

AGENDA
2:30 p.m. Thursday, April 21, 2016
Neatby-Timlin Theatre – Arts 241

*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 March 17, 2016 pp. 1-8
4. Business from the minutes
5. Report of the President pp. 9-10
6. Report of the Provost pp. 11-40
7. Report of the Vice-president Research – Verbal Report
8. Student societies
 - 8.1 Report from the USSU – Verbal Report
 - 8.2 Report from the GSA pp. 41-42
9. Academic Programs Committee
 - 9.1 Item for Information - Combined Juris Doctor (J.D.) / Master of Business Administration (M.B.A.) Program pp. 43-60

10. International Activities Committee

10.1 Item for Information – Templates for International Agreements pp. 61-70

11. Governance Committee

11.1 Request for decision – Teaching, Learning, and Academic Resources Committee
Amendment Terms of Reference. pp. 71-76

It is recommended 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.

12. Planning and Priorities Committee

12.1 Request for decision: Postponement of consideration of the Canadian Institute for
Science and Innovation Policy (CISIP) pp. 77-78

It is recommended that consideration of the motion to approve the Canadian Institute for Science and Innovation Policy (CISIP) be further postponed to the May Council meeting.

13. Other business

14. Question period

15. Adjournment

Next meeting May 19, 2016 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: May 2, 2016



*Minutes of University Council
2:30 p.m., Thursday, March 17, 2016
Arts Building Room 241 Neatby-Timlin Theatre*

Attendance: 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

FLYNN/SARJEANT-JENKINS: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra, chair of Council conveyed the usual procedures for debate and discussion and outlined the important business before Council. Beth Williamson, university secretary provided an update on the Council elections. In response to the call for nominations to the remaining three one-year term vacancies, eight nominations were received. Email correspondence will be sent to all GAA members inviting members to vote in the digital election which will close on March 30. Ms. Williamson encouraged all Council members to vote and to encourage fellow GAA members to vote.

Council's nominations committee will soon begin its important work of populating Council committees. The chair encouraged all present to consider serving on a Council committee by contacting either the university secretary or submitting an online volunteer form from the forms section of the university secretary web page.

3. Minutes of the meeting of February 25, 2016

DE BOER/KROL: That the Council minutes of February 25, 2016 be approved as circulated.

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. Report of the President

President Peter Stoicheff presented the president's report to Council. He referred to the student elections on campus and reported that one of the privileges of his role was that of meeting regularly with student leaders who continually consider what is best for the university while representing their constituencies.

The university has been involved in City Council's early-stage deliberations of a strategic growth plan. If the city continues to grow at the projected growth rate of an annual 2.5% increase for the next three decades, the city will reach a population of 500,000 people. As universities create great

talent in all walks of life in all professions, there is synergy between being a great city and a great university. President Stoicheff indicated that it is incumbent on the university to determine what size it should be as the city grows around it. The president indicated that he had no preconceptions as to what this size should be and would be seeking feedback from colleges and units on the future size of the university's undergraduate and graduate student populations and other subcategories within.

The president reported on the survey launched by the visioning committee and the responses received, which number over 3,000 responses. He introduced members of the visioning committee present at the meeting: Brent Cotter and Elizabeth Harrison, committee co-chairs and Wendy Roy, committee member and member of Council. The visioning committee plans to share an early draft of the new Vision, Mission and Values document with the university community in early April, followed by consultation with internal and external communities, including the planning and priorities committee of Council. The committee's goal is to present a final version of that document at the June meeting of Council for approval. The president encouraged all members to participate in the consultative process leading to the final document.

President Stoicheff conveyed that he had been meeting with individuals from the university's sustainability office, and that he would report further on environmental sustainability as a priority at the General Academic Assembly in April.

The chair invited questions of members on any aspect of the president's report. There were none.

6. Report of the Provost

Ernie Barber, interim provost and vice-president academic presented the provost's report to Council. Provost Barber highlighted the renewal of the university library facilities, infrastructure, systems, and library services and invited questions. In response to a question about the tuition rates for distance education course offerings, Patti McDougall, vice-provost teaching and learning, clarified that the reference in the provost's report is to the review of the tuition rates for non-credit distance education offerings and that for-credit course offerings will continue to align with the tuition rate of regular course offerings.

Peta Bonham-Smith, interim dean of the College of Arts and Science noted a correction to the number of tenure-track faculty appointments the college plans to make over the next year. The college plans to make 25 tenure-track faculty appointments, not 35 appointments, as stated in the provost's report.

7. Student societies

7.1 Report from the USSU

Jack Saddleback, president of the University of Saskatchewan Students' Union, presented the report to Council. He highlighted the USSU's participation at the recent Educational Developers Conference hosted by the Gwenna Moss Centre for Teaching Effectiveness to consider Indigenous content in the university curriculum. In response to a question about the "nothing about us without us attitude in institutions" bullet point in the USSU report to Council about the conference, Mr. Saddleback clarified that this refers to having Indigenous peoples at the table when Indigenous content in the curriculum is being discussed.

7.2 Report from the GSA

Rajat Chakravarty, Graduate Student Association President, presented the report to Council. Mr. Chakravarty reported on the events and participation of Graduate Student Achievement Week, which was staged by the GSA with the Indigenous Graduate Students' Council at the Gordon Oakes Red Bear Student Centre and the GSA Commons. Nominations for the 2016-17 GSA executive open on March 29, and the campaign begins April 6. This year, the current executive is preparing transition manuals for the new executive. A new initiative by the GSA is the launch of an emergency loan program for students in need.

Mr. Chakravarty thanked members of the USSU for co-hosting the Elections Forum held March 15 where representations from the Saskatchewan Party, Saskatchewan Liberals, NDP and Green Party presented on their election platforms. The GSA is also working with the USSU to have representation for students accused of non-criminal legal matters, such as parking offenses.

8. Academic Programs Committee

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

8.1 Item for Information – 2016-17 Admission Templates Update Report

Professor Flynn referred to the definitions in the university's Admission Policy for qualifications versus criteria. Changes to admission qualifications require Council approval; however, changes to selection criteria are approved by the relevant college and reported to Council and Senate. The report to Council reports only on changes to selection criteria and is presented for information. Questions on the report are directed to Karen Gauthier in the Admissions and Transfer Credit Office of Student and Enrolment Services.

8.2 Request for decision – Certificate of Proficiency in One Health

Professor Flynn provided the background to the request, noting that Council approved a graduate certificate in One Health the previous year. One Health is an interdisciplinary field across the health sciences and other disciplines and is identified as one of the six signature areas of the university. Although there are graduate certificates in One Health across the country, this will be the first undergraduate certificate. The program will be housed in the Western College of Veterinary Medicine for administrative purposes, as is the graduate certificate in One Health, but will be overseen by a committee of faculty from related colleges across campus. The certificate comprises 12 credit units and must be taken in conjunction with a degree program. The program tuition requires approval by the Board of Governors, which is intended to occur at the March Board meeting.

Discussion of the proposed program included clarification of the university's nomenclature for degree-level certificates, clarification of restrictions on double counting of courses taken in the certificate program versus degree programs, and the program's credit unit requirement. At this time, only the College of Arts and Science has a defined template for certificate programs offered within the college, specifying how many credit units a certificate program must comprise. A certificate subcommittee of the academic programs committee and the planning and priorities committee is considering whether standards for certificate programs should be developed across campus.

FLYNN/KROL: *That Council approve the Certificate in One Health in the Western College of Veterinary Medicine, effective September 2016.*

CARRIED

9. Nominations Committee

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

9.1 Request for Decision – Nomination to the Search Committee, Associate Vice-President research

KROL/LARRE: *That Council approve the appointment of Keith Carlson, Department of History, College of Arts and Science; Julita Vassileva, Department of Computer Science, College of Arts and Science; and Volker Gerds, Department of Veterinary Microbiology, Western College of Veterinary Medicine, as the three members of the General Academic Assembly selected to serve on the search committee for the associate vice-president research search committee.*

CARRIED

10. Other business

There was no other business.

11. Question period

The chair invited questions from Council members. There were none.

12. Adjournment

The meeting was adjourned by motion (DOBSON/FLYNN) at 3:50 pm.

Voting Participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Aitken, Alec	P	P	R	P	P	R	P			
Allen, Andy	P	P	R	P	P	P	R			
Andreas, Taylor	A	A	A	A	A	A	A			
Arcand, Jaylynn	A	R	R	P	P	R	R			
Barber, Ernie	R	P	P	P	P	R	P			
Barnhart, Gordon	P	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Baxter-Jones, Adam	P	R	P	P	P	P	P			
Bergstrom, Don	N/A	N/A	N/A	N/A	P	P	R			
Bilson, Beth	P	P	A	R	P	P	P			
Bindle, David	A	P	P	P	R	P	P			
Bonham-Smith, Peta	P	P	P	P	P	P	P			
Bowen, Angela	P	R	R	P	R	P	R			
Bradley, Michael	P	R	P	P	A	P	P			
Brenna, Bev	P	P	P	R	P	P	P			
Brenna, Dwayne	P	P	P	R	P	P	P			
Brown, William	P	P	P	P	R	P	P			
Buhr, Mary	P	R	P	P	R	R	P			
Butler, Lorna	R	A	P	P	A	A	N/A	N/A	N/A	N/A
Calvert, Lorne	A	A	R	P	P	A	P			
Carboni, Matteo	P	A	A	A	A	A	A			
Card, Claire	A	P	A	P	P	P	P			
Chakravarty, Rajat	P	P	P	R	P	P	P			
Cheng, Hongming	P	A	P	A	P	P	P			
Chernoff, Egan	P	R	P	P	R	R	A			
Chibbar, Ravindra	P	R	P	P	A	A	A			
Crowe, Trevor	P	P	P	P	A	P	P			
De Boer, Dirk	P	P	P	P	P	P	P			
D'Eon, Marcel	P	R	P	P	P	R	P			
Deters, Ralph	P	P	A	P	P	P	P			
DeWalt, Jordyn	A	A	A	A	A	A	A			
Dick, Rainer	P	P	P	P	P	P	P			
Dobson, Roy	P	P	P	P	P	R	P			
Eberhart, Christian	A	A	A	A	A	A	A			
Ervin, Alexander	P	A	P	P	P	P	P			
Eskiw, Christopher	P	P	P	P	P	P	A			
Findlay, Len	P	P	P	P	P	R	P			
Flynn, Kevin	P	P	P	P	R	P	P			
Freeman, Douglas	R	R	P	A	R	P	R			
Gabriel, Andrew	R	R	A	A	A	A	R			
Ghezelbash, Masoud	A	P	P	P	P	P	A			
Gill, Mankomal	R	A	A	A	A	A	A			
Gobbett, Brian	A	A	A	A	A	A	A			
Gordon, John	P	R	A	P	P	R	P			
Gray, Richard	P	A	P	P	A	P	A			
Greer, Jim	P	A	P	P	P	P	R			
Gyurcsik, Nancy	P	R	P	R	P	R	P			
Hamilton, Murray	P	P	R	A	R	A	R			
Havele, Calliopi	A	A	A	A	P	P	A			
Hayes, Alyssa	P	P	P	R	P	P	R			
Honaramooz, Ali	A	A	A	P	P	A	R			
Horsburgh, Beth	N/A	N/A	N/A	N/A	N/A	N/A	A			
Huckabay, Alana	A	R	R	P	R	R	R			
Iron, Monica	R	A	A	A	P	P	A			
Jamali, Nadeem	R	R	P	P	P	P	P			
Johnstone, Jill	R	P	P	A	P	R	P			
Julien, Richard	A	A	A	A	P	A	A			
Kalagnanam, Suresh	P	P	R	P	A	R	R			

[illegible]

COUNCIL ATTENDANCE 2015-16

Non-voting participants

[illegible]



Priority Initiatives Announced

During the *State of the University* address at the General Academic Assembly, I announced support for three initiatives in this coming year.

Kenderdine Campus Vision and Site Plan – The Kenderdine campus has been a place for great experiential learning opportunities for our students and a key connection to the larger Saskatchewan community. The campus has been top of mind for the U of S for some years now but we have been unable to find the right partner to help keep the campus open and sustainable. This is why I am committing to the development of a site plan and vision for Kenderdine.

It is my hope that the development of this plan will allow us to attract the financial support and partnerships necessary to keep the campus operating while ensuring the campus continues to contribute to the academic mission of the University.

Student Led Sustainability Initiatives -- There are a number of sustainability initiatives on campus of which we can be proud, but there is always more that we can do in this area. My office will continue working with our excellent Office of Sustainability to better support opportunities for students to work on sustainability issues on our campus and in our communities. It is my hope that this support will enhance the initiatives that our student body is already undertaking and encourage innovation in the area of sustainability.

Next Steps in Truth and Reconciliation – We want to build on the momentum of our Truth and Reconciliation forum this fall to begin to turn our talk into action. I am committing to support for a campus-wide forum to discuss how to move forward as well to initiatives and events that are planned within units and colleges on campus.

Government Relations

As many on Council would know, the federal government announced a new fund that targets investment into infrastructure initiatives for universities and colleges across the country. The Post-Secondary Institutions Strategic Investment Fund (PSIF) is slated to invest \$2 billion into improving research and innovation infrastructure at post-secondary institutions across Canada.

Some quick facts about the fund:

- The Post-Secondary Institutions Strategic Investment Fund supports the Government of Canada's climate change objectives by encouraging sustainable and green infrastructure projects.
- The Government of Canada will cover up to 50 percent of a project's eligible costs. The remaining funding will come from other partners, including provincial and territorial governments and the institutions themselves.
- Institutions that are affiliated or federated with an eligible institution—for example, research and teaching hospitals, research parks, incubators and accelerators—will also be able to apply through the university or college to which they are affiliated.
- The program will support projects that:

- improve the scale or quality of facilities for research and innovation, including commercialization spaces;
- improve the scale or quality of facilities for specialized training at colleges focused on industry needs; or
- improve the environmental sustainability of research- and innovation-related infrastructure at post-secondary institutions and of college training infrastructure

Applications for the fund are coming due in early May and the U of S is well-positioned to move on this process thanks to a robust capital planning process. I am confident that our preparation in infrastructure planning will position us well in this process.

Update on Transition Activities

As I come up to my sixth month as President and Vice-Chancellor, I thank members of the Presidential Transition Committee and specifically would like to thank Michael Atkinson, chair of the committee and Jennifer Robertson, administrative support for the committee. Michael and Jennifer have worked hard over the last year to work with the committee, the board of governors, internal and external stakeholders, and me to ensure I have built connections with as many stakeholders as possible during that period. These include:

Faculty – A series of dinners supported by USFA have provided the opportunity to engage with close to 70 faculty to date. Targeted groups have included newly tenured faculty, department heads and those that excel at our teaching or research missions.

Colleges/Schools – I have visited with 13 schools or colleges, engaging with close to 700 faculty, staff and students. I have been warmly welcomed at each meeting and have enjoyed the different formats each area presented. The conversations have been varied and rich and I hope to continue this tradition well past my 'transition period'.

Students – In addition to interacting with students in the college/school settings I have met with University Student's Council, Graduate Student Association executive and various student groups throughout the year.

The formal transition process ends in June but I plan to incorporate elements of this strategy into my regular activities to ensure I remain engaged with the many stakeholders on campus.

Other Notable Activity Planned this Month

- Travel to Vancouver for alumni and donor meetings
- Travel to Toronto for Universities Canada meetings and meetings with alumni and donors
- Addressing the Saskatoon Chamber of Commerce
- Addressing the Saskatoon PROBUS group
- Bi-Annual University Senate Meeting
- Attending the 2016 U of S Celebration of Teaching Awards

PROVOST'S REPORT TO COUNCIL

April 2016

MESSAGE FROM THE PROVOST AND VICE-PRESIDENT ACADEMIC

Unit Reviews

Following the external review of the School of Public Health, a task force was formed to recommend an institutional response and action plan, which was delivered to me in January. I have since met with the interim executive director, deans of allied colleges, the President's Executive Committee, PCIP, planning and priorities as well as with the faculty and staff in the school to discuss the task force report and potential next steps.

The following actions will now be undertaken:

1. The School of Public Health, led by Interim Executive Director, Dr. George Mutwiri, will develop precise goals, and metrics, for evaluation of progress toward the goals, consistent with the recommendation that "timelines, accountabilities and deliverables must be identified and progress toward the accomplishment of the goals monitored". I have asked that the goals and metrics be developed and they be endorsed by PCIP by June 30, 2016, followed by annual reports on progress.
2. The search for the next executive director of the SPH will be resumed immediately. The successful candidate will be one who embraces the challenge of rebuilding the School of Public Health and who recognizes the expectation of an internal unit review two to three years into their mandate.
3. One of the many important outcomes of the external review and of the task force analysis is a recognition that, while the relationships between the school and the Department of Community Health and Epidemiology are important, there should be no intention or expectation that these two units be merged. As an important step toward embarking on a new and healthy relationship with that department, I have asked that the faculty of the SPH meet with the faculty of the department at the soonest possible time to review the task force report together and to clarify expectations that each has of the other during the upcoming work to refresh the vision of the school, to develop goals, and to recruit the school's next executive director.

The task force report can be found at [SPH Task Force Report](#).

The review of the School of Environment and Sustainability (SENS) was completed in January 2016 and the external review report and other associated documents are available on the office of Institutional Planning and Assessment's [website](#). As well, work is nearing completion on the review of the University Library and is expected to be finalized by the end of April 2016.

Finally, the review of the Johnson-Shoyama Graduate School of Public Policy is underway with the review team site visit scheduled for April 20-22, 2016. During this timeframe, the reviewers will be visiting the University of Saskatchewan and University of Regina to meet with stakeholders at both institutions. The review is expected to be completed in June 2016.

Report on Enrolment

Members of council may recall that we have moved to the practice of providing one detailed report on enrolment in April. The vice-provost, teaching and learning will provide an overview of annualized (year-round) data at the April meeting covering the topics of enrolment targets, student numbers (undergraduate, graduate), and diversity information as well as other items designed to provide a picture of our strategic enrolment management activities. Presentation slides will be made available as part of the minutes. Any questions regarding enrolment can be directed to Patti McDougall (patti.mcdougall@usask.ca).

INSTITUTIONAL PLANNING

Under the direction of the provost, Institutional Planning and Assessment (IPA) is continuing to consult with deans and college financial officers in the move to Responsibility Centre Management. Duplicate workshops were presented March 21 and March 24. Most deans and many college financial officers attended and there is a sense that definite progress is being made in understanding the logistics and underlying policy of Responsibility Centre Management. It is our intention to have the Transparent Activity Based Budgeting System (TABBS) and Responsibility Centre Management fully implemented by 2017/2018.

University Rankings Task Force Report

The provost has received a Review of University Rankings, prepared by the University Rankings Task Force with assistance from IPA. The report presents an overview of rankings, briefly highlights the University of Saskatchewan's performance in the recent past, and presents multiple points for consideration. The considerations are organized into matters relating to U of S's strategies and plans; processes for providing data; tracking results; and raising awareness. The task force concludes that there is "significant potential for our university to improve in rankings moving forward." The task force also notes that our strategies and priorities are consistent with metrics tracked by major rankings; so by continuing to pursue our strategies and priorities, our rankings should improve over time. The review is appended to this report.

Provost's Committee on Integrated Planning (PCIP)

PCIP is responsible to allocate resources to support the academic priorities of the university. PCIP met twice in March. On March 7, PCIP discussed and approved the implementation of the Relationship Management System which is under the direction of ICT with guidance from the vice-provost, teaching and learning. The potential for the Relationship Management System is far-reaching: initially it will be used to guide the university's interactions with students from their first identification as a potential student through to maintaining contact with them as they join the ranks of University of Saskatchewan Alumni. Additionally, one-time funding to support the Catalyst Centre at the Wilson Centre for Entrepreneurial Excellence, and the proposed increases to the Residence and Meal Plan Rates for 2016-17 were also approved.

In advance of meetings of the Board of Governors, PCIP reviews most board items to assure that they are sufficiently developed for board consideration. On March 14, PCIP reviewed board items including the Relationship Management System, University Library Transformation Phase 3 – Closed Access and Decant Space, RenewUS Office and Research Decant Space and the Biology Building renewal. PCIP discussed the Sport Science Laboratory Space proposal and unanimously supported in principle the development of the laboratory space on the 2nd floor of the new ice facility.

COLLEGE AND SCHOOL UPDATES

College of Education

Think Indigenous Education Conference a Success!

The 2nd Annual Think Indigenous Education Conference took place March 16-18th, 2016 in Saskatoon, SK. This conference is hosted by the Indian Teacher Education Program and the College of Education at the University of Saskatchewan.

Think Indigenous started off differently this year with a Think Indigenous Youth Day that was supported by Saskatoon Public Schools. The youth day took place at Nutana Collegiate and opened up the opportunity for youth in grades 9-12 to attend sessions presented by current ITEP students, Michael Linklater, and other Indigenous advocates. Youth Day wrapped up with a Powwow at Bedford Road Collegiate.

The conference showcased the strengths and attributes of Indigenous education to a wider audience as it hosted attendees from across Canada. It aspires to breakdown some existing misconceptions that may surround Indigenous Education.

Keynote speakers at this year's education conference included Indigenous child welfare rights activist Cindy Blackstock, Indigenous human rights lawyer Sharon Venne and University of Regina Education professor Shauneen Pete.

Tim Hortons is coming to the College of Education. The University of Saskatchewan Culinary Services will be closing the Education Café permanently this coming April 2016. We will be replacing the current cafe location with a new Tim Hortons which will be located on the main floor of the Education building.

Dr. Dirk Morrison has accepted a three-year appointment as the Graduate Chair in Curriculum Studies effective July 1, 2016. Dr. Morrison will oversee both the Curriculum Studies and Educational Technology and Design Graduate programs and work with the new Cross-Departmental PhD program in the College of Education. Dirk has many years of experience advising, teaching, and supporting graduate students. Most recently he served as acting Graduate Chair for the University of Saskatchewan's Interdisciplinary PhD program.

Norm Fleury, College of Education elder and special lecturer was featured in On Campus News, "Living Language". <http://words.usask.ca/news/2016/03/04/living-language>

College of Education programming responds to immigration increase:

<http://words.usask.ca/news/2016/03/18/college-of-education-programming-responds-to-immigration-increase/>

College of Pharmacy and Nutrition

#1 in fundraising and #3 in total research income for all Pharmacy Schools in Canada

Our *Association of Faculties of Pharmacy of Canada* Benchmark data is out and we have moved to #3 in Canada in total research income (#1 in the Prairies ahead of UBC, UofA, Manitoba) and #1 in fundraising (realized donations). Congratulations!

Marketing medicine: Collaboration between Edwards School of Business and Pharmacy



The most important rule of marketing is to know your audience.

That is something Carla Guedo (BSP, 2005), owner of the Medicine Shoppe Pharmacy in Place Riel, learned when she commissioned a team of bright young business students to draft a marketing plan for her.

Specifically, the students were a part of professor Barb Phillips' Integrative Marketing Communications class, a fourth-year course in the Edwards School of Business. Student groups work collaboratively on marketing and advertising plans for a client Phillips chooses— typically a small business or not-for-profit in the community. The students present their thorough plans to the client, who picks the best one—that is, the one the client feels represents their business the best. The plan is then adopted and executed by the client's business, giving students a taste of the marketing world before they have their degrees in hand.

From Phillips' point of view, a project such as this is an experiential learning opportunity that prepares students for a career in marketing. The kinds of issues they encounter, she explained, such as deciding where to advertise and how much to budget, “are really good because they're real. And when they graduate, they will be doing those same things. It's a real-world problem they're solving.”

Rising to the challenge: Winning National Competition



A U of S student team recently won top prize at the National Health Care Team Challenge, a Canada-wide case competition for students in the health sciences.

The team—consisting of students from pharmacy and nursing, nutrition, veterinary medicine and physical therapy, as well as a patient advocate and team advisor—travelled to Halifax for the national competition this past weekend, just six weeks after the [provincial competition](#).

The team was ultimately successful in presenting a plan of action that was interprofessional and focused on patient-family centered care. They did this by working collaboratively and applying their skills, knowledge, values and attitudes to their problem-based case.

OFFICE OF THE VICE-PRESIDENT RESEARCH

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



MEMORANDUM

TO: Ernie Barber, provost and vice-president academic

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

DATE: April 10, 2016

RE: **Task Force Report on the Review of the School of Public Health**

The planning and priorities committee was first made aware of the external reviewers' recommendations about the School of Public Health on April 29, 2015, and shortly thereafter the external reviewers' report and your response were posted on the university website. The conclusion reached by the external reviewers was that the university cannot maintain two separate public health units. The school's collaboration with other units has been troubled, and the school was unable to put in place the incentives to attract collaboration with other stakeholders. A fundamental principle of the interdisciplinary schools was that they would be a locus where colleges would want to invest to achieve outcomes that would not be possible within a college structure.

Other observations at that time were that the Master of Public Health (MPH) program has achieved rapid growth as a professional program and placed a large teaching load on junior faculty. The school's singular focus on its professional MPH program has hampered progress toward its research goals. As the MPH is focused on international students and international work, the areas of national public health and Aboriginal public health have not advanced at the same pace.

At that time, the planning and priorities committee noted that revisiting the original vision for the school was a critical first step for the consideration of the future of the school. Members noted that as resources are scarce, sound decisions would be required regarding the investment of additional resources in the school.

Subsequent to the release of the external reviewers' report, you informed the planning and priorities committee that you had constituted an internal task force to review the report and consult with stakeholders across campus to identify a set of recommendations to guide the next steps for the school.

On March 23, 2016, the planning and priorities committee discussed the recommendations of the task force. The committee agreed with these recommendations as a logical next step for the school. It was clear to the committee, as it was to the task force, that the school in its current form is not sustainable. The school needs to be re-oriented towards its initial mandate and work on developing and maintain good and strong relationships with other departments and units on campus and with external health agencies. It is also crucial that

the school re-foster internal joint appointments to better advance its teaching and research outcomes.

Members agreed with the perception that the original conclusion reached by the external reviewers that the university cannot maintain two separate public health units was hasty given that the reviewers did not consult sufficiently with the Department of Community Health and Epidemiology. The School of Public Health and the Department of Community Health and Epidemiology have sufficiently different academic mandates and neither unit has a desire to merge with the other; therefore, such a merger would be unsuccessful and resisted internally. With the realization within the school of the importance of returning to its original mandate and vision, the appointment of a new executive director who is aligned with this vision, a new enrolment plan, and regular feedback on the progress of the school on its efforts to engage with other academic units, external health agencies and community-based organizations, the school has the necessary foundation to re-orient itself. The committee noted that although the school may not have achieved its original objectives, educational directions can change quite quickly.

Although the committee supports the recommendations made by the task force, there was some skepticism expressed about whether or not the school will be able to achieve its mandate. If the school is unsuccessful in meeting its original mandate and vision, the committee acknowledges that the university will need to support the academic commitments made to students, faculty members, and researchers but move their activities into another unit.

On behalf of the committee,



Lisa Kalynchuk, chair
Planning and priorities committee of Council



A Review of University Rankings



Prepared by:
University Rankings Task Force

[March 9, 2016]

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INTRODUCTION

It goes without saying that the University of Saskatchewan strives to be accountable to its stakeholders. Part of that accountability is to pay attention to what matters to stakeholders and what their perceptions are about our university. Whether you believe that university rankings provide an accurate perception of universities or not, they are important to us because they provide an indication of how we compare with our peers while having an influence on stakeholder opinions about us. Therefore, it is important to understand how rankings work, what they mean and how their results can be affected. The intent of this report is to provide insight in this regard.

Over the past decade there has been considerable activity pertaining to the ranking of universities around the world. This activity continues to gain prominence as more organizations attempt to provide their interpretation of where universities rank, which may or may not reflect the value and/or performance of any given university. This potentially inaccurate representation can definitely create a level of frustration for a university. Indira Samarasekera (former President of the University of Alberta) provides an interesting overview of the evolution of rankings:

Put a group of university presidents together in one room and it won't take long for the conversation to turn to that pesky thorn that is now firmly entrenched and slowly festering in our sides: national and international university rankings. In the beginning, when these rankings were largely compiled by media outlets such as *U.S. News & World Report* or *Maclean's* to attract consumers to special features focused on the pros and cons of campuses in the U.S. or Canada, the thorn barely touched us with a glancing scratch. Over time, however, the annual scratch became more and more insistent and harder to ignore. Now rankings are nasty and barbed thorns with the capacity to hobble — sometimes disastrously so — otherwise healthy, high-functioning institutions of higher learning. And they're here to stay.¹

Put a group of university presidents together in one room and it won't take long for the conversation to turn to that pesky thorn that is now firmly entrenched and slowly festering in our sides: national and international university rankings.

Indira Samarasekera
Former President and Vice-Chancellor,
University of Alberta
(2005-2015)

Rankings are regularly referenced by key stakeholders such as students, parents, alumni, employers, government officials and the media because of the indication they intend to provide on the quality and performance of any given university. There is an element of intrigue associated with the rankings; especially if they are favourable to our institution. Of course, the University of Saskatchewan appearing near the top of a rankings list can create a level of satisfaction, interest and pride for anyone associated with our university. Alternatively, placement at or near the bottom of a ranking can have the opposite affect and cause campus leaders to raise important questions about why we might be placing low, what the contributing factors are that determine our placement, and what we can do about it.

¹ <https://www.insidehighered.com/views/2011/07/12/what-global-rankings-ignore>

One of the many consequences of university rankings is that they can stimulate conversation within an institution about performance, accountability, reputation, and so on (for example, we are well-aware that media outlets will gravitate to an easy story on “why university X dropped in ranking Y”). Due to their somewhat complicated or opaque methodologies, there are many different perspective on how university rankings are conducted and what their results imply. Are the results actually indicative of university performance? Do they represent a valid comparison from one university to the next? Can we trust what the rankings are saying? Are aggregate rankings meaningful? Lack of understanding of these questions can impact the value and credibility placed on rankings by various stakeholders. In fact, the results can cause issues for individual institutions by not acknowledging their successes in particular areas of focus. As David Naylor (former President of the University of Toronto) observes: “I learned to be wary of aggregate rankings of institutions. Imagine a hospital that was superb at heart surgery but had a mediocre obstetrics program. The combined rating for these two programs would be useless for heart patients and expectant women alike. It’s much the same when complex universities are reduced to a single score.”² While rankings may actually complicate the ability for institutions to communicate their value and placement nationally and/or internationally, they continue to gain prominence in mainstream media, and by extension, become a contributing factor to opinions formed by stakeholders about our institution.

I learned to be wary of aggregate rankings of institutions. Imagine a hospital that was superb at heart surgery but had a mediocre obstetrics program. The combined rating for these two programs would be useless for heart patients and expectant women alike. It’s much the same when complex universities are reduce to a single score.

David Naylor
Former President, University of Toronto
(2005-2013)

57% of international student applicants and 33% of Canadian applicants to the U of S had taken rankings into consideration when choosing where to apply.

University and College
Applicant Survey
Academica Group (2012)

Perceptions of our university and how we rank can impact the decisions of various stakeholders as to whether or not they are interested in engaging with our university. In some cases, foreign governments will choose to provide funding to their students based on the ranking of the university they are planning to attend. For example, the Brazilian government initiated a national scholarship program with a goal of sending roughly 75,000 students and researchers to some of the world’s best institutions – determined based on their position in global rankings³. Another example involves India’s University Grants Commission and their effort to ensure quality by requiring any foreign university wanting to partner with Indian universities to be ranked among the top 500 in the world⁴.

² <http://www.universityaffairs.ca/opinion/in-my-opinion/the-trouble-with-university-rankings/>

³ <http://www.nature.com/news/2011/110804/full/news.2011.458.html>

⁴ <http://timesofindia.indiatimes.com/home/education/news/Foreign-universities-should-be-among-top-500-for-tie-ups-with-Indian-partners-UGC/articleshow/13747151.cms?referral=PM>

With respect to students, we know that rankings are referenced to assist in decisions on which university to apply for. A survey conducted by the Academia Group in 2012 indicated that 57% of international applicants and 33% of Canadian applicants to the U of S had taken rankings into consideration when choosing where to apply. Also in the survey, international applicants rated the importance of rankings 5.5 out of a 7-point scale while domestic students gave a rating of 4.6, confirming that rankings are taken into account by prospective students.

Finally, there are cases where some employers will only review applicants from highly ranked institutions or programs based on the actual or perceived quality of the educational background of the applicant. An example of this is when Twitter Inc. was recruiting computer science graduates for its Vancouver office with the requirement that the applicant's degree had to come from one of the world's top 100 universities as defined by university rankings⁵. As all of these examples suggest, there is general awareness that rankings are perceived to provide an indication of institutional reputation and performance (accurate or not). As such, we need to understand how rankings work, what they mean and how our position in them could potentially change. Before doing so, it is essential to provide an overview of the major rankings agencies that currently exist and how the University of Saskatchewan has fared in them over the past few years.

AN OVERVIEW OF UNIVERSITY RANKINGS

There are a number of organizations that produce a ranking of universities on an annual basis. Many of these agencies set out to provide an international ranking of universities while some are focused on ranking institutions nationally. The first global ranking of universities was launched in 2003 by the Shanghai Jiao Tong University, called the Shanghai Academic Ranking of World Universities (or ARWU). Since then, a number of other agencies have gained prominence in producing global rankings with the most prominent being the Times Higher Education World University Rankings (THE) and the Quacquarelli Symonds (QS) World University Rankings. Although the ARWU, QS and THE rankings command the most attention, there are other rankings results commonly referenced as well such as those provided by U.S. News and World Report, U-Multirank, Scimago and Leiden, to name a few.

Prominent University Rankings Include:
Maclean's
Research Infosource
Academic Ranking of World Universities (ARWU)
Quacquarelli Symonds (QS)
Times Higher Education (THE)

Nationally, the most well-known source for university rankings is published annually by Maclean's magazine. Since 1992, Maclean's has provided separate rankings of the top medical-doctoral

⁵ <http://www.universityaffairs.ca/news/news-article/university-rankings-gain-influence-despite-obvious-drawbacks/>

universities⁶, top comprehensive universities and top primarily undergraduate universities. The other popular national ranking initiative is provided by Research Infosource in their annual publication of the top 50 research universities in Canada (based on research revenue only).

It is important to note that no particular ranking is seen as superior over the other. David Turpin, the current President of the University of Alberta points out that “no ranking is perfect, but we look at them and it forces us to ask questions.”⁷ While each ranking agency and methodology has its differences, there is commonality among all of them with respect to their reliance on research performance and academic reputation to determine ranking results⁸. Other factors contribute to the results as well but not to the same extent as research and reputation. The table below summarizes the weighting of these components on the overall ranking results.

Ranking	Research	Reputation	Other
ARWU	100%	0%	0%
QS	20%	50%	30%
THE	47%	33%	20%
Maclean's	30%	15%	55%
Research Infosource	100%	0%	0%

Of these, the Maclean's rankings place the least amount of focus on research and reputation (but at 45%, still a major focus); an important consideration given that this is the primary Canadian university ranking initiative and likely one that our university may emphasize improvement in. More discussion on the thought of establishing goals on which rankings we should/could strive to improve in is presented in the considerations below.

OUR PLACE IN THE RANKINGS: LEADING UP TO 2014

The University of Saskatchewan is included in all of the major global and national rankings initiatives that are currently produced, albeit in the recent past our rank has been far from stellar. For example, from 2012 to 2014, our university experienced a declining trend in every major ranking that was published. Further to this, we were at or near the bottom of every ranking in comparison to our U15 peers. The set of graphs on the next page provide an illustration of this.

From 2012 to 2014, the U of S experienced a decline in every major ranking.

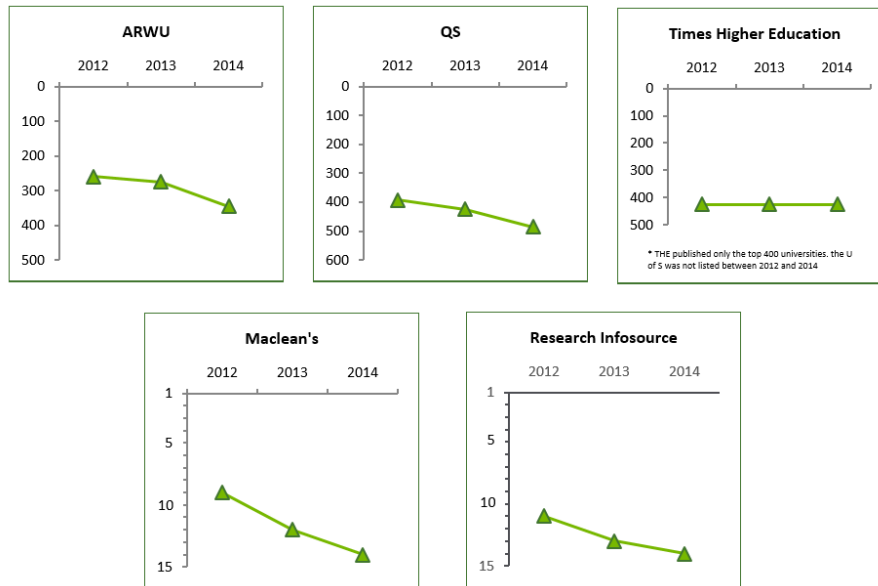


⁶ This category contains every U15 university except for the University of Waterloo, which is included in the comprehensive category. Université de Sherbrooke is not part of the U15 but is included in the medical/doctoral category.

⁷ <http://www.macleans.ca/education/best-of-the-best-introducing-the-2016-macleans-university-rankings/>

⁸ Research performance generally refers to publications, citations, faculty awards, Tri-Agency activity and total research revenue while reputation scores are derived from responses to surveys administered by the ranking agencies.

Ranking Results for the University of Saskatchewan (2012-2014):



There are a number of factors that contributed to the decline over this period. Major factors include:

- Impact on reputation:

The events experienced by our university during and subsequent to our program prioritization exercise likely had a negative effect on our reputation. Leading up to 2014, we experienced a decline in our reputational scores in the various rankings instruments. In fact, our Maclean's reputational ranking dropped so sharply between 2013 and 2014 (from 9th to 14th) that it caused Maclean's to review and test their methodology to ensure it was not flawed. According to Maclean's, it was uncommon for a university to see a change of that magnitude on their reputation indicator from one year to the next.

Between 2013 and 2014, our Maclean's reputational ranking dropped from 9th to 14th (out of 15).

- Decrease in research intensity:

The Research Infosource Top 50 Research Universities ranking was based entirely on total sponsored research income, and our decline in this ranking between 2012 and 2014 was a direct result of decreasing funding over that time (dropping from \$203 million to \$158 million from 2011 to 2013) while the funding of many of our peers remained strong.

- Additional universities included in rankings:

Agencies like QS and THE routinely add to the pool of universities included in their rankings. The addition of new institutions that "perform" better than us can result in a decline in our ranking from one year to the next...even if our own performance did not falter. Quite simply, the more universities involved in the assessment, the more difficult it can be to score well in the ranking.

- Changes to ranking methodologies:

On some occasions, ranking agencies will change components of their methodology for various reasons. For example, in 2014, Maclean's removed two indicators that we generally ranked high in (total library holdings and library holdings per student). The elimination of these indicators contributed to our lowered ranking.

The decline we experienced over the 2012-2014 period was a significant catalyst for the creation of the Task Force on University Rankings in 2015. This was an initial step towards a more active approach by our university to understand rankings more effectively.

THE TASK FORCE

The primary objective of the task force was to gain a more thorough understanding of how university rankings are conducted and to provide insight on how the University of Saskatchewan may be able to reverse the decline we were experiencing. Specifically, the task force set out to:

- assess U of S strategies and plans that have a direct correlation to university rankings areas of focus in order to identify how advancing on our priorities could positively impact our performance in one or more university rankings;
- review our internal processes and tactics that relate in any way to data/information used by ranking instruments to determine if opportunities exist for ensuring that the data are accurate, reliable, and representative of U of S activities;
- evaluate the numerous rankings initiatives that exist to determine their importance and/or relevance to the U of S and hence worth tracking on a go-forward basis; and,
- determine how information on university rankings can be disseminated to campus stakeholder for the purpose of raising awareness on how these ranking instruments work and the impact of the annual results on other U of S activities.

The task force membership consisted of the following individuals:

- Patti McDougall, Vice-Provost, Teaching and Learning
- Ivan Muzychka, Associate Vice-President, Communications
- Julian Demkiw, Chief of Staff, Office of the President
- Lisa Kalynchuk, Professor (College of Medicine) and Chair of the Planning and Priorities Committee
- Rainer Dick, Professor (College of Arts and Science) and member of the Research, Scholarly and Artistic Work Committee
- Kathryn Warden, Director, Research Profile and Impact, Office of the Vice-President Research
- Laura Zink, Director, Strategic Research Initiatives, Office of the Vice-President Research
- Troy Harkot, Director, Institutional Effectiveness (task force facilitator)
- Jen Robertson, Communications Officer, Institutional Planning and Assessment (resource)
- Nelson Chen, Research Analyst, Institutional Planning and Assessment (resource)

Based on the research, analyses and discussions of the task force, a number of strategies and tactics for understanding, monitoring and influencing rankings were identified for consideration. These are articulated in the next section. It is important to note that many of the considerations below would benefit from the continued interest and/or involvement of various task force members in some capacity (e.g. the potential initiation of sub-committees or further analyses to focus on aspects of our institution's research or reputation, etc.).

CONSIDERATIONS

University rankings are not only here to stay, they continue to gain popularity within mainstream media. Undoubtedly, we would all share a heightened level of satisfaction if our university's ranking improved in any way. That being said, if their results are calculated "behind the curtain" and if their methodologies are an enigma, how can we work to better understand how to positively impact our placement in them? How can we ensure that our leaders are provided with the knowledge, support and tools necessary to make informed decisions that could have a positive impact on our rank?

It begins with education. This involves educating ourselves as much as possible on the information used by rankings, how the information is considered or "weighted" and how it may impact ranking scores. If we know this, we will have a clearer understanding of how our university's strategies, plans, and activities relate to the areas of focus associated with rankings processes. It also involves educating our external stakeholders (alumni, media, government, general public, etc.) on our endeavours and successes in an attempt to enhance our reputation and improve our brand, both nationally and globally. The key message embedded in this report is that we must shift our focus on rankings from being "passive" to being "active". That is, change our approach from ignoring how rankings work or what they say about our university, to one where we actively set out to understand the rankings, the data/information used as inputs, the indicators of performance to determine results, and how our institutional strategies and processes relate to rankings.

The work of the task force resulted in a number of action items to be *considered* by our university leadership that can lead to improved awareness (e.g. impact of our goals/strategies on rankings), better tracking (e.g. data submissions and results) and more effective communications (e.g. stakeholder engagement and media presence) of rankings...and with this, perhaps an improved position in the rankings moving forward. The ten considerations presented below are organized by the four objectives (mentioned above) that guided the work of the task force. Of them, it is worth mentioning that the next section pertaining to how our strategies and plans relate to university rankings would have the most significant impact on our ability to improve our university's rank, primarily because of our interest in improving our research and reputation.

OUR STRATEGIES AND PLANS AND THEIR CORRELATION TO UNIVERSITY RANKINGS

Since movement (up or down) in rankings is based on activity in particular areas, we should be motivated to advance our university plans and goals in those areas if we want to improve our rank, but only if it makes sense for us to do so. Over the past 15 years, we have established a set of strategic directions and three multi-year institutional plans in an attempt to establish and advance our university's teaching and research agendas. It is important to note that progress on our strategies could translate into potential improvement in rankings. For example, by continuing to:

- *attract and retain outstanding faculty*, we can increase the proportion of faculty with highly-cited publications or award-winning research or teaching activity, which could lead to improved scores in most of the major university rankings.
- *increase our campus-wide commitment to research, scholarly and artistic work*, there is potential to significantly improve our ranking in all of the major rankings because of the substantial focus each ranking places on research performance.
- *establish the U of S as a major presence in graduate education*, we would increase the number of doctoral degrees awarded and further our research performance and potentially improve our scores in the rankings, particularly THE and U.S. News since they focus on Ph.D. graduates.
- *recruit and retain a diverse and academically promising body of students*, there is potential for international student enrolment to increase and student satisfaction scores to improve perhaps increasing our rank in Maclean's, QS and THE.

A prominent theme in the above strategies is the potential for improving our research performance. Unfortunately, the same focus does not exist for teaching and learning since these are ignored or only marginally considered by rankings because they aren't easily measured or quantified on an international scale. This highlights a limitation of rankings given that they don't fully take into account both research and teaching, nor the important ways that learning and discovery support each other in the best discovery-led universities such as our own. That aside, with respect to research, there is a correlation to our ability to advance our research agenda and our ability to move up in the rankings. Because research performance impacts all of the rankings results significantly, no other area of activity would have as great an impact on our ability to improve our rank. However, ranking indicators based on research activity can be the most difficult to influence so it would be valuable for us to identify which indicators are used for tracking research (i.e. publications, citations, highly-cited researchers, research income, etc.) and make them available to our campus leaders so progress can be monitored and potential goals/targets can be established. As management consultant Peter Drucker famously said: "what gets measured gets improved".



Since research performance is a significant factor in all university ranking initiatives, we should define and publish a set of indicators (that are used in rankings) to monitor our research activity, establish performance targets/goals and compare our progress with our peers.

In addition to continuing to focus on research activity, we must also consider how to support and incentivize our faculty in their research endeavours. Research goals set by the academic units should be clearly understood by faculty so that they are aware of how they can contribute to the research mission, hopefully with the motivation and vigor to do so. These goals should be referred to often by university processes for unit, leader and faculty member reviews.



Our regular review processes should acknowledge how research performance connects to our strategic initiatives and by extension, our global ranking.

The importance of advancing the university's research goals should be engrained in all of us. Successes should continue to be celebrated and supports provided to improve low performance. Attracting top faculty/researchers to our university can advance our research agenda substantially and focus on retaining talented faculty should be paramount. If a prominent scholar leaves the U of S, it can have negative implications for the whole institution; impacting both our progress towards our goals and potentially our ranking.

Knowing how our activities impact our rankings is key to our ability to improve our ranking moving forward. We need to consider the indicators tracked by various rankings to determine which best align or are most appropriate for our institution. For example, ARWU places the most emphasis on research activity, QS is most influenced by reputational scores, while Maclean's represents the most popular ranking of Canadian institutions and focuses more on student activities than other rankings do. The first question is: in which ranking(s) do we want to improve our position? The second question is: how?



While we want to experience improvement in any rankings initiative, we should consider setting objectives about where our desired placement would be in the major university rankings.

If we want to make a deliberate attempt at improving our place in rankings, we should identify which rankings results matter to us, where we want to be nationally or globally and where we want to be relative to our U15 peers. For example, the highest rank we have ever achieved in Maclean's is 9th out of 15 (since they established their category of 15 medical/doctoral universities)...do we want to aim higher? Upon setting objectives for our place in rankings, we could then actively monitor the rankings and our peer universities performance in them to determine where and how they have achieved success in particular areas (e.g. Queen's ranking in Maclean's compared to ours).

The highest rank we have ever achieved in Maclean's is 9th out of 15...do we want to aim higher?

To do this properly will require a dedicated assignment of analytical resources. The office of Institutional Planning and Assessment (IPA) has been studying and reporting on ranking results for a number of years (available on IPA's website) but, as mentioned above, this activity has been somewhat passive in nature rather than aggressively focusing on how and where we

could potentially outperform our peers. Improving our placement in rankings will involve a shift in how we approach the study of rankings to be one where analyses and research on rankings is provided to campus leaders on a regular basis rather than after rankings are released.



We should adjust our approach to the study of university rankings from passively reporting on results to actively studying how our placement could be improved.

IPA is well-positioned to assume a lead role in implementing consideration #4 with existing staff resources and collaborations with campus colleagues who are collectively motivated to place higher in the rankings. In fact, this report and all of the considerations presented within, is the beginning of the change in our approach to consider ways of improving our position in university rankings.

OUR PROCESSES FOR PROVIDING DATA TO RANKING AGENCIES

Rankings are calculated based on information gathered on each institution; predominantly in the areas of research activity and reputation. Much of this information is retrieved from third party sources (e.g. Web of Science for bibliometric research data or a reputational survey conducted by the agency, etc.). However, universities are required to submit data on various activities as well, which does have some impact on the results. Before 2015, our approach was to simply attempt to comply with the guidelines and definitions provided by the ranking agencies without attempting to align to our own definitions or ensuring that the data we were submitting was representing our institution in the best way possible. We can do better.



We should take a proactive approach to review, on an annual basis, the processes and definitions associated with data submitted to ranking agencies.

This consideration was implemented during the work of the task force in 2015. It involved reviewing our various data submissions and revising our processes to create better alignment between our institutional data definitions and those provided by ranking agencies. From this, improvements were identified in our data submission processes for a number of our indicators (e.g. count of our faculty) which impacted our 2015 rankings in a positive manner (e.g. improvement in QS indicators pertaining to faculty/research activity causing us to move up from 481-490 to 451-460). However, there is still more we can do in this regard. For example, further work is required to review how our student and human resource systems capture data that is used in rankings such as citizenship information about our faculty and students. Better information on our proportion of international faculty and/or students would benefit us in the rankings. Another example involves analysis of the data that is tracked by other third party sources such as Statistics Canada or bibliometric databases such as Web of Science or Scopus to ensure University of Saskatchewan activity is accurately reflected.

Changes to our data submission processes contributed to an improvement in our QS ranking from 2014 to 2015.

TRACKING UNIVERSITY RANKINGS RESULTS

The IPA has been tracking our university's placement in five popular university rankings (ARWU, Maclean's, QS, Research Infosource and THE) for the past few years. The extent of this tracking was to monitor how the rankings were conducted and to provide briefings on the results that were shared with various campus stakeholders and posted to the IPA website. In its discussions, the task force acknowledged that there continues to be an increase in the number of rankings that are published and that it is important to be aware of our placement in the ones we deem to be most important/influential.



We should monitor, track and publish information on major university ranking initiatives because any of these results can be referenced by prospective students, faculty or researchers. We need to be aware of how we are perceived and positioned, both nationally and globally, in any set of ranking results.

Providing enhanced information on major university rankings will allow us to be more informed, more aware, and more able to engage in discussions about our position and attempt to be a leading research-intensive university. Our stakeholders will have a better sense of each ranking's areas of focus and how those might relate to our own strategies, plans and accomplishments. Much of this work will be available on a revised university website that will include insightful briefs, interactive tools and meaningful content that can be reference by our stakeholders for various purposes. This will be part of our "online strategy" that is discussed below.

RAISING AWARENESS ABOUT UNIVERSITY RANKINGS

It is likely that many of our stakeholders have some understanding of university rankings. However, there is a risk that some of this knowledge may be inaccurate, sparse or uninformed which can lead to a lack of clarity about how they work and our position in them. This is especially important when annual rankings are published and newsworthy stories arise about a rise or drop in the rankings. We need to be self-aware about how our university is perceived and with this, be ready to react and respond to stakeholders (e.g. media) on our placement in rankings and whenever possible, be proactive in the anticipation of the release of new rankings. There are four considerations offered in this section to aid us in this regard.



An online strategy is essential for educating our stakeholders about rankings. Raising awareness on how rankings are derived, the areas they focus on and how we have placed year-over-year will inform our discussions on institutional strategies and plans. The strategy includes the creation of a dedicated website with all content/communications related to rankings made available to stakeholders.

Consideration #7 strives to incorporate all references and materials relating to rankings to an online location that can be referenced by our stakeholders. This website would build on existing content developed by IPA and would include the following:

- Fact-sheets or briefing notes describing each rankings instrument and result;
- Interactive (visual) modules to allow users to compare and contrast results of each rankings instrument;
- Calendar of events showing when rankings results are published; and,
- Ability for stakeholders to provide comments and/or submit questions.



#8

An efficient and effective communications process should be implemented (involving the relevant campus units) to ensure we are proactive with our key messages relating to newly released ranking results.

A proactive approach will allow us to aggressively promote any successes realized from a particular set of rankings and/or respond to negative results or feedback arising from the release of rankings. This process would involve collaborations between U of S communications, vice-president's offices and IPA and would establish clarity of roles and expectations for analyzing and responding to rankings.

Consideration #9 directs our attention to improving our communications with external stakeholders. As mentioned above, rankings rely heavily on indicators pertaining to university reputation. Strategic, targeted and ongoing communications to stakeholders that may be involved in responding to ranking surveys about our reputation will provide them with more insight on various initiatives underway at the U of S, which could potentially lead to improved reputation scores in the rankings.



#9

Attempt to improve our reputation through strategic, targeted communications with alumni, employers, research partners and high school counsellors on a regular basis.

In keeping with a proactive approach to raise awareness, consideration #10 suggests that an added responsibility of IPA's tracking of rankings should be to remain available to consult on university rankings with any campus unit or committee (at the request of the unit or committee). Knowledge of rankings can inform how we recruit faculty and students, motivate our research agenda, collaborate with stakeholders to manage our reputation, and so on.



#10

Discussions or presentations about university rankings should occur regularly with various campus committees or units to ensure we remain actively aware of how our actions could impact rankings (e.g. enhanced research performance) and how rankings can impact our actions (e.g. student/faculty recruitment).

Collectively, the considerations in this section aim to inform our stakeholders about our institution – its successes and/or where it continues to strive to succeed in its teaching and research activities. This

can have a direct impact on how our university is perceived and could potentially lead to improved reputation scores in rankings and ultimately, improvement in the overall rankings.

OUR PLACE IN THE RANKINGS: 2015 ONWARD

As mentioned above, one of the strategies identified early in the work of the task force was to conduct a review of our existing processes for submitting data to external ranking agencies in an attempt to ensure that our submissions are accurate and representative of our activity while adhering to the rules and guidelines established by each ranking agency. This strategy was deployed for the data submissions in 2015 and likely contributed to the upward trend we experienced this past year, as illustrated in the table below:

Ranking	2014	2015	Trend	Note
Maclean's	14 th	13 th	↑	Out of 15 universities
QS	481-490	451-460	↑	Out of about 850 universities
Research Infosource	14 th	11 th	↑	Out of 50 universities
ARWU	301-400	301-400	—	Out of about 1,200 universities
THE	401-500	401-500	—	Out of about 800 universities

With respect to the THE results, our overall placement remained the same (in the 401-500 category) but we actually improved in all five categories associated in this ranking but because they rank any university that placed greater than 400 in bands of 100, we are not able to see if/how we moved between 401 to 500, but we are able to see that our scores improved compared to last year.

CONCLUDING THOUGHTS

While we experienced a reverse in the decline of our ranking in 2015, there is still significant potential for our university to improve in rankings moving forward. We are committed to being one of Canada's top discovery-led universities and rankings should reflect that we are that kind of university. To advance our position in the rankings will involve raising our collective awareness on the topic by embarking on a proactive approach to studying, understanding and monitoring rankings initiatives so that we can leverage this knowledge in discussions on university plans and strategies. The considerations listed in this document have the potential to set in motion initiatives that could result in improved ranking scores. With this, the report calls on us to begin a shift on our focus on university rankings to one where we are actively aware of our impact on the results and their impact on our stakeholders. Ultimately, we need to remain committed to continuing to advance our university's strategies and priorities as this would ultimately have a positive impact on our research performance and reputation – two key areas that rankings pay attention to.

INITIATIVES

U of S Images of Research Competition Launched

The Office of the Vice-President Research launched the second annual U of S Images of Research competition at the end of March, following up on the hugely successful inaugural competition last year. Faculty, students, staff and alumni were invited to submit their most striking research images along with descriptions of their work. Winners of the competition will be announced soon. For more information, visit:

<http://research.usask.ca/images-of-research.php>

ILO to Host Canada's First Ever Agriculture Themed AUTM Partnering Forum

On September 29th 2016, the Industry Liaison Office (ILO) is organizing Canada's first ever Association of University Technology Managers (AUTM) partnering forum in focusing on food processing and crop production. The ILO has partnered with the University of North Carolina, University of Alberta, University of Manitoba, AgWest Bio and leading global agriculture businesses including BASF and Syngenta to style an attractive program. This event will highlight the university's advanced agriculture research capacity to strengthen and create sustainable partnerships with local, regional and international industry partners within the Agriculture Sector. This forum will provide an opportunity for Technology Transfer Professionals from North American Universities to build relationships between research and business leaders in global agriculture. Participants will learn about current industry trends and will have an opportunity to network with one another to create innovative solutions for agriculture businesses. This will also serve as a platform to showcase the university's global stature as a research leader in food processing and crop production. AUTM is the largest non-profit organization which supports the global academic technology transfer profession through education, professional development, partnering, and advocacy.

UnivRS Launched a Funding Opportunities Database

The University Research System (UnivRS) team has launched a research funding opportunities database. This searchable database allows faculty, staff and students locate over 600 internal and external funding opportunities to support their research, scholarly and artistic works – totaling over \$50M. To access the database visit:

<http://univrsapp.usask.ca/converis/publicweb/>

3MT Competition Winners Announced

The U of S Graduate Students Association, in conjunction with the College of Graduate Studies and Research, held the second Three-Minute Thesis (3MT) competition on March 2nd 2016. The 3MT competition is an exercise to cultivate students' academic presentation and research communication skills. The competition supports their capacity to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience. The winners were announced:

- **1st Place \$1,000 - Melanie Gallant**, PhD student in Toxicology: *"A Growing Silence in the Night: examining the role of environmental contaminants in global frog population declines"*
- **2nd Place \$500 - Farah Deebe**, MSc student in Electrical Engineering: *"Next Generation Solution for GI Tract Disease Management"*
- **3rd Place \$200 - Nikita Nogovitsyn**, MSc student in Health Sciences: *"Neurogenesis in Epilepsy"*

Charlie Clark – City Councillor (Ward 6), Sheryl Harrow – Executive Director of READ Saskatoon, Ijeoma Udemgba – Executive Director of International Women Saskatoon, and Rachael Kenny – Marketing and Communications Specialist were the four external judges who evaluated the presentations. Each 3MT winner will go on to represent the U of S at Western Regional Competition at the University of British Columbia, Okanagan Campus in Kelowna on April 29th 2016.

FUNDING SUCCESSSES

NSERC Strategic Partnership Grants for Projects

- **Markus Hecker** (School of Environment and Sustainability) received \$725,070 for the project *"Advancing Environmental Risk Assessment of Selenium (ERASe)"* with additional support from Stantec Consulting Ltd., Nautilus Environmental, British Columbia Ministry of Environment and Contango Strategies Ltd.
- **Jerzy Szpunar** (Department of Mechanical Engineering) received \$345,030 for the project *"Texture in Manufacturing Pipeline Steels for Service in Sour Environment"* with additional support from CANMET and Evraz Inc NA.
- **Jerzy Szpunar** (Department of Mechanical Engineering) received \$443,391 for the project *"Safer Fuel and Cladding for Future Nuclear Reactors"* with additional support from Candu and Compute Canada.

SHRF Collaborative Innovation Development Grant

Twenty-five applications were submitted from the U of S and thirteen of them (52%) were approved. Overall, SHRF received 38 applications in this competition and was able to fund 21 projects (55%). The thirteen U of S projects are:

- **Deborah Anderson** (Division of Oncology) received \$40,000 for the project *"Identification of New Biomarkers for Breast Cancer"*.
- **Cathy Arnold** (School of Physical Therapy) received \$39,763 for the project *"Does Fall Arrest Strategy Training (FAST) Added to a Fall Prevention Program Improve Physical Capacity to Prevent Serious Fall-Related Injury to Older Women? - A Pilot Study"*.
- **Francisco Cayabyab** (Department of Surgery) received \$40,000 for the project *"Impact of Pro-inflammatory Blood-born Intruders on Neuronal Survival in Animal Stroke Models"*.
- **Mark Eramian** (Department of Computer Science) received \$40,000 for the project *"Novel Methods for Computational Risk Assessment of Thyroid Nodules in Sonographic Images"*.
- **John Gordon** (Division of Respiriology, Critical Care and Sleep Medicine) received \$40,000 for the project *"Cellular Therapy for Atopic Dermatitis"*.
- **Janet Hill** (Department of Veterinary Microbiology) received \$39,430 for the project *"Redefining the role of Gardnerella Vaginalis in the Vaginal Microbiome"*.
- **George Katselis** (Department of Medicine) received \$40,000 for the project *"Examining the Development Origins of Kidney Disease in Infants of Diabetic Mothers Using Urine Proteomics"*.
- **Joshua Lawson** (Department of Medicine) received 39,975 for the project *"Predictors of Health Care Utilization and Patterns of Medication use Among Children with Asthma"*.
- **Jeremy Lee** (Department of Biochemistry) received \$40,000 for the project *"Development of Drugs Which Bind to α -Synuclein for Treatment of Parkinson's Disease"*.
- **Wanda Martin** (College of Nursing) received \$39,110 for the project *"Concept Mapping to Improve Health Through Urban Agriculture"*.
- **Michael Schwandt** (Department of Community Health and Epidemiology) received \$39,691 for the project *"Social Determinants of Health among Migrant Workers in Saskatchewan"*.
- **Sonia Udod** (College of Nursing) received \$40,000 for the project *"Building Nurse Manager Leadership within Lean Management System"*.
- **Franco Vizeacoumar** (Division of Oncology) received \$40,000 for the project *"Developing Targeted Therapeutic Reagents for Prostate Cancer"*.

CFI JELF Funding Success

The Canada Foundation for Innovation (CFI) announced one successful John R. Evans Leaders Fund (JELF) proposal on March 14th 2016:

Andrew Grosvenor (Chemistry), **Ajay Dalai** (Chemical & Biological Engineering) and **Robert Lamb** (Chemistry) were awarded \$577,036 from CFI for the project "*X-ray Photoelectron Spectrometer: The Tool for Understanding the Surfaces of Advanced Materials*".

For more information, visit: <https://goo.gl/QtKJBB>

Contract Funding Successes

The Saskatchewan Ministry of Agriculture has provided funding through the Agriculture Development fund for a total of 42 projects. Total funding received is \$7,891,429 for the projects:

- ❖ **Suzanne Abrams** (Department of Chemistry and SSSC) has received \$241,412 for the project "*Application of Absciscic Acid (ABA) Analogs in Pulse Agronomy and Physiology*".
- ❖ **Aaron Beattie** (Crop Development Centre) has received \$183,333 for the project "*FHB Screening of CDC Barley Breeding Selections, 2016-2020*".
- ❖ **Angela Bedard-Haughn** (Department of Soil Science) has received \$100,467 for the project "*Enhanced Saskatchewan Soil Data for Sustainable Land Management*".
- ❖ **Bill Biligetu** (Crop Development Centre) has received funding for three projects:
 - \$292,450 for the project "*Evaluation of Contrasting Forage Pea Cultivars in Mixtures with Cereals for Greenfeed Production in Saskatchewan*";
 - \$177,301 for the project "*Development of Locally Adapted Alfalfa Cultivars in Saskatchewan*"; and
 - \$217,636 for the project "*Breeding new Sainfoin Lines with Improved Forage Characteristics and Persistence in Saskatchewan*".

- ❖ **Fiona Buchanan** (Department of Animal & Poultry Science) has received funding for two projects:
 - \$171,000 for the project "*Genes Involved in Fat Deposition Are Affected by Vitamin A in the Diet of Feedlot Cattle*"; and
 - \$145,000 for the project "*Feeding Fusarium-Infected Wheat to Insect Larvae to Produce a Safe Replacement Protein Source*".
- ❖ **Ajay Dalai** (Department of Chemical & Biological Engineering) has received \$291,000 for the project "*Investigation and Demonstration of Close Coupled Gasification of Novel Fuel Pellets Developed from Agricultural Residues*".
- ❖ **Anas El-Aneed** (Division of Pharmacy) has received \$190,000 for the project "*High Value Bioactives and Vitamins from Canola Crush Waste Stream*".
- ❖ **Rich Farrell** (Department of Soil Science) has received funding for two projects:
 - \$168,409 for the project "*Identifying the Mechanisms Responsible for Greater Than Expected Residue-Induced N₂O Emissions from Canola and Flax*"; and
 - \$93,941 for the project "*Quantifying the Contribution of Pulse Crop Residues to GHG Emissions, N Nutrition, and the Growth of a Subsequent Wheat Crop*".
- ❖ **Volker Gerdts** (VIDO) has received \$390,000 for the project "*Development of Novel Therapeutics and a Next Generation PRRSV Vaccine: Phase II*".
- ❖ **Phillip Griebel** (VIDO) has received \$246,000 for the project "*Control of Viral and Bacterial Respiratory Pathogens in Weaned Calves*".
- ❖ **Wolfgang Koster** (VIDO) has received \$300,000 for the project "*In Ovo Vaccination Platform to Reduce Salmonella and Campylobacter Bacteria in Poultry*".

- ❖ **Randy Kutcher** (Crop Development Centre) has received funding for three projects:
 - \$105,000 for the project *"Improving Fusarium Head Blight Management in Durum Wheat in Saskatchewan"*;
 - \$100,000 for the project *"Rapid Screening for Fusarium Head Blight Resistance in Isogenic Wheat Lines Using Biomolecular Imaging and Genomics Tools"*; and
 - \$41,667 for the project *"New Sources of Resistance to Fusarium Head Blight in Spring Wheat"*.
- ❖ **George Mutwiri** (VIDO) has received \$184,425 for the project *"Evaluation of Safety and Efficacy of a Swine Influenza Vaccine"*.
- ❖ **Scott Napper** (VIDO) has received \$210,250 for the project *"Development of a Live Diagnostic Test for Chronic Wasting Disease"*.
- ❖ **Mike Nickerson** (Department of Food & Bioproduct Sciences) has received funding for three projects:
 - \$148,000 for the project *"Modification of a Commercial Lentil, Pea, and Faba Bean Protein Isolate Production Process for Improved Flavor Profiles"*;
 - \$187,000 for the project *"Entrapment of Heart Healthy Oils Using Lentil Protein Isolates by Spray Drying"*; and
 - \$168,500 for the project *"Enhancing the Marketability of CWRS Wheat by Creating 'Cleaner Label' Opportunities through Genetics and/or Enzymes"*.
- ❖ **Matthew Paige** (Department of Chemistry) has received \$26,667 for the project *"Improved Iron Chelates for Treatment of Iron Chlorosis in Saskatchewan Pulse and Fruit Crops"*.
- ❖ **Jose Perez-Casal** (VIDO) has received \$350,920 for the project *"Novel Approach to Develop a Vaccine against Mycoplasma Bovis"*.
- ❖ **Martin Reaney** (Department of Plant Sciences) has received \$360,000 for the project *"Adding Value to Flax Orbitides"*.
- ❖ **Jeff Schoenau** (Department of Soil Science) has received funding for two projects:
 - \$32,625 for the project *"Nutrient Uptake and Nitrogen Fixation by Fababean in Saskatchewan Soils"*; and
 - \$17,400 for the project *"Crop Response to Foliar Applied Phosphorus Fertilizers"*.
- ❖ **Tim Sharbel** (Global Institute for Food Security) has received \$369,000 for the project *"Comparative Genomics of Apomictic Plants: Advancing Novel Tools for Niche Breeding"*.
- ❖ **Bing Si** (Department of Soil Science) has received \$25,000 for the project *"Evaluating the Effect of Tillage Radish™ on Water Infiltration Rate in Annual Cropland"*.
- ❖ **Fabienne Uehlinger** (Department of Large Animal Clinical Sciences) has received \$1,981,146 for the project *"An Assessment of the Impact and Risk Factors of Internal Parasites in Beef Cattle in Western Canada"*.
- ❖ **Albert Vandenberg** (Crop Development Centre) has received \$312,500 for the project *"Faba Beans for the Future – N-telligent Farming"*.
- ❖ **Volker Gerdts** (VIDO) has received \$124,000 for the project *"Field Trial for the Assessment of Novel Vaccine for Porcine Epidemic Diarrhea Virus"*.
- ❖ **Vladimir Vujanovic** (Department of Food & Bioproduct Sciences) has received \$200,401 for the project *"Development and Scale-up Production of Plant Endophytic Microorganisms for Seed Treatment of Wheat, Barley, Canola & Pulse Crops"*.
- ❖ **Tom Warkentin** (Crop Development Centre) has received funding for three projects:
 - \$460,358 for the project *"Genome Wide Association Study (GWAS) of Folate and Micronutrient Profile in Pea"*;
 - \$137,939 for the project *"Marker-Assisted Introgression of Useful New Diversity into the Pea Genome for Rapid Cultivar Improvement"*; and
 - \$153,094 for the project *"Technology Platform for Comprehensive Nutritional Profiling of Seeds"*.

- ❖ **Chris Willenborg** (Department of Plant Sciences) has received funding for three projects:
 - \$269,770 for the project *"Improving Weed Management for Saskatchewan Growers"*;
 - \$110,550 for the project *"Herbicide Screening in Hemp (Cannabis Sativa)"*; and
 - \$194,093 for the project *"The Effect of Pre-harvest Glyphosate on Quality of Milling Oats"*.

- ❖ **Bruce Wobeser** (Department of Veterinary Pathology) has received \$42,675 for the project *"Genetic Variability of Clinical Diseases Caused by Histophilus Somni in Western Canadian Cattle"*.
- ❖ **Peiqiang Yu** (Department of Animal & Poultry Science) has received \$138,500 for the project *"Develop Fast Screening Method for Feed Mycotoxin Testing for Livestock Producers"*.

PARTNERSHIPS

International Agreements Signed

- ❖ **Cooperation Agreement:**
UiT The Arctic University of Norway – Joint Master Program, College of Graduate Studies and Research, College of Arts and Science, Johnson Shoyama Graduate School of Public Policy, School of Environment and Sustainability, International Centre for Northern Governance and Development.
- ❖ **Student Exchange Agreement:**
Yokohama National University, Japan – University-wide undergraduate and graduate student exchange.
- ❖ **MOU Agreement:**
University of Agriculture, Krakow, Poland – to further explore opportunities for collaboration.

International Research Success

A female scholar from Syria is being hosted by a faculty member in the Department of Food and Bioproduct Sciences, **College of Agriculture and Bioresources**, from February 2016 to February 2017, through the Institute of International Education "Scholar Rescue Fund" (IIE-SRF). IIE-SRF provides \$25,000 USD and the U of S is providing \$24,455.90 USD.

U of S Events during International Month (February)

- ❖ **One Health on a global scale: How can international One Health initiatives make a difference?**
There was a panel discussion with U of S experts in One Health, moderated by **Dr. Vikram Misra**.
- ❖ **Chinese New Year Celebration - Year of the Monkey**
The U of S, the Confucius Institute and the Chinese Students' and Scholars' Association presented Chinese New Year Celebration.
- ❖ **Department of History Presented 7 Days that Transformed the World**
On June 7th 1967 Israeli troops conquered East Jerusalem, delivering a coup de grâce to their Arab nemeses and ending the third Arab-Israeli War—also known as the Six Day War. The Middle East would never be the same. This was public lecture series sponsored by the History Department, hosted by the Hose and Hydrant Brewing Company and presented by **Dr. Benjamin Hoy**.
- ❖ **Marquis Hall presented "International Street Food Fair"**
Each day the menu highlighted special cuisine from around the globe and various cultural activities and displays took place.

❖ WUSC Student Refugee Program Q&A Forum

This forum was an opportunity for faculty, staff and students to learn about how they could become an active part of the Student Refugee Program (SRP) and support the welcoming, resettlement and integration of new student refugees into our university and broader community. The SRP is run through the World University Service of Canada (WUSC) University of Saskatchewan Local Chapter (since 1979) and is supported by the University of Saskatchewan Students' Union and the University of Saskatchewan. For 2016-2017, the University of Saskatchewan is providing additional financial assistance to double of the number of sponsored student refugees from 3 to 6. These additional sponsored student refugees will be coming from places affected by the current conflict in the Middle East.

❖ Veterinarians in Antarctica

Presented by **Dr. Robert McKorkell** (U of C) and **Dr. Gregg Adams** (U of S). Participants learned about the reproductive health of Weddell Seals in Erebus Bay, Ross Island, Antarctica.

❖ Special Presentation: "Fabrication of biomolecules and drugs nanocarrier using layered double hydroxide"

Presented by Japanese Intern, **Sumio Aisawa** (Assistant Professor, Faculty of Engineering, Iwate University). This was part of the College of Engineering graduate seminar series.

❖ International Human Rights Law Conference

This conference brought together leaders in the field of human rights law from around the world. It touched on important human rights issues, including disability law impacting children and adults, race relations in the United States, refugee law in Europe, and environmental sustainability as it impacts human rights globally. The conference included a keynote address by the **Honourable Ralph Goodale**, Minister of Public Safety and Emergency Preparedness, as well as presentations by an array of distinguished speakers including **Alex Neve** (Amnesty International), **Marvin M. Bernstein** (UNICEF Canada), **Anderson Joyce** (CUSO International), and **Oonagh Fitzgerald** (Centre for International Governance Innovation).

University Council Report – Graduate Students' Association
Rajat Chakravarty

GSA Guppies – From just starting a few months ago, the GSA Guppies have now come a long way in competing in Campus Rec. We have had a few teams – namely the curling, volleyball and basketball teams making it to the Campus Rec playoffs this past month. More importantly, the initiative has brought graduate students across disciplines together and work towards their fitness and recreation, which has been the biggest victory for the GSA Guppies. Given the success of the initiative, the GSA Guppies will continue for the coming year as well and hopefully for the future.

GSA Elections – The callout for nominations were completed. The campaigning and voting period this year has been elongated for more inclusive discussions by candidates with our membership and more voter engagement. New candidates will be announced on the 14th April 2015.

GSA Website – The GSA has been working on a new website to adjust itself with the new template provided by the Cascade solution of WCMS. The new website will be cleaner with more relevant and up-to-date information on GSA's initiatives, governance and services.

GSA Equity events – Two different events in collaboration with Building Bridges will be organized by the GSA. They will be workshops addressing important issues of non-violent communication and anti-racism. The GSA recently sent delegates to the Racialized and Indigenous Student Experience Summit, and these learning experiences will be the backbone for such workshops, and similar events in the future.

Consultations with CISIP – The GSA has undertaken a meeting with Dean Philips and Peggy Schmeiser from the JSGS on the future prospects of the CISIP. Strategies to make the centre more inclusive for graduate students to participate, brainstorming ideas around strategic clusters and partnerships in the university and learning from the best practices of other such similar interdisciplinary centres on campus were discussed.

GSA Annual General Meeting – The GSA is planning a year-end social for all graduate students combined with the Annual General Meeting to celebrate the year and thank the contributions of all executives, council and student members of various committees.

It has been an honour and a privilege to serve as the President of the Graduate Students' Association for the year 2015-16. It has also been a huge learning experience meeting senior leaders at our university, learning decision making processes within and beyond the GSA and above all, helping our members succeed in their life at university through non-academic advocacy and services. Within my portfolio, I consider this a very successful year for student affairs for graduate students.

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: April 21, 2016

SUBJECT: Combined Juris Doctor (J.D.)/ Master of Business
Administration (M.B.A.) Program

COUNCIL ACTION: For information only

SUMMARY:

The combined J.D./M.B.A. program was approved by the Academic Programs Committee at its meeting on March 23, 2016.

The Academic Programs Committee approved a program that combines a J.D. (the undergraduate degree from the College of Law) and an M.B.A. (a graduate degree through the Edwards School of Business). Although there are other combined degree offerings on campus, this proposal is unique in that it proposes concurrent programming across the undergraduate and graduate levels. Although it would be unique here, the combined J.D./M.B.A. is offered at other Canadian Institutions, and the introduction of this offering keeps our program competitive with peer institutions.

The J.D. program and the M.B.A. program are both existing programs. The proposed program allows students to complete both degrees in less time (and at lower cost) than if the degrees were taken consecutively. The curricular objectives of this combined program replicate exactly the objectives of the existing J.D. and M.B.A. programs. The MBA Faculty Council has agreed that the intended learning outcomes of MBA 887 (Leadership and Organizational Dynamics) and MBA 813 (Strategic Human Resources) will be achieved in the following Law electives: LAW430 (Negotiation), LAW438 (Mediation), and LAW 467(Labour & Employment LAW). These law courses would be required courses for students in the combined program.

Students must apply to and be admitted into both programs. Students can apply for the combined degree program before starting the J.D. program or during the first year of the J.D. program. A joint committee consisting of Academic Deans and Program Managers from each program will consider the applications.

ATTACHMENTS:

1. Proposal for Academic of Curricular Change – Juris Doctor and Master of Business Administration



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): [Juris Doctor and Master of Business Administration](#)

Field(s) of Specialization: [Law and Business Administration](#)

Level(s) of Concentration:

Option(s): [New combined program to pursue the two degrees concurrently.](#)

Degree College: [College of Law, College of Graduate and Studies and Research \(CGSR\)](#)

Contact person(s) (name, telephone, fax, e-mail): [Trevor Crowe, Associate Dean, CGSR](#)
[306-966-2229; kelly.clement@usask.ca](#)

Proposed date of implementation: [May 1, 2017](#)

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

[The JD program at the College of Law and the Masters of Business Administration \(MBA\) program at the Edwards School of Business, are both existing programs. The proposed program simply allows students to complete both degrees in less time \(and at lower cost\) than if the degrees were taken consecutively.](#)

[The MBA program is built around four inter-related themes: Foundations of Management; Integrated Business Perspectives; International Focus, and The](#)

Human Side of Management. Teaching in the MBA program will reinforce some of the competencies required to be taught within the JD program, by the Federation of Law Societies. For example, in the National Requirement, 'B. Competency Requirements 1.1' states that:

In solving legal problems, the applicant must have demonstrated the ability to,

- a. identify relevant facts;
- b. identify legal, practical, and policy issues and conduct the necessary research arising from those issues;
- c. analyze the results of research

In the MBA courses offered in the joint JD/MBA Program, the students will learn a variety of business concepts, and how these business concepts are integrated into business decisions. They will learn the skills associated with becoming competent in reading financial documents and applying the knowledge gained from those documents to business decision-making. The study (and problem-solving practice) of how business decisions are made, models the problem-solving skills required by this competency. Conversely, the skills acquired as part of the JD program will reinforce learning in the MBA program.

- b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

Preparing law graduates for the academic study of or practice of law in the area of corporate and commercial law is a long-standing objective of the JD program. The JD and MBA degrees are complimentary and this program is intended to allow students to complete two degrees in less time than if they were taken separately. (3 years versus 4). Students will leave the University of Saskatchewan prepared to practice either in a career in law and/ or a career in business. They will be well poised to act as corporate council in any large organization.

- c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*
No particular student demographic is targeted by this program.

- d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

There are no similar programs in Saskatchewan (as there is no other law school in Saskatchewan) however similar programs are common at other Universities with both law schools and MBA programs. Of the 10 other U15 Universities with Common Law law schools, only the University of Manitoba does not offer some version of a combined JD/MBA program.

2. Admissions

a. *What are the admissions requirements of this program?*

Students must apply and be admitted into both programs. Students can apply for the combined degree program before starting the JD program or during the first year of the JD program. A joint committee consisting of the Academic Deans and Program Managers from each program consider applications.

The student will first complete the JD/MBA application from the College of Law. The College of Law will then ensure the student meets the admission criteria in order to be eligible for the combined program. If the student meets the criteria, The College of Law will first send out an offer of admission, and notify the MBA office. The MBA program will then contact the student with directions on how to apply to the MBA program.

- Completed online application to the College of Law and payment of the \$125 application fee
- A four year undergraduate degree from a recognized university
- A cumulative weighted average of at least 70% (UofS grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Unofficial transcripts from all post-secondary institutions attended must be uploaded to your application. Transcripts from the University of Saskatchewan do not need to be uploaded, but are required from all other institutions attended. For countries where degree certificates are issued, they must also be uploaded. If accepted, official transcripts of academic records are to be sent directly from each institution attended.
- LSAT Score. Recommended Minimum of 160
- Personal statement on career goals related to achieving a JD/MBA
- Completed online application to College of Graduate Studies and Research combined JD/MBA Program and \$90 application fee
- Three (3) confidential letters of recommendation, from professors or others acquainted sufficiently with your training and experience to express an opinion on your ability to undertake graduate training.
- Evidence of English language proficiency, if necessary - Applicants whose first language is not English, must provide proof of English proficiency.
- Resume

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*

The curricular objectives of this program replicate exactly the curricular objectives of the existing JD and MBA programs. Students who are simultaneously training in Edwards School of Business and the College of Law will stand out compared to their peers due to the additional training they will be receiving in their law degree. Through their law classes they are developing and strengthening their verbal and written communication skills, their critical analysis and decision-making skills. Law school students who are in the MBA will receive additional opportunities to develop their executive functioning and reasoning

skills. This makes them well-equipped to work as business managers. The required courses in the MBA degree are related to the skills they are developing in their law degree.

The MBA Faculty Council at the Edwards School of Business considered the learning outcomes for the MBA degree, and were unanimously confident that the students would gain the intended learning outcomes from MBA 877 Leadership and Organizational Dynamics and MBA 813 Strategic Human Resources Management from the following courses in Law:

- Law 430 Negotiation
- Law 439 Mediation
- Law 467 Labour & Employment Law

Students taking the combined program will be required to select these courses as part of their program.

In addition the graduate attributes developed in students in the JD program are in line with the learning outcomes established by the MBA administration. These include:

“Our graduates are critical and reflective thinkers, creative problem solvers, and clear persuasive communicators.”

“Our graduates are thorough, conscientious and exercise good judgement”

“Our graduates have strong interpersonal skills, empathy, and an ability to collaborate with others.”

[(From the College of Law website retrieved November 5, 2015)
<http://law.usask.ca/documents/Graduate%20Attributes.pdf>]

These attributes match very closely with the objectives of the Edwards MBA program therefore the MBA Faculty Council is confident that the students graduating with a combined degree will have met the learning objectives established by the MBA program.

- b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.* The modes of delivery, experiential learning opportunities, and general teaching philosophy of the program exactly match those of the existing JD and MBA programs.

c. Provide an overview of the curriculum mapping.

Year	Term 1 Sept – Dec	Term 2 Jan – April	Term 3 May-Jun	Term 4 Jul - Aug
1	<u>JD</u> Year 1 Curriculum (15CU's)	<u>JD</u> Year 1 Curriculum (15CU's)	No U of S obligations	No U of S obligations
2	<u>JD</u> Year 2 Curriculum (12CU's) <u>MBA</u> 803 Business and Society 829 Financial Statement Analysis (Taken as law elective)	<u>JD</u> Year 2 Curriculum 12(CU's) Must include Law 430 Negotiation and Law 439 Mediation <u>MBA</u> 865 Accounting for Planning & Decision Making 825 Financial Management (Taken as law elective)	<u>JD</u> No Law Classes <u>MBA</u> 878 International Business and Global Marketing 830 Operations Management	<u>JD</u> No Law Classes <u>MBA</u> No MBA Classes
3	<u>JD</u> Year 3 Curriculum (15CU's) Must include Law 467 Labour & Employment Law <u>MBA</u> 889 Integrative Modules 819 Marketing for Organizational Decision Making	<u>JD</u> Year 3 Curriculum (12CU's) <u>MBA</u> 846 Entrepreneurship and Business Planning 870 Corporate Finance (Taken as law elective)	<u>JD</u> No Law Classes <u>MBA</u> 883 International Study Tour 992 Management Consulting	<u>JD</u> No Law Classes <u>MBA</u> 828 Tactical Strategy 889 Integrative Modules (Final)

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

The opportunities for synthesis, analysis, application, critical thinking and problem solving are exactly the same as present in the current JD and MBA

programs. This program simply recognizes 9 credit units earned in the MBA program for credit towards the JD. These courses are:

MBA 829 Financial Statement Analysis

Designed to prepare future managers to effectively analyze, interpret and evaluate an entity's financial statements and related information. The entities subject to analysis will be both private and public and will be drawn from a wide variety of different industries

MBA 870 Corporate Finance

Focuses on developing skills of the financial manager at an executive level through deeper understanding of finance concepts, theories and methodologies. Students will gain a deeper understanding of how to value investment opportunities, measure risk and return, negotiate and structure deals, raise capital in private and public markets and manage risk.

MBA 825 Financial Management

Examines the role of finance in business decision-making. Emphasis is placed on developing knowledge of theories, concepts, and analytical techniques used in business finance. Students will begin to view finance as an integral part of business and learn that all business decisions involve some form of financial analysis.

This program likewise recognizes 6 credit units earned as part of the JD towards the MBA. Students who are completing a combined degree will achieve the learning objectives from MBA 877 Leadership and Organizational Dynamics and MBA 813 Strategic Human Resources Management through Law courses. The MBA Faculty Council at the Edwards School of Business considered the learning outcomes for the MBA degree, and were unanimously confident that the students would gain the intended learning outcomes from the following courses in Law (which students taking the combined program will be required to select):

Law 430 Negotiation Purpose and Orientation

Calendar Description: The course considers the use of mediation in various contexts, which may include family, wills and estates, labour, commercial and personal injury law. Issues explored may include barriers to resolution, cultural influences, coaching parties for effective participation, and the role of power and the law in mediation. Through the use of simulations, students experience the mediation process as lawyers, clients and mediators.

Required Text: Douglas Frenkel and James Stark, *The Practice of Mediation: A Video- Integrated Text* (New York: Aspen, 2008).

Teaching and Assessment: Teaching is based on a combination of lecture, demonstrations, simulations and skill-building exercises with individual and group reflections on those exercises. Class scheduling may involve a Saturday workshop in the last half of the term. Assessment is based on participation in the simulations, class discussions and a reflective journal. Journal entries will be reviewed at regular intervals throughout the term, and feedback provided. Although written work will be required, Law 439.3 is not eligible for either the major or minor paper credit. Class size is limited to 16.

Law 439 Mediation

Calendar Description: Mediation—broadly speaking, the process of assisting the negotiations of others—is being increasingly used to resolve legal disputes. This course explores mediation from both theoretical and practical perspectives. As well as examining various types of mediation and the role and style of the mediator, students will develop mediation skills such as questioning, listening, and generating options for resolving disputes.

Law 467 Labour & Employment Law

Calendar Description: A study of the legal concepts, institutions and procedures concerning the employment relationship in Canada, including the contract of employment at common law; legal protection of the right to organize; status under collective bargaining legislation; the concept of the exclusive bargaining agent; the role of labour relations tribunals; the legal principles relating to industrial disputes; and statutory regimes concerning employment.

Purpose and Orientation: The purpose of this course is to introduce students to the strands of doctrine which underlie labour and employment law so as to enable them to understand the theoretical basis of the common law contract of employment, the statutory schemes governing collective bargaining relationships, and, to a lesser extent, the regulatory system associated with the establishment of minimum labour standards. Consideration will be given to the premises underlying various legal regimes which regulate the employment relationship, and a contrast will be drawn between the common law principles related to employment contracts, and the elements of the system created by collective bargaining legislation.

- e. *Explain the comprehensive breadth of the program.*
Please see d. above.
- f. *Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
Each of the five goals is addressed in exactly the same way as in the JD and MBA programs.
- g. *Describe how students can enter this program from other programs (program transferability).*
Students who meet the application criteria outlined in 2 a. may apply for admission.
- h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
The program will be considered successful if a minimum of 3 students per year successfully complete the program by the end of a five year trial period.

- i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The Federation of Law Societies is the accreditation authority for the JD. The Federation of Law Societies has approved this program proposal.

4. Consultation

- a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The proposed program will lead students to the existing JD and MBA degrees.

- b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

The Associate Deans of the College of Law, the Edwards School of Business and the College of Grad Studies and Research discussed the creation of this program. The Faculty Councils of the College of Law and the Edwards School of Business, and the Graduate Programs Committee and Executive Committee of the College of Grad Studies and Research have considered and approved this proposal.

(Documentation attached.)

- c. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

The University library has been consulted and confirms that there are appropriate library resources available for the program. See email correspondence below:

Dear Doug,

As the JD/MBA program does not involve the creation of new courses but is rather a new combination of existing courses, I can confirm that there are appropriate library resources available for the program. The library currently supports these courses delivered by the Edwards School of Business and the College of Law through its collections, facilities, teaching, and research support.

All the best,

Rachel

Rachel Sarjeant-Jenkins
Interim Associate Dean (Client Services)
University Library
University of Saskatchewan
122.1 Murray Building
3 Campus Drive
Saskatoon, SK S7N 5A4

Tel: (306) 966-2449
Fax: (306) 966-6040
rachel.sarjeant-jenkins@usask.ca

From: Surtees, Doug Sent: February-01-16 3:55 PM To: Sarjeant-Jenkins, Rachel Subject: JD/MBA Program

Rachel,

Law and ESB have been trying to get approval for a combined JD/MBA program. We are now very close. I am completing a form (Proposal for Academic or Curricular Change) which I hope will be the last hurdle. One of the questions I have to answer is: Provide evidence of consultation with the University Library to ensure that appropriate library resources are available

The way our proposal works is that students will count some courses towards both their JD and MBA. Specifically 9 credit units taken as part of the MBA program will be counted towards the students' JD. These credit units are for the following 3 courses:

MBA 829 Financial Statement Analysis

Designed to prepare future managers to effectively analyze, interpret and evaluate an entity's financial statements and related information. The entities subject to analysis will be both private and public and will be drawn from a wide variety of different industries

MBA 870 Corporate Finance

Focuses on developing skills of the financial manager at an executive level through deeper understanding of finance concepts, theories and methodologies. Students will gain a deeper understanding of how to value investment opportunities, measure risk and return, negotiate and structure deals, raise capital in private and public markets and manage risk.

MBA 825 Financial Management

Examines the role of finance in business decision-making. Emphasis is placed on developing knowledge of theories, concepts, and analytical techniques used in business finance. Students will begin to view finance as an integral part of business and learn that all business decisions involve some form of financial analysis.

No new classes have been created, and therefore the need for Library resources remains exactly the same as it currently is for the existing JD and MBA programs.

Would you please indicate by return email if you consider this to be sufficient consultation with the Library?

If you'd like more information, I'd be happy to provide it.

Thank you.

Doug

Doug Surtees
Associate Dean Academic
College of Law
University of Saskatchewan
15 Campus Drive
Saskatoon, SK S7N 5A6
(306) 966-5242

- d. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

The Federation of Law Societies (as the accreditation authority for the JD) has also approved this program proposal. See email below:

From: Deborah Wolfe <DWolfe@flsc.ca> Date: Wednesday, 30 September, 2015 10:45 AM To: Doug Surtees <doug.surtees@usask.ca> Cc: Beth Bilson <beth.bilson@usask.ca> Subject: RE: Sept 30

Hi Doug,

I am pleased to report that Saskatchewan's proposed J.D./MBA has received preliminary approval from the Canadian Common Law Program Approval Committee. I will follow up with a letter later in October.

Please let me know if you have any questions.

Deborah

From: Surtees, Doug [mailto:doug.surtees@usask.ca] Sent: September-11-15 12:42 PM To: Deborah Wolfe Subject: Sept 30

Hi Deborah,

As the September 30 meeting to evaluate our JD/MBA proposal draws closer I thought I'd send you a quick email. I have determined from our administrative support that our online application process for 2016-2017 goes live October 15. I have been told

the deadline for us to be able to change the forms to reflect the JD/MBA option is 'two weeks before that date'. I am hopeful that I can stall them for a few days, but I did want to let you know that we are very close to losing another year (as it will be very hard to promote the program without it being part of our application process). I wanted to let you know that if it helps at all, I would be happy to be on 'stand by' in case the committee wanted to ask me any questions by telephone.

Doug

Doug Surtees
Associate Dean Academic
College of Law
University of Saskatchewan
15 Campus Drive
Saskatoon, SK S7N 5A6
(306) 966-5242

5. Budget

- a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*
No additional instructors are participating. All courses currently exist.
- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*
No courses or programs are being eliminated.
- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*
Teaching assignments are not affected as all courses are currently being taught.
- d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*
This proposal is limited to the College of Law and the College of Graduate Studies and Research's MBA program each recognizing some credit units offered by the other college. Each program will retain the tuition allocation for credit units taught. There are no additional budget implications.
- e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*
Not applicable.
- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*
Not applicable.
- g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

No additional scholarships or bursaries have been created. Students accepted into the program are eligible for scholarships and bursaries otherwise available to JD and MBA students.

- h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Currently if taken separately the approximate tuition for the two degrees would be \$28,560 (MBA) and \$36,765 (JD) total = \$65,325, plus student fees. Taken as a combined degree the cost drops to approximately \$57,900. Please note that these amounts are approximate and are based on the current year. Under this proposal, students will be charged tuition on a prorated basis for the credits that they complete in each degree. The total MBA degree is currently assessed at 28,560 for 45 credit units. (634.57 per credit unit) Total credit units taken in the MBA will be 39 therefore given current tuition levels the cost would be 24,752 for the MBA component of the degree. The same calculation would be done for the JD degree components. In short, students would pay the same tuition per credit unit as other students in the JD and MBA programs. The college which teaches the course will receive the tuition.

- i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

As each course is currently offered in the colleges, there would be no additional cost of program delivery.

- j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

The program target is 5 students per year, however since the courses are existing courses which will be taught in any event, the program is feasible even if only one student enrolls. There is no functional limitation as far as Law is concerned. ESB would accept more than 5 JD students per year only if enrolment from other colleges was low enough that additional spaces were available.

- k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

There is no new revenue to Law. Law will see a small reduction of 9 credit units per student, over the three year program. This number would be offset by an unknown reduction of students taking credit units in another college at the

University of Saskatchewan, or taking credit units at another University on a Letter of Permission. If the program results in additional MBA students, ESB would see new revenue (at current tuition levels) of \$634.57 per credit unit times 39 credit units times the number of new students enrolled in the an MBA program.

- l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

Since the courses in this program are existing courses which will be taught in any event, the program is sustainable even if only one student enrolls.

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Since the courses in this program are existing courses which will be taught in any event, the program does not result in any incremental costs to the University of Saskatchewan or the colleges involved. The small amount of administration required is performed by existing salaried employees. Teaching is done by existing instructors.

- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

No new funding sources are anticipated. As described above, the program is simply a recognition of a small number of MBA credit units towards the JD and a small number of JD credit units towards the MBA. Since law has a fixed number of students admitted, the program will result in a very small tuition loss to the College of Law. Since it is anticipated that there will be additional students enrolled in the MBA, the program will result in a tuition-based revenue increase to ESB.

College Statement

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

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation

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

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

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

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Juris Doctor (JD) and Master of Business Administration (MBA) – combined degree requirements

In the MBA courses offered in the joint JD/MBA Program, the students will learn a variety of business concepts, and how these business concepts are integrated into business decisions. They will learn the skills associated with becoming competent in reading financial documents and applying the knowledge gained from those documents to business decision-making. The study (and problem-solving practice) of how business decisions are made, models the problem-solving skills required by this competency. Conversely, the skills acquired as part of the JD program will reinforce learning in the MBA program.

Admission Requirements

The student will first complete the JD/MBA application from the College of Law. The College of Law will then ensure the student meets the admission criteria in order to be eligible for the combined program. If the student meets the criteria, The College of Law will first send out an offer of admission, and notify the MBA office. The MBA program will then contact the student with directions on how to apply to the MBA program.

- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- Completed Online application to the College of Law and \$125 application fee
- Unofficial transcripts from all post-secondary institutions that you have attended must be uploaded to the application. Transcripts from the University of Saskatchewan do not need to be uploaded, but are required from all other institutions attended. For countries where degree certificates are issued, they must also be uploaded. If accepted, official transcripts of academic records are to be sent directly from each institution attended.
- LSAT Score. Recommended Minimum of 160
- Personal statement on career goals related to achieving a JD/MBA
- Completed Online Application to College of Graduate Studies and Research combined JD/MBA Program and \$90 application fee
- Three (3) confidential letters of recommendation, from professors or others acquainted sufficiently with your training and experience to express an opinion on your ability to undertake graduate training.
- Resume

Degree Requirements

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- LAW 201.6
- LAW 204.6
- LAW 208.6
- LAW 212.6
- LAW 231.3
- LAW 233.3
- LAW 243.0
- LAW 340.3
- LAW 421.3
- LAW 326.3 OR LAW 361.3 OR LAW 463.3
- LAW 430.3
- LAW 439.3
- LAW 467.3
- An additional 33 credit units of LAW course work
- MBA 803.3
- MBA 819.3
- MBA 825.3
- MBA 828.3
- MBA 829.3
- MBA 830.3
- MBA 846.3
- MBA 865.3
- MBA 870.3
- MBA 878.3
- MBA 883.3
- MBA 889.3
- MBA 992.3

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

PRESENTED BY: Hongming Cheng; Chair, International Activities Committee

DATE OF MEETING: April 21, 2016

SUBJECT: Templates for International Agreements

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The International Activities Committee of Council has as part of its mandate the responsibility to report to Council on matters relating to international students, research, and alumni activities from the international units of the University. The International Office, part of the Office of the Vice-President Research, has developed two templates for international agreements to help streamline the process for entering into agreements with international partners and is in the process of developing templates for other common agreements. These are due diligence documents to help ensure that appropriate consultation is conducted.

DISCUSSION SUMMARY:

Memoranda of Understanding

The signing of Memoranda of Understanding (MOU) with international partner institutions indicates an intent to develop a relationship between the U of S and partner institutions. These MOUs are not legally binding and this is stated in the agreement, however, they open the door for a number of activities such as faculty and graduate student visits. As these activities are further developed, they are often formalized in separate agreements. Developing a template for MOUs with standardized language reviewed by legal experts allows the U of S to be more responsive when building relationships with international partner institutions. The U of S template MOU may be replaced by a template from another institution if requested by the partner and the template is comparable to the U of S template and includes required clauses about legal and financial liability. Normally, MOU's are signed by the Provost and Vice President Academic.

Undergraduate Student Exchange Agreement

The undergraduate student exchange agreement is considered a legally binding agreement and the template ensures that all terms and clauses required by the U of S are included when we are sending our students abroad. These include the number of student exchanges, selection and enrolment of exchange students, responsibilities of students and responsibilities of institutions, indemnities and liability. Undergraduate student exchange agreements are signed by the Provost and Vice President Academic and the University Secretary.

Due Diligence Processes for Agreements

In recent years due diligence processes have been implemented and refined to ensure that the colleges, school and administrative units involved have reviewed an agreement and that the agreement is compatible with priorities, policies, and procedures. Due diligence processes must be complete before agreements are signed by Senior Administration.

Questions on the template MOUs can be directed to Diane Martz, Director of International Research and Partnerships at diane.martz@usask.ca.

ATTACHMENTS:

1. Template - Memorandum of Understanding
2. Template - Academic Agreement for the Exchange of Students
3. Template - Due Diligence Form for International Agreements
4. Template - Due Diligence Form for Bilateral International Agreements

**MEMORANDUM OF UNDERSTANDING
BETWEEN (Institution, City, Country)
AND
UNIVERSITY OF SASKATCHEWAN (Saskatoon, Canada)**

Consistent with the cordial and cooperative bilateral relationship between Canada and (Country) and in order to foster additional academic and scholarly collaboration between the University of Saskatchewan (Saskatoon, Canada) and (Institution, City, Country) hereinafter referred to as the "Parties" or singularly "Party". These two post-secondary institutions have agreed to the following framework; this framework is based upon principles of mutual equality and the reciprocity of benefits.

1. The Parties will explore opportunities to cooperate in various academic, research and scholarly endeavors in fields of mutual interest. This cooperation may include consideration of the following:
 - Exchanges and internships for faculty, staff and students;
 - Introduction of new curricula;
 - Joint research projects;
 - Exchange of publications and training materials; and
 - Development of joint academic programming.

The primary areas of focus for this framework relate to (areas of focus) programming.

2. The specific details of these activities would have to be articulated and agreed to in separate collaboration agreement(s).

These collaboration agreement(s) would include implementation plans developed through mutual consultation and negotiation and would be signed by both institutions in accordance with their own institutional policies.

3. Each party will appoint a coordinator to serve as a point of contact for this agreement. At the University of Saskatchewan this person will (Name, Title) and at (Institution) this person will be (Name, Title).
4. This Memorandum of Understanding reflects the commitment of the Parties to collaborate as expressed, and is not intended to be legally binding in nature.
5. As a result of this framework, neither Party will incur any financial obligations resulting from the actions of the other Party without a prior agreement in writing to accept specific financial obligations. Any additional agreement pertaining to financial matters will be negotiated separately and will be based upon the availability of funds for each party.

6. This Memorandum will be in effect from the date of signature for a period of five years. It can be extended for a period as mutually agreed in writing by both parties. Either of the Parties can terminate the Memorandum by giving six months of written notice to the other.

On behalf of the University of Saskatchewan:

Ernie Barber , Ph.D.
Interim Provost and Vice-President Academic
University of Saskatchewan

Date:

On behalf of (Institution)

Full Name of Signing Authority
Title of Signing Authority

Date:

Academic Agreement for the Exchange of Students
Between
UNIVERSITY OF SASKATCHEWAN, Saskatoon, Canada
and
(Institution, City, Country)

To facilitate the process of internationalization at their respective institutions, the University of Saskatchewan , (U of S), Saskatoon, Canada and (Institution, Short Name, City, Country) agree to establish a reciprocal exchange agreement based on principles of mutual benefit.

1. Definitions

"Agreement" this Academic Agreement for the Exchange of Students.

"Home Institution" means the party to which exchange students are registered in an undergraduate academic program.

"Exchange Student" means a student who is registered as a full-time student at the home institution, in an undergraduate academic program, and whose status as a student is determined exclusively by the home institution.

"Host Institution" the party accepting and allowing exchange students to study or do research in its facilities.

"Party" means either the U of S or (Short Name) **"Parties"** means both U of S and (Short Name)

2. Purpose

2.1 The purpose of this exchange agreement is to promote international friendship and academic cooperation by stimulating and supporting study and intercultural activities between students from Canada and (Country).

3. Numbers

3.1 In every academic year during the term of this agreement, each institution may send students to fill a maximum of four semester placements. Two exchange students enrolling for one semester of study is equivalent to one exchange student enrolling for one academic year of study. The U of S and (Short Name) shall strive to keep the exchange in balance over the any given two-year period, and will endeavour to correct any imbalances in the following years.

4. Selection and Enrolment of Exchange Students

4.1 Each institution, conforming to the admission requirements of the host institution, shall assess and nominate full-time qualified undergraduate students to participate in the exchange:

4.2 Students participating in this exchange must meet admission requirements as well as the following criteria:

(a) Students will have completed at least one year of full-time study prior to their participation in the exchange.

- (b) Students shall be in good academic standing with their home institution; and
- (c) The selection process will take into account the language proficiency requirements, for admission, of the host institution's program when selecting students. It is recommended that students meet minimum language proficiency requirements to ensure they are able to successfully participate in studies at the host institution.

4.3 The host institution reserves the right to reject any exchange candidate.

4.3 Participating students under the terms of the agreement shall be enrolled as non-degree or visiting students at the host institution for the term of the exchange. The host institution shall provide the home institution with official transcripts of the exchange students' academic performance. Students participating in the exchange must formally request a transcript from the host institution, and shall be responsible for paying any fees charged for issuing transcripts.

5. Responsibilities of Students

5.1 Participating students shall pay tuition fees to their home institution, and shall be exempt from paying tuition to the host institution. Students are responsible for paying other applicable fees to the host institution and for all obligatory expenditures required in the host country.

5.2 All participating students in this exchange are required to obtain insurance coverage, particularly health and accident insurance, for the time spent abroad.

5.3 Participating students shall be subject to the rules and regulations of the host institution. They shall have the same rights and privileges as other students at the host institution.

6. Responsibilities of Institutions

6.1. The host institution will assist exchange students to find suitable accommodation.

6.2 The U of S and the (Short Name) will abide by a policy of equal opportunity, and do not discriminate on the basis of race, sex, age, ethnicity, religion, national origin or physical disability.

6.3 Each institution will designate an officer for general program administration. The officers will be in regular contact with one another, especially in regard to exchange details necessary to implement this agreement. Each party agrees to provide the other with timely notice if a new officer is designated to administer the program.

7. Indemnities and Liability

7.1 As a result of this agreement neither party will incur any financial obligations resulting from actions of the other party without a prior agreement in writing to accept specific financial obligations.

7.2 Each party shall maintain a policy or program of general and professional liability insurance at liability limits in no event less than \$2 million USD per occurrence.

8. Period of Agreement

8.1. This agreement shall remain in effect for a period of five years from the date it is signed. It may be amended, subject to the formal approval of the amendments by the authorized representatives of each institution



8.2. Either party may terminate the Agreement at any time during the term specified herein, provided at least six months written notice is provided to the other party. In the case of early termination of the agreement, the parties agree that any previously approved exchange shall continue and be completed as if the Agreement had remained in force.

9. Signature

In witness hereof, the duly authorized representatives of each institution agree to the provisions of this agreement.

On behalf of the University of Saskatchewan:

Ernest Barber
Interim Provost and Vice-President Academic

Date

Elizabeth Williamson
Secretary

Date

On behalf of (Full Name of Institution)

Name of Signing Authority #1
Title of Signing Authority # 1

Date

Name of Signing Authority #2
Title of Signing Authority # 2

Date



UNIVERSITY OF SASKATCHEWAN

Due Diligence Form for International Agreements

Name of Partner Institution:

Type of Agreement:

MOU

Agreement Format:

U of S MOU Template

New Agreement



Renewal



Addendum



By signing, you endorse that you have read the agreement and believe it a good fit with College and University priorities.

I assure:

- Academic compatibility among parties
- The proposed activity fits within the scope of the department, division or college
- The financial/staffing /space implications for the department, division or college are manageable
- The financial and human resources to manage the program appropriately are available
- The location of the program and its activities are in compliance with University Policies
7.01 (International Travel Risk management) and 3.13 (Field work)

Consultation with International Office/International Research and Partnerships Office

Diane Martz

Director, International

Research and Partnerships

Sign: _____

Date : _____

Due Diligence Form for International Bilateral Exchange Agreements

Name of Partner Institution:

Type of Agreement:

Agreement Format:

New Agreement ☐ *Renewal* ☐ *Addendum* ☐

By signing, you endorse that you have read the agreement and believe it a good fit with College and University priorities.

Consultation with Dean, College of XXXX or Director, School of XXXX: Academic compatibility among parties; The proposed activity fits within the scope of the college/school; The financial and human resources to manage the program appropriately are available.

Dean XXX Sign: _____ Date _____

Consultation with College of Graduate Studies and Research: Academic compatibility among parties; The proposed activity fits within the scope of the college.

Penny Skilnik
Director of Special Projects and Executive
Assistant to the Dean. Sign: _____ Date _____

Consultation with International Student and Study Abroad Centre (ISSAC): *The location of the program and its activities are in compliance with University Policies 7.01 (International Travel Risk Management) and 3.13 (Field Work).*

Derek Tannis
Manager ISSAC Sign: _____ Date _____

Consultation with Registrarial Services: *The payment of tuition, student fee requirements and distribution of transcripts are in compliance with the Terms of Reference for Student Exchange Agreements.*

Jason Doell
Manager and Assistant Registrar Sign: _____ Date: _____

Consultation with Admissions and Transfer Credit: *Approval of recognition of institution, overview of admission related items (academic, English proficiency, Banner setup, transfer credit)*

Karen Gauthier
Manager Admissions and Transfer
Credit Sign: _____ Date _____

Consultation with Student and Enrolment Services Division (SESD) *Overview of impact on SESD portfolios, alignment with enrolment priorities and market strategy.*

Alison Pickrell
Director of Enrolment and
Student Affairs

Sign: _____ Date : _____

Consultation with the International Office : *The proposed activity aligns with University Priorities and this agreement has been reviewed by all relevant parties.*

Diane Martz
Director, International Research and
Partnerships

Sign: _____ Date : _____

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: April 21, 2016

SUBJECT: Teaching, learning and academic resources committee
amended terms of reference

DECISION REQUESTED:

It is recommended

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.

PURPOSE:

The proposed amendments to the terms of reference of the teaching, learning and academic resources committee (TLARC) instruct the nominations committee of Council to ensure that among the GAA members of the committee there are members with Aboriginal teaching and learning expertise, and that the university's director, Aboriginal initiatives is a resource member on the committee.

DISCUSSION SUMMARY:

The governance committee discussed the proposed changes on February 11, 2016 with Jay Wilson, chair of TLARC. Professor Wilson emphasized the importance of having shared expertise in Aboriginal teaching and learning among the members of the committee given the committee's mandate. Candace Wasacase-Lafferty, director, Aboriginal initiatives has attended and contributed to TLARC committee meetings as a guest for some time. The addition of this position as a resource member formalizes this contribution.

The governance committee supports the proposed changes to the committee terms of reference in recognition of TLARC's mandate for Aboriginal student success programs, engagement with Aboriginal communities, intercultural engagement across campus, and the inclusion of Indigenous knowledge and experience in the curriculum.

The notice of motion was presented to Council in February. Discussion at that time included whether the nominations committee was consulted about the change and how the nominations committee would identify individuals with Aboriginal teaching and learning expertise. The nominations committee discussed the change at its meeting on February 26 and Ed Krol, committee chair attended the March 10 meeting of the governance committee to convey the committee's discussion.

The nominations committee suggested that the language be changed to more closely follow the language used in the planning and priorities committee terms of reference, whose terms require that "*at least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.*" The committee considered, however, that to have only one member on TLARC with expertise in Aboriginal teaching and learning would diminish the intent of the change, which was to have a collective body of knowledge in this area on the committee. Therefore the wording change suggested by the nominations committee was that, "*among the members from the General Academic Assembly there will be **some** expertise in Aboriginal teaching and learning.*" Dr. Krol further reported that in anticipation of needing to appoint individuals to the committee with this knowledge, the nominations committee included the question of whether individuals had expertise in Aboriginal teaching and learning in its call for nominations to Council committees this spring.

The governance committee agreed with the change presented by Dr. Krol. The teaching, learning and academic resources committee was also consulted on the change and supports the new language. The governance committee considered the change to be important but not substantive enough to require a new notice of motion, as the intent to have this expertise available within the committee remains the same.

As the governance committee recently became aware of several title changes that have occurred among the resource members to the committee, these changes are also shown in mark-up in the attachment.

ATTACHMENT(S):

1. Memo from Jay Wilson dated January 14, 2016
2. Teaching, learning and academic resources committee revised terms of reference (revisions shown in mark-up)



MEMORANDUM

TO: Dr. Louise Racine; chair, Governance Committee of Council

FROM: Jay Wilson; chair, Teaching, Learning and Academic Resources Committee of Council

DATE: January 14, 2016

RE: **Amendment of Teaching, Learning and Academic Resources Committee membership to include Aboriginal expertise**

In spring 2015, the Teaching, Learning and Academic Resources Committee reviewed its committee membership and, as a result, proposes a number of small changes to the committee membership, as well as including language in the terms of reference to ensure that at least one member from the General Academic Assembly with some experience in Aboriginal affairs will be nominated to the committee. The Governance committee agreed to the membership changes and recommended some changes to the language proposed regarding ensuing Aboriginal expertise on the committee. The changes in membership were approved by University Council in September 2015.

At its January 7, 2016 meeting of the Teaching, Learning and Academic Resources Committee, members discussed the changes recommended by the Governance committee regarding how to ensure Aboriginal expertise on the committee.

The Teaching, Learning and Academic Resources Committee has recommended the attached language to ensure Aboriginal expertise from a member of the General Academic Assembly and also ask that the Director of Aboriginal Initiatives be added as a resource member of the committee.

Please do not hesitate to contact me if you have any questions about the membership changes proposed. I would be pleased to attend a Governance committee meeting to speak to the changes proposed, should this be desired by the committee.

Kind regards,

A handwritten signature in black ink, appearing to read "Jay Wilson".

Jay Wilson, chair

Attachment: Teaching, Learning and Academic Resources Committee Membership with recommended changes marked

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, and among the members from the General Academic Assembly there will be some expertise in Aboriginal teaching and learning. Normally one of the five members of Council will be appointed chair of the committee.

One sessional lecturer

One graduate student appointed by the Graduate Students' Union

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

Dean, University Library

Director, Distance Education ~~Unit, Off-Campus and Certificate Programs~~

Director, Gwenna Moss Centre for Teaching Effectiveness⁴

Director, ICT Academic and Research Technologies applications

Director, Planning and Development, Facilities Management Division

Director, Aboriginal Initiatives

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.

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

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

DATE OF MEETING: April 21, 2016

SUBJECT: Postponement of consideration of the Canadian Institute for Science and Innovation Policy (CISIP)

DECISION REQUESTED:

It is recommended:

That consideration of the motion to approve the Canadian Institute for Science and Innovation Policy (CISIP) be further postponed to the May Council meeting.

PURPOSE:

The planning and priorities committee is requesting that consideration of the Canadian Institute for Science and Innovation Policy (CISIP) as a Type A centre within the Johnson-Shoyama Graduate School of Public Policy (JSGS) be postponed until the May 19 meeting of Council. This motion is in the form of an amendment to the procedural motion carried at the April meeting of Council, “*That consideration of the proposal be postponed to the April meeting of Council.*”

DISCUSSION SUMMARY:

On April 6, the committee met with proponents and considered the work undertaken to date to revise the proposal in light of concerns raised by Council. Proponents have made significant progress in the additional consultation requested by Council to include faculty in the health sciences, natural sciences, social sciences, and Indigenous studies in the collaborative efforts of the centre. The proposal has been revised to clarify the research and scholarly purpose of the centre, and consultation is ongoing with respect to how the centre’s activities can involve and benefit students.

Two town halls have been held with an open invitation to faculty and students to discuss the institute; meetings have been held with colleges, including presentations to the divisional faculty councils in the College of Arts and Science and with Veterinary Medicine; discussion will occur with the research advisory committee of the health sciences deans; a meeting was held with members of the Graduate Students' Association; and follow-up discussions occurred with the International Centre for Northern Governance and Development, First Nations University of Canada, and the Indigenous Peoples' Health Research Centre.

Proponents have requested an additional month to complete their consultation. In addition, the executive director of the school Kathy McNutt, and the director, Jeremy Rayner are unable to attend the April Council meeting due to previously scheduled meetings with the external reviewers for the review of the school. The planning and priorities committee considered the request to be reasonable. Therefore, the committee carried the following motion after meeting with proponents on April 6 and reviewing an incomplete revised draft of the proposal: *"That consideration of the CISIP proposal occur at the May Council meeting to provide proponents with more time to complete the additional consultation requested by Council and to accommodate the previously scheduled review of JSGS."*

SUMMARY

In summary, the committee supports the request to postpone consideration of the proposal to the May Council meeting as the additional time provided to proponents will strengthen the proposal and better enable proponents to address Council's concerns with the previous version of the proposal. If Council defeats the motion, the motion to consider the proposal in April remains open on the floor to be voted on or further amended.