Gross output includes substantial double counting.

Table 5. Size of U of S Impact Relative to the Saskatchewan Economy, 2013/14

ECONOMIC INDICATOR	U OF S VALUE ^a (MILLION)	VALUE FOR SASKATCHEWAN (MILLION)	U OF S SHARE OF SASKATCHEWAN ECONOMY
Gross Domestic Product (GDP)	\$1,206	\$83,121 ^b	1.5%
Wages and Salaries	\$634	\$26,924 ^b	2.4%
Jobs	11,842	555,300 ^c	2.1%

Sources: ^aRTI analysis based on Statistics Canada Interprovincial Input-Output (2010) model results. ^bGovernment of Saskatchewan Bureau of Statistics, Ministry of Finance, Saskatchewan Provincial Economic Accounts, December 2014; ^cGovernment of Saskatchewan Bureau of Statistics, Economic Review 2013.

The university's economic effects extend to the national economy as well. The U of S procures goods and services from outside of the province, as do some of the university's local suppliers, generating economic activity in other provinces. From a national perspective, spending related to U of S contributes \$1.5 billion to Canadian GDP and \$771 million in wages and salaries (Table 6).

More people are working in Canada because of U of S—18,154 jobs are directly or indirectly created or retained nationwide. This means that the U of S supports an additional 6,300 jobs elsewhere in Canada.

Table 6. Summary Economic Impact of the U of S on the Canadian Economy, 2013/14

CATEGORY	GROSS DOMESTIC PRODUCT (GDP) (MILLION)	WAGES AND SALARIES (MILLION)	JOBS
	<i>GDP is a measure of the overall size of the economy</i>	<i>Value of wages and salaries earned</i>	<i>Number of jobs</i>
University Annual Expenses	\$1,150	\$643	13,622
Student and Visitor Expenditures	\$296	\$116	4,264
University New Construction Spending	\$29	\$13	267
Total	\$1,475	\$771	18,154

Source: RTI analysis based on Statistics Canada Interprovincial Input-Output (2010) model results.

2.4 COMPARISON TO OTHER UNIVERSITIES' IMPACT

We compared the results for the U of S with those of other Canadian universities to better gauge estimated impacts and provide additional context. Different universities have used different approaches and measures to quantify their economic impact, which impedes good comparison. However, by creating a level playing field and focusing only on input-output analysis related effects, a reasonable comparison is possible (see Technical Appendix).

Several universities' impact analyses emphasize their institutions' contributions to provincial GDP. These analyses include those for:

- Dalhousie University,
- University of Manitoba,
- University of Regina,
- University of Saskatchewan, and
- Western University.

Per capita GDP is an important measure of a province's average standard of living. Because Alberta and British Columbia are significantly more populous than Saskatchewan and Manitoba, to make fair interprovincial comparisons we need to account for differences in population by dividing the reported total gross output reported by the economic impact studies by the population. As shown in Figure 4, among the universities compared, the standard of living increases ranged from \$113 to \$1,148 per person, with U of S delivering one of the highest increases in Canada.

Many studies focused on total business revenue effects ("gross output") and did not consider university contribution to GDP. Our study for the University of Saskatchewan does not have gross output as a primary economic impact indicator because there is substantial double counting in gross output measures. Double counting occurs because if Firm A buys from Firm B to make a product, gross output will count as revenue Firm A's sale of the product and the revenue that Firm B received from Firm A. GDP reflects value-added, which is the value added to Firm

A's product contributed by both Firm A and Firm B. There is no double counting in GDP.

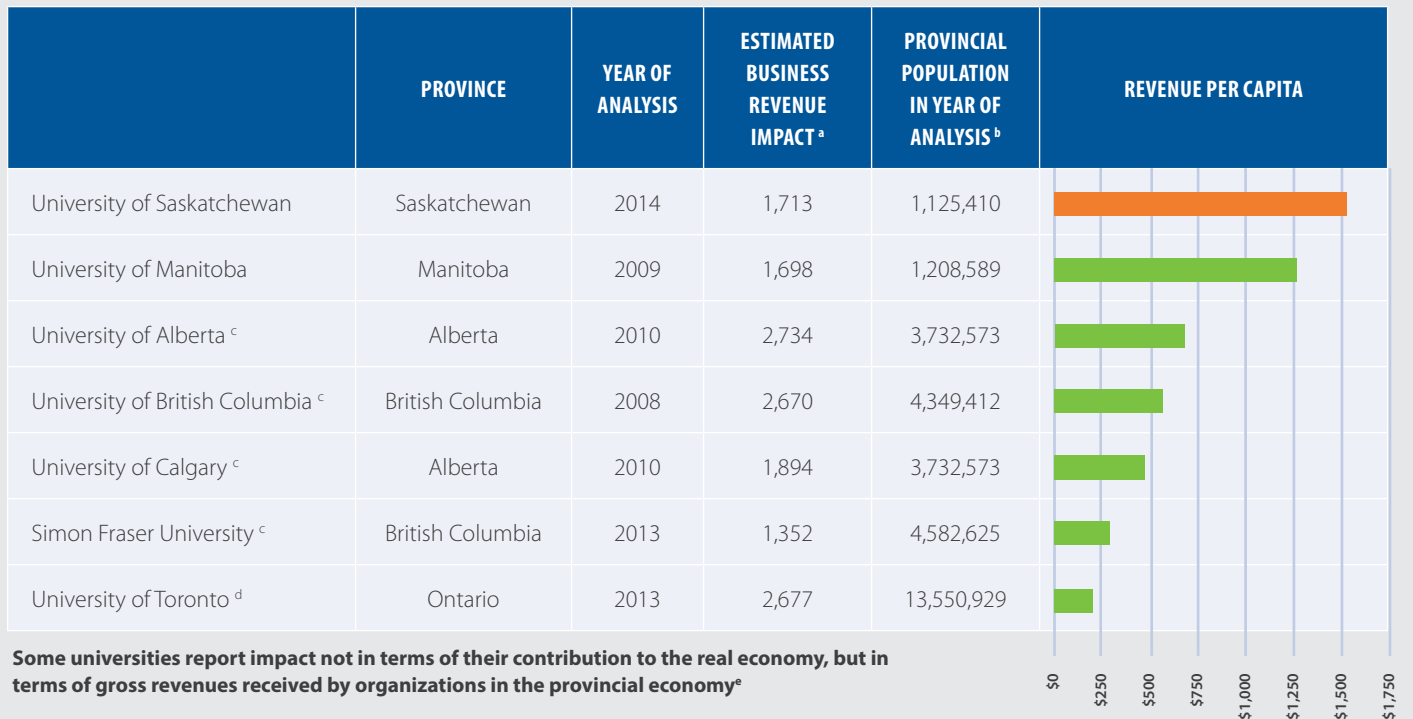
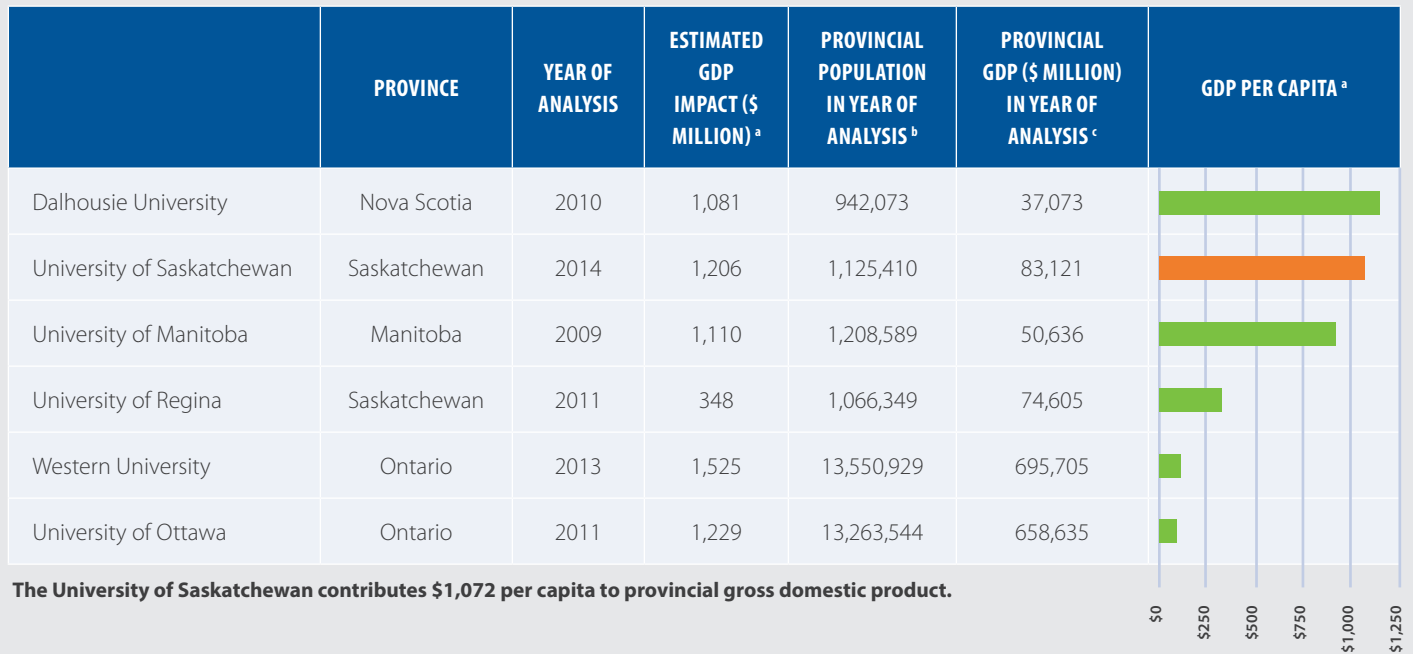
Universities focusing on gross impact included:

- University of Alberta,
- University of British Columbia,
- University of Calgary,
- University of Manitoba,
- University of Toronto, and
- Simon Fraser University.

Our comparison reveals that U of S has the largest per capita impact at \$1,522 per person. An important take-away is that, although the U of S is smaller in size than most of its peers in the U15, its relative importance to its provincial economy is greater.



A new home for a recently refurbished Heintzman baby grand piano has provided entertainment for the many people who pass through the College of Arts and Science daily. Situated under the arts ramp, the piano is there for anyone who wants to sit down and play, whether or not they are music students.

Figure 4. Comparison of the Contributions Canadian Universities Make to their Provincial Economies (GDP or Gross Output)

a Dollar values are in real 2014 terms. See Technical Appendix for conversion procedures.

b Population estimates are for the year of analysis to account for population growth. For example, the UBC study was conducted for 2007, when BC had a smaller population than it did in 2012, the year for which the Simon Fraser study was conducted.

c Provincial GDP for year of analysis, presented in 2014 dollars.

d This university assumed its impact was 1.5 times its estimated spending. See Technical Appendix.

e This approach often includes substantial double counting because it does not net out transfer of value between organizations within the provincial economy, such as one business procuring inputs from another in order to supply a university.

2.5 FISCAL IMPACT ANALYSIS

The economic activity catalyzed by the U of S generates tax revenues for the province, raising the question of to what extent does the tax revenue generated offset the province's annual investment in the university. The answer is about 40%—for every \$1 appropriated for the U of S 40 cents is returned to the public coffers.

Financial operating results for the fiscal year that ended April 30, 2014 show that the Government of Saskatchewan provided \$500.9 million in support to the U of S, principally through the annual operating grant. This accounted for 49% of university revenue for 2013/14 (\$1,018.6 million), meaning that for every \$1 of provincial support the U of S brings in more than \$1 of support from other sources. The U of S uses provincial support to

meet its educational mission, to conduct priority research in the provincial interest, and to generate leverage that helps capture research funding from federal and non-federal sources.

The economic activity created provincial personal income tax revenue (\$136.5 million) and indirect tax revenue (\$64.5 million) that totaled \$201.0 million.

Comparing the \$500.9 million appropriated for the U of S to the \$201.0 million returned through provincial income and other taxes, the net impact to Saskatchewan public finances is \$299.9 million. Thus, 40% of the province's costs for the University are returned to Saskatchewan's coffers (Table 7).

Table 7. Estimated Fiscal Impact for the Government of Saskatchewan, 2013/14

SOURCE	EXPENDITURE CATEGORY			TOTAL (THOUSAND)
	ANNUAL EXPENSES (THOUSAND)	STUDENT AND VISITOR EXPENSES (THOUSAND)	NEW CONSTRUCTION EXPENSES (THOUSAND)	
Total provincial funding including operating grant: \$500.9 Million				
Personal Income Tax	\$119,664	\$15,085	\$1,710	\$136,460
Indirect Taxes	\$36,633	\$26,710	\$1,176	\$64,518
Total	\$156,297	\$41,795	\$2,886	\$200,978
Impact of U of S on public finances, net of tax revenues: \$299.9 million. For every \$1 appropriated for the U of S, 40 cents is returned to the public coffers.				

Sources: RTI analysis based on Statistics Canada Interprovincial Input-Output (2010) model results. 2013/14 University of Saskatchewan Annual Financial Report.

¹² Reported value of revenue received from grants and contracts: Government of Saskatchewan, 2013/14 University of Saskatchewan Annual Financial Report (Page 6).



3

Earnings Premium of U of S Degrees

University education provides students with knowledge and skills that make them more productive in the labour market. As a result of their higher productivity and knowledge, university graduates receive higher earnings compared to workers without a university degree. This earnings differential between university graduates and workers without a university degree is referred to as the earnings premium. In this section, we present estimates of the annual earnings premium that graduates receive as a result of their U of S education.

3.1 EARNINGS PREMIUM ESTIMATION

The earnings premium estimates are based on the earnings differentials between workers with different levels of educational attainment in Saskatchewan according to 2011 National Household Survey (NHS) data obtained from Statistics Canada.¹³

For bachelor's degree holders, the earnings premium is estimated using the earnings differential between workers with a bachelor's degree and those with educational attainment below a bachelor's degree, such as a high-school diploma. For graduate degree holders (e.g., MA, PhD, JD, MD), the earnings premium is based on the earnings differential between a graduate degree and a bachelor's degree.

In analysing U of S student data, we found that 32% of students who received a graduate degree from the U of S in 2014 had also received an undergraduate degree from the U of S within the last 14 years. Based on this finding, for 32% of the graduate degree holders, the earnings premium is the difference between the average earnings of workers with an above-bachelor's degree and those with educational attainment below a bachelor's degree. See the Technical Appendix for additional detail on how the earnings premium was calculated.

¹³ 2011 NHS Catalogue number 99-010-X2011039.

Table 8. Average Earnings Premium for 2014 Graduates

	AVERAGE ANNUAL EARNINGS WITH A U OF S DEGREE	AVERAGE ANNUAL EARNINGS WITHOUT A U OF S DEGREE	EARNINGS PREMIUM, PER DEGREE
All degrees	\$60,241	\$40,930	\$19,311
<i>By gender</i>			
Female	\$53,102	\$32,156	\$20,946
Male	\$71,385	\$54,625	\$16,760
<i>By ethnic origin</i>			
Aboriginal	\$57,169	\$37,173	\$19,996
Non-Aboriginal	\$60,638	\$41,426	\$19,212
<i>By degree level</i>			
Under-graduate	\$58,277	\$37,986	\$20,291
Graduate	\$68,328	\$53,050	\$15,278

Note: Average earnings premium is estimated based on 2014 graduates living in Saskatchewan. All earnings premium estimates are presented in 2014 dollars. Alumni data are obtained from the University of Saskatchewan. Other data sources are obtained from Statistics Canada and include the 2011 National Household Survey and CANSIM Table 326-0021.

3.2 EARNINGS PREMIUM FOR 2014 GRADUATES

In 2014, 3,899 students received a bachelor's degree or higher from the U of S (Table 9). Once in the labour force, these students are estimated to earn an annual earnings premium of about \$75 million.

About \$63.6 million of the \$75 million is estimated to accrue to the 3,291 graduates living in Saskatchewan. This dollar value represents the additional contribution that the 2014 graduates will make to the Saskatchewan economy as a result of their U of S education when they enter the labour force.

About 85% of the earnings premium of the 2014 graduates remaining in Saskatchewan is estimated to be captured by those graduating from an undergraduate program.¹⁴



The Social Sciences Research Laboratories (SSRL), created with support from the U of S, the Government of Saskatchewan and the Canada Foundation for Innovation, crosses disciplines in its collaborative research projects that gather valuable information while providing hands-on experience to students. Rethink Research, a recent event held by the SSRL, brought top researchers in a variety of areas to the U of S.

¹⁴ \$53.7 million divided by \$63.6 million

3.2.1 Earnings Premium for Female Graduates

Table 9 also presents the distribution of the 2014 annual earnings premium across gender and ethnic groups.

The U of S graduated significantly more women than men in 2014. Female graduates remaining in Saskatchewan are estimated to receive about \$42 million of the total earnings premium. They represent 61% of graduates but accrue 66% of the earnings premium.

3.2.2 Earnings Premium for Aboriginal Graduates

Aboriginal graduates in Saskatchewan will earn an estimated \$7.9 million in additional earnings. The average U of S Aboriginal

graduate is estimated to earn \$19,996 more per year¹⁵ than an Aboriginal person without a university degree. The same analysis for non-Aboriginals reveals a difference of \$19,212 per year,¹⁶ meaning that on the average a U of S degree has a greater impact on the earnings potential for Aboriginals than non-Aboriginal people.

As written in the Bridging the Aboriginal Education Gap in Saskatchewan, "Aboriginal people earn less than non-Aboriginal people, on average. But the difference largely disappears for higher levels of education. Consequently, Aboriginal people receive a double benefit from education (Page 22)."¹⁷

Table 9. Total Earnings Premium of 2014 Graduates

	ALL 2014 GRADUATES		2014 GRADUATES LIVING IN SASKATCHEWAN	
	NUMBER OF GRADUATES	ANNUAL EARNINGS PREMIUM	NUMBER OF GRADUATES	ANNUAL EARNINGS PREMIUM
Total	3,899	\$75,132,423	3,291	\$63,554,006
<i>By gender</i>				
Female	2,354	\$48,903,860	2,006	\$42,017,443
Male	1,545	\$26,228,563	1,285	\$21,536,565
<i>By ethnic origin</i>				
Aboriginal	426	\$8,500,701	394	\$7,878,446
Non-Aboriginal	3,473	\$66,631,722	2,898	\$55,675,561
<i>By degree level</i>				
Undergraduate Program	3,007	\$61,520,366	2,648	\$53,730,132
Graduate Program	892	\$13,612,057	643	\$9,823,876

Note: Data presented in this table only include alumni with a bachelor's or higher degree. All earnings premium estimates are presented in 2014 dollars. Alumni data are obtained from the University of Saskatchewan. Other data sources are obtained from Statistics Canada and include the 2011 National Household Survey and CANSIM Table 326-0021. Data may differ from similar data reported by U of S information systems because of extensive data cleaning undertaken in this work.

¹⁵ \$7,878,446 divided by 394 graduates.

¹⁶ \$55,675,561 divided by 2,898 graduates.

¹⁷ Howe (2011) uses different assumptions than are used in this work. However, the overall conclusions are similar. See Howe, Eric. 2011.

Bridging the Aboriginal Education Gap in Saskatchewan. Saskatoon, SK: Gabriel Dumont Institute.

3.3 EARNINGS PREMIUM FOR ALUMNI LIVING IN SASKATCHEWAN, AGED 25 TO 64

Next, we estimated the annual earnings premium received by all U of S graduates between the ages of 25 and 64 and living in Saskatchewan.¹⁸ In 2014, 61,886 U of S alumni are estimated to live in Saskatchewan, and approximately 83% (51,436) are estimated to participate in the labour force (Table 10).

The annual earnings premium accruing to the alumni in the Saskatchewan labour force in 2014 is estimated to be about \$1.2 billion. Alumni of undergraduate programs are estimated to receive about 89% (\$1 billion) of the total annual earnings premium associated with U of S education. Female alumni in the Saskatchewan labour force are estimated to earn 53% (\$617 million) of the annual earnings premium.

Aboriginal alumni working in Saskatchewan are estimated to earn about \$52 million of annual earnings premium of the total. Relative to their peers without university degrees, non-Aboriginals earn an additional \$22,992 per year¹⁹ and Aboriginals earn an additional \$20,404 per year.²⁰

Aggregate results for Aboriginal alumni must be interpreted cautiously because many students' Aboriginal status was unknown or unreported until very recently. It was only in the winter of 2013 that a concerted effort was made through the *I Declare* initiative to record all students' Aboriginal status. It is likely that many Aboriginal alumni are included in the total for non-Aboriginal people.

Table 10. Total Earnings Premium of Graduates Aged 25–64 in Saskatchewan, 2014

	NUMBER OF GRADUATES AGED 25–64 LIVING IN SASKATCHEWAN	NUMBER OF GRADUATES AGED 25–64 IN THE SASKATCHEWAN LABOUR FORCE	ANNUAL EARNINGS PREMIUM
Total	61,886	51,436	\$1,176,009,480
<i>By gender</i>			
Female	35,365	27,830	\$617,434,923
Male	26,521	23,606	\$558,574,556
<i>By ethnic origin</i>			
Aboriginal	3,021	2,549	\$52,008,595
Non-Aboriginal	58,865	48,887	\$1,124,000,886
<i>By degree level</i>			
Undergraduate Program	53,815	44,687	\$1,049,884,479
Graduate Program	8,071	6,749	\$126,125,001

Note: Data presented in this table only include alumni with a bachelor's or higher degree. All earnings premium estimates are presented in 2014 dollars. Alumni data are obtained from the University of Saskatchewan. Other data sources are obtained from Statistics Canada and include the 2006 Census (catalogue number 97-563-XCB2006054), CANSIM Table 326-0021, and CANSIM Table 282-0002. Data may differ from similar data reported by U of S information systems because of extensive data cleaning undertaken in this work. Data may differ from similar data reported by U of S information systems because of extensive data cleaning undertaken in this work.

¹⁸ This date range was limited to 25 through 64 because of data availability from Statistics Canada.

¹⁹ \$1,124,000,886 divided by 48,887.

²⁰ \$52,008,595 divided by 2,549.

A background image showing two students in a laboratory setting. A female student with glasses is pouring liquid from a beaker into a graduated cylinder. A male student with glasses is looking on. Various lab equipment like bottles and a control panel are visible in the background.

4

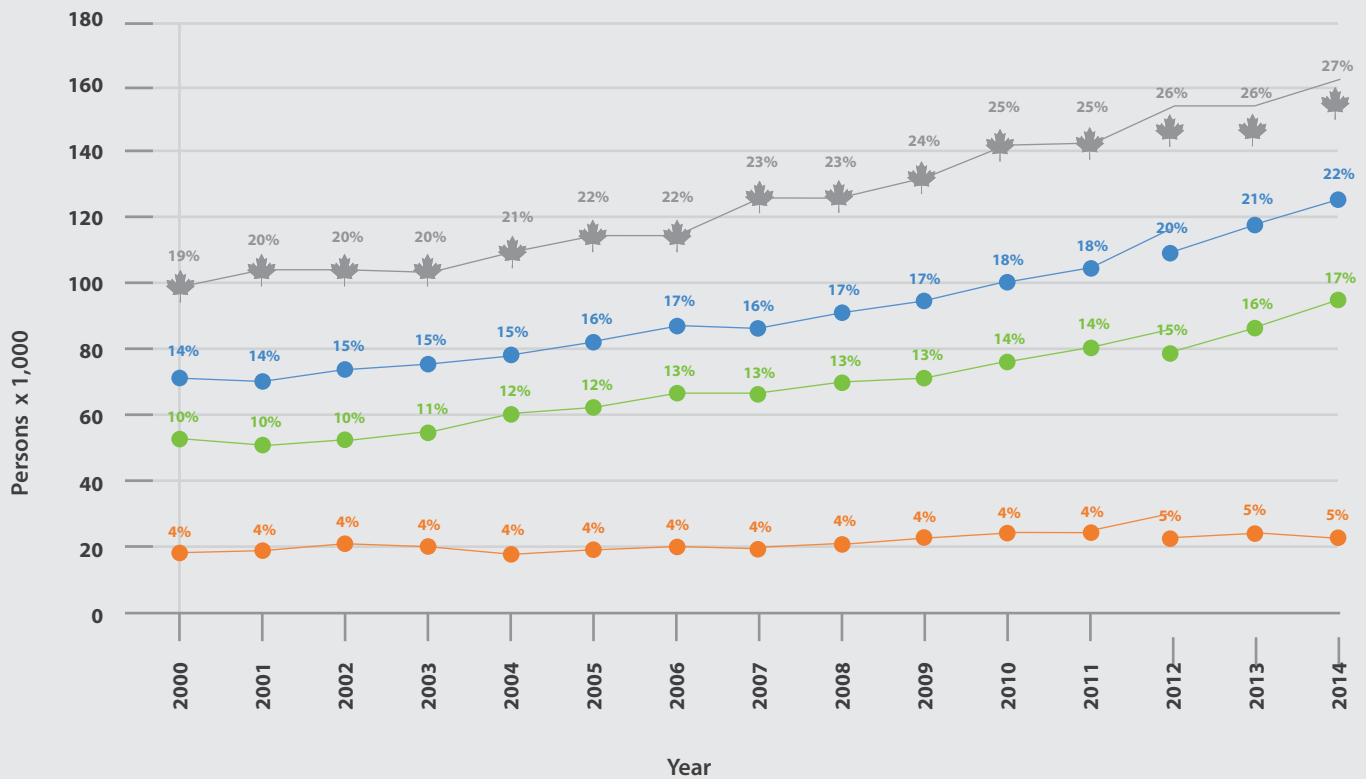
Contribution to Saskatchewan's Talent Supply

Workers with a university degree play an increasingly important role in the Saskatchewan economy. The Saskatchewan labour force currently numbers 555,300 people. Between 2000 and 2014, the number of workers with at least a bachelor's degree increased by 87%, from about 71,000 to 132,000 (Figure 5). This increase outpaced the growth in the overall size of the labour force: the proportion of workers with at least a bachelor's degree increased from 14% to 22% (Figure 6).

The U of S has been a major source of skilled workers in Saskatchewan. Of the 132,000 labour force participants with a university degree in Saskatchewan in 2014, more than 51,000 (39%) are estimated to be U of S alumni. Indeed, U of S alumni are likely to constitute more than 39%. Some data underlying this arithmetic are constrained to persons only between the ages of 25 and 64 and there are U of S alumni outside of this age range working in the province today..

This section reviews how the U of S has also been an important contributor to the growth of Saskatchewan's skilled labour force since 2000, including

- building the provincial talent supply,
- attracting international students to the province,
- providing education aligned with Saskatchewan's workforce needs, and
- retaining graduates in Saskatchewan after graduation.

Figure 5. Number and Percentage of People in the Saskatchewan Labour Force with University Degrees

- 🍁 National Average University Degree (Bachelor's and Above)
- University Degree (Bachelor's and Above)
- Bachelor's Degree
- Above Bachelor's Degree

Totals may differ from sums due to independent rounding.

Statistics Canada CANSIM Table 282-0004 - Labour force survey estimates (LFS), by educational attainment, sex and age group, annual (persons unless otherwise noted)

4.1 BUILDING THE PROVINCIAL TALENT SUPPLY

Between 2000 and 2014, the annual number of degrees, diplomas, and certificates conferred by the U of S has increased by 20% from 3,572 in 2000 to 4,290 in 2014 (Table 11). The largest percentage increases in the number of degrees awarded were observed in master's, doctorate, and professional degree programs.²⁰

The percentage of the degrees that were awarded to alumni currently residing in Saskatchewan varies across degree levels and types, with the highest retention rate observed in undergraduate program degrees (79%) and the lowest observed in graduate program degrees (63%).

Note that these data concern the number of degrees conferred, and one individual (i.e., graduate) may receive multiple degrees from the U of S over his or her lifetime. The next section will review the number of graduates.

4.1.1 Degrees Conferred to Aboriginal Students

The number of degrees awarded to Aboriginal and international students has increased significantly since 2000. Between 2000 and 2014, the U of S has conferred 4,465 to Aboriginal students. During this time, the annual number of degrees awarded to Aboriginal students has increased over eightfold, from 53 in 2000 to 456 in 2014. (However, as described in Section 3, it must be remembered that the Aboriginal status of many students remains unknown, especially for the period before the *I Declare* initiative was launched in 2012/13.) About 87% of degrees awarded to Aboriginal graduates were awarded to people who are estimated to be currently residing in Saskatchewan.

4.1.2 Degrees Conferred to International Students

The annual number of degrees, diplomas, and certificates awarded to international students almost tripled from 224 in 2000 to 653 in 2014. The U of S has conferred 4,889 to international students since 2000, and about 58% of these are awarded to students who are estimated to continue to live in Saskatchewan.



With about 2,000 self-declared Aboriginal students, Aboriginal student success continues to be a top priority, during both the transition to university and their time as a student. The University Community of Aboriginal Nursing (UCAN) in the College of Nursing provides a network of support, and programs like ITEP and SUNTEP educate the next generation of First Nations teachers, many of whom stay in or return to their home communities in Saskatchewan.

²⁰ Data presented in this report may be slightly different than similar data reported by U of S information systems because of extensive data cleaning undertaken in this work.

Table 11. Degrees, Diplomas, and Certificates Conferred to U of S Graduates, 2000-2014

	NUMBER OF DEGREES AWARDED BETWEEN 2000 AND 2014 (A)	NUMBER OF DEGREES AWARDED IN 2000 (B)	NUMBER OF DEGREES AWARDED IN 2014 (C)	% CHANGE IN NUMBER OF DEGREES AWARDED BETWEEN 2000 AND 2014 ((C-B)/B)	NUMBER OF DEGREES AWARDED IN 2000-2014 TO GRADUATES LIVING IN SK (D)	% NUMBER OF DEGREES THAT ARE AWARDED TO GRADUATES LIVING IN SK (D/A)
Total	55,636	3,572	4,290	20%	42,158	76%
<i>By degree level</i>						
Undergraduate program	43,419	2,817	3,182	13%	34,093	79%
Graduate program	9,245	496	892	80%	5,851	63%
Non-degree program	2,972	259	216	-17%	2,213	74%
<i>By degree type</i>						
Bachelor's	39,694	2,616	2,786	6%	32,046	81%
MD, DVM, DMD, JD	2,825	145	306	111%	3,546	49%
Master's	7,705	382	749	96%	4,963	64%
PhD	1,360	69	142	106%	747	55%
Post-graduate degrees, diplomas, certificates	180	45	1	-98%	142	79%
Undergraduate and non-degree diplomas, certificates	3,872	315	306	-3%	715	18%

Source: Institutional Data of University of Saskatchewan. Data may differ from similar data reported by U of S information systems because of extensive data cleaning undertaken in this work.

4.2 PROVIDING EDUCATION ALIGNED WITH SASKATCHEWAN'S WORKFORCE NEEDS

The U of S' contribution to the provincial talent supply in Saskatchewan has also been aligned with the workforce needs of the province's key industries. Figure 6 presents employment data for the province by industry sector.

Every year, thousands of new U of S graduates enter the labour force, equipped with the cutting-edge knowledge and the relevant skills needed in Saskatchewan's economy. Table 12 presents a distribution of the degrees awarded to U of S graduates since 2000 across fields of study.

Comparisons between Figure 6 and Table 12 are difficult because university students, especially those in the social sciences, business, and the humanities but also in other disciplines graduate with skills that are transferable across industries and job functions.²¹ However, it is not unreasonable to draw some inferences from the data at a high level.

Trade and health care are Saskatchewan's largest industries in terms of employment. These industries have experienced employment growth of 11% and 38%, respectively, since 2000 (Figure 6). The U of S is an important supplier of talent to both of these industries as 31%²² of the 55,636 degrees it has conferred since 2000 are awarded in the fields of health professions and business-related services (Table 12). In addition, 7% (3,633) of the U of S degrees awarded since 2000 have been in biological and biomedical sciences, further supporting the workforce needs of Saskatchewan's health-care industry.

Other major industries in Saskatchewan are agriculture and educational services, which collectively employed 87,700 individuals in Saskatchewan in 2014 (Figure 6). Between 2000 and 2014, the U of S awarded 2,984 degrees (5% of awarded degrees) in agriculture. The U of S is also a major contributor to the supply of

educators in the province with 8,478 (15%) of its degrees since 2000 awarded in the education field.

In addition, a significant portion of U of S graduates are trained in social sciences and engineering with degrees in each of these fields constituting about 8% of all degrees conferred since 2000.



The International Minerals Innovation Institute (IMII) is a partnership between industry, government and post-secondary institutions in Saskatchewan. By prioritizing the training and education of students who will someday play a role in the mining sector, the IMII supports the resource-based economy of the province.

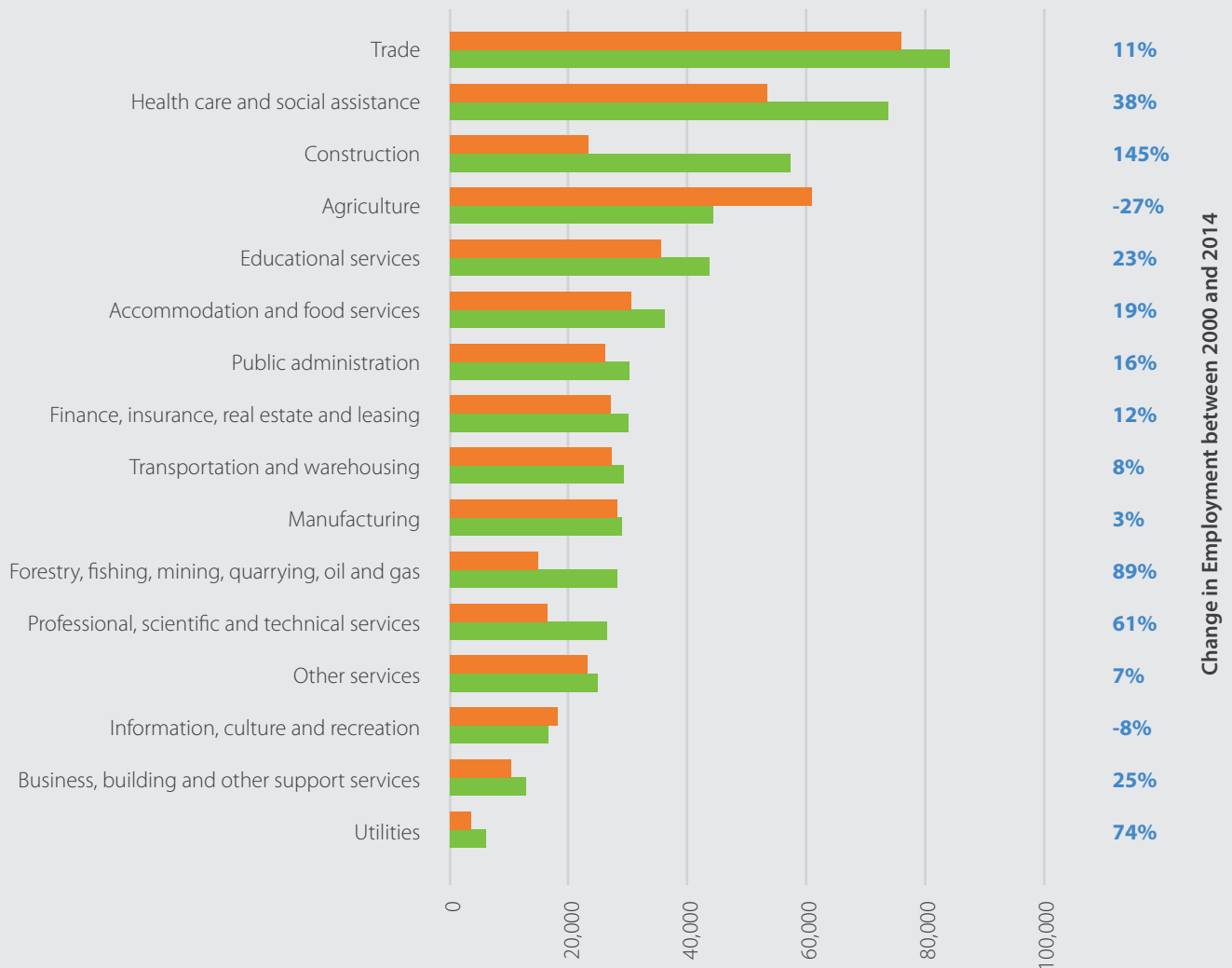
²¹ This is in contrast to, for example, advanced degrees in medicine, degrees in education, or even associate's degrees conferred by technical colleges where the degree conferred is closely aligned with employment data.

²² 17% plus 14%

Figure 6. Distribution of Employment in Saskatchewan by Industry, 2014

■ Employment in 2000 (thousand)

■ Employment in 2014 (thousand)



Source: Data Source: Statistics Canada, CANSIM Table 282-0012.

Table 12. Degrees, Diplomas, and Certificates Awarded, by Field of Study, 2000-2014

FIELD OF STUDY	NUMBER OF DEGREES AWARDED BETWEEN 2000 AND 2014	% OF TOTAL NUMBER OF DEGREES
Health professions and related clinical sciences	9,462	17%
Education	8,478	15%
Business, management, marketing and related support services	7,750	14%
Engineering	4,485	8%
Social sciences	4,194	8%
Biological and biomedical sciences	3,633	7%
Agriculture, agriculture operations and related sciences	2,984	5%
English language and literature/letters	1,942	3%
Psychology	1,895	3%
Parks, recreation, leisure and fitness studies	1,608	3%
Legal professions and studies	1,488	3%
Computer and information sciences and support services	1,377	2%
Physical sciences	1,186	2%
Visual and performing arts	934	2%
History	887	2%
Other fields of study	621	1%
Natural resources and conservation	529	1%
Area, ethnic, cultural and gender studies	452	1%
Family and consumer sciences/human sciences	372	1%
Philosophy and religious studies	332	1%
Mathematics and statistics	270	0.5%
Architecture and related services	240	0.4%
Aboriginal and foreign languages, literatures and linguistics	196	0.4%
Public administration and social service professions	174	0.3%
French language and literature/letters	147	0.3%
Total	55,636	100%

Source: Institutional Data of University of Saskatchewan. Data may differ from similar data reported by U of S information systems because of extensive data cleaning undertaken in this work.

The U of S requested a specific break down of degrees for health-related fields since 2000 (Table 13). About 47% of the 9,462 health-related degrees awarded by the U of S since 2000 were for Bachelor of Science (BSc) in Nursing. Among other large degree categories are BSc in Pharmacy, Doctor of Veterinary Medicine, and Doctor of Medicine, each constituting 9.5%–11.9% of the health-related degrees awarded since 2000. Overall, 74% of the degrees related to health professions are awarded to graduates who live in Saskatchewan.

The number of degrees related to health professions increased by 75% from 469 in 2000 to 820 in 2014. The majority of this increase has been fueled by a 168% increase in the BSc in nursing degrees awarded during the same time period. The increase in U of S' production of degrees related to health professions in the last 14 years has mirrored the increase in the size of the Saskatchewan labour force in health occupations. Between 2000 and 2014, the Saskatchewan labour force in health occupations increased by 49% (from about 28,000 to 41,800).²³

Table 13. Degrees, Diplomas, and Certificates Awarded, Health Profession Summary, 2000–2014

	NUMBER OF DEGREES AWARDED BETWEEN 2000 AND 2014 (A)	% OF ALL HEALTH-RELATED DEGREES AWARDED 2000-2014 (A/9,462)	NUMBER OF DEGREES AWARDED IN 2000 (B)	NUMBER OF DEGREES AWARDED IN 2014 (C)	NUMBER OF DEGREES AWARDED IN 2000-2014 TO GRADUATES LIVING IN SK (D)	% NUMBER OF DEGREES THAT ARE AWARDED TO GRADUATES LIVING IN SK (D/A)
Total	9,462	100	469	820	7,020	74%
<i>By degree level</i>						
Bachelor of Science in Nursing	4,444	47.0	133	356	4,123	93%
Bachelor of Science in Pharmacy	1,125	11.9	77	82	804	71%
Doctor of Veterinary Medicine	1,003	10.6	68	76	234	23%
Doctor of Medicine	894	9.5	55	85	588	66%
Doctor of Dental Medicine	383	4.1	22	26	205	54%
Master of Science	295	3.1	15	23	177	60%
Master of Nursing	240	2.5	11	22	218	91%
Bachelor of Science in Physical Therapy	239	2.5	29	-	188	79%
Master of Public Health	235	2.5	-	79	135	57%
Master of Physical Therapy	228	2.4	-	41	201	88%
Doctor of Philosophy	167	1.8	12	16	99	59%
Master of Veterinary Science	112	1.2	12	5	28	25%
Certificate in Health Care Administration	62	0.7	33	-	32	51%
Bachelor of Science in Medicine	16	0.2	2	-	10	63%
Certificate in Global Health	14	0.2	-	8	12	85%
Post-Graduate Degree Specialization Diploma	5	0.1	-	1	2	40%

Source: Institutional Data of University of Saskatchewan. Data may differ from similar data reported by U of S information systems because of extensive data cleaning undertaken in this work.

²³ Statistics Canada, CANSIM Table 282-0010.

4.3 RETAINING GRADUATES IN SASKATCHEWAN

The U of S has developed programs that seek to educate and retain students in province to build its human capital and retain its investment in education. For example, the Edwards School of Business launched a cooperative program to provide undergraduates with hands-on training with Saskatchewan businesses. Over one third of students participate in the program, most have job offers before they graduate, and over time 85%–90% of participating students remain in the province. The business school has also developed programs that provide a master's of business administration to graduate students in law, veterinary medicine, and engineering. This helps ensure that graduates with exemplary technical skills develop business acumen, with the aim towards meeting the entrepreneurship and management talent needs of the province.

Most U of S graduates since 2000 are estimated to have remained in Saskatchewan after graduation. Since 2000, 49,921 students have received degrees from U of S and 30,895 of them (62%) are estimated to participate in the Saskatchewan labour force in 2014 (Table 14). There are variations according to highest level of educational attainment from the U of S, for example:

- 64% for undergraduates,
- 53% for those with graduate degrees, and
- 57% for those from non-degree programs.

Almost 8% of the students who graduated between 2000 and 2014 (3,823 out of 49,921) are Aboriginal. Of the 3,823 Aboriginal students, 3,325 (87%) are estimated to live in Saskatchewan, and 2,771 (72%) are estimated to participate in the labour force.

Table 14. U of S Graduates Living and Working in Saskatchewan, 2014

	ALL GRADUATES	GRADUATES LIVING IN SASKATCHEWAN IN 2014		GRADUATES IN SASKATCHEWAN LABOUR FORCE IN 2014	
	NUMBER OF GRADUATES	NUMBER OF GRADUATES	% OF ALL GRADUATES WITHIN CATEGORY	NUMBER OF GRADUATES	% OF ALL GRADUATES WITHIN CATEGORY
Total	49,921	37,034	74%	30,895	62%
<i>By degree level</i>					
Undergraduate program	37,964	29,290	77%	24,445	64%
Graduate program	8,968	5,605	63%	4,752	53%
Non-degree program	2,989	2,139	72%	1,698	57%
<i>By degree type</i>					
Bachelor's	34,911	27,829	80%	23,189	66%
MD, DVM, DMD, JD ^a	3,053	1,462	48%	1,257	41%
Master's	7,544	4,834	64%	4,102	54%
PhD, Doctor of Science	1,382	750	54%	635	46%
Post-graduate degrees, diplomas, certificates	42	21	49%	15	36%
Undergraduate and non-degree diplomas, certificates	2,989	2,139	72%	1,698	57%

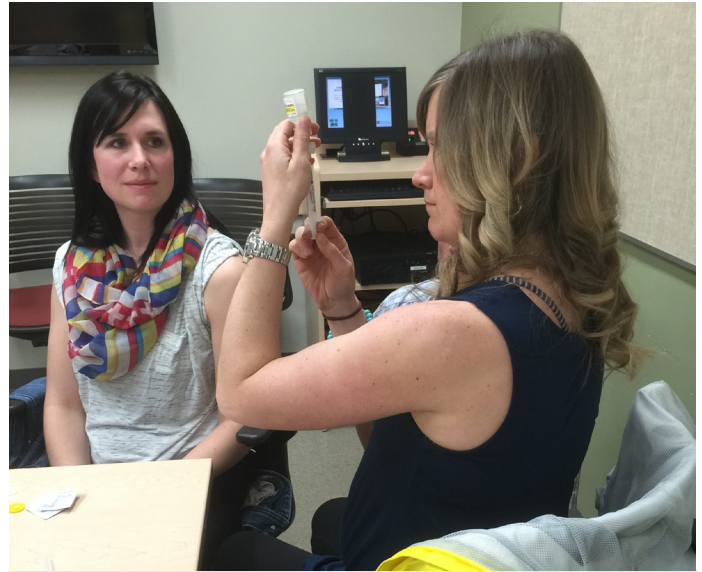
^aMedicine (MD), veterinary medicine (DVM), dentistry (DMD), law (JD). Source: Institutional Data of University of Saskatchewan. Data may differ from similar data reported by U of S information systems because of extensive data cleaning undertaken in this work.

4.4 ATTRACTING INTERNATIONAL STUDENTS TO SASKATCHEWAN

The U of S also plays an important role in attracting international newcomers to Saskatchewan. Since 2000, the U of S has awarded degrees to 4,525 international students, who constitute about 9% of all graduates between 2000 and 2014.

About 57% of these international students (2,569) are estimated to have remained in Saskatchewan following graduation, and 48% (2,171) are estimated to be participating in the labour force today.

The U of S appears to do a good job of introducing international students to life in Canada. A campus climate survey conducted for the U of S revealed that a great majority of international students are comfortable at the U of S (78%), are satisfied to very satisfied with their educational experience (71%), and would recommend the U of S to others (74%). Over 80% of international students rated the International Student and Study Abroad Centre as an important and helpful campus resource.



The Immunization and Injection Training Program is a recent undertaking created in response to the change in the scope of practice for pharmacists in Saskatchewan. Working with the College of Nursing, the College of Pharmacy and Nutrition is providing the necessary training to pharmacists in Saskatoon and Regina, including our most recent pharmacy graduates.



5

Impact of University Research

This section reviews the University of Saskatchewan's research portfolio and how the university converts that portfolio into economic and social value for the province. The focus is not on cataloging the many activities of a major research institution. Rather, it aims to assess why the research matters and how the way in which the U of S pursues research amplifies its impact. We do this by using the six signature research areas as a lens into the interconnections between teachers, students, community, and industry.

5.1 RESEARCH REVENUE

Annual research funding for the U of S has nearly doubled in the last 10 years from just over \$100 million to nearly \$200 million (Figure 7).

At almost 43% (\$84 million), the largest share of research revenue for 2013/14 was from industry, foundations, research collaborations, and government funders other than the federal or provincial government. The indication is that the U of S is retaining and attracting funding to the province that otherwise would likely be expended elsewhere. It also suggests that the university has significant experience in applied research, particularly when one considers that it excels at commercializing its research portfolio, as discussed later in this section. For example, the College of Agriculture and Biosciences estimates that it has 700 unique research accounts per year, and that two-thirds of its 300 employees are fully supported by its research revenue.

The provincial government has also been a significant U of S research funder (26%, or \$50.6 million), providing research support to leverage private sector and federal funds as well as to support research in line with Saskatchewan's priorities.

Recent years have seen some notable investments:

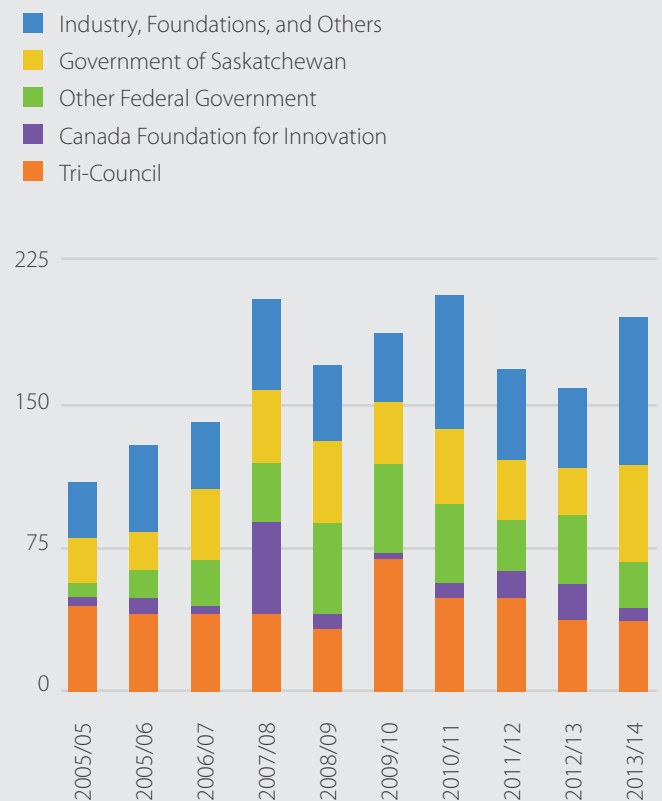
- Final installments were received from the Government of Saskatchewan and Western Economic Diversification for the \$25.0-million Saskatchewan Centre for Cyclotron Sciences and associated laboratory facility that is under construction on campus.
- In 2012 the Global Institute for Food Security (GIFS) was launched with initial commitments of up to \$35 million from PotashCorp and \$15 million from the province over the next seven years. Viterra Inc. also invested \$2 million, becoming the lead grain industry partner.
- Viterra, Inc. invested \$5.0 million in the Crop Development Centre (CDC) to enhance the CDC's success in wheat re-research and breeding.
- Large investments by the Canada Foundation for Innovation (CFI) were received in 2007/08 for major research infrastructure projects at the Vaccine and Infectious Disease Organization–International Vaccine Centre (VIDO-InterVac) and the Canadian Light Source (CLS) facility and beamline expansion.

Slightly more than 30% (\$61 million) of U of S research revenue for 2013/14 was from federal government sources, principally the Natural Sciences and Engineering Research Council of Canada (NSERC), the Social Sciences and Humanities Research Council of Canada (SSHRC), and the Canada Institutes of Health Research (CIHR).²⁴ Research revenue from these traditional funding sources are flat to slightly declining, and stand in contrast to the strength of research support from other sources.

This Tri-Council funding trend has real implications for attracting federal government support for faculty recruitment and retention. In 2000, the Government of Canada created the Canada Research Chairs (CRC) program, a permanent program to establish 2,000 research professorships—Canada Research Chairs—in eligible degree-granting institutions across the country. The

CRC program invests \$300 million per year to attract and retain some of the world's most accomplished and promising minds in. Allocation of Chairs to individual universities is based on the funding awarded to the institution from the three federal granting agencies—CIHR, NSERC, and SSHRC—in the three years prior to the year of the allocation.

Figure 7. Research Revenue by Funding Source (Million \$)



Source: U of S Annual Reports.

²⁴ It is important to note that the universities revenue recognition policy can make year-to-year comparisons difficult, as the timing of the revenue recording fluctuates based on the timing of the funding confirmation. For example the revenue from the indirect costs program (ICP) is not counted in 2011/12 and is instead counted in 2012/13. Funding for major capital projects, including building research infrastructure such as VIDO-InterVac, also significantly impacts year-to-year comparisons.

As can be seen in Table 15, the University of Saskatchewan has the smallest allocation of CRC holders of any institution in the U15: 14 Tier 1 chairs and 16 Tier 2 chairs for a total of 30 CRC positions.²⁵ (The U15 is Canada's association of research-intensive universities.) Growing the research portfolio, particularly with CIHR, would allow the university to leverage federal funding to attract top talent and expand the teaching and research mission of the university.

The U of S does hold 2 of the 23 chairs in the Canada Excellence Research Chairs (CERC) program. The CERC Program offers eligible Canadian degree-granting institutions the opportunity to establish highly funded research chairs in research areas that are of strategic importance to Canada. CERC awards are tenable for seven years and are not renewable. For each chair awarded in the 2012 competition, the university receives from the CERC program an amount up to \$10 million over seven years, and must ensure 100% in matching funds over the same period (excluding Tri-Council and CFI funds). Institutions may request less than \$10 million over the seven years.

5.2 SIGNATURE RESEARCH AREAS

The U of S has six signature research areas of outstanding achievement enabled by its research capacity, investments, history, and sense of place. These are

- Aboriginal peoples,
- agriculture,
- energy and mineral resources,
- one health,
- synchrotron sciences, and
- water security.

These signature areas cut across the university, collecting faculty, facilities, and students from many colleges into shared initiatives.

Table 15. U15 2014 Canada Research Chair Allocation

INSTITUTION	TIER 1	TIER 2	TOTAL
University of Toronto	127	128	255
University of British Columbia	90	92	182
McGill University	77	80	157
University of Alberta	52	55	107
University of Montreal	49	51	100
Université Laval	40	41	81
University of Ottawa	37	38	75
McMaster University	36	36	72
University of Calgary	33	34	67
University of Waterloo	32	33	65
Western University	31	33	64
Queen's University	24	26	50
Dalhousie University	22	25	47
University of Manitoba	21	22	43
University of Saskatchewan	14	16	30

Source: Canada Research Chairs. Results of the 2014 Re-allocation. Available at <http://www.chairs-chaire.gc.ca/program-programme/allocation-attribution-eng.aspx>.

²⁵ Tier 1 chairs, tenable for seven years and renewable, are for outstanding researchers acknowledged by their peers as world leaders in their fields. For each Tier 1 Chair, the university receives \$200,000 annually for seven years. Tier 2 chairs, tenable for five years and renewable once, are for exceptional emerging researchers, acknowledged by their peers as having the potential to lead in their field. For each Tier 2 Chair, the university receives \$100,000 annually for five years. Tier 2 Chairs are not meant to be a feeder group to Tier 1 Chairs. The intent of Tier 2 Chairs is to provide emerging researchers with support that will kick-start their careers.

It is impossible in this report to encapsulate the full breadth and quality of work each faculty member undertakes: this section therefore is organized using the intersections and areas of particular strength.

A \$37.2 million grant from the Canada First Excellence Research Fund awarded in July 2015 to look at food security—the largest federal grant ever awarded to a single university—exemplifies how the U of S’ signature areas are interrelated. Over the next 50 years, farmers will need to grow more food than has cumulatively been grown since humankind emerged. The central focus of the grant is the Phenotyping and Imaging Research Centre, which will make possible the development of sustainable new crop varieties with specific desired traits at a previously unimaginable speed and scale. The seven-year effort will transform crop breeding and provide innovative solutions to national and global food security.

Led by the GIFS, the project will involve researchers from across the U of S, including the Colleges of Agriculture and Bioresources, Engineering, Pharmacy and Nutrition, Veterinary Medicine, Arts and Science, and the Johnson-Shoyama Graduate School of Public Policy. In addition, the CLS will be used to study soil and nutrient uptake in plants, the cyclotron at the Sylvia Fedoruk Canadian Centre for Nuclear Innovation will create radioisotopes for biological imaging, and the Global Institute for Water Security will support research at the nexus of water and agricultural practice.

5.2.1 Aboriginal People: Engagement and Scholarship

Given current population trends, by 2050 half of Saskatchewan’s population could be of Aboriginal ancestry, underscoring the importance of research and service programs as well as the redesign of educational practices to bolster equity and inclusion initiatives. Aboriginal alumni currently only number 3,000 (5% of total), but current enrollment stands at about 2,000 and the university has taken steps to redesign its programs and extend its operations to increase inclusion. (As described in Section 3, the true number of Aboriginal alumni is unknown.) There are pressing issues of disparity and inequality that a social asset like U of S can and should address.

The undercurrent of U of S and its Aboriginal community partners’ strategy is two-way learning, where the university shares its programming and communities share their knowledge and resources. The aim is to increase awareness and understanding, raising collective knowledge while innovating inclusive ways of learning.

For example, in the College of Arts and Science, Keith Carlson, Professor of History and Research Chair in Aboriginal and Community-Engaged History, has established relationships with the Salish people on the Pacific coast and the Cree and Métis peoples of the prairies. Whereas it used to be common for research teams to engage communities in their research, these communities often did not receive communications about the findings or assist in guiding research questions. In contrast, Professor Carlson leads students and communities in community-directed research projects. Research questions are elicited from Aboriginal communities, and then teams of senior researchers, students, and community participants conduct the studies and review findings collaboratively.



The Johnson-Shoyama Graduate School of Public Policy is a partnership between the University of Saskatchewan and University of Regina, with a home on both campuses. PhD student Danette Starblanket recently received a \$20,000 Queen Elizabeth II Centennial Aboriginal Scholarship, to continue her research into the Idle No More movement and how it affected government policy and practice in Canada.

The Native Law Centre has been at the nexus of education, service, and scholarly research since 1975, and the Aboriginal Education Research Centre since 2005. The Department of Indigenous Studies brings elders into the classroom to further its mission to understand indigenous societies from within.

Professional colleges have launched programs designed to meet the needs of Aboriginal students that differ from those of other students. For more than 40 years, the College of Education has run the Indian Teacher Education Program (ITEP), supported by U of S operating funding and assistance from Indian and Northern Affairs Canada. Initially planned as a certificate program, ITEP evolved into a four-year degree program that provides the training, tools, and foundation in teaching theory and research that First Nations educators need. The objective is to expand the population of Aboriginal educators and to deliver inclusive education and encourages the appreciation of Aboriginal students for their cultural heritage. ITEP has community programs in Battleford, Beardy's and Okemasis, Big River, Onion Lake, and Thunderchild as well as at Aurora College in Fort Smith. A companion program, the Saskatchewan Urban Native Teacher Education Program (SUNTEP), was established for Métis and non-status Aboriginal students who wish to teach at the elementary, middle year, or secondary levels.

The College of Nursing has expanded its footprint from Saskatoon, Regina, and Prince Albert to include La Ronge, Île-à-la-Crosse, and Yorkton, permitting students to complete their degrees using a mix of in-person, practicum, and distance learning tools without leaving their communities and responsibilities. More than 150 students are enrolled in the University of Saskatchewan Community of Aboriginal Nursing program.

The Edwards School of Business launched the Aboriginal Business Administration Certificate that supports students by allowing them to begin training in regional colleges to bridge gaps they may have in their education or receive a training certificate and then transfer with credit into the bachelor of commerce program.

Through its research, service, and educational programming, the U of S translates knowledge into practice and serves as a force for positive change.

5.2.2 Agriculture: Food and Bioproducts for a Sustainable Future

Perhaps in no other research area has the economic impact of the U of S been as profound as in agriculture. The university was launched with a specific mandate to serve the agricultural and economic development needs of the province, and for decades has been a leader in agricultural sciences and biosciences. The following highlights evidence the university's contribution to Saskatchewan's socioeconomic well-being and growth.

The mission of the Crop Development Centre (CDC) is "to improve economic returns for farmers and the agriculture industry of Western Canada by improving existing crops, creating new uses for traditional crops, and developing new crops." Over more than 40 years, the CDC has developed over 400 varieties of seeds adapted to the climatic and soil conditions of the prairies. These include wheat, barley, oat, flax, and pulse varieties. The CDC's research translated into major crop diversification (Figure 13), and a recent impact assessment estimated the returns on research programs supporting the CDC to range from 13:1 to 20:1.²⁶

The newest asset in Saskatchewan agricultural innovation is the Global Institute for Food Security (GIFS)—a signature research initiative that received \$35 million from PotashCorp, \$15 million from the Government of Saskatchewan, and \$2 million from Viterra, Inc. GIFS's focus is on research, training, and education to provide much-needed technological, economic, nutritional and environmental improvements to the food supply system.

One objective of GIFS is to attract top researchers to Saskatchewan to complement existing capacity and leverage assets like the Canadian Light Source and the Cyclotron to expand the province's competitive advantage. GIFS is recruiting a CERC holder in food security, which would bring \$10 million in match-

²⁶ KPMG LLP. 2013. Evaluation of the Strategic Research Program and Agriculture Development Fund. Prepared for the Saskatchewan Ministry of Agriculture.

ing funds to the U of S from the federal government to invest in research infrastructure. It is also in the process of hiring other leading experts to come to Saskatoon, build teams, and support the expansion of socially-important and commercially relevant research.

GIFS will lead the expansion of the U of S into such topics as how soil and water quality affect the nutritional value of crops and the developmental biology of seeds, all with the aim of improving food security in the developing and developed world. It will also be pioneering “digital agriculture”—the interface between bioinformatics, genomics, imaging, and the agricultural sciences.

The contributions by the U of S extend beyond research. Outreach and service offer the opportunity for learning and practical experiences, which characterizes the institution as much as the applied research portfolio. For example:

- The Canadian Centre for Health and Safety in Agriculture works with farming communities in Saskatchewan and across Canada on work practices that reduce injuries, keep farmers productive, and avoid health care costs and lost productivity.
- The College of Agriculture and Biosciences disseminates best practices and guidance for low till, no till, and zero till land management practices for the prairies.
- The Western College of Veterinary Medicine (WCVN) travels to all areas of the province to treat more than 30,000 animals per year. The WCVN Veterinary Medical Centre is the main referral hospital for the prairies and sees an additional 13,000 animals per year.

Agriculture is becoming more knowledge- and capital-intensive, and the application of science and technology to farming practices and the suite of products and services surrounding these practices is essential to sustainable, environmentally sensitive food production.

5.2.3 Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment

Like agriculture, energy and mineral resources are pillars of the Saskatchewan economy. Saskatchewan is a major producer of uranium, potash, coal, and iron ore, and along with the economic advantages of exploiting that mineral wealth comes the responsibility to manage and safeguard the environment. It is also important to use extracted resources to their full social advantage, which means developing new applications, products, and technologies that increase Saskatchewan’s value-add to mineral wealth and provide expanded economic opportunities for people and businesses.

The investment in the Sylvia Fedoruk Canadian Centre for Nuclear Innovation was made as a bold step to expand Saskatchewan’s position of being a leading uranium supplier to also include being a leader in the development of nuclear science



The Crop Development Centre (CDC) is a field crop research organization within the Department of Plant Sciences in the College of Agriculture and Bioresources. Over 40 years, the CDC has released over 400 new crop varieties, diversifying crop farming across Saskatchewan and beyond. Working in collaboration with the private and public sectors, the CDC provides educational opportunities while also providing real-world solutions.

for the greater public good. The Fedoruk Centre convenes and supports the Canadian research community in:

- advancing nuclear medicine, instruments, and methods;
- advancing knowledge of materials through nuclear techniques for applications in energy, health, environment, transportation, and communication;
- improving safety and engineering of nuclear energy systems, including small nuclear reactors; and
- managing the risks and benefits of nuclear technology for society and our environment.

Nuclear medicine accounts for \$23 million of the centre's \$33 million research portfolio.

The U of S is a key partner in the International Minerals Innovation Institute (IMII)—a consortium of post-secondary educational institutions, major minerals companies, and government that pools research dollars, builds human capital, and innovates best practices. Corporate partners include Agrium, BHP Billiton, Cameco, K+S Potash, Mosaic Potash, North Rim Exploration, and PotashCorp.

Labour shortages, shifts in the location of corporate research centres, and the accelerating knowledge-intensity of the minerals industry catalyzed collective action to ensure that Saskatchewan does not fall behind in global competitiveness. Co-operative approaches are a hallmark of Saskatchewan and a key to the province's competitiveness in minerals innovation. The IMII strategy is to create leverage for corporate partners by co-ordinating research and development in the common interest. By pooling resources and leveraging university research expertise, companies are able to receive \$8 to \$12 worth of research for every \$1 they invest.

Under the IMII, the U of S has reactivated its mining engineering program by drawing on its chemical, geological, and mechanical engineering capabilities. The U of S is collaborating with Saskatchewan Polytechnic and the University of Regina to develop a range of educational and training programs at different educational levels that meet the needs of Saskatchewan businesses.

Mining, nuclear medicine, and nuclear safety raise important public policy questions about fairness, environmental justice, and sustainability. There needs to be better integration between research institutes and public policy. To this end, the Johnson-Shoyama Graduate School of Public Policy, the International Centre for Northern Governance and Development, and the School of Environment and Sustainability, among others, are social assets for understanding the social, legal, and cultural implications of science and technology, not only in minerals and nuclear sciences but also in other U of S signature research areas.



Funding from the Natural Sciences and Engineering Research Council and industry partner Federated Cooperatives Limited is supporting research into sustainable methods of remediating underground sites contaminated with diesel or gasoline, of which there are more than 30,000 in Canada. Projects like this one help bring together researchers and real-world problems, leading to solutions with big impact.

5.2.4 One Health: Solutions at the Animal-Human-Environment Interface

U of S signature research areas are not isolated from each other: they are linked and take advantage of a unique combination of talents and assets. What does it mean to have:

- one of the best colleges of agriculture and bioscience worldwide,
- a leading college of veterinary medicine and a medical school,
- the Fedoruk Centre for nuclear innovation, which is now home to a newly constructed cyclotron that will produce medical isotopes for patient care,
- the Canadian Light Source for examining molecular structures, and
- the VIDO-InterVac with more than 65 PhD-level researchers working in human and animal infectious diseases?

This combination uniquely positions U of S for pioneering research at the interface between human, animal, and ecosystem health. “One health” is the recognition that health for all species is inextricably linked to challenges such as emerging diseases, water and food safety, and environmental degradation. Building our understanding of this interface is incredibly important for Saskatchewan because of the economic base in agriculture and minerals and the changes in the ecosystem expected because of climate change.

VIDO-InterVac is a Canadian signature research centre that attracts infectious disease, animal health, and biopharmaceutical research to Saskatoon. It conducts contract research with more than 125 different corporate and government clients from around the globe. Its post-graduate training programs develop ambassadors for Saskatchewan—researchers that go on to work with clients around the world but who maintain their connections to VIDO through scholarship and partnership. Connected to the Western College of Veterinary Medicine, VIDO-InterVac has commercialized eight vaccines, including six that are considered world firsts. It has a staff of nearly 200 people and research revenues of \$17 million per year. VIDO-InterVac is a significant contributor to the University’s exemplary performance in licensing and licensing income.

The Saskatchewan Centre for Cyclotron Science will support nuclear medicine, medical imaging, and research for human, animal, and crop health through the production of short-lived

medical isotopes. These radioactive isotopes are necessary for advanced imaging techniques and radiotherapies to treat cancers and other ailments.



Over the next 50 years, due to a growing world population, farmers will need to produce more food than has been cumulatively grown since humankind emerged. A \$37.2-million Canada First Excellence Research Fund (CFREF) grant, one of only five given to Canadian universities, will support research into solutions. The U of S will work with on- and off-campus facilities and partners to transform crop breeding and help feed a growing world.

5.2.5 Synchrotron Sciences: Innovation in Health, Environment, and Advanced Technologies

Synchrotrons generate extraordinarily brilliant light—1 million times brighter than sunlight—that can be manipulated and shone on objects and materials to analyze their microstructures and chemical properties. A synchrotron can produce more powerful images than can be produced by MRI.

The centerpiece of synchrotron sciences is the Canadian Light Source (CLS)—one of Canada’s signature scientific research facilities and a joint investment between the CFI, Western Economic Diversification, NSERC, National Research Council, CIHR, the Government of Saskatchewan, and the University of Saskatchewan.

This \$305-million dollar research facility has attracted millions of dollars of scientific research to Saskatoon, hosted thousands of researchers from around the globe, and employs more than 200 science, engineering, and technology professionals. Operating expenditures for 2013/14 were \$28.9 million, less than 15% of which was contributed by U of S. The balance of operating funds are from industrial users—the CLS has a goal of 25% industry usage—and a broad consortium of federal, provincial, and university users.

The CLS provides a platform that enables a wide variety of research in many fields, including:

- chemical and materials science,
- life sciences (e.g., medicine, biology),
- earth and environmental sciences, and
- industrial sciences.

Research platforms like the CLS allow companies like Cameco, Areva, Chevron, Lorax Environmental Services, and many confidential users to understand materials properties and design and develop new products and solutions.

5.2.6 Water Security: Stewardship of the World's Freshwater Resources

The Saskatchewan River is the lifeblood of the prairies, and it is essential to understand how climate change, land management practices, and mining affect water security. Directed by Howard Wheeler, the first U of S CERC holder, the Global Institute for Water Security brings together expertise to monitor, understand, and protect water resources through advanced research in engineering, environmental science, and social sciences.

Professor, Wheeler relocated to Saskatchewan from the United Kingdom, and seeded by \$30 million in federal, provincial, and university support, has developed an interdisciplinary team of 70 faculty and 50 students to vastly expand Saskatchewan's capacity to safeguard and sustainably manage its freshwater resources.

Since it was launched in 2011, the GIWS has:

- worked with industry to understand water security issues surrounding oil sands, uranium, and other natural resource development projects, particularly as pertains to management of brines, fracking fluids, and carbon sequestration projects;
- analyzed issues related to water futures, costs, and benefits of different water use scenarios;
- worked with First Nations communities to consult on land development practices that are compatible with managing ecosystems at the border between the prairies, wetlands, and the boreal forest; and
- implemented state-of-the-art monitoring systems on the Saskatchewan River Basin to improve the ability to predict river flows and improve understanding of how water quality and river basin ecosystems respond to climate change.



The Global Institute for Water Security, the School of Environment and Sustainability, and the Department of Drama collaborated on a play, Downstream, to disseminate research findings to broad audiences. It was presented as forum theatre to engage audience members and encourage them to interact with research findings through storytelling.

5.3 COMMERCIALIZATION OF UNIVERSITY RESEARCH

By number of students and annual research expenditures, the U of S is one of the smallest institutions in the U15. However, when one adjusts for these factors and considers the extent to which the university commercializes and earns income on the fruits of past research, the U of S is a U15 leader.²⁷ This is despite the fact that it has comparatively little research support from CIHR.

The U of S is a leader in:

- the number of new licenses issued per \$100 million in research expenditure,
- gross licensing income per \$1 million in research expenditure, and
- the number of cumulative active licenses per \$100 million in research expenditures (Figure 8).

The engines of the university's past commercialization success are in the College of Agriculture and Biosciences, the Crop Development Centre, the College of Engineering, VIDO-InterVac, and the Western College of Veterinary Medicine. The U of S has had particular success in licensing its vaccine and myriad seed and crop science technologies. The markets for these technologies are difficult for start-up companies, and the majority of university intellectual property is licensed to established companies in Saskatchewan and beyond.

Since the 1970s, 53 companies have formally emerged from the U of S, including SED Systems and Vecima Networks. Many more have been started by U of S graduates, though without a formal linkage to U of S research and technology. The U of S also supports technology start-ups in Saskatchewan that have some university association (founded by alumni, students, etc.) with the Industry Liaison Office's TechVenture Challenge, a business plan competition that supports entrepreneurs and leads to a \$50,000 prize each year. Seventeen additional start-ups are involved in the TechVenture Challenge.

Innovation Place is Saskatchewan's network of university-related technology parks, with facilities in Saskatoon, Regina, and Prince Albert. The mission of the organization is to support the growth and success of Saskatchewan's technology sector, and it fulfills this mission through the technology parks. They manage specialized buildings primarily for technology companies and the service organizations that support them.

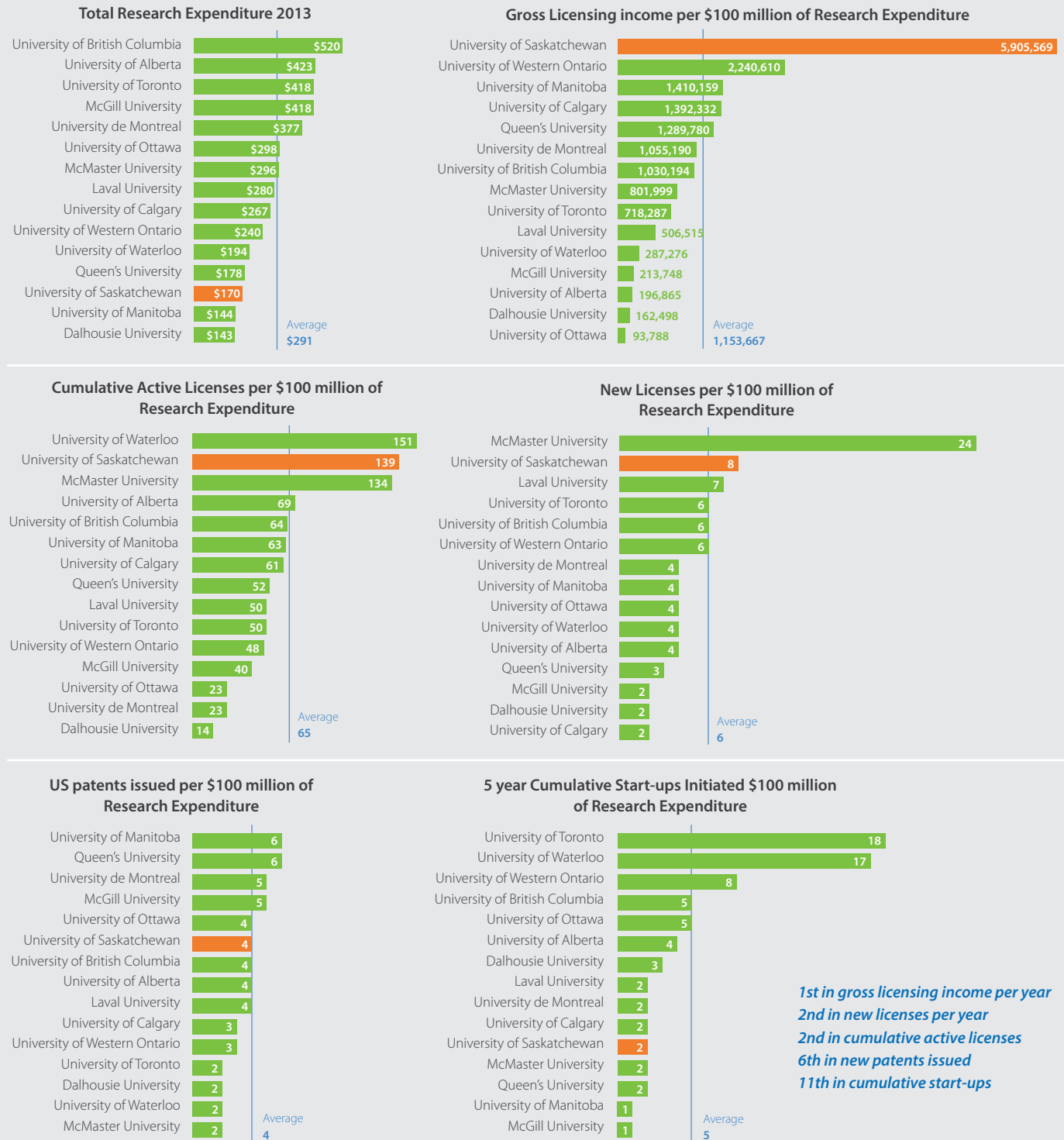
The Saskatoon campus of Innovation Place, which is linked to the University of Saskatchewan, has 118 tenants, and 2,600 employees. The Saskatoon campus leverages the university's strength in agriculture, information technology, and environmental and life sciences, along with the strengths of the nearby federal and provincial agencies.

Going forward, the challenge for the U of S is not only to continue to convert existing research into new products and services, but to accelerate and expand that portfolio as the university reaps the rewards of new signature investments.

²⁷ The data in this section are from the Association of University Technology Managers and are for 2013, the last year for which comparative data are available.

Figure 8. Commercialization of University Research

Although the University of Saskatchewan is one of the smaller members of the U15 group of Canadian research universities, as measured by research expenditures (2013)*, it is a leader in the commercialization of its innovation.



* Last year for which comparison data are available. Source: Association of University Technology Managers.



6

Recommendations

RTI conducted interviews with 37 community, business, and academic leaders in Saskatchewan. The primary purpose of these interviews was to elicit insight from a diverse set of representatives in order to contextualize the findings from the quantitative analysis. Over the course of our discussions, several themes became apparent, with common perspectives on and recommendations for the U of S being echoed by people with starkly different responsibilities and lived experiences.

Above all, it was evident that the U of S is a well-respected and beloved institution. Successive generations of Saskatchewan people have been educated at what is the premier educational institution in the province. Faculty and community leaders are deeply fond of the university, proud of its contributions and possess a sense of ownership and responsibility for the larger role the university plays for Saskatchewan.

The knowledge, innovations, and service contributions of this institution have had tangible impacts on the development of the province and the lives of its people. Consider, for example, that the WCVI treats thousands of animals per year at locations across the province, or that faculty members provide technical assistance to First Nations communities in land-rights resolution, and that crop development research has taken Saskatchewan from having no commercial pulse crops to a leading exporter of lentils and chickpeas.

As the knowledge intensity of the economy increases and solutions are sought to the pressing problems of the day, the significance of the U of S to the province and its influence on the economy will become even more immediate. The commentary in this section offers constructive insights and support for the university to better understand its role in regional development moving forward.

6.1 SELECTED INTERVIEW THEMES REGARDING THE U OF S AND REGIONAL DEVELOPMENT

Our interviews revealed tremendous gratitude for and celebration of the U of S in the Province of Saskatchewan. In addition, we noted four themes within the university community about the role of the U of S in regional economic development. These themes are not negative, but do warrant further exploration because they suggest an institution that is cognizant of its economic heft and that is engaged in an internal dialogue about how best to meet the needs of the province.

Our view is that these themes touch on important issues of a changing role in regional development, the duality of being a local and a global institution, the culture of teaching and research, and ensuring academic freedom. Bridging the gap between any underlying specious tensions will bring cohesion to the campus, thereby enhancing the university's impact and effectiveness over the long run.

The four themes we wish to highlight from our interviews are:

- Being a local university for the province and a globally-preeminent research institution: how does the university continue to focus on the socioeconomic needs of the province while also investing in research on the world's most pressing problems?
- Being adaptive and entrepreneurial while adhering to the core sense of purpose: how does the U of S remain "the people's university" as it grows and adapts in a dynamic and global economy?
- Balancing academic freedom and independence with sponsored research: how do we ensure that safeguards for scientific integrity and academic freedom are maintained? Sponsored research is in the public interest and can co-exist with publicly supported research, but how is the appropriate balance maintained?
- Being bold and being humble: how does the U of S reconcile large investments and risk taking with prairie cultural traits (e.g., humility, frugality)?

One interviewee said that "the U of S has an 'either/or' perspective. It needs to be converted to an 'and' perspective." The U of S has the opportunity to embrace and address each of these themes.

6.2 RECOMENDATIONS

Observations from qualitative interviews offer insights and recommendations that can assist the U of S in amplifying its impact in the future.

First, the U of S can foster greater understanding within the university community to generate awareness that the U of S, as a portfolio of knowledge assets, can and should embrace both sides of the seeming duality evident in the interview themes.

Second, the U of S can embrace its role in Western Canada's economic and social development.

Third, the U of S has the opportunity to increase support for social and venture entrepreneurship in the province.

Fourth, the U of S can embrace and communicate its successes in teaching, academia, leading-edge science, economic development and community service. Communicating more directly and clearly will help showcase how the university is proactively leading the province.

6.2.1 Cultivate a Shared Understanding of the Varied Roles of the U of S

The U of S can take steps to build on its existing strengths in economic and community development.

The U of S is an institution of national significance. The university has competed for and secured a collection of Canadian signature research institutes and centres based on the strength of its faculty and research. Many of the challenges faced in Saskatch-

ewan are also faced in other regions, and the U of S has the knowledge assets that can address these problems. Searching for solutions and addressing problems provides learning opportunities and grows the region's human, social and economic capital. Both local and global orientations are fostered by the university.

The U of S would do well to increase its basic research funding from the Tri-Council, especially CIHR, and foundations. A larger publicly supported basic research portfolio would increase the long-term impact of the university while also balancing research of commercial relevance.

The university is an autonomous, independent organization. And yet, global research universities always work closely with industry. Engaging in sponsored research and partnering with industry helps colleges ensure that their degree programs are attuned to market needs while also affording the opportunity to engage in research with immediate impact. To improve outcomes in labour market development and knowledge translation, in many disciplines there is no better way than to stay attuned to market demands for training and research.

The university has many opportunities for enhancing the impact of its teaching and research programs. Working with the private- and not-for-profit sectors provides the opportunity to conduct research with immediate impact and provide real-world learning experiences for students. It creates a feedback loop that can calibrate course curricula and, like the Edward's School of Business' cooperative program for undergraduate business majors, it creates employment pathways for students.

6.2.2 Embrace the University's Role in Regional Economic Development and Community Engagement

As documented in this report, the U of S is an institution with \$1 billion in annual revenue, contributes 1.5% of Saskatchewan's GDP, and is a leader in the commercialization of its research.

This university has a deep social consciousness and strong sense of place, as well as a legacy in cooperatives, technology development, community service and outreach. Marrying this culture and cooperative way of working with the realities of the 21st

century economy gives the U of S the unique opportunity to be a pioneer and a model for others in this arena.

The Province of Saskatchewan is looking to the university to help diversify and expand the economic base, attract new residents, and train the workforce to meet emerging skills requirements. The university is a knowledge asset that can further the economic growth and diversification of a province heavily dependent on agriculture and mineral resources. In the current economic climate, knowledge creation and translation is critical to competitiveness, and the success of the U of S, as other universities in Canada, is interconnected with the success of community and industry.

There is also a great opportunity for the university to help facilitate entrepreneurship in the region. The university can build on the strength of its relationships with business and industry and ensure training, research, and development are synergistic with provincial and regional priorities.

The university plays an important role in the social and cultural fabric of the province. As a social and community asset, the university can be a force for equity, responsible and sustainable management, and the exploration of important cultural and public policy issues that inevitably arise as economies expand. Moreover, the university must continue to build its outreach and programming with Aboriginal communities locally, and Indigenous communities globally.

An interviewee in government noted that "Saskatchewan is about creating and growing, and it needs the university to be a driver." The University of Saskatchewan's impact and importance to the future of the province present a vital opportunity for economic, social and community development and engagement. Given the culture of the U of S, how the U of S goes about its role in regional development is as important as what it does.

6.2.3 Expand Support for Social and Venture Entrepreneurship

There is a great opportunity for the university to enhance the social and venture entrepreneurial culture in Saskatchewan. Entrepreneurship is equally about innovating and develop-

ing new ways of working and creating opportunity through new ideas and solutions as it is about commercializing a new technology. Entrepreneurship is not limited to business or engineering students starting up a company. An anthropologist or historian launching a cultural impact assessment service is as much of an entrepreneur as a biologist commercializing a novel medical device.

As a large institution, the university fosters the flow of ideas and the types of exchanges that help innovation and entrepreneurship flourish. The university can play a leading role in spurring Saskatchewan's entrepreneurial culture by incorporating entrepreneurship across all disciplines. The sponsorship of business plans and case competitions, for instance through the Johnson-Shoyama Graduate School of Public Policy, and drop-in centres and idea labs like the Social Science Research Laboratory, and business incubation and acceleration programs like the W. Brett Wilson Centre for Entrepreneurial Excellence help members of the university community develop or explore their ideas and contribute to Saskatchewan's development, growth and prosperity.

6.2.4 Simplify and Broaden Communications



While hallmarks of prairie culture include grit and pluck, they also include humility and frugality for withstanding during trying circumstances. And, in the words of one business leader, "it would serve the university well to raise its profile and enhance its global orientation...we cannot fly under the radar any longer."

A predominant theme of our interviews was that the university may be too reluctant to promote itself and its outstanding accomplishments, such that Saskatchewan is unaware that not all communities have a university as unique as the U of S. The university should ramp up its communication about its successes. One interviewee summarized this sentiment by saying "The U of S needs to think about and communicate what we are doing collectively for the province, the country and the world."

The university and the province should proactively communicate and celebrate the accomplishments of the U of S to diverse audiences. This is no small task, but we are confident that for such a beloved university, with the talent, resources, and com-

mitment within and outside the institution, by emphasizing the themes described above the university can communicate clearly what it is, where it stands, who it serves, and how it serves.

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September 2015

Economic Impact Analysis of the University of Saskatchewan

Final Report

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

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

DATE OF MEETING: October 22, 2015

SUBJECT: **Reorganization of Centrally Organized Teaching and Learning Activities**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The eight institutional priorities were those areas of work identified by the university's senior leaders as areas where progress could be made over the 2014-15 year. The planning and priorities committee met with and discussed the eight institutional priorities with priority leaders on November 12, 2014 at a meeting to which the council chair, vice-chair, and Council committee chairs were invited. On February 25, 2015, the committee met with four of the institutional priority leaders to focus the committee's discussion. The meeting included discussion of institutional priority #6 *Complete the re-organization and revitalization of centrally organized teaching and learning activities and functions* under the leadership of priority leader Patti McDougall, vice-provost teaching and learning. On September 30, 2015, the committee received the final report on the restructuring from Dr. McDougall. This report is attached.

DISCUSSION SUMMARY:

The attached report explains the roles and responsibilities of the original portfolios of each of the three central units affected that report to the vice-provost teaching and learning: the Centre for Continuing and Distance Education (CCDE), the Gwenna Moss Centre for Teaching Effectiveness (GMCTE), and the University Learning Centre (ULC). The report also speaks to the portfolios of the three major units within the CCDE—the University of Saskatchewan Language Centre (USLC), the Distance Education, Off-Campus and Certificate (DOC) unit, and Professional Development and Community Education (non-credit programming)—and the changes that have occurred relative to these units. The redistribution of the activities of Educational Media Access and Production (eMAP) are included in the report for completeness, as the redistribution of eMAP's activities occurred at the same time.

The planning and priorities committee submits these changes to Council for information as the centres policy directs that Council is responsible for those centres with a mandate in support of: “scholarly, artistic, scientific, or technological objectives; teaching; or outreach.”

ATTACHMENTS:

1. *Report on Reorganization of Centrally Organized Teaching and Learning*

Vice-Provost Teaching and Learning
E248-105 Administration Place
Saskatoon, SK S7N 5A2

Report for Planning and Priorities – September 30, 2015

Reorganization of Centrally Organized Teaching and Learning

In the 2014-15 academic year one of the university's priority activities was to complete the reorganization and revitalization of centrally organized teaching and learning activities and functions. This work was led by the Vice Provost, Teaching and Learning (VPTL). What follows below is a summary of the reorganization actions that took place.

Centre for Continuing and Distance Education (CCDE)

The **Centre for Continuing and Distance Education (CCDE)** was established by Council in April 20, 2006 as an outcome of the dissolution of the Extension Division. The CCDE contained the **Distance Learning Off-Campus and Certificate Programs (DOC)**, the **University of Saskatchewan Language Centre* (USLC)** and **Professional Development and Community Education** (non-credit programming). The following changes have now been completed. As a result, the CCDE no longer exists as a structure at the university.

Non-credit professional development and community education programming are now being offered by colleges. There are central supports for registration and marketing through the VPTL. These central supports also provide a level of coordination on behalf of the university. [Note: One program – Community Music Education Program – is no longer being administered by the university and is being delivered in the community.]

- The University of Saskatchewan Language Centre continues as a university centre reporting directly to the VPTL.
- The Distance Learning, Off-Campus and Certificate (DOC) unit continues as a function within the university reporting to the VPTL.

Final steps are now underway to remove the signage from the Williams Building and to modify the website to remove reference to CCDE as a structure. It may be of interest to know that the USLC and the DOC (staff and programming) continue to reside in the Williams Building. Some of the community education programs still make use of Williams Building space, whereas staff from other community education programs have moved into college homes. A second final step will be to make changes to the website so that visitors can continue to find the USLC and the DOC. The university will continue to have a central website presence for all non-credit programming that is offered by the university and we will do so by making sure that links are made between the central site and college-specific information. Such a web presence will ensure that community members have a holistic sense of community-based and/or



business and leadership non-credit offerings. It will take a period of time to transition away from the CCDE label but this will be accomplished with as little disruption as possible.

**The Centre for Second Languages changed its name to the University of Saskatchewan Language Centre in 2005*

University Learning Centre and the Centre for Discovery in Learning

The **University Learning Centre (ULC)** was established as a Type B centre by Council September 21, 2006. The larger umbrella of the ULC included the sub-unit of the ULC, the **Gwenna Moss Centre for Teaching Effectiveness (GMCTE)**, and the **Centre for Discovery in Learning (CDL)**. The GMCTE was established prior to the 2005 centres policy and grandfathered in as a type B centre. When the University Learning Centre was established in 2006, the GMCTE and CDL became entities under the umbrella of the ULC. The ULC has two identities: an identity as the umbrella unit for the ULC, GMCTE, CDL, and its own distinct entity as the organizational unit housing student academic supports (e.g., writing help, math help, learning communities).

Since its establishment in 2007, the CDL has had the mandate to build capacity and generate outcomes in the scholarship of university teaching and learning (often referred to as SoTL). In the nine years since its inception the CDL has functioned as a unit without any central operating allocation, fulfilling its mandate by working in partnership with individual Faculty doing SoTL and the GMCTE. While gains have been made during this time period, progress could arguably have been greater had the work been more directly aligned with the resources needed to deliver the necessary capacity development support. For this reason, after consultation by the Director of the CDL, GMCTE and the VPTL with the CDL advisory group, the decision was made to transfer the mandate of the CDL to the GMCTE and dissolve the CDL as a unit. Given that engagement in SoTL activity is a fundamentally reflective activity that results in outputs that advance our collective understanding of university teaching and learning alongside development of the SoTL researcher's teaching practice, the activity integrates well with the broader mandate of the GMCTE.

The following changes have now been completed.

- The ULC student-based activities were moved into the University Library on May 1, 2015. The unit housing the people and programs is known as **Student Learning Services in the University Library**.
- The Gwenna Moss centre remains a university centre with a renewed mandate, which now includes the activities of the CDL; the GMCTE reports directly to the VPTL.

As a result of these changes, ULC as an umbrella and the CDL no longer exist as separate structures.



Renewed Gwenna Moss Centre Mandate

The transition of student learning programs from the University Learning Centre into the organizational structure of the University Library alongside the dissolution of the CDL has meant an expansion of the mandate of the Gwenna Moss Centre to encompass:

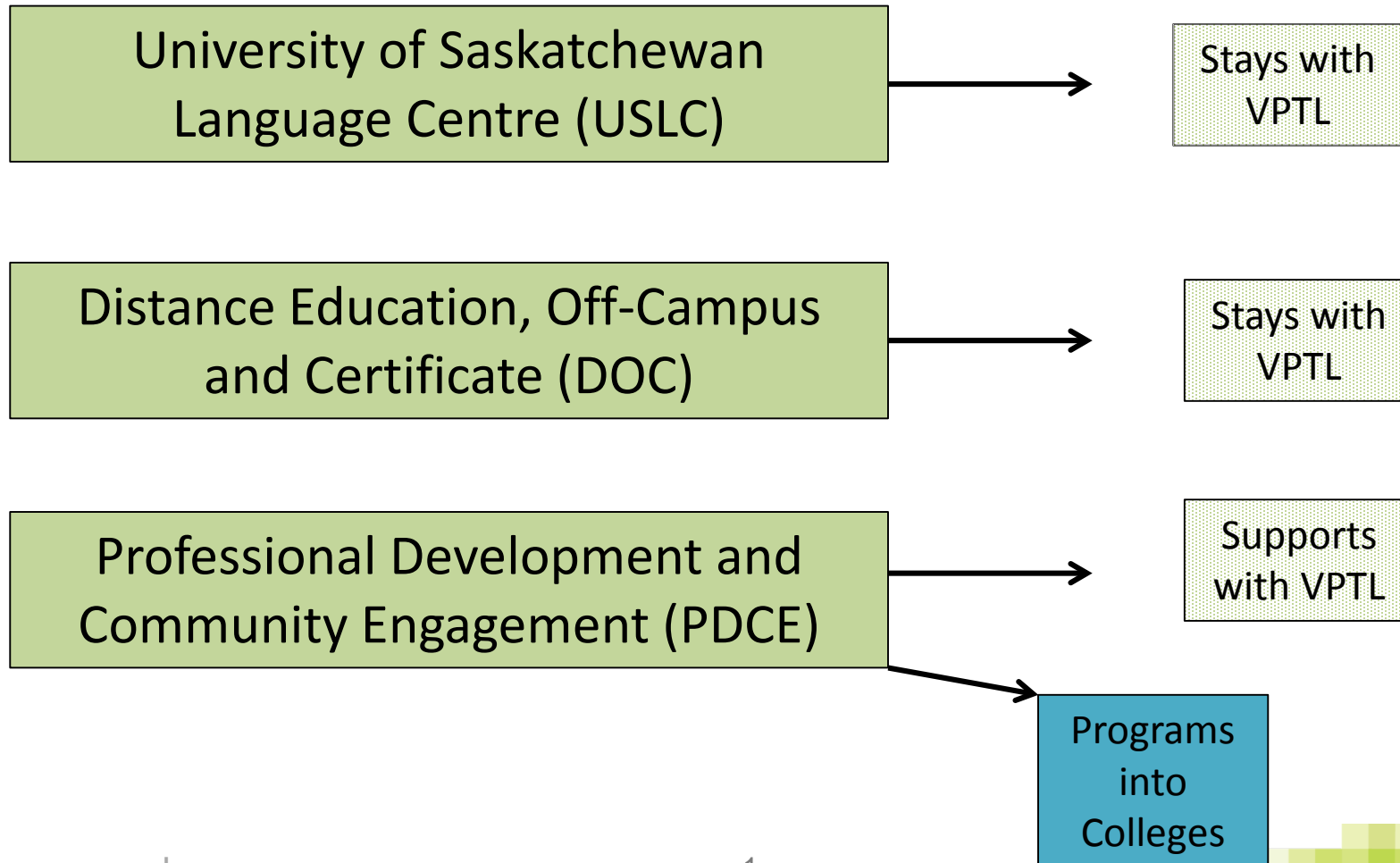
1. Supporting instructors in the continuous development of scholarly, inclusive, teaching practices.
2. Supporting the provision and use of learning technology to achieve local and institutional aspirations in teaching and learning.
3. Enabling research-informed practice in teaching and curriculum development, and supporting instructor engagement in the Scholarship of Teaching and Learning (SoTL).
4. Facilitating curriculum development and renewal at the course and program level. This includes the creation of increased experiential learning opportunities for students.
5. Providing opportunity for personal and professional development for faculty, students and staff, particularly:
 - 5.1. graduate student and postdoctoral fellow professional skills development, and
 - 5.2. faculty and staff development in Indigenous histories, cultures, ways of knowing and educational practices.
6. Contributing to the creation of an environment that enables good teaching practices, including:
 - 6.1. the administration of university wide teaching awards,
 - 6.2. contribution to teaching and learning policy review and renewal, and
 - 6.3. facilitating the sharing of good practices in teaching and learning across the institution and the sector more broadly.

The Gwenna Moss Centre is a key contributor to fulfilling the institutional commitments outlined in the University Learning Charter, and in supporting instructors in fulfilling theirs. Given the significant focus on learning in the mandate of the Centre, the VPTL is exploring a shift back to the original name of the Gwenna Moss Centre for Teaching and Learning (GMCTL).

Note: As part of the reorganization, the three units within eMAP (Educational Media Access and Production) were separated as follows: (1) Equipment Services moved into Client Services in Information and Communications Technology (ICT), (2) New Media moved into Academic and Web Services in ICT, and (3) Media Production was retained within the portfolio of the VPTL. The administrative structure called eMAP no longer exists.

The appended figures show the result of changes made.

Changes involving the old CCDE



❖ Changes involving the old ULC

University Learning Centre



Move to the
University
Library

Gwenna Moss Centre for Teaching
Effectiveness



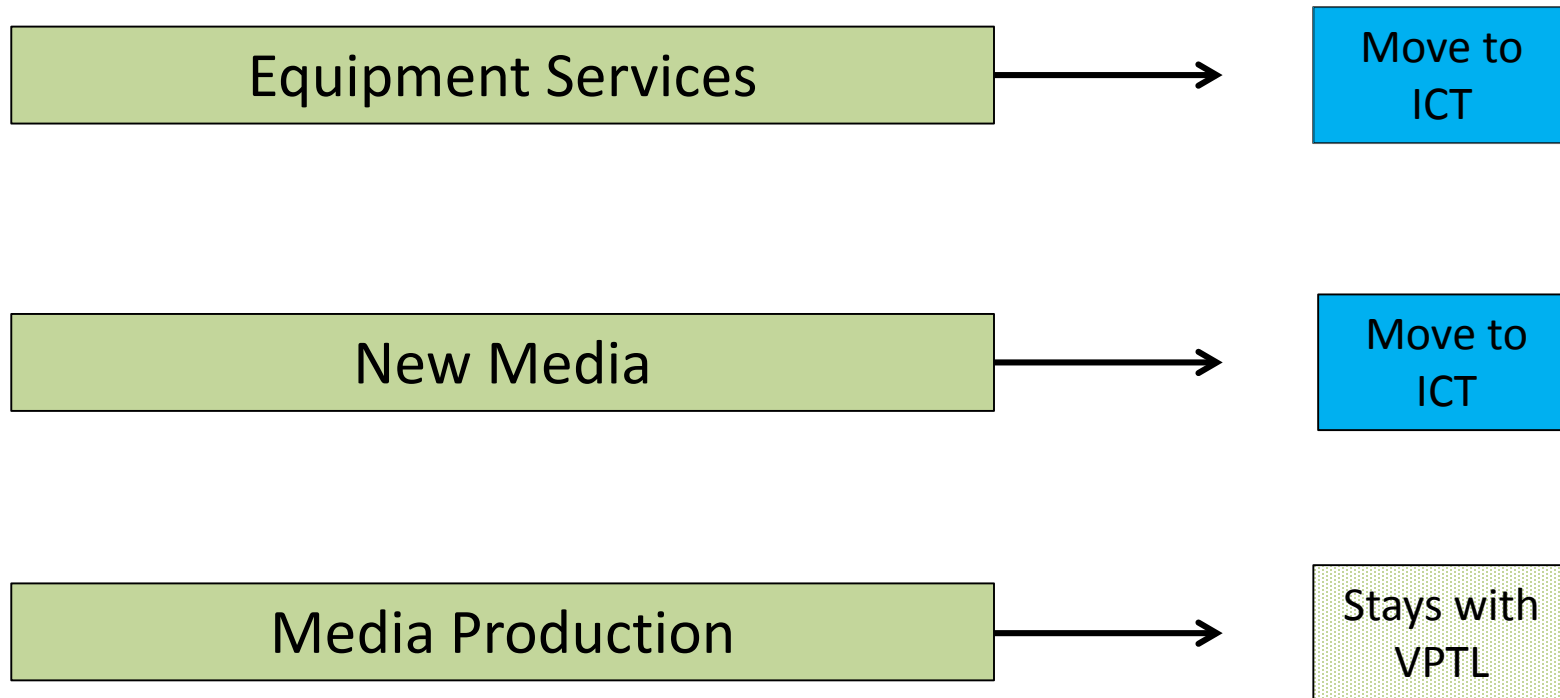
Stays with
VPTL

Centre for Discovery in Learning

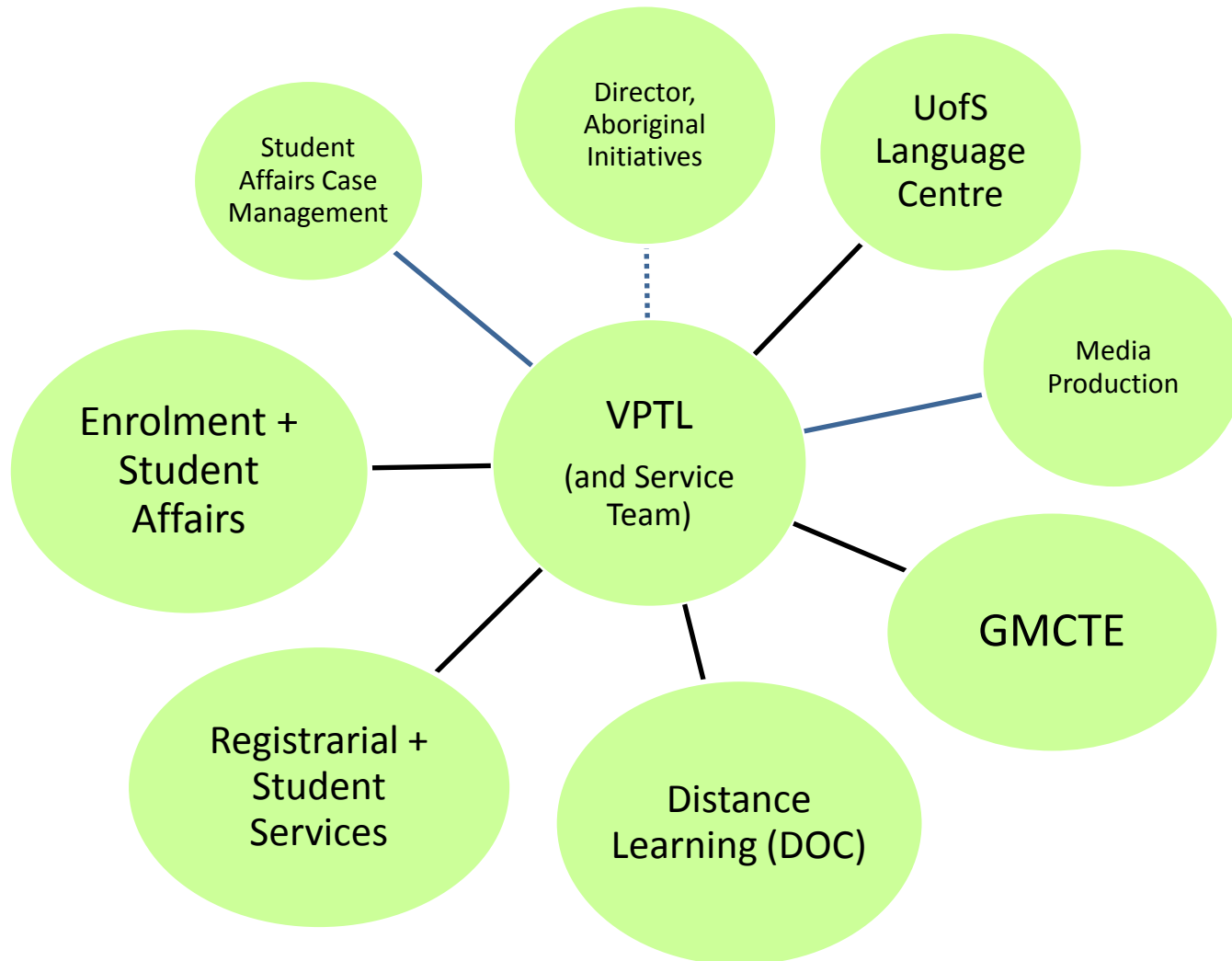


No longer
exists

Changes involving the old eMAP



VPTL Portfolio – May 1, 2015



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

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

DATE OF MEETING: October 22, 2015

SUBJECT: **Report on the College of Graduate Studies and Research and the Administration of Graduate Programs**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

On December 14, 2013, the planning and priorities committee received a proposal titled: *Proposal for Graduate Education at the University of Saskatchewan – Phase One Report* from the graduate education review committee (GERC) established under then president Ilene Busch-Vishniac. The report stated, “The GERC has come to the conclusion that the CGSR should be transformed from a centralized academic unit to a centralized administrative unit that would support graduate education and graduate students across the campus. Given the affinity that graduate students feel to their academic programs and the academic homes of their supervisors, this new unit would not be a college.” On December 19, 2013, the GERC report was submitted to Council under the president’s report. Since that time, the College of Graduate Studies and Research (CGSR) under the leadership of acting dean Adam Baxter-Jones has been involved in a review of the college focused on whether the CGSR should be an academic college or an administrative unit.

As the planning and priorities committee is responsible for structural changes to academic entities, the committee met periodically with Dr. Baxter-Jones (May 28/14, Jan. 14/15, Apr. 1/15) to receive updates and progress reports on the consultation and consideration of what structure was wanted and would best serve graduate faculty and graduate students at the university. On April 15, 2015, in response to the request for feedback on which model was favoured by the committee, a memo from the committee was submitted to Dr. Baxter-Jones which stated, “The outcome of the discussion was that members favoured having the college remain an academic unit. This view was predicated however on the expectation that the present disaffection with the CGSR would be addressed through the restructuring of the college, its interface with other colleges, and changes in how the college meets its mandate and responsibilities. The fact that only two of the U15 universities have an administrative office was

noted as signifying that a college is considered by most to be the structure that best serves research-intensive universities”. On September 30, 2015, the committee received the final report *Administration of Graduate Programs at the University of Saskatchewan* as provided to Council.

DISCUSSION SUMMARY:

The planning and priorities committee discussed and asked questions about the report at its meeting on September 30, 2015, but did not consider the approval of any of the recommendations in the report, considering these to be outside the mandate of the committee. The exception to this is the proposed change of the name of the college. The name change request will come to the planning and priorities committee as a separate item, and will be presented by the committee to Council in due course. At the meeting, the committee carried a motion to receive the report as presented. The report is therefore presented to Council for information and consideration. At this time, the planning and priorities committee will have no further involvement with the question of the status of the college unless Council requests that the committee re-engage with proponents.

ATTACHMENTS:

1. *Administration of Graduate Programs at the University of Saskatchewan* pages 1 – 11 attached. Pages 12 – 299 (appendices) are posted at:

<http://www.usask.ca/secretariat/governing-bodies/council/agendas.php>

Administration of Graduate Programs at the University of Saskatchewan

A CGSR Concept Paper, September 2015

Report to the Planning and Priorities Committee of Council

A CGSR Concept Paper, September 2015

Currently the College of Graduate Studies and Research (CGSR) is responsible for all of the graduate students at the University of Saskatchewan (UoS), it exercises that responsibility by working closely with the academic units which provide the faculty and facilities for graduate training. The College admits qualified students into programs, monitors their academic experience, sets policies, manages scholarships and oversees the overall graduate activity of the University. The CGSR mission states:

“It is the mission of the College of Graduate Studies and Research to define and support excellence in graduate education, and the research and scholarly activities associated with it”

In 2012 the University President formed a Graduate Education Review Committee (GERC) to explore the current structure, or alternative structures that might best support graduate education in the future. In November 2013 the committee released a report (Appendix 1) and made three major recommendations: (i) graduate education at the UoS should be

transformed from its current academic structure to an administrative structure; (ii) re-visioning of graduate education and restructuring of CGSR should be guided by a set of principles; (iii) suggestions for continued centralized functions. Finally the GERC report recommended that the GERC recommendations be discussed with faculty, staff and students for feedback. The results of these consultations are detailed in this concept paper.

1.0 Background

1.1 A History of CGSR

In 1907 the UoS founders envisioned a world class university and created a university with an unprecedented combination of colleges. Walter Murray, the first president of the University, indicated the goal of the institution was “to hold an honorable place amongst the best”. Initially graduate work was under the supervision of individual undergraduate colleges, with the first graduate degree being conferred in 1912. From 1922 to 1945 graduate studies were administered by a Council Committee on Graduate Studies. In 1946 a College of Graduate Studies (CGS) was formed and lead by a Dean of Graduate Studies. A college name change occurred in 1970 with CGS renamed as the College of Graduate Studies and Research (CGSR), reflecting the College’s responsibility for research activities. In 1985 the head of CGSR was retitled Dean of Graduate Studies and Associate Vice-President (Research). In the late 1980’s, an external review strongly recommended the separation of the two titles, citing the heavy workload associated with the position of Associate Vice-President (Research). In 1990, the positions of Dean of the College of Graduate Studies and Research and Associate Vice-President (Research) were separated, as were the physical office spaces. However the College retained the title of Graduate Studies and Research. In January 1995, a Review Committee was formed to review administration of graduate programs at the University of Saskatchewan, including the relationship of CGSR to other units on campus. Their report was released in September 1995 and a number of the recommendations were implemented. In 2002 the President’s *Renewing the Dream* document established the strategic directions of the University of Saskatchewan and identified the major challenges to be faced in the 21st century. *Renewing the Dream* was committed to “make the changes that are required to place the University of Saskatchewan among the most distinguished universities in Canada and the World”. To address this challenge CGSR produced three Integrated Plans (2002-2007, 2007-2012, 2012-2017). In October 2012 the GERC was formed and reported back to the academic community in November 2013. At the same time the University’s prioritization review, TransformUS, placed CGSR

in the lowest quintiles for both service delivery and academic programs. In response to the call for further consultation by the GERC report (Appendix I) CGSR commissioned an external and internal review of graduate education administration at the UoS and the other U15 institutions. During 2014 data was gathered through one-on-one interviews, town halls, attendance of Faculty Council meetings and an online survey. A report was compiled in November 2014 and released to the institution in January 2015 (Graduate Education and Postdoctoral Fellows Administrative Reorganization - Appendix II). Recommendations from the report were compiled and presented to the Senior Leadership Forum, Deans Council and Faculty Councils in the spring of 2015.

1.2 Enrolment History

In 1974 there were 810 graduate students enrolled (5% of full-time undergraduate enrolment) at the UoS. Of these, 151 (19%) were in a PhD program, 611 (75%) were in a Master's program, and 48 (6%) in a postgraduate diploma (PGD) program. In the next two decades numbers increased by 131% to 1872 in 1993/94 (24% PhD, 68% Masters, 8% PGD); representing 10% of full-time undergraduate enrolment. Between 1992 and 2001 there was a precipitous decline in enrolment as a direct result of budgetary reductions. The *Renewing the Dream* document (2002) noted the UoS had a graduate/undergraduate ratio far below the Canadian average. By 2006/07 there were 2308 graduate students enrolled in CGSR, an increase of 23% from 1993/94. In 2010/11 the number of graduate student increased to 3506 a 52% increase from 2006/07. The figure for 2013/14 was 3896, an increase of 11% from 2010/11. In 1992/93 twenty six percent of graduate students were international students (37% of PhD and 22% of Masters Students). In 2013/14 this figure had increased to 31% and continues to rise. We now have one of the highest, if not the highest, percentage of international graduate students in graduate programs in Canada. The most recent figures show a 2015 fall term enrolment increase in graduate students of 10% from the fall of 2014. Although the number of actual applications have fallen from 5,728 in 2014/15 to 4,940 for 2015/16 the actual number of students accepted into our programs have risen from 22 to 26%. In 2014/15 there were 976 registered graduate faculty.

1.3 CGSR Organization

The CGSR operating budget currently supports 17 positions: 2 out of scope faculty; 1 exempt position; 5 ASPA positions; and 9 CUPE positions. Figure 1 displays the current organizational structure of CGSR. The Associate Dean, Director of Graduate Scholarships and Awards / Financial Officer, Director of Special Projects /

International Recruitment and Graduate Program Review Officer report directly to the Dean.

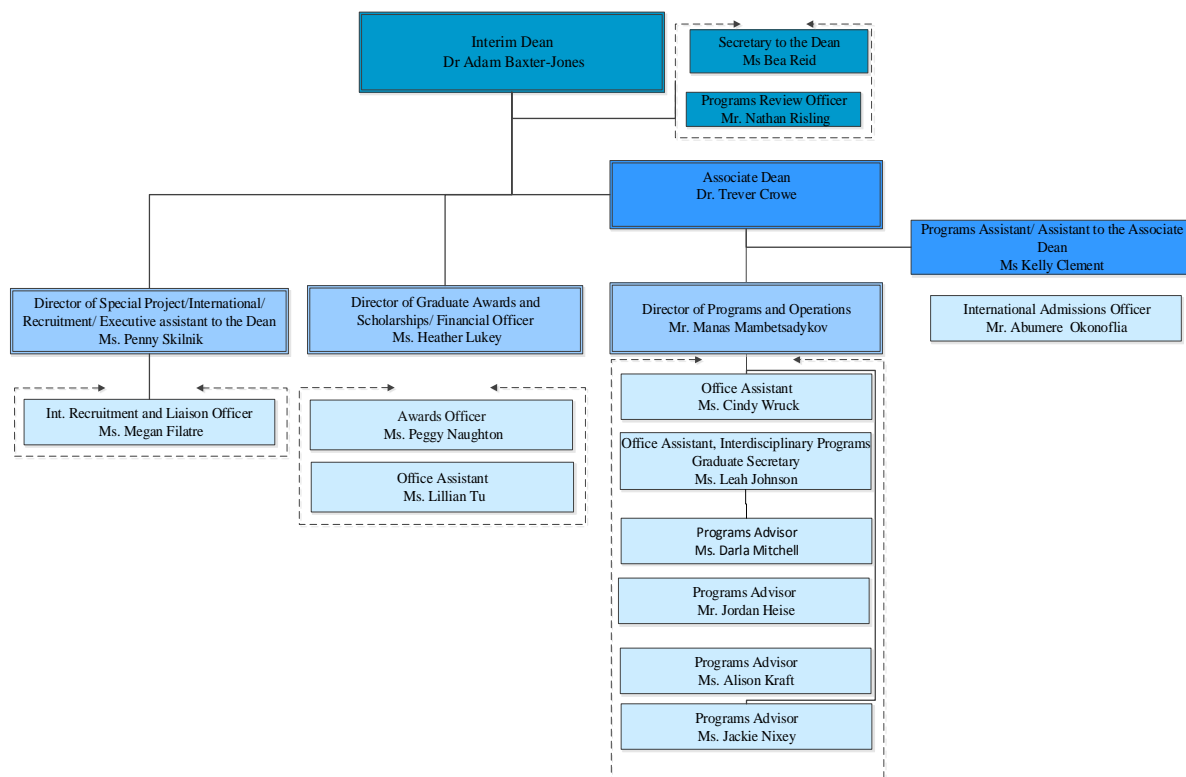


Figure 1. CGSR Organizational Chart

The Dean is responsible for the day to day management of the College and represents the interest of graduate students on University committees. The Dean also chairs CGSR's Graduate Council and the Executive Committee, a standing sub-committee of Graduate Council (see Appendix III for CGSR committee structure). A link with research is maintained by the Dean's membership of the Office of the Vice-President Research's Executive. The international recruitment officers report directly to the Director of International Recruitment, who in turn works closely with SESD and the University's Language Center international recruitment officers. Two clerical staff report to the Director of Scholarship and Awards, who in turn works directly with the chair of CGSR's Scholarships and Awards Committee (another standing committee of Graduate Council). The Associate Dean (AD) is responsible for overseeing graduate program development through the Graduate Programs Committee a standing sub-committee of the Executive Committee. The AD liaises with various

administrative units and committees of both University and Graduate Council (Appendix III). Finally the AD, in conjunction with the Graduate Academic Affairs Committee, deals with all student issues, including academic misconduct. An administrative assistant provides support to this AD position. The Director of Programs and Operations also report directly to the Associate Dean. Finally, the academic advisors report directly to the Director of Programs and Operations who liaises with various other administrative units on campus including, but not limited to, SESD, the Registrar's Office and ICT. In recent years the Associate Dean's portfolio has increased to include the management of the institution's postdoctoral fellows.

1.4 Previous Recommendations

Among the recommendations of the 1995 Review Committee were: (i) that a centralized model for the administration of graduate studies be maintained; (ii) that the College be renamed the College of Graduate Studies; (iii) that a Graduate Council be created; (iv) that a new College procedures manual be created; (v) that a number of administrative functions be decentralized; (vi) that improvements were made to integrate College and SIS databases; (vii) that new and major course changes be handled in a similar fashion to undergraduate courses and (viii) that the College establish a process for the regular and systematic review of graduate programs.

The University of Saskatchewan's first Integrated Plan committed to: (i) attract and retain outstanding faculty; (ii) increase campus-wide commitment to research, scholarly and artistic work; (iii) establish the University of Saskatchewan as a major presence in graduate education; and (iv) recruit and retain a diverse and academically promising body of students, prepare them for success in the knowledge age. Between 2008 and 2012 the CGSR's 2nd Integrated Plan focused on efforts to: (i) improve the graduate experience both inside and outside the classroom; (ii) enhance the University's research scholarly and artistic profile; and (iii) work together more effectively across unit and institutional boundaries. Between 2002 and 2012, graduate student numbers increased by 68%. In the third integrated planning cycle (2012-2017) it was targeted that graduate student numbers should rise by a further 40%.

The 2013 GERC report (Appendix I) recommended that the University of Saskatchewan's approach to graduate administration should include: (i) assuming a leadership role within the U15; (ii) provide a centralized graduate administrative unit that facilitates success of department, college and school-driven programs; (iii) promote innovation while retaining simplicity and coherence; (iv) focus on the needs of the students; and (v) identify functions that should be decentralized.

From the 2014 Graduate Education and Postdoctoral Fellows Administrative Reorganization report (Appendix II) it can be concluded that the CGSR needs to define its roles and responsibilities more clearly and communicate these better to faculty and staff. There was general support to have a centralized unit that retained a faculty and had an academic leader who enhanced the strategic focus of graduate studies at the UoS. However, if College status was retained a number of functions needed to be improved including: upgrading IT support, providing accurate metrics, streamlining administrative processes, reviewing student financial aid packages, decentralizing some decision making and ensuring the promotion of interdisciplinary programs. It was also noted that postdoctoral fellows need to be consolidated into such a unit.

In 2014, CGSR commissioned a report entitled a ‘Canadian Postdoctoral Comparative Study’ (Appendix IV). This was in conjunction with working with the current postdoctoral fellows at the University of Saskatchewan to facilitate their forming a Society of Postdoctoral Scholars (SPS). A web site has been developed (<http://www.usask.ca/groups/sps/about/about-the-sps.php>), a constitution drawn up and the election of their inaugural Executive. The commissioned report was compiled from the 2013 Canadian Administrators of Postdoctoral Studies (CAPS) survey and one-on-one interviews with 14 other Canadian Institutions. Amongst other recommendations the report recommends: (i) that CGSR become the home for PDF’s at the UoS and incorporates them into its name; (ii) that PDF can be appointed as either employees or scholars; (iii) that there should be formalized administrative support; (iv) that training opportunities should be provided; and (v) that a formal policy and procedure manual for PDF at the UoS should be developed.

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A number of principles were used to guide the review and development of the recommendations contained within this document. The principles are grounded in the strategic directions and planning priorities of the University and its commitment to sustain a positive studying and working environment for graduate students.

Specifically the principles that guided the recommendations included:

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- Engaging and sharing responsibilities and accountabilities with colleges and schools.

- Ensuring high quality innovative disciplinary and interdisciplinary programs reflect the strategic focus of the institution.
- Ensuring recruitment of high quality candidates, both domestic and international, following a strategic enrolment management system.
- Improving the student experience both inside and outside the class room.
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- Ensuring there was a higher proportions of thesis based graduate students (emphasis on PhD's) and postdoctoral fellows.
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- Ensuring greater efficiencies in program and course approval processes.
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- Ensuring appropriate, timely conflict resolution practices.
- Ensuring time sensitive efficient administration practises.

3.0 Recommendations

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Although a small minority did express interest in disbanding the college and distributing the responsibilities for graduate studies among the Colleges and Schools, the strong majority view was that decentralization would lead to the diminishing or loss of central functions. The concern was that there would be no structure to establish and monitor standard policies and procedures for graduate work. Furthermore, decentralization could result in greater irregularity in the administration of graduate programs; this would be in opposition to the current Service Design and Delivery administrative structures being developed. There was concern that decentralization would lead to increased burden on resources at the unit level. There was also concern that with no cross-campus administrative procedures that there would be no one to protect the rights of graduate students. Currently the role of ombudsman is fulfilled by the Associate Dean of CGSR. The institution is actively, in conjunction with the Graduate Student Association (GSA), reviewing the need for centralized graduate student advocacy.

Recommendation 1: Graduate Studies at the UoS continue to be administered by a centralized unit.

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It is noted that only two out of our U15 comparators have offices of graduate studies and that at least in one case the academic leader of the office found it problematic for decision making not to have a faculty. Many of the essential functions of academic program such as graduate studies require the existence of a faculty and so within the structure of the UoS this requires a College. Because graduate studies are a fluid process there will be a need to revise, maintain and create new policies. The best mechanism to achieve this is to continue to involve faculty members.

Recommendation 2: The centralized unit required to administer graduate programs at the UoS be a college.

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Since the University has an office of the Vic-President Research which is responsible for the majority of activities related to research at the University of Saskatchewan there is redundancy in using the term research in the College name. It is also suggested that by leaving the term research in the name it may causes confusion as to the specific responsibilities of the College. To clarify the functions of the College and avoid redundancy of the term “research” it would seem reasonable to suggest that the College be renamed the College of Graduate Studies. It has been further suggested that the unit responsible for graduate education should take on the role of providing administrative responsibilities for postdoctoral fellows, a group of research trainees currently underrepresented. It is further noted that 6 of our U15 comparators include Postdoctoral Studies in their administrative unit name.

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2013 the position on PCIP was opened up to be any Dean, to provide a decanal representation. Currently, like the majority of other college Deans, the Dean of CGSR is only a member of the Dean's Council. This has likely reduced the influence of the College and its relative status as a distinctive college of major importance with regards to influencing to the strategic initiative of increasing the University's research standing. In addition, the majority of CGSR faculties' and students' primary loyalties are to the college to which they are tenured and to the academic units that teach them, respectively. It has been noted that the graduate and research enterprises of a university are intricately intertwined and it is therefore essential to the institutional mission that close and frequent interaction exists. The bottom line is that graduate studies needs to have an independent voice at all levels of the institutions decision making bodies. This is recognized by our U15 comparators where 9 out of the 15 have graduate studies deans with additional higher level titles.

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It is very clear from all the reviews that there are considerable concerns from senior leadership and faculty with regards the current administrative practices within CGSR. Some of the bureaucratic hurdles to improve efficiencies can be achieved by upgrading the current student information systems. CGSR has been working closely with the office of the Associate Vice-President, Information and Communications Technology to improve CGSR information systems to eliminate repetitive and unnecessary effort, reduce administrative errors and delays, and improve efficiencies. Workflows have been provided (Appendix II) and a lean management model is being used to optimize the efficiency and effectiveness of the graduate administrative model at the UoS. This would include decentralization of some decision making to the units. It also includes incorporating recommendations from the Strategic Enrolment Management Study (Appendix V). One of the most recent achievements has been to add a document management system to assist with applications and admissions; this is being piloted in the fall of 2015.

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Recommendation 6. To create a College Deans' and School Directors' forum

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Under the Senate Statutes, membership in the Faculty of CGSR is available to all tenured and tenure-track faculty members, to adjunct professors, professors emeriti and professional affiliates. A condition of membership is that individuals have the appropriate academic credentials, demonstrated graduate supervisory experience and research productivity. Membership is for five years and is renewable. Nominations are made, with supporting documentation, by the unit to which the individual is affiliated (department or college) to the CGSR's Deans office. Concerns have been raised as to the efficiency of this process with regards to appointments of new faculty. Discussions have been ongoing with regard to this issue with the Vic-Provost Faculty

Relations Office with the idea that the forms be revised to incorporate a recommendation of the search committee that the individual be admitted to CGSR at the time of appointment to the unit.

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In the current model all new graduate courses or changes required to existing ones are first submitted to a standing sub-committee of CGSR's Executive Committee, which is in turn is a standing sub-committee of Graduate Council. These CGSR committees do not approve new course or changes but make recommendations to the Academic Program Committee of University Council. This suggest there is a possibly a duplication in the approval process by both CGSR's and University Council's committees. This possibly leads to considerable delays in getting new courses or changes to existing courses approved.

Recommendation 8. (a) That new or major course changes to graduate courses be handled in a similar fashion as undergraduate courses. **(b)** to ensure the monitoring of quality of course in the context of graduate studies that the Associate Dean of CGSR be added as an ex-officio member to the Academic Programs Committee of Council.

Appendices

<http://www.usask.ca/secretariat/governing-bodies/council/agendas.php>

Administration of Graduate Programs at the University of Saskatchewan

A CGSR Concept Paper, September 2015

Report to the Planning and Priorities Committee of Council

A CGSR Concept Paper, September 2015

Currently the College of Graduate Studies and Research (CGSR) is responsible for all of the graduate students at the University of Saskatchewan (UoS), it exercises that responsibility by working closely with the academic units which provide the faculty and facilities for graduate training. The College admits qualified students into programs, monitors their academic experience, sets policies, manages scholarships and oversees the overall graduate activity of the University. The CGSR mission states:

“It is the mission of the College of Graduate Studies and Research to define and support excellence in graduate education, and the research and scholarly activities associated with it”

In 2012 the University President formed a Graduate Education Review Committee (GERC) to explore the current structure, or alternative structures that might best support graduate education in the future. In November 2013 the committee released a report (Appendix 1) and made three major recommendations: (i) graduate education at the UoS should be

transformed from its current academic structure to an administrative structure; (ii) re-visioning of graduate education and restructuring of CGSR should be guided by a set of principles; (iii) suggestions for continued centralized functions. Finally the GERC report recommended that the GERC recommendations be discussed with faculty, staff and students for feedback. The results of these consultations are detailed in this concept paper.

1.0 Background

1.1 A History of CGSR

In 1907 the UoS founders envisioned a world class university and created a university with an unprecedented combination of colleges. Walter Murray, the first president of the University, indicated the goal of the institution was “to hold an honorable place amongst the best”. Initially graduate work was under the supervision of individual undergraduate colleges, with the first graduate degree being conferred in 1912. From 1922 to 1945 graduate studies were administered by a Council Committee on Graduate Studies. In 1946 a College of Graduate Studies (CGS) was formed and lead by a Dean of Graduate Studies. A college name change occurred in 1970 with CGS renamed as the College of Graduate Studies and Research (CGSR), reflecting the College’s responsibility for research activities. In 1985 the head of CGSR was retitled Dean of Graduate Studies and Associate Vice-President (Research). In the late 1980’s, an external review strongly recommended the separation of the two titles, citing the heavy workload associated with the position of Associate Vice-President (Research). In 1990, the positions of Dean of the College of Graduate Studies and Research and Associate Vice-President (Research) were separated, as were the physical office spaces. However the College retained the title of Graduate Studies and Research. In January 1995, a Review Committee was formed to review administration of graduate programs at the University of Saskatchewan, including the relationship of CGSR to other units on campus. Their report was released in September 1995 and a number of the recommendations were implemented. In 2002 the President’s *Renewing the Dream* document established the strategic directions of the University of Saskatchewan and identified the major challenges to be faced in the 21st century. *Renewing the Dream* was committed to “make the changes that are required to place the University of Saskatchewan among the most distinguished universities in Canada and the World”. To address this challenge CGSR produced three Integrated Plans (2002-2007, 2007-2012, 2012-2017). In October 2012 the GERC was formed and reported back to the academic community in November 2013. At the same time the University’s prioritization review, TransformUS, placed CGSR

in the lowest quintiles for both service delivery and academic programs. In response to the call for further consultation by the GERC report (Appendix I) CGSR commissioned an external and internal review of graduate education administration at the UoS and the other U15 institutions. During 2014 data was gathered through one-on-one interviews, town halls, attendance of Faculty Council meetings and an online survey. A report was compiled in November 2014 and released to the institution in January 2015 (Graduate Education and Postdoctoral Fellows Administrative Reorganization - Appendix II). Recommendations from the report were compiled and presented to the Senior Leadership Forum, Deans Council and Faculty Councils in the spring of 2015.

1.2 Enrolment History

In 1974 there were 810 graduate students enrolled (5% of full-time undergraduate enrolment) at the UoS. Of these, 151 (19%) were in a PhD program, 611 (75%) were in a Master's program, and 48 (6%) in a postgraduate diploma (PGD) program. In the next two decades numbers increased by 131% to 1872 in 1993/94 (24% PhD, 68% Masters, 8% PGD); representing 10% of full-time undergraduate enrolment. Between 1992 and 2001 there was a precipitous decline in enrolment as a direct result of budgetary reductions. The *Renewing the Dream* document (2002) noted the UoS had a graduate/undergraduate ratio far below the Canadian average. By 2006/07 there were 2308 graduate students enrolled in CGSR, an increase of 23% from 1993/94. In 2010/11 the number of graduate student increased to 3506 a 52% increase from 2006/07. The figure for 2013/14 was 3896, an increase of 11% from 2010/11. In 1992/93 twenty six percent of graduate students were international students (37% of PhD and 22% of Masters Students). In 2013/14 this figure had increased to 31% and continues to rise. We now have one of the highest, if not the highest, percentage of international graduate students in graduate programs in Canada. The most recent figures show a 2015 fall term enrolment increase in graduate students of 10% from the fall of 2014. Although the number of actual applications have fallen from 5,728 in 2014/15 to 4,940 for 2015/16 the actual number of students accepted into our programs have risen from 22 to 26%. In 2014/15 there were 976 registered graduate faculty.

1.3 CGSR Organization

The CGSR operating budget currently supports 17 positions: 2 out of scope faculty; 1 exempt position; 5 ASPA positions; and 9 CUPE positions. Figure 1 displays the current organizational structure of CGSR. The Associate Dean, Director of Graduate Scholarships and Awards / Financial Officer, Director of Special Projects /

International Recruitment and Graduate Program Review Officer report directly to the Dean.

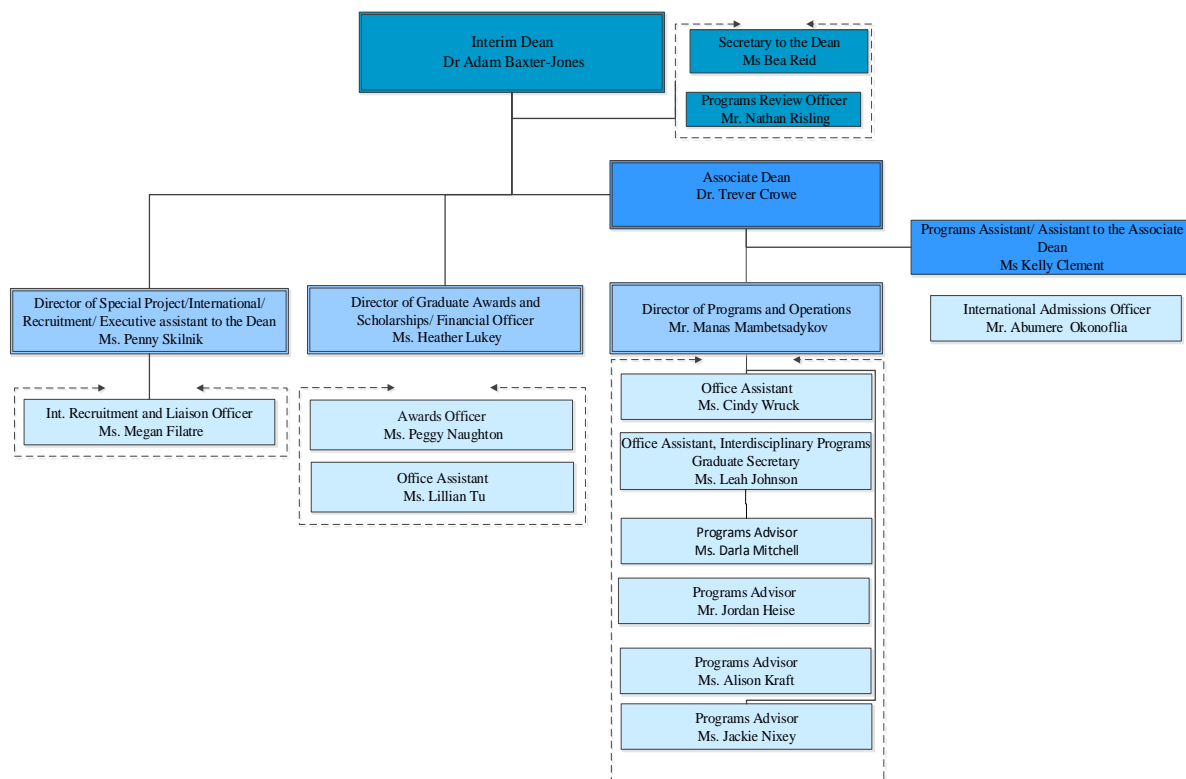


Figure 1. CGSR Organizational Chart

The Dean is responsible for the day to day management of the College and represents the interest of graduate students on University committees. The Dean also chairs CGSR's Graduate Council and the Executive Committee, a standing sub-committee of Graduate Council (see Appendix III for CGSR committee structure). A link with research is maintained by the Dean's membership of the Office of the Vice-President Research's Executive. The international recruitment officers report directly to the Director of International Recruitment, who in turn works closely with SESD and the University's Language Center international recruitment officers. Two clerical staff report to the Director of Scholarship and Awards, who in turn works directly with the chair of CGSR's Scholarships and Awards Committee (another standing committee of Graduate Council). The Associate Dean (AD) is responsible for overseeing graduate program development through the Graduate Programs Committee a standing sub-committee of the Executive Committee. The AD liaises with various

administrative units and committees of both University and Graduate Council (Appendix III). Finally the AD, in conjunction with the Graduate Academic Affairs Committee, deals with all student issues, including academic misconduct. An administrative assistant provides support to this AD position. The Director of Programs and Operations also report directly to the Associate Dean. Finally, the academic advisors report directly to the Director of Programs and Operations who liaises with various other administrative units on campus including, but not limited to, SESD, the Registrar's Office and ICT. In recent years the Associate Dean's portfolio has increased to include the management of the institution's postdoctoral fellows.

1.4 Previous Recommendations

Among the recommendations of the 1995 Review Committee were: (i) that a centralized model for the administration of graduate studies be maintained; (ii) that the College be renamed the College of Graduate Studies; (iii) that a Graduate Council be created; (iv) that a new College procedures manual be created; (v) that a number of administrative functions be decentralized; (vi) that improvements were made to integrate College and SIS databases; (vii) that new and major course changes be handled in a similar fashion to undergraduate courses and (viii) that the College establish a process for the regular and systematic review of graduate programs.

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

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

DATE OF MEETING: October 22, 2015

SUBJECT: **Update on the Third Integrated Plan (IP3)**

COUNCIL ACTION: For information only

PURPOSE:

The planning and priorities committee received a progress report on the university's *Third Integrated Plan (IP3)* on September 30, 2015. In accordance with the committee's mandate to report to Council on university-wide planning, the attached report is provided to Council for information.

DISCUSSION SUMMARY:

The committee's discussion of the progress report focused on the principle of setting meaningful targets at the outset that are specific enough to benchmark the university's progress against its stated goals. This was most apparent to the committee in discussing the university's progress in building research intensity and tri-agency funding. Any progress the university makes in its standing is relative to the progress of its U15 competitors and the zero-sum game in which the U15 is held to as a group. Even when we improve our standing on some benchmarks, so do our U15 competitors, leaving our relative standing in the group unchanged. The committee noted that although some of the reported metrics show decreases, this is measured over a relatively short period of time (i.e., 3 years), and in a changing environment in which the total amount of tri-agency funds has not increased, but the manner in which these funds are apportioned has changed to favour larger grants awarded to teams of research investigators.

ATTACHMENTS:

1. *Promise and Potential: The Third Integrated Plan Progress Update*



Promise and Potential: The Third Integrated Plan

Progress Update

Institutional Planning and Assessment

October 2015



Executive summary

The University of Saskatchewan's third integrated plan, Promise and Potential, encompassed the years 2011/12 to 2015/16 (now 2016/17) and is guided by strategic directions developed in 2002. This report is a comprehensive update on thirty-two "by 2016" statements and how they link to eight priorities for action announced in September 2015. The statements fall under four categories, or areas of focus:

- Knowledge creation: Innovation and impact;
- Aboriginal engagement: Relationships, scholarship, programs;
- Culture and community: Our local and global sense of place; and
- Innovation in academic programs and services

These areas of focus highlight the importance of research and scholarship, supporting Aboriginal success through engagement and inclusion, developing innovative responses to local and global issues through academic programs, providing a diverse and inclusive environment for all staff and students, and ensuring programs and services reflect our priorities.

The University of Saskatchewan has made significant progress in achieving the "by 2016" statements outlined in the third integrated plan, although more work is required to fully complete these initiatives by 2017, the end of the current planning cycle.



Setting the context

Strategic directions and *Renewing the Dream*

The four strategic directions of the University of Saskatchewan, enshrined in a 2002 document titled *Renewing the Dream*¹ have shaped university policies since they were developed and were intended to provide a guide for the university as it became a world-class institution. During development, the university community agreed the U of S, in its second century, would be known for its international standards, academic pre-eminence, and sense of place.

The four strategic directions are:

1. *Attract and retain outstanding faculty*
2. *Increase campus-wide commitment to research, scholarly and artistic work*
3. *Establish the University of Saskatchewan as a major presence in graduate education*
4. *Recruit and retain a diverse and academically promising body of students, and prepare them for success in the knowledge age*

In April 2010, President Peter MacKinnon provided an update on the strategic directions and reflected on the changes in the Canadian context since they were developed². At that time, the university had made significant progress in its strategic directions and goals that had been reached were revised.

A Framework for Action: the first integrated plan

A *Framework for Action* is the University of Saskatchewan's first integrated plan (IP1), encompassing the years 2003/04 to 2006/07. A number of initiatives were identified in this plan that would move the U of S "closer to becoming one of Canada's top 10 medical-doctoral research universities, dedicated to international standards, known for areas of academic pre-eminence, and committed to the future of the Province of Saskatchewan."³

In 2009, a final report card for IP1 was released⁴. Out of 6 categories, seventy-one initiatives were identified. As of 2009, 50 of those initiatives were completed or in progress. Sixteen of those initiatives were assigned to continue on into the second planning cycle, and five initiatives were no longer being pursued.

Toward an Engaged University: the second integrated plan

The second integrated plan, *Toward an Engaged University*, was approved May 2008, encompassed the years of 2008/09 to 2011/12, and committed the U of S to focus on three priorities⁵:

- Improve the undergraduate and graduate student experience, both inside and outside the classroom
- Enhance the university's profile in research, scholarly and artistic work
- Work together more effectively across unit and institutional boundaries

Twenty commitments within the plan, called "by 2012 statements", were identified to help move the university towards becoming more engaged through its integration of teaching and research, university and community, and students, faculty and staff. The university had significant success in achieving goals set for these priorities. Key highlights include funding to support Centennial Chairs, increased funding for graduate student scholarships,


¹ http://www.usask.ca/ipa/documents/planning/strategicdirections_2002.pdf

² http://www.usask.ca/ipa/documents/planning/strategicdirections_update_2010.pdf

³ http://www.usask.ca/ipa/documents/integrated-plans/IP1_summary_version.pdf

⁴ http://www.usask.ca/ipa/documents/integrated-plans/IP1_final_report_card_2009.pdf

⁵ http://www.usask.ca/ipa/documents/integrated-plans/IP2_full_version.pdf



funding for undergraduate student learning communities, and the release of a draft campus sustainability plan. One significant outcome from IP2 was the development of six distinctive research areas, or “signature areas”⁶, where the U of S can have outstanding achievement. These signature areas are:

- Aboriginal peoples: Engagement and scholarship
- Agriculture: Food and bioproducts for a sustainable future
- Energy and mineral resources: Technology and public policy for a sustainable environment
- One health: Solutions at the animal-human-environment interface
- Synchrotron sciences: Innovation in health, environment and advanced technologies
- Water security: Stewardship of the world’s freshwater resources

Promise and Potential: the third integrated plan

The Third Integrated Plan (IP3) continues to be guided by the strategic directions developed in 2002. The IP3 planning cycle originally encompassed the years 2011/2012 to 2015/2016. Four areas of focus, informed by college, school and unit plans, were identified:

- Knowledge creation: innovation and impact
- Aboriginal engagement: relationships, scholarship, programs
- Culture and community: our local and global sense of place
- Innovation in academic programs and services

Thirty-two “by 2016 statements” were identified as key commitments to achieving the goals set out in IP3. In February 2014, the provost’s committee on integrated planning (PCIP) extended the IP3 planning cycle to 2016/17 in order to compensate for time dedicated to the TransformUS project to ensure the university had enough time to meet its IP3 commitments.

The eight priorities for action

On September 9, 2014, the TransformUS project was set aside and the U of S refocused itself on IP3 in the form of eight priority areas. These priorities are closely related to the learning and discovery mission of the university. The eight priority areas are⁷:

1. Accelerate the delivery on our commitment to Aboriginal achievement
2. Continue the restructuring of the College of Medicine
3. Deliver on the promise of inter-professional health education and inter-disciplinary health research.
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.
6. Complete the reorganization and revitalization of centrally organized teaching and learning activities and functions.
7. Focus on the creation of inter-disciplinary and cross-college academic programming
8. Align our academic services culture to support and facilitate our academic mission

Since the development of the *Strategic Directions* in 2002, a key principle of each integrated plan has been to ensure the proper environment exists to enable the plan’s success. Appropriate resource support, in the form of people, financial and capital resources, have been essential to all of the University of Saskatchewan’s integrated plans.

⁶ <http://www.usask.ca/vpresearch/workshop/areas.php>

⁷ <http://www.usask.ca/president/documents/pdf/2014/UofS%20Priorities%20for%20Action%202014>





As part of IP3, an institutional people plan is in development, and this will help ensure that our people resources are aligned with institutional priorities. In short, ensuring that the right people are doing the right work in the right places. We continue to value the results of the annual *Employee Opinion Survey* and *Achievement Record*.

The Multi-Year Budget framework, developed as a component of the third integrated plan, provides a comprehensive overview of consolidated university revenues from 2012-2016 and a detailed projection of both revenues and expenses in the operating budget across the planning period. Work is still ongoing on a multi-year budget framework that includes *all* university revenues and expenses. The university is also in the process of transitioning to responsibility-center management, which, with the help of the Transparent, Activity-Based Budget System (TABBS), will increase the information available about the financial resources of the university and will place decisions in the hands of those who are best to make them – the deans and unit leaders themselves.

Capital investments across the university since the beginning of the third integrated plan have strengthened our ability to progress in our learning and discovery mission. The Multi-Year Capital plan details how we will tackle our deferred maintenance challenge. Strategic capital projects, such as a new childcare centre and the Gordon Oakes-Redbear student centre are in progress and will help us support student success.

This report intends to update the university community on progress made to date on the thirty-two “by 2016” statements categorized as completed or on track and behind schedule, as well how these link to the eight priorities for action. Please refer to the appendices for a summary of progress on the “by 2016 statements”.

- | |
|---|
|  Completed or on track |
|  Behind schedule |

Knowledge creation: Innovation and impact

We will establish a pervasive culture of research and scholarship throughout the institution. By implementing a comprehensive suite of research initiatives at the institutional and college levels encompassing the key functions of recruiting, supporting and networking existing and new researchers, and strengthening strategic focus, we will round out research engagement throughout the institution and ramp up outcomes and impacts generally as well as specifically within selective areas aligned with the six signature areas of research.

Commitments

- Recruit the best
- Support faculty and graduate students to succeed
- Strengthen strategic focus

Progress on the eight priorities is helping us to reach these commitments. Priority one will help us to recruit the best Aboriginal scholars. Self-declared Aboriginal faculty and staff have increased by approximately 4% since 2010/11. In June 2015, the university committed \$2.04 million to Aboriginal initiatives, including implementing an Aboriginal faculty chair program, increasing the Aboriginal post-doctoral fellows, supporting community and academic partnerships, and creating a senior Aboriginal leader position and college-level Aboriginal leader positions.

Our faculty and graduate students will be supported through work being done on priorities four and five. A comprehensive review of the administration of graduate students and post-doctoral fellows was released in

January. Campus consultations based on this review are ongoing, and a recommendation will be made to University Council in fall 2015. Significant reorganization of teaching and learning activities has taken place, including moving non-credit courses from the Centre for Continuing and Distance Education into colleges, transitioning the University Learning Centre into the University Library, and centralizing some libraries. Ongoing work on this front will ensure students receive faster and higher quality service.

The strategic focus of the university continues to guide the institution's activities. Continuing the restructuring of the College of Medicine (priority two) with strengthened leadership and new governance will help us work towards becoming one of the top medical-doctoral universities in Canada. Similarly, the appointment of a vice-provost, health and initiatives implemented by the Council of Health Science Deans will increase our strength in inter-professional health education and interdisciplinary health research (priority three). Work on developing interdisciplinary and cross-college academic programming has started in the environmental studies area (priority seven). Success in the environmental studies cohort will inspire and inform us to do the same in other areas across campus.

The progress detailed below in the "by 2016" statements indicate more specifically how the U of S is working towards achieving these commitments.

Progress to date

Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.



In 2010/11, the U of S received \$83,882,000 in total Tri-Council funding (\$85,856 per full-time faculty member). In 2014/15, the amount received in Tri-Council funding was \$58,571,000 (\$58,688 per full-time faculty member), placing us 15th in our peer group of the U15. In order to have an 'above average' ranking, the university would need to receive \$126,343,000 (\$94,688 per full-time faculty) in Tri-Council funding (2014/15 peer average).

Increased the proportion of research-appointed faculty holding Tri-Agency funding and/or supervising graduate students in all departments, colleges and schools.



In 2010/11, the proportion of faculty holding Tri-Council awards was 37.4%. In 2014/15, this proportion was 34.7%. Faculty supervising graduate students in all departments, colleges and schools increased from 53.9% in 2012/13⁸ to 56.3% in 2014/15.

Increased the number, citations and impact of faculty publications tracking toward national and disciplinary comparators and improved placement for the university in major national and international ranking systems.



There are several different indicators of performance in the various ranking systems including scores based on publications and citations. Research Infosource is a ranking of Canadian institutions and calculates scores for the number of publications and the impact, or number of citations, coming from those publications. For

⁸ Data on faculty supervising graduate students was not available until 2012/13.



international rankings, The Academic Ranking of World Universities (ARWU) provides a score for publications score, but not for citations. In this case, an additional international ranking, Times Higher Education (THE), was used as a citation score. According to the scores below, there has been improvement in some areas but decreased performance in others. As the commitment is to increase placement in rankings tracking toward comparators, the rank relative to other U15 universities on that same indicator are also presented. There has been no change in rank since 2011 and the university seeks to improve its publications output in order to improve in ranking compared to its peers.

2011

	National (Research Infosource)	International (ARWU/THE)
Publications	3.2 (15 th)	32.5 (15 th)
Citations	16.4 (15 th)	12.0 (15 th)

2014

	National (Research Infosource)	International (ARWU/THE)
Publications	3.0 (15 th)	32.7 (15 th)
Citations	16.8 (15 th)	28.0 (15 th)

Established new targeted institutes and hired the faculty and staff required to move them forward. ●

The U of S boasts a number of institutes that help support our learning and discovery mission.

The Global Institute for Water Security⁹, officially launched in 2011, prioritizes research on sustainable use of the world's water resources and protection against natural hazards such as flood and drought. The institute's work addresses water issues worldwide, but places an important focus on Western Canada. Funding for this institute is through the Canada Excellence Research Chair in Water Security, a \$30-million, joint federal-provincial-university commitment over seven years.

The Global Institute for Food Security¹⁰ was launched in 2012 and is a unique public-private partnership with the U of S, the Government of Saskatchewan, PotashCorp, and Viterra. The research goals, or pillars, of the institute are: seed biology and plant development, the interface between soil, micro-organisms and root systems, and digitization of agriculture. The institute intends to do internationally compelling research with large scale impacts.

The Sustainability Education Research Institute (SERI) was established in 2012 in the College of Education. The institute's goals are to "further research and action on land, place, environment and sustainability in relation to

⁹ <http://www.usask.ca/water/index.php>

¹⁰ <http://gifs.ca/>

educational research, policy and practice”¹¹. Contributing to the university’s signature areas, SERI has strong partnerships with the national and international research and governance community through the Sustainability and Education Policy Network, which is funded by a \$3 million Social Sciences and Humanities Research Council partnership grant.

Established a fully subscribed and effective mentorship program for new and early-career faculty.



The Research Mentorship program¹² was implemented in July 2012 and supports new faculty to become more successful in reaching their research goals and potential through workshops and conversations with mentors. The goals of this program are to assist new faculty in developing a research plan and networking skills, and to provide advice to help new faculty achieve research success. Workshops held in 2014/15 have covered topics including graduate recruitment, grant writing, and work/life balance, and were attended by anywhere from 30 to 150 faculty members (both new and current). Personalized research mentorship teams support the mentee and provide advice to help implement the research vision and plan of the new faculty member. This program is a joint venture with the offices of the vice-provost, faculty relations and the vice-president research. The program continues to be adjusted to ensure topics are relevant and attendance is increased.

Increased externally funded trusts to support a more comprehensive array of funding supports for graduate students approaching the national average at medical-doctoral peer universities, e.g., teaching assistantships.

Due to transition in the leadership in the Advancement and Community Engagement portfolio, this commitment has been difficult to assess at this time. It is expected that the next IP3 progress report will have more information on this item.

Increased internally funded graduate scholarships by a further \$1 million and;



increased by 10 per cent the number of Tri-Agency-funded graduate and undergraduate students.




In June 2015, the University of Saskatchewan allocated \$1.5 million from the Strategic Funding Envelope to support initiatives in the College of Graduate Studies, which will include some scholarship support. This is in addition to investments made since 2011 that have increased graduate scholarship funding from \$10.5M to \$11.6M in 2014.

In 2011, 972 graduate students (26.3 per cent of the total graduate population) received Tri-Council funding; in 2014, 923 students (24.0 per cent) of students received this funding. One hundred and ninety-six undergraduate students, or 1.1 per cent of the undergraduate population, received Tri-Council funding in 2011. In 2014, 181 students received funding (1.0 per cent of the population).

¹¹ <http://www.seri.usask.ca/about/About%20SERI.php>

¹² <http://research.usask.ca/for-researchers/index.php>



Increased enrolments in PhD programs by 10 per cent to support our more intensive research culture.



In 2010/11, the University had 891 PhD students; a 10 per cent increase would result in 980 students. As of 2014/15, the U of S had 1,030 PhD students, an increase of over 15 per cent.

Established a baseline and increased by 50 per cent the number of undergraduate students participating in research.



The U of S launched an Undergraduate Research Initiative in 2012. Its goals are to ensure meaningful curriculum-based research experiences, mentored student research experiences through faculty-supervised assistantships, and celebrating and showcasing undergraduate research experiences¹³. This initiative is focused on supporting meaningful research experiences for 100-level students. In 2014/15, approximately 1700 students were expected to participate in curriculum-based undergraduate research. These students were all from three initiative-leading colleges – Agriculture and Bioresources, Arts and Science and Kinesiology. Additional colleges are looking towards incorporating undergraduate research into their curriculums for 2015/16.

Next steps

The U of S will continue to make progress on these commitments through 2017. Specific targets include increasing the amount of tri-council funding held by students and faculty, increasing our place in various rankings and supporting our faculty and students through expanding the faculty mentorship program, increasing graduate scholarships, and expanding opportunities for undergraduates to participate in research. The office of the vice-provost research has put in place a number of initiatives to help reach this goal, including a Research Connections Café, which aims to collaboratively develop our research in order to be nationally and internationally competitive.

Aboriginal engagement: Relationships, scholarship, programs

We will be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings and intercultural engagement among faculty, staff and students.

Commitments

- Co-ordinate and strengthen university-community relationships
- Increase visibility of Aboriginal culture and symbols on campus
- Celebrate success and leverage internal expertise

Progress on the eight priorities is helping us to reach these commitments. Our commitment to Aboriginal achievement (priority one) is an ongoing process. The recent \$2.04 million approved by the university to support Aboriginal initiatives includes a commitment to increasing research in areas of interest to the Aboriginal people of Saskatchewan and Canada. These funds also include a commitment to provide funding to develop community and academic partnerships.

¹³ <http://research.usask.ca/undergraduate/about-us/Report%20November%202014.pdf>

Increasing the visibility of Aboriginal culture and symbols on campus was initiated with the Aboriginal symbols project¹⁴, and the opening of the Gordon Oakes-Red Bear student centre in fall 2015 will connect all students to the Aboriginal community. Its significant presence on campus and strong symbolic design will create a cultural destination for the campus and the broader community.

Cultural ceremonies and celebrations such as the annual Powwow and Aboriginal Achievement Week highlight our Aboriginal scholars and spotlight the Aboriginal community. The U of S's first Aboriginal Symposium, titled *Part 1: Taking Stock*¹⁵, took place in March 2013 and was designed to raise awareness of Aboriginal achievements across campus.

The progress detailed below in the "by 2016" statements indicate more specifically how the U of S is working towards achieving these commitments.

Progress to date

Increased the institutional first to second year direct-entry retention rate of Aboriginal students by 10 per cent, on track to achieving the goal of Aboriginal enrolment at 15 per cent of total enrolment by 2020.



In 2011/12, the first to second year direct-entry retention rate of Aboriginal students was 58.2 per cent, indicating that 89 of 153 students enrolled for a second year at the U of S. A target of 64.0 per cent was set. As of 2013/14, the retention rate was 59.5 per cent. The university will continue to work towards its target.

Increased the graduation rates of self-identified Aboriginal students in a wider array of programs.



In 2011, the proportion of self-identified Aboriginal undergraduate and graduate students in that year's graduating class was 8.3 and 4.0 per cent, respectively. As of 2014, the proportion of graduating self-identified Aboriginal undergraduate and graduate students was 11 and 5.7 per cent, respectively. In 2011, there were Aboriginal graduates in 50 different programs. In 2014, there were Aboriginal graduates in 57 different programs. This number reflects both degree and non-degree programs.

Implemented a registry and/or portal documenting Aboriginal initiatives, programs, services and partnerships.



The U of S's first Aboriginal Symposium, titled *Part 1: Taking Stock*¹⁶, took place March 15, 2013 and was designed to raise awareness of Aboriginal achievements across campus. Part of the celebration included the launch of a geographic information system powered community engagement map¹⁷. This map was developed out of a partnership with University Advancement, the University Data Warehouse and the Spatial Initiative, and helps to visualize Aboriginal students, activities, engagement and communities in Saskatchewan. It is continually being updated.

¹⁴ <http://aboriginal.usask.ca/events/symbols.php>

¹⁵ http://aboriginal.usask.ca/events/pdf/20130530_Aboriginal%20Symposium%20Poster%20Package_FINAL.pdf

¹⁶ Ibid.

¹⁷ <http://webgis.usask.ca/aMap/aMap2013032015.html>

Increased the visibility of Aboriginal culture, language and symbols throughout the campus, beginning with the Gordon Oakes-Red Bear Student Centre and including institutional, college, school and unit websites, on roadways and signage, and on and within buildings.



A substantial part of this commitment was completed with the Aboriginal symbols project¹⁸, where feedback from the campus community resulted in the development of twelve symbols representing Aboriginal culture from across Saskatchewan. These symbols will play an integral part in achieving the remainder of the IP3 commitments. The Gordon Oakes-Red Bear Student Centre will open in fall 2015 and will be an inclusive gathering place for both Aboriginal and non-Aboriginal people alike. A smudging policy¹⁹ was approved by the Board of Governors in March 2015. This policy is intended to promote, protect, and facilitate the practice of time honored indigenous traditions and ceremonies and provide guidance to the campus in undertaking these traditions.

Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.



During Aboriginal Achievement week, awards are presented to Aboriginal students in each college, recognizing their accomplishments. In February 2015, awards were presented to students for outstanding work in their communities, academics, and leadership²⁰.

In June 2015, PCIP approved funding for a new Aboriginal initiative of \$2.04 million; an equal amount is requested from the Government of Saskatchewan in the 2016/17 Operations Forecast. Part of this initiative includes celebrating and recognizing inspirational Aboriginal initiatives through targeted awards and recognitions.

Established initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage with counterparts in other regions of the world.



The International Centre for Northern Governance and Development (ICNGD) was established in 2009 to provide research and outreach programs tailored to Northern Saskatchewan, the provincial norths, and the circumpolar north²¹. The centre is part of the University of the Arctic consortium, an international network of educational and research institutions focused on the study of the North. The Master of Northern Governance and Development is a graduate program offered through ICNGD that is focused on helping prepare students to become leaders within northern communities. This program is highly sought after and has a high successful completion rate. Students are drawn overwhelmingly from northern Saskatchewan and northern regions in Canada and internationally. One of the major projects the ICNGD is currently involved in is the Northern Capacity Building through Aboriginal Entrepreneurship. This project seeks to develop beneficial strategies to address the low income and specific challenges facing the mostly Aboriginal population of Saskatchewan's north

¹⁸ <http://aboriginal.usask.ca/events/symbols.php>

¹⁹ <http://policies.usask.ca/policies/health-safety-and-environment/smudging-and-pipe-ceremonies.php>

²⁰ <http://words.usask.ca/news/2015/02/23/aboriginal-achievement-week-2/>

²¹ <http://www.usask.ca/icngd/about-us/about-us-new/index.php>

through comparison to Scandinavian communities. The findings of the project will help to advance policy and practice in Aboriginal Entrepreneurship²².

The Indigenous Land Management Institute (ILMI) is a research centre housed at the U of S that seeks to “work with Indigenous Peoples to realize a more prosperous future through optimal land and resource management.”²³ The ILMI has three research areas: wealth creation, environmental and community sustainability, and governance of land. A current project, “Cross-border dimensions of Vuntut Gwich’in food security”, examines the social and political dimensions of food security and food sovereignty for the Gwich’in Nation, which is divided by the Canada/United States border.

There are a number of international agreements in progress at the U of S, including a Memorandum of Understanding (MOU) among the U of S, University of Hawai’i at Mānoa, the University of North Carolina at Pembroke, and Swinburne University of Technology (Australia). This MOU has the explicit aim of developing Indigenous Studies programming to advance knowledge in the field of Indigenous Studies through the work of faculty, staff and students. A cooperation agreement between the University of Tromsø and the U of S for a joint Master in Governance and Entrepreneurship in Northern and Indigenous Areas links a number of schools, colleges and centres at both institutions. This program involves travel and study in both countries and will result in a jointly awarded degree for the student. Faculty mobility and exchange is also part of this program.

The U of S continues to develop more programs and MOUs in the pursuit of this commitment.

Established a baseline for courses providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities or organizations.



As of 2013, there are 7 courses or internships that provide undergraduate students with experiential learning opportunities involving Aboriginal communities or organizations. These courses span a variety of disciplines, including nursing, science and medicine.

Established a baseline for research partnerships or projects happening in and with Aboriginal communities.



Work on this commitment is at an early stage. Research projects related to specific thematic areas, including Aboriginal communities and peoples, may be able to be tracked through UnivRS once the pre- and post-award system is fully implemented campus-wide by mid-2016. This would then allow a baseline to be set for this commitment.

Next steps

The U of S will continue to support our Aboriginal students through continuing to recognize accomplishments in Aboriginal learning, and providing opportunities and support to students through scholarships, targeted research and study programs. The U of S will continue to work towards the decolonization of the curriculum.

²² <http://www.usask.ca/icngd/research/major-projects/northern-capacity-building-through-aboriginal-entrepreneurship/index.php>

²³ <http://ilmi.usask.ca/>



Culture and community: Our local and global sense of place

We will model innovation through creative responses to challenging environmental, social and economic problems. To do so will mean that we are open to possibility, take chances on new ventures and on innovative ideas, and expect a mixture of success and failure as a rite of passage.

Commitments

- Celebrate and promote diversity (inclusiveness)
- Model sustainability and practise effective stewardship of institutional resources

Progress on the eight priorities is helping us to reach these commitments. The recent \$2.04 million approved by the university for Aboriginal initiatives includes a commitment to growing the numbers of Aboriginal faculty, leaders, undergraduate and graduate students, and post-doctoral fellows on campus (priority one). The commitment of \$2.5 million to support internationalization initiatives at the university includes funding for international undergraduate and PhD students to study at the U of S. The implementation of recommendations from the review of graduate studies (priority four) will ensure students that do come to the U of S are supported and that our diversity goals are achieved.

The University is making strong strides in its goal to model sustainability and reach a ‘silver’ rating in the Sustainability Tracking, Assessment and Rating System (STARS) program (see below for more details). Aligning administrative services to support our academic mission (priority eight) starts with the service design and delivery model, which has undergone significant consultation and will be presented to deans for approval in summer 2015.

The progress detailed below in the “by 2016” statements indicate more specifically how the U of S is working towards achieving these commitments.

Progress to date

Engaged a significant proportion of faculty, staff and students in activities designed to increase intercultural awareness and understanding and improve intercultural competencies.



The U of S’s first Aboriginal Symposium, titled *Part 1: Taking Stock*²⁴, took place March 15, 2013 and was designed to raise awareness of Aboriginal achievements across campus. The event included a poster display of academic, research, and cultural programs taking place across campus, the signing of a partnership between the Saskatoon Tribal Council and the Department of Art and Art History, a cultural gathering with a blessing from an elder, and a round dance. A second symposium called “*Moving Forward*” was held on June 12, 2013 and engaged one- and off-campus Aboriginal education experts in discussions to support the development of a renewed Aboriginal foundational document.

The Indigenous Voices²⁵ staff and faculty development program is a partnership between the College of Education and the Gwenna Moss Centre for Teaching and Effectiveness, with the help and support of local Elders and community members. This program aims to create a shared space for dialogue, learning, and

²⁴ http://aboriginal.usask.ca/events/pdf/20130530_Aboriginal%20Symposium%20Poster%20Package_FINAL.pdf

²⁵ <http://www.usask.ca/indigenousvoices/>

collective action to catalyze individual and systemic change at the U of S. This program was renewed for the 2015/16 year. The pilot program received significant positive feedback from participants, citing it as highly relevant to all areas of their professional work²⁶.

To celebrate the cultures of our international students, the International Student and Study Abroad Centre (ISSAC) has hosted International Education Week, which aimed to shed the light on the importance of international education within Canada. In collaboration with our student associations, the Global Village and the Carnival of Solidarity celebrate multiculturalism and global connections. In 2012, the Carnival of Solidarity welcomed over 300 members of the university community²⁷. Specific celebrations such as Chinese New Year, Holi, and student-led events, such as Parichay (Indian Students' Association Welcome), support and welcome our international students. The ISSAC also is involved in staff training for intercultural awareness, as well as training on cross-cultural issues for outbound study abroad students.

The Building Bridges program²⁸, a partnership with the Aboriginal Students' Centre is a program designed to expand understanding between international, domestic and Aboriginal students on campus. This program was implemented in 2013 and is a safe space that fosters open discussion and respectful inquiry, provides an opportunity to build relationships, and empowers our future leaders to initiate change.

Increased the number of self-identified Aboriginal employees from the current 2.6 to 4 per cent.



In 2011, the number of self-identified Aboriginal employees was 2.6 per cent. As of 2014, this number was 6.1 per cent.

Implemented a Campus Climate Survey to assess the level of welcome our campus environment provides to its increasingly diverse population.



The first ever Campus Climate Survey was launched in November 2013 and results were released November 2014²⁹. More than 5,200 students at the U of S shared their thoughts on how welcome, respected and supported they felt on campus. Students were overall satisfied with the campus climate, felt safe and comfortable on campus, had positive classroom and faculty/staff experiences, were satisfied with support services, and few students reported experiencing negative behaviours on campus.

While the campus climate was perceived positively by most survey respondents, some students in minority groups had less positive experiences, especially some Aboriginal students, other visible minority students, sexual minority students, and some students with a disability, particularly those with a self-reported mental health condition. It was also found that some students were unsure of where to go for help. The university will work to gain a deeper understanding of the experiences of minority group students, determine what additional supports are needed, and ensure that students know where to go for help.

Set 2020 targets for diversity among the student and employee populations.



²⁶ <http://www.usask.ca/indigenousvoices/sites/default/files/Results%202012.pdf>

²⁷ http://artsandscience.usask.ca/news/n/2678/Carnival_of_Solidarity_Celebrates_Culture_Diversity

²⁸ <https://usaskbuildingbridges.wordpress.com/>

²⁹ http://www.usask.ca/ipa/documents/institutional-effectiveness/survey_campusclimate_2014_summaryreport.pdf

As part of the planning for IP3, targets through 2016/17 were established for undergraduate and graduate Aboriginal and international students. Those targets and the progress made towards them in 2014/15 are reported below.

Student diversity group	2015/16 targets (% of student population)	2014/15 annualized enrolment (% of student population)
Undergraduate		
Aboriginal	13.8%	12.5%
International	7.0%	7.0%
Graduate		
Aboriginal	6.8%	6.0%
International	30.6%	32.5%

The U of S's Aboriginal faculty recruitment initiative provides central support to colleges and schools to hire Aboriginal faculty members and scholars. In 2014, this initiative assisted in the recruitment of approximately seven Aboriginal faculty members. This initiative aims to hire five to ten new Aboriginal faculty members per year through 2020.

In terms of employee diversity targets, the university has set a goal of increasing the number of self-identified Aboriginal employees from 2.6 (in 2011) to 4 per cent. As noted above, this goal has been reached.

The 2016/17 Operations Forecast as submitted to the Government of Saskatchewan included a number of commitments that will help us continue to increase diversity among our student and employee populations: increase the proportion of Aboriginal undergraduate students to 15 per cent by 2019; implement an Aboriginal faculty chair program to increase the number of Aboriginal scholars by seven faculty members per year; increase the proportion of Aboriginal graduate students to nine per cent of the graduate population by 2019 and attract five new Aboriginal post-doctoral fellows; create a senior Aboriginal leader position, coupled with additional Aboriginal leadership positions within colleges; and increase international undergraduates to a total of 10 per cent of the population by 2019. Included in these initiatives are scholarships to support Aboriginal and international students. Funding for these initiatives were approved by PCIP in June 2015.

Set 2020 targets for retention and graduation rates for provincial, international and out-of-province undergraduate and graduate students.



The U of S does not currently have targets set for student retention or graduation rates. In the next phase of enrolment planning, intake, enrolment, and completion targets will all be considered.



Demonstrated an increase of our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.



In 2010/11, the U of S had a STARS rating of 34.8 (bronze). As of 2014/15, the university acquired a rating of 43.88 (bronze)³⁰. Significant progress has been made in the last two years, and the university is hopeful it will reach its goal of a silver rating (>45) by the target year of 2020.

Next steps

The U of S will continue to support intercultural awareness and understanding through cultural celebration and programs to expand cultural understanding. Ensuring the employee and student body is as diverse as possible will help to achieve these goals. The university will continue to support sustainable actions and work towards achievement of its STARS goal by 2020.

Innovation in academic programs and services

We will implement a strategic approach to enrolment by creating a mix of programs and learners that reflect deliberately chosen academic priorities, builds synergies with our signature areas of research, facilitates student movement between degree programs and mobility between institutions, addresses low enrolment programs, and supports college and school goals to rethink programs profoundly.

Commitments

- Actively shape our student body
- Focus on learner-centred programming and curricular innovation
- Foster student creativity and innovation
- Demonstrate effectiveness

Progress on the eight priorities is helping us to reach these commitments. In terms of actively shaping our student body, the recent \$2.04 million approved by the university for Aboriginal initiatives includes a commitment to growing the numbers of Aboriginal undergraduate and graduate students and post-doctoral fellows on campus (priority one). The commitment of \$2.5 million to support internationalization initiatives at the university includes funding for international undergraduate and PhD students to study at the U of S.

Curricular innovation in the form of cross-college academic programming (priority seven), is underway. Although the environmental studies area will be piloted initially, other areas will be implemented in the future. This initiative will also foster student creativity and innovation. Indigenizing and decolonizing the curriculum, part of the university's commitment to Aboriginal initiatives (priority one) is an important part of curricular innovation.

The implementation of recommendations from the review of graduate studies (priority four) will ensure U of S students receive the support they need.

The progress detailed below in the "by 2016" statements indicate more specifically how the U of S is working towards achieving these commitments.

³⁰ <https://stars.aashe.org/institutions/university-of-saskatchewan-sk/report/2015-01-30/>

Progress to date

Defined learning outcomes for all undergraduate and graduate programs.



In its first full year of operation at the Gwenna Moss Centre for Teaching Effectiveness, the curriculum development group worked with 12 colleges, 3 schools, 46 departments and the University Library on aspects of curriculum development and instructional design. Learning outcomes in professional colleges are closely tied to accreditation requirements. Program- and college-level learning goals are evident in all of the direct entry colleges (the Colleges of Agriculture and Bioresources, Arts and Science, Engineering and Kinesiology, and the Edwards School of Business). In May 2013, the College of Graduate Studies and Research approved learning outcomes for each of the four graduate degrees (Post-Graduate Diploma, Post-Graduate Degree Specialization Certificate in Corrections, Master's, and Doctoral)³¹. There is clear alignment and overlap between the articulation of program-level learning goals within colleges and the core goals outlined in the University of Saskatchewan Learning Charter³². Work in moving from a higher level of goals to learning outcomes at the departmental level (where appropriate) continues. Some colleges (e.g. Engineering and Arts and Science), have advanced to the stage of creating and piloting assessment rubrics for the purpose of evaluating whether learning outcomes are being achieved.

Established a baseline and increased by 20 per cent the number of students engaging in experiential learning, including community-service learning, internships, undergraduate research, international student exchanges and co-op experiences within their academic programs.



The teaching, learning and academic resources committee of council (TLARC) struck an experiential learning working group in 2015 with the express purpose of moving forward on this commitment. The committee is working on two initiatives concurrently.

The first initiative is aimed at building student awareness of experiential learning opportunities that exist on campus. It sets out to do this by adding “experiential learning” as an available descriptor in the attributes column of the online course catalogue, which will allow students to search for courses based solely on the descriptor. It will also facilitate future reporting on our experiential learning course inventory directly from the student information system. This system enhancement was put in place in June 2015 and is considered to be in a pilot year; further work is being done to expand and promote this initiative.

The second initiative is aimed at building awareness for both faculty and students through the development of a comprehensive website link to U of S specific information on experiential learning. This initiative also intends to support faculty with information on curriculum planning, financial support options, and other procedural and policy documentation. In addition to the flagging initiative mentioned above, the portal will support students as they seek out specific details on the various experiential learning options that exist, such as study abroad, field course, and internship opportunities. Preliminary work to inventory our existing web-based experiential learning information and resources has been completed, as has an environmental scan of many U15 and other universities to examine how they have approached this vital communications work. The website will also provide a home for two experiential learning videos that were developed in collaboration with Media Production. Showcasing students telling their stories of experiential learning, these videos represent another opportunity to build awareness.

³¹ <http://www.usask.ca/cgsr/policy-and-procedure/degree-level-learning-outcomes.php>

³² <http://www.usask.ca/secretariat/documents/LearningCharter.pdf>



The Experiential Learning Fund was created to support academic units in providing student access to experiential learning opportunities³³. This initiative is part of the Academic Innovation Initiatives approved in 2011. This program has funded 29 projects since 2012³⁴.

The University of Saskatchewan Undergraduate Research Journal (USURJ)³⁵ is an online, peer-reviewed journal featuring original work by U of S undergraduates and publishes high-quality research and review articles written by undergraduates in all disciplines and colleges. The USURJ has published two issues since the first call for submissions in the fall of 2013.

Achieved the goal of institutional graduate enrolment at 20 per cent of total enrolment.



In 2010/11, institutional graduate enrolment at the U of S was 16.4%. This number represented the number of graduate students compared to undergraduate students on campus. In 2014/15, this number was 17.3%.

Obtained improved student satisfaction ratings associated with student advising on national and international surveys.



The Canadian University Survey Consortium (CUSC) is a group of universities working together to gain a better understanding of the Canadian undergraduate student population. Each year, a survey is presented to a specific group of undergraduates to collect feedback and understand their experiences. In 2011, the CUSC score for the U of S for students who were satisfied with their advising experience was 81 per cent. In 2014, the CUSC score for the same indicators was still 81 per cent.

Increased the number of external transfer students by 10 per cent.



The U of S defines external transfer students as those students transferring into the university with a minimum of 18 credit units from another institution. In 2010/11, there were 1,988 of these students on campus; a ten per cent increase would require 2,186 students. In 2014/15, there were 1,984 external transfer students at the U of S.

Established a baseline and increased by 10 per cent the number of students and faculty engaged in international research and development work and in study-abroad programs.



Since 2011/12, the number of students studying abroad in various forms (i.e., term abroad, internships, residencies, conferences, and extra-curricular) has increased from 519 to 709, an increase of over 35 per cent. In addition to longer study abroad programs, there are other taught-abroad programs offered to students, including a Certificate in Global Health program offered to students in the College of Medicine, and a number of short courses abroad.

³³ <http://www.usask.ca/gmcte/awards/experiential>

³⁴ http://www.usask.ca/gmcte/awards/experiential_recipients

³⁵ <http://www.usask.ca/urj/index.php>

Information about international research collected by the University of Saskatchewan generally captures project information that does not include the number of faculty involved, and there is no database for collecting faculty mobility as there is for student mobility (above). The U of S will strive to reach this portion of the commitment by 2017. The U of S currently has 291 active agreements with international educational and research institutions, and 21 in preparation. There are a number of types of agreements, including faculty-led programs abroad, where students are supervised abroad by a home-institution faculty member; faculty exchanges, where faculty are mobile and participate in a variety of activities, and research programs. The university has two active international agreements for faculty-led programs abroad (institutions in Uganda and China); nine faculty exchange agreements (institutions in Ecuador, India, Japan, Turkey and Brazil). There are currently 153 researchers affiliated with the U of S that are Primary Investigators in International projects. The UnivRS system³⁶ is a web-based system that will allow the research community within and outside the U of S to collaborate on research projects in a secure manner. The pre- and post-award system will allow comprehensive data tracking on international faculty research and will be operational campus-wide by mid-2016.

The U of S has commitments in place to continue to support this goal. The 2016/17 Operations Forecast as submitted to the Government of Saskatchewan detailed a number of commitments for international research and development, including: increase the number of students studying abroad by 35 per cent by 2019; increased international research partnerships in areas of provincial priority by 10 per cent by 2019; and increase the leadership capacity and expertise at the university with the aim of achieving these goals. Included in these initiatives are scholarships to support students participating in academic experiences abroad, a global innovation fund to stimulate innovative partnerships and support multilateral research collaborations, and a global ambassador program to sponsor faculty members to travel with students to engage in teaching or participate in a summer research institute or a short course, workshop, or forum. Funding for these initiatives was approved by PCIP in June 2015.

Benchmarked the administrative efficiency of administrative/academic support units against comparators.



This information is captured in the University of Saskatchewan Achievement Record³⁷. This measurement captures administration and general expenses at the U of S as a percentage of the university's total consolidated expenses. Administration and general expenses include all activities provided in direct support of instruction and non-sponsored research, including costs of central university administrative units (such as financial services and research administration) and centralized units supporting academic and research programs (such as the vice-presidents' offices). The university's administrative cost ratio is compared to all Canadian universities (including the U of S), as well as our comparator group, the U15³⁸. For 2012/13, the most recent dataset available, the U of S's administrative cost ratio is 5.0 per cent, less than both comparator groups (all Canadian universities as well as the U15).

Obtained improved student ratings on their learning environment through improvements in National Survey of Student Engagement (NSSE) scores.



³⁶ <https://wiki.usask.ca/display/itsproject217/UnivRS+Home>

³⁷ <http://www.usask.ca/achievementrecord/working-together/administrative-efficiency.php>

³⁸ The peer average is the weighted average of the U15 universities: Alberta, British Columbia, Calgary, Dalhousie, Laval, Manitoba, McGill, McMaster, Montreal, Ottawa, Queen's, Saskatchewan, Toronto, Waterloo and Western. Benchmark data is sourced from the Canadian Association of University Business Officers (CAUBO).



The NSSE is a survey that measures the level of engagement a first- and final-year student has with their institution. This survey is given to undergraduate students in both Canada and the United States and asks questions about their participation in programs and activities that institutions provide for their learning and personal development. The survey is conducted on a three-year cycle; in 2013, the questionnaire and engagement indicators were revised. To allow comparison of results from the old and new versions, only the results from six questions common to both versions are used. Additionally, only results from senior-year students are reported. Although there are a number of themes within NSSE, the results reported below are under the theme of ‘campus environment’, which includes the quality of interactions with staff and faculty, and the support received academically, non-academically, and socially on campus.

In 2011, NSSE reported an average score of 55 for the campus environment theme. In 2014, this score was 54.

Implemented the recommendations of a joint Council-Provost Task Force on student financial aid.



A report on graduate student funding was submitted to the provost in May 2015; it will factor into the provost’s considerations on graduate funding. In the fall of 2015, work will begin on a report related to undergraduate student funding.

Next steps

The U of S will continue to work towards innovation in academic programs by finalizing defined learning outcomes for all programs, increase opportunities for experiential learning and study abroad for students, increase student satisfaction, increases to student financial aid and increasing the number of graduate students on campus.

Looking ahead

The U of S has made significant progress towards its commitments for the third integrated plan. A number of commitments have been exceeded or met, although some will require a concerted effort in order to be completed by 2017.

As the university prepares to launch into planning for the fourth integrated plan, it will be important to reflect on the lessons learned from the IP3 planning and reporting process, and to ensure that commitments made for IP4 are easily measurable.

Appendices

A. Summary report card

Appendix A – Summary report card

Knowledge Creation: Innovation and Impact

Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.	●
Increased the proportion of research-appointed faculty holding Tri-Agency funding and/or supervising graduate students in all departments, colleges and schools.	●
Increased the number, citations and impact of faculty publications tracking toward national and disciplinary comparators and improved placement for the university in major national and international ranking systems.	●
Established new targeted institutes and hired the faculty and staff required to move them forward.	●
Established a fully subscribed and effective mentorship program for new and early-career faculty.	●
Increased externally funded trusts to support a more comprehensive array of funding supports for graduate students approaching the national average at medical-doctoral peer universities, e.g., teaching assistantships.	
Increased internally funded graduate scholarships by a further \$1 million and;	●
increased by 10 per cent the number of Tri-Agency-funded graduate and undergraduate students.	●
Increased enrolments in PhD programs by 10 per cent to support our more intensive research culture.	●
Established a baseline and increased by 50 per cent the number of undergraduate students participating in research.	●

Aboriginal Engagement: Relationships, Scholarship, Programs

Increased the institutional first to second year direct-entry retention rate of Aboriginal students by 10 per cent, on track to achieving the goal of Aboriginal enrolment at 15 per cent of total enrolment by 2020.	●
Increased the graduation rates of self-identified Aboriginal students in a wider array of programs.	●
Implemented a registry and/or portal documenting Aboriginal initiatives, programs, services and partnerships.	●
Increased the visibility of Aboriginal culture, language and symbols throughout the campus, beginning with the Gordon Oakes-Red Bear Student Centre and including institutional, college, school and unit websites, on roadways and signage, and on and within buildings.	●
Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.	●
Established initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage with counterparts in other regions of the world.	●
Established a baseline for courses providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities or organizations.	●
Established a baseline for research partnerships or projects happening in and with Aboriginal communities.	●



Culture and Community: Our Local and Global Sense of Place

Engaged a significant proportion of faculty, staff and students in activities designed to increase intercultural awareness and understanding and improve intercultural competencies.	●
Increased the number of self-identified Aboriginal employees from the current 2.6 to 4 per cent.	●
Implemented a Campus Climate Survey to assess the level of welcome our campus environment provides to its increasingly diverse population.	●
Set 2020 targets for diversity among the student and employee populations.	●
Set 2020 targets for retention and graduation rates for provincial, international and out-of-province undergraduate and graduate students.	●
Demonstrated an increase of our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.	●



Innovation in Academic Programs and Services

Defined learning outcomes for all undergraduate and graduate programs.	●
Established a baseline and increased by 20 per cent the number of students engaging in experiential learning, including community-service learning, internships, undergraduate research, international student exchanges and co-op experiences within their academic programs.	●
Achieved the goal of institutional graduate enrolment at 20 per cent of total enrolment.	●
Obtained improved student satisfaction ratings associated with student advising on national and international surveys.	●
Increased the number of external transfer students by 10 per cent.	●
Established a baseline and increased by 10 per cent the number of students and faculty engaged in international research and development work and in study-abroad programs.	●
Benchmarked the administrative efficiency of administrative/academic support units against comparators.	●
Obtained improved student ratings on their learning environment through improvements in National Survey of Student Engagement (NSSE) scores.	●
Implemented the recommendations of a joint Council-Provost Task Force on student financial aid.	●

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

PRESENTED BY: Kevin Flynn
Chair, Academic Programs Committee

DATE OF MEETING: October 22, 2015

SUBJECT: English Proficiency Policy

DECISION REQUESTED:

It is recommended:

That Council approve the English Proficiency Policy effective for the September 2016 intake of students.

PURPOSE:

The purpose of the policy is to ensure that students admitted to the University of Saskatchewan have the proficiency in English to understand and communicate clearly and to be successful in their academic programs.

CONTEXT AND BACKGROUND:

Applicants for admission to credit programs at the University may be required to present proof of proficiency in English. This policy applies to all undergraduate and graduate applicants for admission to credit programs. The policy outlines the ways that English proficiency can be demonstrated. Appendices cover the details of minimum standards for undergraduate and graduate admission.

The standards for English proficiency are not being changed, but proof of the minimum standard is becoming more fine-tuned. Key points include:

- Recommend IELTS as the test to which we compare instead of TOEFL
- Minimum English proficiency score will remain at an IELTS of 6.5
- Other test scores have been adjusted slightly based on research to more accurately reflect comparative level of proficiency, most significantly the TOEFL equivalent of IELTS 6.5 has been revised to reflect U15 practices (TOEFL 86 and section scores of 19 in all four areas)
- Minimum band scores were established for reading, writing, speaking and listening for all tests
- Pearson Test of English and Cambridge English Advanced have been added

Consultation regarding minimum standards for test scores, new tests or changes has occurred with the College of Graduate Studies and Research, University Language Centre, Academic Programs Committee, and the Admissions & Transfer Credit office.

Note: Minimum Test Standards for Graduate Students are under review for February 2016, and will be discussed with Graduate Faculty Council.

This policy replaces the English Proficiency Requirements for Undergraduate Direct Entry Colleges approved by APC in 2009.

Related policies include Policy on Admission to Degree Programs, College of Nursing English Language Requirements, and College of Graduate Studies Policy and Procedures.

Policy Appendices

All acceptable forms of proof of English proficiency, including years of study in English and tests of English proficiency with minimum scores are captured in policy appendices. All current approved standards which are higher than the minimum standards will also be noted in the appendices.

Appendix A: Minimum Standards of English Proficiency for Undergraduate Students

Appendix B: Approved Standards of English Proficiency Higher than the Minimum (Undergraduate)

Appendix C: Minimum English Proficiency Standards for Graduate Students

CONSULTATION:

Policy Oversight Committee
College of Graduate Studies and Research
University Language Centre
Associate and Assistant Deans Academic
College Advisors
Academic Programs Committee
International Activities Committee
University Council

FURTHER ACTION REQUIRED:

Once approved, the policy and appendices will be communicated to all college and unit stakeholders. Communications to prospective students (web, print, email) will be updated to reflect the latest information on minimum requirements. These changes will be implemented for Fall 2016 intake. As this policy affects admissions, it will go to Senate for confirmation.

Minimum Test Standards for Graduate Students are current under review and will be discussed with Graduate Faculty Council in February 2016. Any recommended changes will be captured in an updated Appendix C and forwarded through appropriate approval processes.

ATTACHMENTS:

- English Proficiency Policy
- Appendix A – Minimum standards of English proficiency for Undergraduate Students
- Appendix B – Approved standards of English proficiency for Undergraduate Students higher than minimum
- Appendix C – Minimum standards of English proficiency for Graduate Students

English Proficiency Policy

Category:	<i>Leave this blank; a category will be assigned</i>
Number:	<i>Leave this blank; a number will be assigned</i>
Responsibility:	Director of Enrolment and Student Affairs
Approval:	<i>University Council, Senate</i>
Date:	<i>Date initially approved:</i> <i>Date(s) reformatted or revised</i>

Purpose:

Minimum standards of English proficiency are required to ensure that students can understand and communicate clearly in order to be successful in their academic programs.

Principles:

The language of instruction and examination at the University of Saskatchewan is English. In order for students to understand, communicate and be successful in programs at the university, an acceptable level of academic English is required (including written, spoken, reading and listening components).

Scope of this Policy:

This policy applies to all undergraduate and graduate students in credit programs and sets: minimum English proficiency standards; authority for reviewing and setting minimum proficiency standards; and acceptable forms of proof of English proficiency.

Policy:

1. Applicants for admission to credit programs at the University may be required to present proof of proficiency in English.
2. Proof of English proficiency may be demonstrated through:
 - a. Years of study in an English-language curriculum secondary school or post-secondary institution, where the primary language of instruction and examination of the institution is English; or
 - b. An accepted standardized test of English proficiency; or
 - c. Successful completion of the English for Academic Purposes Program at the University of Saskatchewan or an intensive English as a second language program that is deemed equivalent to the University of Saskatchewan program; or
 - d. Successful completion of the Graduate Pathways Certificate at the University of Saskatchewan for graduate students.

3. Applicants who do not meet minimum standards of English proficiency are not admissible to credit programs.

Responsibilities

The Admissions and Transfer Credit Office determines minimum test scores and equivalents to the minimum standard, in consultation with the University Language Centre, the College of Graduate Studies and Research, college stakeholders, and Academic Programs Committee.

Minimum standards and changes to standards will be approved as appropriate through Faculty Councils, Academic Programs Committee and University Council.

Colleges may approve higher than minimum standards through their Faculty Councils, Academic Programs Committee and University Council.

Admissions offices apply the approved standards when reviewing applications for admission.

Procedures:

The Admissions & Transfer Credit Office maintains the following appendices:

1. Appendix A – Minimum standards of English proficiency for Undergraduate Students
2. Appendix B – Approved standards of English proficiency for Undergraduate Students higher than minimum
3. Appendix C – Minimum standards of English proficiency for Graduate Students

Contact:

Alison Pickrell, Director
Enrolment & Student Affairs
306-966-6820



Appendix A: Minimum Standards for Proof of English Proficiency for Undergraduate Students

1) Minimum Test Standards

ENGLISH PROFICIENCY TEST	Minimum Score U of S Current	Minimum Score U of S Proposed
TOEFL (Test of English as a Foreign Language)	80	86
<i>Reading</i>	19	No change
<i>Listening</i>	19	No change
<i>Speaking</i>	18	19
<i>Writing</i>	18	19
IELTS (International English Language Testing System)	6.5	No change
<i>Reading</i>		6
<i>Listening</i>		6
<i>Speaking</i>		6
<i>Writing</i>		6
CAEL (Canadian Academic English Language Assessment)	60	70
<i>Reading</i>		60
<i>Listening</i>		60
<i>Speaking</i>		60
<i>Writing</i>		60
CAE (Cambridge English: Advanced)		C with 65 score
<i>Reading</i>		
<i>Listening</i>		
<i>Speaking</i>		
<i>Writing</i>		
PTE Academic (Pearson Test of English)		63
<i>Reading</i>		59
<i>Listening</i>		59
<i>Speaking</i>		59
<i>Writing</i>		59
CanTEST (The Canadian Test of English for Scholars and Trainees)		4.5
<i>Reading</i>	4.5	No change
<i>Listening</i>	4.5	No change
<i>Speaking</i>		4
<i>Writing</i>	4	No change
MELAB (The Michigan English Language Assessment Battery)	85	No change
<i>Reading</i>		80
<i>Listening</i>		80
<i>Speaking</i>		>=3
<i>Writing</i>		80
IB (International Baccalaureate) English A1 or A2 Higher Level	5 or better	No change
IB (International Baccalaureate) English B Higher Level	5 or better	No change
GCSE (General Certificate of Secondary Education)/ IGCSE (International General Certificate of Secondary Education)/ GCE (General Certificate of Education) O (Ordinary)- Level English, English Language, or English as a Second Language	B or better	No change
GCE (General Certificate of Education) A (Advanced) / AS (Advanced Subsidiary) / AICE (Cambridge Advanced International Certificate of Education) Level English or English Language	B or better	No change
AP (Advanced Placement) English	4 or better	No change

2) Completion of an Approved English Language Training Program

a) University of Saskatchewan Language Centre

- i) Successful completion of U-Prep 2: High Advanced Academic English
- ii) Successful completion of U-Bridge 2

b) University of Regina

- i) English as a Second Language (ESL 050)

3) Completion of Secondary or Postsecondary Studies in English

a) Years of Full-time Study in an Approved English-medium Secondary Program

- i) At least 3 years of full-time study including Grades 10, 11, and 12, as well as successful completion of Grade 12 English Language Arts A30 and B30 (or equivalents). Students from Overseas schools offering a Canadian education system curriculum in English require a minimum grade of 65% on their Grade 12 English course(s).¹
- ii) At least 2.5 years of full-time study including Grades 11 and 12, as well as successful completion of Grade 12 English Language Arts A30 and B30 (or equivalents) with minimum final grades of 70%.¹
- iii) At least 2 years of full-time study including Grades 11 and 12, as well as successful completion of Grade 12 English Language Arts A30 and B30 (or equivalents) with minimum final grades of 80%.¹

The following English Language Curriculums would be considered acceptable:

- Canadian English-medium schools
- Overseas schools offering a Canadian education system curriculum in English
- US regionally-accredited English medium schools
- International Baccalaureate Programme
- India – IGCSE (International General Certificate of Secondary Education) and CBSE (Central Board of Secondary Education) only
- GCSE (General Certificate of Secondary Education) O (Ordinary) Level & GCE (General Certificate of Education) A (Advanced) Levels
- NZQA (New Zealand Qualifications Authority)
- Australian State Curriculums
- CAPE (Caribbean Advanced Proficiency Examinations)
- SQA (Scottish Qualifications Authority)
- NQAI (National Qualifications Authority of Ireland)
- WBQ (Welsh Baccalaureate Qualification)

Students who have not followed one of these curriculums, will be required to provide another form of proof of English proficiency. This list will be updated annually as required.

b) Years of Full-time Study in a Recognized Postsecondary Institution

- i) Successful completion of at least one year of full-time study in a degree program from a recognized post-secondary institution where English is the official language of instruction and examination¹
- ii) Successful completion of a minimum two-year diploma from a recognized post-secondary institution in Canada where English is the official language of instruction and examination¹

iii) A minimum three-year diploma from a recognized post-secondary institution outside of Canada where English is the official language of instruction and examination is sufficient proof of proficiency¹.

The post-secondary institution must declare English to be the only language of instruction and examination throughout the institution, not just in select departments.

¹ *If secondary or post-secondary study occurred more than five years ago, additional proof of English proficiency may be required.*

Appendix B: Approved Standards of English Proficiency Higher than Minimum for Undergraduate Students

1. College of Nursing

Applicants who are not a citizen of one of the countries listed below must write and successfully pass an English proficiency examination, regardless of their primary language:

Antigua and Barbuda, Aruba, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada, England, Fiji, Ghana, Guyana, Jamaica, Kenya, Lesotho, Malawi, New Zealand, Nigeria, Northern Ireland, Papua New Guinea, Scotland, St. Kitts and Nevis, St. Lucia, Sierra Leone, Trinidad and Tobago, Uganda, United States, US Virgin Islands, Wales, Zambia, Zimbabwe.

Prior attendance at a Canadian high school or having 18 transferrable credit units from an English speaking/testing institution are not adequate evidence of English language proficiency.

The following minimum test scores are required for proof of proficiency:

ENGLISH PROFICIENCY TEST	Minimum Score required for College of Nursing
TOEFL (Test of English as a Foreign Language)	90
<i>Reading</i>	20
<i>Listening</i>	20
<i>Speaking</i>	20
<i>Writing</i>	20
IELTS (International English Language Testing System)	7
<i>Reading</i>	7
<i>Listening</i>	7
<i>Speaking</i>	7
<i>Writing</i>	7
CAEL (Canadian Academic English Language Assessment)	70
<i>Reading</i>	60
<i>Listening</i>	60
<i>Speaking</i>	70
<i>Writing</i>	60
CanTEST (The Canadian Test of English for Scholars and Trainees)	
<i>Reading</i>	4.5
<i>Listening</i>	4.5
<i>Speaking</i>	5
<i>Writing</i>	4.5

Appendix C: Minimum Test Standards of Proof of English Proficiency for Graduate Students

	U of S Actual	U of S Remedial*
TOEFL (Test of English as a Foreign Language)	80	80
<i>Reading</i>	20	18
<i>Listening</i>	20	18
<i>Speaking</i>	20	18
<i>Writing</i>	20	18
IELTS (International English Language Testing System)	6.5	6.5
<i>Reading</i>	6.5	6
<i>Listening</i>	6.5	6
<i>Speaking</i>	6.5	6
<i>Writing</i>	6.5	6
PTE Academic (Pearson Test of English)	59	59
<i>Reading</i>	59	54
<i>Listening</i>	59	54
<i>Speaking</i>	59	54
<i>Writing</i>	59	54
CanTEST (The Canadian Test of English for Scholars and Trainees)	4.5	4.5
<i>Reading</i>	4.5	4
<i>Listening</i>	4.5	4
<i>Speaking</i>	4.5	4
<i>Writing</i>	4.5	4
CAEL (Canadian Academic English Language Assessment)	60%	
<i>Reading</i>		
<i>Listening</i>		
<i>Speaking</i>		
<i>Writing</i>		

*Remedial Entry

Students with an overall score that meets the requirements, but with a remedial minimum in only one area (reading, writing, speaking or listening), may be admitted. This requires the recommendation of the academic unit, and approval from the College of Graduate Studies and Research. The student will be required to take a remedial part-time English class during their first term.

Countries Eligible for Exemption

Applicants from outside of Canada may meet their English language proficiency requirement based on the country in which they reside, or, the university they have attended. The College of Graduate Studies and Research will post and maintain a list of those countries from which students do not need to provide proof of English proficiency, providing they have been educated for a minimum of three consecutive full-time years at a post-secondary level in that country.

English as a Second Language (ESL) Program at the University of Saskatchewan Language Centre or the University of Regina

1. U-Prep 2 from the University of Saskatchewan Language Center with a minimum score of 75%
2. University of Regina Intensive ESL Advanced Level (ESL 050); Plus completion of Academic Writing Elective A with a minimum score of 60%

The Graduate Pathways Certificate (GPC)

The Graduate Pathways Certificate (GPC) program is a non-credit certificate program for graduate student applicants who are academically qualified, but who do not meet the minimum English proficiency requirements for their graduate program. For students with a conditional admission to most graduate programs, the GPC is an option to study academic English at the University of Saskatchewan and move directly into their graduate program. Registration and satisfactory progress in the GPC will be a required component of their academic study. For graduate studies applicants who are also applying to the Graduate Pathways Certificate program, the following minimum English proficiency standards will apply:

Test Type	Minimum each area	Overall Score
Test of English as a Foreign Language Internet Based (TOEFL IBT)	15	65
International English Language Testing System (IELTS)	4.5	5.0

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: October 22, 2015

SUBJECT: Items for information

Program revision:

Revision of Bachelor of Music (B.Mus.) in Music Education Programs in the College of Arts and Science

Program Termination:

Physical Education Studies stream in the College of Kinesiology

COUNCIL ACTION: For Information Only

SUMMARY:

1. Revision of Bachelor of Music (B.Mus.) in Music Education Programs - approved by the Academic Programs Committee at its meetings on September 2, 2015.

The College of Arts and Science proposed to remove EMUS 490 from program requirements for B.Mus. in Music Education, reducing the overall program requirements from 126 credit units to 123 credit unit. EMUS 490 is now a requirement of the B.Ed. Sequential Music program offered through the College of Education. This change is effective May 2016.

2. Deletion of the Physical Education Studies Field of Study - approved by the Academic Programs Committee at its meetings on September 23, 2015

The College of Kinesiology proposed the deletion of the Physical Education Studies Field of Study. All courses currently taught through this stream are offered to students as part of the combined program. This change is effective May 2016.



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Music Education

Degree(s): Bachelor of Music

Field(s) of Specialization: Music Education

Level(s) of Concentration: Honours, Four-year

Option(s): Elementary/Middle Years; Secondary

Degree College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

Greg Marion
Department Head, Department of Music
306-966-8355
gregory.marion@usask.ca

Proposed date of implementation: May 2016

Proposal Document

Proposal to revise the Bachelor of Music (B.Mus.) in Music Education programs

Revision: Remove EMUS 490.3 (Seminar in Music Education) from the program requirements for all Music Education programs. This change will result in an overall reduction of 3 credit units of program requirements (from 126 to 123 credit units).

Rationale: EMUS 490.3 has been approved as part of the Bachelor of Education (B.Ed.) – Sequential Music program offered by the College of Education. Students who plan to enter the teaching profession as a music educator will be required to take both the B.Mus. in Music Education and the B.Ed. – Sequential Music program. As the course is designed to be taken after a student completes their 4-month teaching internship, it is better placed within the B.Ed. program.

This revision helps to bring the Music Education programs closer in line with the total of 120 credit units required for most other 4 year programs in Arts and Science.

This revision will have no impact on budget allocations, as EMUS 490 will continue to be taught by the Department of Music, to students in the B.Ed. – Sequential Music program.

This revision was circulated through the Arts & Science College Course and Program Challenge, and was approved by the Academic Programs Committee (Humanities and Fine Arts) on 8 April 2015. The revision was supported at this meeting by David Parkinson, Vice-Dean, Humanities and Fine Arts.

Revised portions of the programs are shown below:

[Bachelor of Music \(Music Education\) \(B.Mus.\(Mus.Ed.\)\) - Elementary/Middle Years](#)
[Bachelor of Music Honours \(Music Education\) \(B.Mus.\(Mus.Ed.\)\) - Elementary/Middle Years](#)

[G6 Music Education](#) (~~24~~ **21** credit units)

- [EMUS 238.3](#)
- [EMUS 431.3](#)
- ~~EMUS 490.3~~

Choose **9 credit units** from the following:

- [EMUS 270.3](#)
- ...
- [EMUS 448.3](#)

Choose **6 credit units** from the above list, from any MUS course or from [MUAP 201.1](#) - [MUAP 210.1](#)

Bachelor of Music (Music Education) (B.Mus.(Mus.Ed.)) - Secondary
Bachelor of Music Honours (Music Education) (B.Mus.(Mus.Ed.)) - Secondary

G6 Music Education (~~27~~ 24 credit units)

- [EMUS 438.3](#) or [EMUS 448.3](#)
- [EMUS 442.3](#)
- ~~EMUS 490.3~~

Choose **15 credit units** from the following:

- [EMUS 238.3](#)
- ...
- [EMUS 431.3](#)

Choose **3 credit units** from the above list, from any MUS course or from [MUAP 201.1](#) - [MUAP 210.1](#)

Consultation Forms At the online portal, attach the following forms, as required
Required for all submissions: ☐ Consultation with the Registrar form

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

Title: Bachelor of Music and Bachelor of Music Honours - Program Modification

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?

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.

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 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 or New Degree / Diploma / Certificate Information

1 Is this a new program?

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

Is an existing program being revised?

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?

Bachelor of Music and Bachelor of Music (Honours) [BMUS and BMUSHON programs]

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

NOTE: Revision is to remove EMUS 490.3 from the program requirements.

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	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Revised	<input type="checkbox"/>
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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?

Yes ☐ No ☒

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

Yes ☐ No ☒

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 (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?

As per current set-up

- 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?

- 5 Can classes towards this program be taken at the same time as another program?

- 6 What is the application deadline?

- 7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

- 8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

Section 8: Tuition and Student Fees Information

1 How will tuition be assessed?

Per Course	<input type="checkbox"/>
Per Credit Unit	<input type="checkbox"/>
Program Based	<input type="checkbox"/>
Standard Term	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Current Set-Up	<input checked="" type="checkbox"/>

* 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?

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)?

Has IPA Been Consulted?

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 If YES, has the Office of the University Secretary been notified?

- 3 When is the first class expected to graduate?

4

- 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?

201605 [May 2016]

- 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?

As per current set-up

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.)?

As per current set-up

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?

Section 16: Program Termination

1 Is this a program termination?

Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

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 ☐

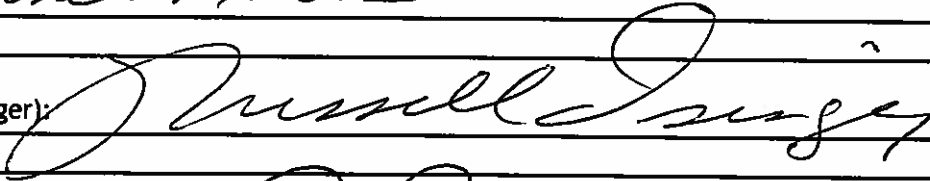
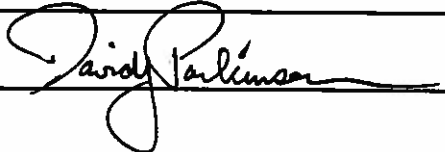
6 Has the Library been informed about this new / revised program?

Yes ☐ No ☐

7 Has ISA been informed of the CIP code for new degree / program / major?

Yes ☐ No ☐

SIGNED

Date:	June 17, 2015
Registrar (Russell Isinger):	
College / Department Representative:	



UNIVERSITY OF
SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted:

--

Effective date of termination:

--

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

--

2. Technical information.

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

--

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

--

2.3 Courses to be deleted, if any.

--

2.4 Number of students presently enrolled.

--

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

--

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?

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

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

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

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

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

- 3.7 Describe any impact on research projects.

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

- 3.9 Describe the budgetary implications of this deletion.

Attachments

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

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

Other

3.12 Are there any other relevant impacts or considerations?

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

☐ Attachments

(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.*

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

Title: Termination of Physical Education Studies [PED] Major in the Bachelor of Science in Kinesiology [BSKI] Program

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?

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.

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 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 or New Degree / Diploma / Certificate Information

1 Is this a new program?

Is an existing program being revised?

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

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

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Revised <input type="checkbox"/>
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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?
If you've answered NO, please continue on to the next section.

Yes ☐ No ☒ Revised ☐

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?

If NO, please describe.

Yes ☐ No ☐

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?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

- 9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
[Redacted]
- 10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
[Redacted]
- 11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
[Redacted]
- 12 Letter of acceptance - are there any special requirements for communication to newly admitted students?
[Redacted]

Section 8: Tuition and Student Fees Information

1 How will tuition be assessed?

Per Course	<input type="checkbox"/>
Per Credit Unit	<input type="checkbox"/>
Program Based	<input type="checkbox"/>
Standard Term	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Current Set-Up	<input type="checkbox"/>

* 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?

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)?

Has IPA Been Consulted?

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 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4

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?

If YES, what and by what date?

Yes ☐ No ☐

Section 12: Registration Information

1 Will students register themselves?

If YES, what priority group should they be in?

Yes ☐ No ☐

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

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

Yes ☐ No ☐

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?

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

Yes ☐ No ☐

Section 16: Program Termination

1 Is this a program termination?

If yes, what is the name of the program?

Physical Education Studies [PED] major in the Bachelor of Science in Kinesiology [BSKI] Program

Stream not accurate, per College of Kinesiology

Yes ☒ No ☐

2 What is the effective date of this termination?

201605

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

If yes, what courses?

Yes ☐ No ☒

4 Are there currently any students enrolled in the program?

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

5 active students according to search in Degree Works; Keeran Wagner, College of KI, indicated there are no current students in the program and she will review these 5 students and update their program appropriately

Yes ☒ No ☐

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

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

N/A

See attached supporting documentation regarding edit to this section.

Lynette Mungia

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

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

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

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

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

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

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

SIGNED

Date: August 28, 2015

Registrar (Russell Isinger): Russell Isinger

College / Department Representative: Kell Wagner

UNIVERSITY COUNCIL
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS
FOR INFORMATION ONLY



PRESENTED BY:

**Jim Germida, Vice-Provost Faculty Relations and
Chair, JCCP**

DATE OF MEETING: **October 22, 2015**

SUBJECT: **JCCP 2014-15 Annual Report**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Joint/Board Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost and Vice-President Academic or designate with representation from University Council, Board of Governors, Research, Scholarly and Artistic Work Committee of Council, the Vice-President Research or designate, the Vice-President Advancement or designate and Associate Vice-President, Financial Services or designate and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

DISCUSSION SUMMARY:

Over the course of 2014/2015 JCCP committee reviewed and recommended establishment of five Chairs at the University of Saskatchewan including the Fedoruk Chair in Animal Imaging, the Fedoruk Chair in Radiopharmacy, the Co-operative Retailing System (CRS) Chair in Co-operative Governance, the Industry Chair in Agri-Food Innovation and the Canadian Canola Growers Association Agricultural Policy Chair. The Council and the Board subsequently approved these items.

Committee Membership:

Vice-Provost, Faculty Relations and Chair
Board of Governors Representative
Vice-President Research Designate
Research, Scholarly and Artistic Work
Member of Council Representative
University Secretary's Designate
AVP Financial Services

University Advancement Designate

Jim Germida
Daphne Arnason
Jim Basinger
Jaswant Singh
Ravi Chibbar
Sandra Calver
Jeff Dumba
Kris McWillie (alternate designate)
Jim Traves

Committee Support:

Research Services Resource Person
Secretary

Laura Zink
Anna Okapiec

ATTACHMENTS:

None