AGENDA
2:30 p.m. Thursday, June 23, 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 May 19, 2016   pp. 1-32

4. Business from the minutes

5. Report of the President   pp. 33-36

6. Report of the Provost   pp. 37-52

7. <u>Student societies</u>

    7.1   Report from the USSU – Oral Report

    7.2   Report from the GSA   pp. 53-54

8. <u>Planning and Priorities Committee</u>

    8.1   Request for Decision – Establishment of the Department of Emergency Medicine
          pp. 55-136

    It is recommended that Council approve the establishment of the Department of Emergency Medicine in the College of Medicine, effective July 1, 2016.

    8.2   Request for Input – Vision, Mission and Values Draft Document   pp. 137-142

    8.3   Report for Information – Library Transformation   pp. 143-150

    8.4   Report for Information – Annual Report for 2015/16   pp. 151-158

9.   Nominations Committee

   9.1   Request for Decision – Nomination to the Search Committee for the Dean, College of
          Engineering   pp. 159-162

   *It is recommended that Council approve the appointment of Keith Willoughby, associate dean
   (research and academic), Edwards School of Business, as the senior administrator selected by
   Council to serve on the search committee for the Dean, College of Engineering.*

   9.2   Request for Decision – Nominations to the Search Committee for the Dean, College of
          Nursing   pp. 163-166

   *It is recommended that Council approve the appointment of Kent Kowalski, interim associate dean,
   undergraduate program, College of Kinesiology, as the senior administrator selected by Council to
   serve on the search committee for the Dean, College of Nursing.*

   9.3   Request for Decision – Nomination to the Search Committee for the Dean, College of
          Dentistry   pp. 167-170

   *It is recommended that Council approve the appointment of Elisabeth Snead, acting associate dean
   of research, Western College of Veterinary Medicine, as the senior administrator selected by
   Council to serve on the search committee for the Dean, College of Dentistry, effective July 1, 2016.*

   9.4   Request for Decision – Nomination to the Search Committee for the Executive Director,
          School of Environment and Sustainability   pp. 171-174

   *It is recommended that Council approve the appointment of Heather Heavin, associate dean,
   graduate studies and research, College of Law, as the senior administrator selected by Council to
   serve on the search committee for the executive director, School of Environment and Sustainability.*

   9.5   Request for Decision – Membership changes to the Academic Programs Committee
          pp. 175-178

   *It is recommended that Council approve the changes to the membership of the academic programs
   committee for 2016/17 as shown in the attachment.*

10.   Governance Committee

   10.1 Request for Decision - Revisions to the *Regulations on Student Academic Misconduct*
          pp. 179-206

   *It is recommended that Council approve the revisions to the Regulations on Student Academic
   Misconduct, effective January 1, 2017.*

   10.2 Report for Information - Number of Student Appeals from 2015/16   pp. 207-208

11.   Academic Programs Committee

   11.1 Request for Decision – Nomenclature Report   pp. 209-244

   *It is recommended that Council approve changes to the Nomenclature Report, effective July 1,
   2016.*

11.2   Request for Decision – Academic and Curricular Change Authority Chart   pp. 245-265

It is recommended that Council approve the changes to the Academic and Curricular Changes Authority Chart, effective July 1, 2016

11.3   Request for Decision - Admissions Templates for Student Mobility Categories
pp. 257-262

It is recommended that Council approve the Admissions Templates for Student Mobility Categories, effective upon confirmation of Council's decision by Senate.

11.4   Request for Decision – Kanawayihetaytan Askiy ("Let us take care of the Land") Diploma in Aboriginal Resource Management   pp. 263-326

It is recommended that Council approve the Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management, effective May 2017.

11.5   Request for Decision - Kanawayihetaytan Askiy ("Let us take care of the Land") Diploma in Aboriginal Lands Governance   pp. 327-388

It is recommended that Council approve the Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance, effective May 2017.

11.6   Report for Information – French Common Law Option   pp. 389-406

11.7   Report for Information – Approval of Special Topics Course   pp. 407-408

11.8   Report for Information – Changes to the Academic Calendar 2016/17   pp. 409-410

12.   Research, Scholarly and Artistic Work Committee

12.1   Report for Information - Responsible Conduct of Research Policy: Report on Policy Breaches for 2015/16   pp. 411-412

12.2   Report for Information – Annual Report to Council for 2015-16   pp. 413-468

13.   International Activities Committee

13.1   Report for Information – Annual report to Council for 2015/16   pp. 469-472

14.   Scholarships and Awards Committee

14.1   Report for Information – Annual Report to Council for 2015/16   pp. 473-488

15.   Other business

16.   Question period

17.   Adjournment

Next meeting September 22, 2016 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: September 6, 2016

UNIVERSITY OF SASKATCHEWAN

Attendance: See Appendix A for listing of members in attendance.

The chair called the meeting to order at 2:35 p.m., observing that quorum had been attained.

David Torvi, head of the Department of Mechanical Engineering delivered a memorial tribute to honour Professor Spiro Yannacopoulos, former Head of the Department of Mechanical Engineering and former associate dean research, College of Engineering.

1. Adoption of the agenda

    FLYNN/WILSON*: To adopt the agenda as circulated.*

    <u>CARRIED</u>

2. Opening remarks

The chair, Jay Kalra, provided opening remarks, noting the important business before Council and sharing the procedures for debate and discussion. Voting members were invited to sit in the center section and non-voting members and guests to sit in the side sections. The chair advised that those individuals wanting to speak should first be recognized by the chair and identify their name and whether they are a member of Council. Generally, Council members have first priority to speak. Members of the media were asked not to participate in debate and not to record the proceedings of the meeting. All members were asked to ensure that Council remains a forum for healthy debate within the university's collegial governance system based on the three major principles that Council works under: that Council has always enjoyed academic freedom and continues to value it; that Council is a collegial self-governing body; and that Council is where academic matters are considered and decisions made.

3. Minutes of the meeting of April 21, 2016

    DOBSON/KROL: *That the Council minutes of April 21, 2016 be approved as circulated.*
    <u>CARRIED</u>

4. Business from the minutes

There was no business arising from the minutes.

5. Report of the President

It was noted that the president was away and Ernie Barber, vice-president academic invited questions on behalf of the president. A member posed three questions about the University Senate meeting on April 23: *Why there was no mention of the Senate meeting in the materials before Council? What happened before and during that meeting? How what happened before and during that meeting comports with the university's initiative for indigenization*? He explained that Ms. Candyce

Paul attended the Senate meeting and requested the right to address Senate on the connection between resource extraction, university partnerships and consideration of indigenous peoples and was denied this opportunity. He decried this response as not in keeping with an institution committed to indigenization. Dr. Barber indicated Senate's practice was not to issue cross-reports to Council. In response to the concerns expressed at Senate, a meeting to discuss the role of indigenous communities and resource development has been scheduled to occur on September 16, 2016 with Blaine Favel, chancellor and chair of Senate.

Karen Chad, vice-president research presented a report on the Confucius Institute, recalling that the institute was established at the university to provide instruction and exposure to Chinese culture, history, languages and performing arts and to facilitate cross-cultural exchanges to build shared research, knowledge, friendship and harmony. Dr. Chad explained that the report arose from the coordinating committee's request that the international activities committee review the agreement establishing the institute. A working group with representation from the international activities committee and others was established under the direction of the vice-president research. The report summarizes the consultation undertaken and concludes that institutional autonomy and academic freedom are not being compromised. The recommendations within the report include revisions to existing agreements to ensure that university autonomy, academic freedom and transparency continue to be upheld at the university. A number of actions to strengthen the contributions of the Confucius Institute have been identified related to governance, oversight, improved communication and evaluation of the institute among other actions. An annual work plan will be posted on the institute's website.

Dr. Chad concluded her remarks by stating that the Confucius Institute is an important framework for the university's international activities within and outside the university community, and is an expression of the university's commitment to cultural diversity and a multicultural environment for students, faculty, and staff. She conveyed that she was grateful to the work undertaken by all involved and to members of Council for having this discussion on the floor of Council.

Discussion of the report was invited. A member recalled that the report was the result of a grassroots probing by Council members inspired by the broad, national effort of the Canadian Association of University Teachers (CAUT) to respond to real and serious concerns about the location of Confucius Institutes on campuses, rather than off campuses, across Canada. Reference was made to the non-disclosure clause in the original agreement as proof that the institute was established within a culture of secrecy.

Other concerns related to the co-existence of the Confucius Institute with the former Department of Far Eastern Studies and its core leading scholar whose area of specialty was the Dalai Lama and Tibet, an area that has suffered under oppressive Chinese regimes. Although overt violations might not exist relative to the Confucius Institute, the suppression of those incidents considered unflattering by the Chinese government and the actions taken at Tiananmen Square and against Hong Kong were raised as examples of values and actions at odds with those values held by the university.

The investment of the university in non-credit Chinese language and culture courses offered through the institute was questioned. The head of the Department of Linguistics and Religious Studies noted the department requested a full-time faculty position in Chinese language and culture that was not approved. Presently, the department has a sessional lecturer and can offer such classes four times a year at most. If the department had been given the faculty position, the department

could have offered additional language classes for credit, as opposed to the non-credit language courses offered by the Confucius Institute.

Dr. Chad thanked members for their comments and suggested that collaboration between the institute and academic units to offer credit course offerings be explored. She invited the department head of Linguistic and Religious Studies to meet with her directly to explore this further.

6. Report of the Provost

Dr. Barber presented the provost's report to Council, emphasizing the value placed by the university on communicating with students in experiential learning programs and study abroad programs about safety issues in the locations they are visiting. He offered congratulations to the recipients of the Provost's Teaching Awards named in his report. In response to the invitation for questions of the provost, a member requested leave to ask a question about university rankings as referred to in the provost's April report to Council. Due to the lengthy meeting agenda, the Council member was asked to defer his question until question period.

Greg Fowler, vice-president finance and resources provided an update on university finances noting there are four key financial milestones that converge this June—a current budget update for the year, the provincial budget (due to be released June 1), the operating budget for the coming year, and the university's Operations Forecast submission for 2017/18. Mr. Fowler indicated that the university began the last fiscal year in a strong financial position with no debt, a budget surplus, and reserves and savings. However, during the 2015 fiscal year, the university drew on these savings to meet the challenge of the government holdback of $20 M in funding and a mid-year budget adjustment.

The provost emphasized the value and benefit to the province of the investment in high quality academic programming and in research outcomes that help businesses across the province to become more competitive during an economic slowdown. Although in the short-term, the university is in a position to withstand a funding reduction, the effects of underinvestment in postsecondary education will soon be felt by both universities and the province. The 2017/18 Operations Forecast document that contains the university's annual funding request to the province will emphasize the value proposition of the university.

Mr. Fowler indicated that he would report further to Council in June after the provincial budget has been released and the provincial grant to the university is known. Once the provincial grant, capital grant, and targeted funding from the province is known, the 2016/17 operating budget will be presented in June to the Board of Governors for approval.

7. Student Societies

7.1 Report from the USSU

Kehan Fu, newly-elected president of the University of Saskatchewan Students' Union (USSU), presented the report to Council. Mr. Fu introduced himself as the first Chinese-born president of the USSU and an international student leader. He called on the university to improve the student experience by providing more opportunities for learning abroad, to decrease the academic and financial barriers that incoming students face, and to create a campus culture inclusive of its demographics.

Mr. Fu introduced his fellow USSU Executive: Emmanuel Barker, vice-president operations and finance; Brooke Malinoski, vice-president academic affairs; and Renata Huyghebaert, vice-president student affairs. The USSU Executive is committed this year to continuing work on the sexual assault policy, the mental health strategy established by last year's executive and the indigenization of the university curriculum and campus as a whole. Other goals include the first sustainability partnership grant, student advocacy, increased resources and engagement to central campus groups, and incorporating alumni and engagement into the campus student structure. Mr. Fu expressed that all the USSU accomplishments could be not be realized without the contributions of volunteer students. The chair welcomed the USSU executive on behalf of Council.

7.2 Report from the GSA

Ziad Ghaith, newly-elected president of the Graduate Students' Association (GSA), presented the report to Council and introduced members of the GSA executive: Nafisa Absher, vice-president operations; Kusum Sharma, vice-president finance; Shailza Sapal, vice-president student affairs; Ali Kiani, vice-president academic; Carolyn Gaspar, vice-president external; and Dana Carriere, Aboriginal liaison. The executive has identified three areas in which to increase the relationship and cooperation between university leaders and provincial leaders and enhance reputation of graduate students on various student bodies:

1. To amend *The University of Saskatchewan Act, 1995* to have a graduate student representative on the Board of Governors and to have greater representation on University Council, given that the graduate students represent more than 15% of the overall student population;
2. To increase awareness of graduate students of issues of indigenization and to be a leader in integrating indigenous content into the curriculum;
3. To better understand its constituency and graduate student needs by conducting a wide survey of its membership.

Mr. Ghaith thanked Council for its cooperation with last year's GSA Executive and indicated the executive this year looks forward to increasing this cooperation for the betterment of the GSA and graduate students. Council recognized the new GSA Executive.

8. Planning and Priorities Committee

Lisa Kalynchuk, chair of the planning and priorities committee, presented the committee reports to Council.

8.1 Request for Decision – Disestablishment of the three divisions in the College of Arts and Science

In July 2015, the College of Arts and Science implemented a new administrative structure that included three new vice dean positions to better align the college with the organizational structure used by other colleges. As the college no longer operates within a divisional administrative configuration, faculty council within the college voted in favor of a motion to dissolve the divisional faculty councils at its meeting on March 16, 2016. The college will now operate with one faculty council, which is anticipated to create more cohesion in the college and make it easier for faculty to engage and participate in collegial decision making within the

college. The changes are resource neutral. Internal changes to the student information system will occur in May 2017.

Professor Kalynchuk indicated there was little discussion of the item within the committee, as the changes were discussed at length within the college and the college faculty council had sent a clear message of support for these changes by passing a motion to dissolve the divisional faculty councils. The divisional faculty councils also each carried a motion in favour of their own dissolution.

> KALYNCHUK/de BOER: *That Council approve the disestablishment of the Divisions of Humanities and Fine Arts, the Division of Social Sciences, and the Division of Sciences from within the College of Arts and Science, effective November 1, 2016, and that Council's Bylaws be amended to reflect the disestablishment of the divisions and divisional faculty councils.*
>
> <div align="right">CARRIED</div>

8.2 <u>Request for Decision – Establishment of the Johnson-Shoyama Institute for Science and Innovation Policy (ISIP) as a Type A Centre within the Johnson-Shoyama Graduate School of Public Policy</u>

Professor Kalynchuk referred to the revised proposal of the Johnson-Shoyama Institute for Science and Innovation Policy (ISIP) presented to Council. A brief history of Council's consideration of the centre was provided and members were referred to the list of revisions and additional consultation undertaken by proponents in response to Council's feedback. Professor Kalynchuk emphasized the criteria in the centres policy that direct how new Type A centres are to be considered. These focus on the research and scholarly work and other opportunities the centre will provide, the financial sustainability of the centre and support from others, and the priority of the centre for the college or school proposing the centre and how the centre fits with the college or school strategic plan and institutional priorities. As the planning and priorities committee has determined that the proposal fully meets the criteria in the centres policy, a motion to approve the establishment of this centre has been submitted to Council.

Professor Kalynchuk invited Kathy McNutt, Executive Director of the Johnson-Shoyama Graduate School of Public Policy (JSGS) to convey to Council why the centre is important for the school and how it fits within the school's strategic plan. Professor McNutt indicated the centre would be jointly housed at the University of Regina and the University of Saskatchewan and focus on three major strategic priorities: governance; social policy and inequality; and innovation, science, and technology policy. The impetus for the centre began two years ago when the research priorities were identified by the school.

The proposal has been revised as a result of additional consultation and feedback to clarify the role and academic purpose of the centre, the academic research that will be housed within the centre, the benefits offered to students, the ability of other researchers to participate with the centre, and how the centre will benefit indigenous scholarship and engagement. Based on feedback received about the scope of the centre, the name of the centre has been changed from the Canadian Institute for Science and Innovation Policy (CISIP) to the Johnson-Shoyama Institute for Science and Innovation Policy (ISIP).

The chair invited discussion of the proposal. Concerns raised included criticism of the collegial process to develop the centre and the perceived bias of the researchers involved with two of the focal research areas in energy and agriculture, with specific criticism of research connections with and corporate advocacy of the Monsanto Corporation and nuclear energy and uranium extraction development. There was criticism of the lack of attention to local input from farmers and First Nations peoples that favour other energy and agricultural approaches.

Concern was raised about the absence of a code of ethics in the proposal and lack of knowledge of the membership of the management committee and advisory board as to whether these individuals would be unbiased. Fears of the centre shaping societal risk perception were expressed. As researchers within the centre are already publishing as academic faculty with academic freedom, detractors opposed to establishing the centre indicated that not establishing the centre would not interfere with the rights of these faculty members to continue to publish their work.

Making all contracts signed by university administrators for research and development publicly available was requested to ensure they are consistent with the academic values of the university.

Concerns were expressed that University Senate was not made aware of the proposal or asked for input, that the references to indigenization within the proposal were minimal at a time when the university was affirming its commitment to indigenous peoples, and that indigenous peoples were not visibly present at the meeting. Other issues raised related to the degree of administrative support the centre would fund, the reflection of student funding in the budget, and that many faculty on campus that deal with societal issues and in the sciences remained unaware of the proposal.

Points in favour of approving the centre included the opportunity the centre offers for collaboration from a disciplinary and multidisciplinary perspective. Research of public policy serves public interests and permits debate on questions of public policy related to science and technology. Jeremy Rayner, director of the JSGS at the University of Saskatchewan campus indicated that policy analysis requires discussion and consideration of technologies that often elicit strong positions. Part of the impetus for the centre was based on the concern that controversial issues of science and technology were not being translated well into policy. Those supporting the motion called on members to judge the proposal based on whether it meets the criteria for establishment within the centres policy.

> KALYNCHUK/de BOER: *That Council approve the establishment of the Johnson-Shoyama Institute for Science and Innovation Policy (ISIP) as a Type A Centre within the Johnson-Shoyama Graduate School of Public Policy (JSGS), effective upon approval of ISIP by the University of Regina Board of Governors.*
>
> <div align="right">CARRIED</div>

8.3 Report for Information – Notice of Intent for a School of Architecture and architecture
      programs

Professor Kalynchuk indicated that the idea of mounting a program in architectural sciences has been under discussion for a number of years at the university and the planning and priorities committee had recently re-engaged with the idea. The committee met several times with Colin Ripley, Professor in the Department of Architectural Science at Ryerson University,

who was retained by the university to conduct an environmental scan and develop a proposal for a School of Architecture at the university.

Professor Kalynchuk reported the committee reacted positively to the idea of a program in architecture, recognizing that this would fill a gap in the university's curriculum and contribute to the province and its economy in valuable ways. Committee members also favored the idea of creating a School of Architecture and Fine Arts, as this was seen as a way to inject new resources into an area of the university that has been under budgetary pressures for some time. Excitement about the possibilities the school offers are tempered with concerns about the resources required to develop the school and mount the programs. Although the committee would not normally present a notice of intent (NOI) to Council for information, the committee thought it important for Council to be informed about recent progress given the impact the school and architectural programming could have across the university.

Professor Kalynchuk indicated that next steps in advancing the initiative include developing the curriculum and course outlines, considering how the program would fit within the curriculum structure of the College of Arts and Science, developing a funding strategy, creating images of how the John Deere Building could be retrofitted to house the program; and defining the flows on the institutional linkages diagram in the NOI. Professor Kalynchuk emphasized the importance of Council being engaged as the initiative unfolds and that feedback on the NOI and the broader concept of architectural programs at the university can be sent by email to herself or the university secretary.

9.   Nominations Committee

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

  9.1   Request for Decision – Committee nominations for 2016/17

  Professor Krol indicated that each year the nominations committee reviews the membership list of Council and other committees and submits a list of nominees to Council to fill these vacancies. The committee does its best to ensure there is equity in representation and balance among members to ensure committees are broadly representative of disciplines across campus. Experience, leadership, continuity, and commitment are key attributes of those nominated to chair committees.

   KROL/LARRE: *That Council approve the nominations to University Council committees, Collective agreement committees, and other committees for 2016/17 as presented.*
   CARRIED

  9.2   Request for Decision – Nominations to the Search Committee for the Vice-Provost Indigenous Engagement

  Professor Krol reported that Council was being asked to appoint members to the search committee for the newly-created position of vice-provost indigenous engagement. Due to the importance of the position to the university, the nominations committee sent out a call for nominations to the General Academic Assembly (GAA) for members to serve on the committee.

   (1) KROL/LARRE: *That Council approve the appointment of the following GAA members to the search committee for the vice-provost Indigenous engagement:*

Andy Allen, Department of Veterinary Pathology
Kathryn Labelle, Department of History
Caroline Tait, Department of Psychiatry
Lois Berry, College of Nursing

(2) That Council approve the appointment of Martin Phillipson, incoming dean of Law as the senior administrator selected by Council to serve on the search committee for the vice-provost indigenous engagement, effective July 1, 2016.

CARRIED

9.3 Request for Decision – Nominations to the Joint Committee to Review the Search and Review Procedures for Senior Administrators

Professor Krol indicated that the nominations committee nominated members to the joint committee to review the search and review procedures for senior administrators based on individuals' experience serving on search and review committees and their familiarity with the process and procedures.

KROL/LARRE: *That Council approve the appointment of Ingrid Pickering, Department of Geological Sciences; Dale Ward, Department of Chemistry; and Linda McMullen, Department of Psychology as the GAA members selected to serve on the Joint Committee to Review the Search and Review Procedures for Senior Administrators.*

CARRIED

10. Governance Committee

Louise Racine, chair of the governance committee, presented the reports.

10.1 Request for Decision – Nominations to the Nominations Committee for 2016/17

Professor Racine reported that although the nominations committee considers the vacancies of other committees, that the governance committee has the responsibility to nominate Council members to the nominations committee.

RACINE/FLYNN: *That Council approve the nominations to the nominations committee as outlined in the attachment for three-year terms effective July 1, 2016, to June 30, 2019, and that Tamara Larre be appointed as chair for a one-year term effective July 1, 2016 to June 30, 2017.*

CARRIED

Professor Racine thanked Professor Krol for the exceptional work provided to Council during his term as chair of the nominations committee and wished him well during his sabbatical.

10.2 Request for Input – Revisions to the Regulations on Student Academic Misconduct

Professor Racine expressed that the governance committee was open to receiving input and feedback on the revisions to the student academic misconduct regulations. She asked that these be directed to Elizabeth Williamson, university secretary.

11. Academic Programs Committee

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

11.1   Request for Input – Nomenclature Report

Professor Flynn noted that the Nomenclature Report was last revised five years ago, and the academic programs committee intends to revise the report more regularly in the future. Suggested revisions of the report may be submitted to the registrar and/or university secretary.

11.2   Request for Input – Changes to the Academic and Curricular Change Authority Chart

Professor Flynn indicated that comments and feedback on the Academic and Curricular Change Authority Chart could be submitted to the registrar and/or university secretary.

11.3   Report for Information – Annual Report to Council for 2015/16

Professor Flynn expressed thanks to program proponents who attended committee meetings throughout the year to present proposals, and acknowledged the contributions of committee members and the exemplary support provided by Amanda Storey, committee secretary.

12.   Teaching, Learning and Academic Resources Committee

Jay Wilson, chair of the teaching, learning and academic resources committee, presented the report.

12.1   Report for Information – Annual Report to Council for 2015/16

Professor Wilson thanked Council for its support of the committee's work to indigenize the curriculum and acknowledged members of the committee for their contributions, recognizing in particular the efforts of Patti McDougall, vice-provost, teaching and learning. There were no questions or discussion of the report.

13.   Joint Committee on Chairs and Professorships

Ravi Chibbar, committee member presented the report on behalf of Jim Germida, chair of the joint committee on chairs and professorships.

13.1   Report for Information – Annual Report to Council for 2015/16

There was no discussion of the report.

14.   Other business

There was no other business.

15.   Question period

The chair invited questions from Council members. A member observed how the room had emptied of members prior to the point of adjournment. He noted the intent for debate is that members be present for the entire meeting. This calls upon the attendance and engagement of Council members for the duration of the meeting out of respect for fellow Council members and to properly conduct the business of Council.

As the individual who had posed the question about university rankings was no longer present, the question was not asked.

16. Adjournment

The meeting was adjourned by motion (FLYNN/BRADLEY) at 4:51 pm.

Confucius Institute Report to University Council

Dr. Karen Chad, Vice-President Research
May 19, 2016

UNIVERSITY OF
SASKATCHEWAN

www.usask.ca

UofS Confucius Institute

1. <u>As a Classroom</u> - offers non-credit Chinese language/ cultural courses for UofS and K-12 school students, and the general public

2. <u>As a Window</u> - exposes people to aspects of Chinese society and culture, including Chinese history, music and performing arts, painting, and martial arts

3. <u>As a Platform</u> - promotes academic exchange and educational cooperation between the UofS and BIT, and between Canadian and Chinese scholars through seminars, public lectures, faculty exchanges, conferences, and joint research projects

4. <u>As a Bridge</u> - facilitates cross-cultural exchange and understanding, and promotes friendship between Canada and China

Background

- IAC was asked by the Coordinating Committee of University Council to review the UofS CI's agreements
  - request was in response to concerns regarding political interference, academic freedom and transparency raised at University Council

- IAC replied to the Coordinating Committee December 2014, noting *'no concern was raised about political issues in the review of the MOU signed to establish the Confucius Institute as a Type B Centre.'*
  - however *'The committee also expressed the desire to see a strong management team at the university to steer our involvement with the Confucius Institute and to tackle these difficult issues.'*

Actions

- As follow-up to the activities of the IAC, a **Working Group was established** to review concerns expressed at University Council, and to **report their findings to the VPR**

- The **report to University Council** provides:
    - *outcomes* of the consultations and investigations of reports, documents and concerns undertaken
    - *recommendations* to the Vice-President Research, including revisions to existing agreements that will ensure that academic freedom and transparency continues to be upheld

Outcomes

- There is **no evidence to indicate academic freedom has been compromised** by the presence of the CI at the UofS (assessment of the IAC of University Council <u>and</u> the Working Group reporting to the Vice-President Research)

- Policies, practices, and guidelines are in place to ensure the Centre's **management, operations and activities align with the mission of our university, and principles and practices befitting of a Canadian University**

- While the CI is making a valuable contribution, some actions would further strengthen it

Recommendations

- These will assist the CI in **continuing to contribute to the mission of our university**, and in **enhancing cultural diversity on our campus and within our communities**:
    1. Address Academic Freedom, Responsibility, Accountability and Academic Activities in Revised Agreement
    2. Improve Transparency
    3. Strengthen Board Governance
    4. Effective Oversight by the CI Management Committee
    5. Ensure Strong Skills/Competency of the Chinese Co-Director
    6. Enhance Communication and Engagement
    7. Formal Evaluation of the CI

1. Academic Freedom

- CI agreements were revised and reviewed by the CI Management Committee, Office of International Research and Partnerships, Legal Services (with external legal consultation), and International Advisory Committee of Council

- **Examples:**

    Article 5.5

'The activities of the CI will respect Canadian laws and regulations, academic freedom and transparency, as well as UofS institutional values, priorities, and policies. The UofS maintains control over the hiring, curriculum and academic practices of the CI.'

    Article 7

'The UofS owns intellectual property and programs in the CI.'

2. **Transparency**

- **Example:**

  Article 15

'It is acknowledged and agreed that the UofS is subject to The Local Authority Freedom of Information and Protection of Privacy Act (Saskatchewan), as amended, and that this agreement may be subject to freedom of information requests.   As well, to ensure transparency in the activities, agreements and operations of the UofS CI, this agreement will be available for public view.'

- Agreements will be posted on the new CI website

3. Governance and Oversight

- CI Board was restructured (May 2015) to augment leadership and diversity, together with experience in governance, research, teaching, and international perspective

- 10 Board members (UofS representation highlighted):
  - **Karen Chad** (Co-Chair of the CI Board), VP Research
  - **Darcy Marciniuk**, Associate VP Research [Acting] and Chair, CI Management Committee
  - **Patti McDougall**, Vice-Provost Teaching and Learning
  - **Michelle Prytula**, Dean, College of Education
  - **Li Zong**, Professor of Sociology, and Canadian Co-Director of UofS CI
  - Changlu Zhao (Chinese Co-Chair, Deputy Secretary of BIT), Shuiyuan Tang (Director, BIT International Office), Yulin Deng (Dean, School of Life Science), Qingqing Xing (Deputy Director, BIT International Office), Ning Liu (Professor of English, Chinese Co-Director of CI)

4. Management and Operations

- CI Management Committee was restructured (July 2015) to ensure the committee had the expertise, qualities and competencies to provide effective oversight and strong guidance to the CI

- Members have demonstrated expertise in teaching/learning, research, international student exchange/activities, international partnerships and program development, organization and education administration, finance/accounting, governance, and leadership

5. Chinese Co-Director

- A new Chinese Co-Director was appointed, on the direction of both the UofS and Hanban/BIT, in December 2015

- **Dr. Ning Liu**, Professor of English, began his formal appointment in January 2016, and joins Dr. Li Zong, Professor of Sociology as the Canadian Co-Director

6/7. Communication and Evaluation

- Effective communication with internal and external audiences regarding activities, accomplishments, operations, and intentions is essential to facilitate understanding and transparency of the CI

  - new and more vibrant website platform and content is currently being built

  - a coordinated communications plan and materials will be developed

- Annual work plan, and activities and accomplishment reports have been developed

Concluding Remarks:

- The UofS Confucius Institute is:
  - An important mechanism and framework for our **international activities** within and outside of our institution
  - It shows our **commitment to cultural diversity** and having a **rich multicultural environment for students, faculty and staff**
    - In 2015-16, we had 723 undergraduate and 264 graduate Chinese studying at the UofS

- These attributes are **key components of a globally-minded university that promotes and benefits from diversity**

- I am grateful to the important work undertaken by scores of our colleagues and students over the past months
  - it has enabled us to travel an insightful journey and in doing so we have been able to identify and implement helpful recommendations, making us indeed a better institution

ATTACHMENT 2

Financial Milestones

Current budget update

(2015/16)

Provincial budget - June 1

(2016/17)

U of S operating budget

(2016/17)

Operations forecast

(2017/18)

PROPOSED MEMBERSHIP OF THE NOMINATIONS COMMITTEE FOR 2016/17

- Recommends nominations for Council committees and panels, search and review committees, some collective agreement committees and panels, and other vacancies.
- Membership restricted to members of Council (9 members), with no more than 3 members from the College of Arts and Science and no more than 2 members from any other college.

Proposed Nominees
For chair: **Tamara Larre**
Council members

Donna Goodridge	**Medicine**	**2019**
Ryan Walker	**Geography and Planning**	**2019**
Angela Bowen	**Nursing**	**2019**
Fran Walley	**Soil Science**	**2019**
Ali Honaramooz	**Veterinary Biomedical Sciences**	**2019**
David Bindle	**Library**	**2019**

Continuing Members

Name	College/Department	Term Expiring	
Tamarra Larre	Law	2017	
Nancy Gyurcsik	Kinesiology	2017	
Jim Greer	Computer Science	2018	
~~Ed Krol (chair)~~	~~Pharmacy and Nutrition~~	~~2017~~	*sabbatical*
~~Dwayne Brenna~~	~~Drama~~	~~2016~~	*member term expiry*
~~Terry Wotherspoon~~	~~Sociology~~	~~2016~~	*member term expiry*
~~Bram Noble~~	~~School of Environment and Sustainability~~	~~2017~~	*Council term expiry*
~~Michael Nickerson~~	~~Food and Bioproduct Sciences~~	~~2018~~	*sabbatical*
~~Jaswant Singh~~	~~Veterinary Biomedical Sciences~~	~~2018~~	*Council term expiry*

Resource Members
Secretary: Sandra Calver, Office of the University Secretary

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	P	A	
Allen, Andy	P	P	R	P	P	P	R	P	R	
Andreas, Taylor	A	A	A	A	A	A	A	A	N/A	N/A
Arcand, Jaylynn	A	R	R	P	P	R	R	R	N/A	N/A
Barber, Ernie	R	P	P	P	P	R	P	P	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	P	R	
Bergstrom, Don	N/A	N/A	N/A	N/A	P	P	R	P	R	
Bilson, Beth	P	P	A	R	P	P	P	R	R	
Bindle, David	A	P	P	P	R	P	P	P	P	
Bonham-Smith, Peta	P	P	P	P	P	P	P	P	P	
Bowen, Angela	P	R	R	P	R	P	R	P	P	
Bradley, Michael	P	R	P	P	A	P	P	P	P	
Brenna, Bev	P	P	P	R	P	P	P	P	R	
Brenna, Dwayne	P	P	P	R	P	P	P	P	R	
Brown, William	P	P	P	P	R	P	P	P	R	
Buhr, Mary	P	R	P	P	R	R	P	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	R	N/A	N/A
Carboni, Matteo	P	A	A	A	A	A	A	A	N/A	N/A
Card, Claire	A	P	A	P	P	P	P	P	P	
Chakravarty, Rajat	P	P	P	R	P	P	P	P	N/A	N/A
Cheng, Hongming	P	A	P	A	P	P	P	P	A	
Chernoff, Egan	P	R	P	P	R	R	A	R	R	
Chibbar, Ravindra	P	R	P	P	A	A	A	A	P	
Crowe, Trever	P	P	P	P	A	P	P	P	P	
De Boer, Dirk	P	P	P	P	P	P	P	P	P	
D'Eon, Marcel	P	R	P	P	P	R	P	P	P	
Deters, Ralph	P	P	A	P	P	P	P	A	P	
DeWalt, Jordyn	A	A	A	A	A	A	A	A	A	
Dick, Rainer	P	P	P	P	P	P	P	P	P	
Dobson, Roy	P	P	P	P	P	R	P	P	P	
Eberhart, Christian	A	A	A	A	A	A	A	A	A	
Ervin, Alexander	P	A	P	P	P	P	P	P	P	
Eskiw, Christopher	P	P	P	P	P	P	A	P	P	
Findlay, Len	P	P	P	P	P	R	P	P	P	
Flynn, Kevin	P	P	P	P	R	P	P	A	P	
Freeman, Douglas	R	R	P	A	R	P	R	R	R	
Gabriel, Andrew	R	R	A	A	A	A	R	A	A	
Ghaith, Zaid	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	
Ghezelbash, Masoud	A	P	P	P	P	P	A	P	P	
Gill, Mankomal	R	A	A	A	A	A	A	A	A	
Gobbett, Brian	A	A	A	A	A	A	A	A	A	
Gordon, John	P	R	A	P	P	R	P	P	P	
Gray, Richard	P	A	P	P	A	P	A	A	P	
Greer, Jim	P	A	P	P	P	P	R	P	P	
Gyurcsik, Nancy	P	R	P	R	P	R	P	P	P	
Hamilton, Murray	P	P	R	A	R	A	R	P	P	
Havele, Calliopi	A	A	A	A	P	P	A	P	A	
Hayes, Alyssa	P	P	P	R	P	P	R	P	P	
Honaramooz, Ali	A	A	A	P	P	A	R	A	P	
Horsburgh, Beth	N/A	N/A	N/A	N/A	N/A	N/A	A	R	R	
Huckabay, Alana	A	R	R	P	R	R	R	R	N/A	N/A
Iron, Monica	R	A	A	A	P	P	A	A	N/A	N/A
Jamali, Nadeem	R	R	P	P	P	P	P	P	R	
Johnstone, Jill	R	P	P	A	P	R	P	R	R	
Julien, Richard	A	A	A	A	P	A	A	A	P	
Kalagnanam, Suresh	P	P	R	P	A	R	R	P	P	
Kalra, Jay	P	P	R	P	P	P	P	P	P	
Kalynchuk, Lisa	P	P	A	P	P	P	P	P	P	
Khandelwal, Ramji	P	P	P	R	P	P	P	P	R	
Kipouros, Georges	R	R	R	A	N/A	N/A	N/A	N/A	N/A	N/A

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Klaassen, Frank	P	P	P	P	P	A	P	P	R	
Koob, Tenielle	A	A	A	P	P	P	P	P	N/A	N/A
Krol, Ed	P	P	P	P	P	P	P	P	P	
Langhorst, Barbara	R	R	R	P	R	R	P	R	R	
Larre, Tamara	P	R	A	P	P	A	P	P	P	
Lindemann, Rob	A	P	A	A	A	A	A	A	A	
Low, Nicholas	P	P	P	P	P	P	P	P	R	
MacKay, Gail	P	P	A	A	A	A	A	P	R	
Makarova, Veronika	A	P	P	P	A	P	A	A	P	
Marche, Tammy	P	P	P	P	P	P	P	P	P	
Martz, Lawrence	A	P	P	A	R	P	P	P	A	
Mathews, Rosemary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
McCann, Connor	A	A	P	A	A	A	A	A	A	
McEwen, Alexa	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	R	
McWilliams, Kathryn	P	R	R	R	P	P	R	P	R	
Moellenbeck, Sheldon	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Muri, Allison	P	P	P	P	P	P	R	P	R	
Nel, Michael	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Nickerson, Michael	P	A	A	A	A	A	P	A	A	
Nicol, Jennifer	R	R	P	P	R	P	R	A	P	
Noble, Bram	P	R	P	R	R	P	P	A	A	
Orsak, Alanna	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Ogilvie, Kevin	A	A	A	A	A	A	A	A	N/A	N/A
Osgood, Nathaniel	P	R	R	A	P	A	A	P	P	
Paige, Matthew	A	P	P	R	P	P	P	P	P	
Pelly, Dallas	P	A	A	A	A	A	A	A	N/A	N/A
Pinel, Dayna	N/A	N/A	N/A	N/A	P	A	A	A	N/A	N/A
Prytula, Michelle	A	P	P	P	P	A	P	R	P	
Racine, Louise	P	R	P	P	P	P	P	P	P	
Rangacharyulu, Chary	A	A	A	A	A	A	A	A	A	
Rea, Jordan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	R	
Reimer, Serena	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	R	
Rezansoff, Evan	A	A	A	A	A	A	A	A	N/A	N/A
Rodgers, Carol	P	A	P	R	P	P	R	P	P	
Roesler, Bill	P	A	P	P	P	P	P	R	A	
Roy, Wendy	P	P	P	P	P	P	P	P	A	
Sarjeant-Jenkins, Rachel	P	A	P	P	P	R	P	P	R	
Sautner, Alyssa	A	A	A	A	A	A	A	A	N/A	N/A
Schwab, Benjamin	P	P	P	A	P	P	A	A	N/A	N/A
Singh, Jaswant	R	R	P	R	P	P	A	A	P	
Smith, Preston	P	P	P	A	P	A	P	A	P	
Soltan, Jafar	P	P	P	P	A	P	P	P	P	
Sorensen, Charlene	N/A	N/A	N/A	N/A	N/A	A	P	P	A	
Still, Carl	P	R	R	P	R	R	P	R	P	
Stiocheff, Peter	NA	NA	P	P	P	P	P	P	R	
Tait, Caroline	P	A	P	P	R	P	A	P	A	
Taras, Daphne	P	R	R	R	P	P	P	P	A	
Thomson, Preston	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Tyler, Robert	R	P	P	R	P	P	P	R	R	
Uswak, Gerry	P	R	P	R	P	R	R	R	R	
Waldram, James	P	P	P	P	R	P	R	A	R	
Wasan, Kishor	R	P	P	R	A	R	R	P	P	
Watson, Erin	R	P	P	P	P	P	P	P	R	
Williamson, Vicki	R	R	R	P	R	N/A	N/A	N/A	N/A	N/A
Willness, Chelsea	P	P	P	P	A	P	P	P	R	
Wilson, Jay	P	R	P	P	P	R	P	A	P	
Wilson, Ken	P	P	R	P	P	P	P	R	P	
Wotherspoon, Terry	P	P	P	P	P	P	P	R	P	
Yates, Thomas	R	P	P	P	P	P	P	P	R	
Zello, Gordon	P	P	P	P	P	P	P	R	P	

Non-voting participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Binnie, Sarah	P	P	P	P	P	A	P	R	R	
Chad, Karen	A	A	P	P	A	A	A	P	P	
Chapola, Jebunnessa	A	A	A	P	A	A	A	A	N/A	N/A
Downey, Terrence	R	R	R	A	A	R	P	P	R	
Fowler, Greg	P	P	P	P	P	P	A	A	P	
Fu, Kehan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	
Isinger, Russell	P	P	P	P	P	P	P	P	P	
Kiani, Ali	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Malinoski, Brooke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	
Saddleback, Jack	P	P	P	A	P	P	P	P	N/A	N/A
Pulfer, Jim	P	P	P	R	R	R	R	P	R	
Senecal, Gabe	P	P	A	P	P	P	P	N/A	N/A	N/A
Williamson, Elizabeth	P	P	P	P	P	P	P	P	P	

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL   June 2016

President's Committee on Vision, Mission and Values

Although I know Council will be discussing this item on the agenda at this meeting, I do want to take this opportunity to thank, in writing, the members of the visioning committee. Their commitment to this process has brought us to the point we are at today. I want to especially thank Brent Cotter and Liz Harrison whose leadership of the process was a crucial element to the success thus far.   I could not have asked for two better co-chairs for this important institutional process.   The members of the committee are as follows:

- Co-chairs Brent Cotter (Law) and Liz Harrison (Physical Therapy)
- Tom Crosson (Risk Management, manager)
- Scott Adams (third-year medical student)
- Liz Duret (Human Resources, diversity and inclusion consultant)
- Lee Ahenakew (Board of Governors, vice-chair)
- Wendy Roy (Dept. of English, faculty member,)
- Karen Prisciak (Senate representative, Law Society of Saskatchewan)
- Harry Lafonde (Aboriginal elder)

Government Relations

Provincial Relations -- Since we last met, the provincial budget has been released and I, the Provost, and the Vice-President Finance and Resources will discuss its impact in more detail during the June council meeting. I did want to take this opportunity to highlight some specific points.

There were no big surprises for us on budget day – we were prepared for the possibility of the results we received.   The government has been communicating the province's financial position for some time now and we are aware of the current economic climate. Thanks to prudent fiscal planning, I am confident we are in a stable position for this coming year.

This level of support, of course, is not a sustainable path for our institution. This is why we are continually building our relationship with government and honing our message regarding the value the U of S brings to the province. We will be working hard over this next year to bring this message to the government and the public-at-large about our value. We have some work to do to improve our message -- with special attention to reaching elected officials in Regina. We also have to provide our supporters and advocates in the community with information about the impact the U of S has within their constituencies so that they can help better spread our message.

Whether it is our contribution to the province's GDP, the role our research plays in solving problems in our community, or the part we play in creating the province's leaders of tomorrow

we all have a responsibility to communicate what impact the University of Saskatchewan plays in the life of Saskatchewan.   I look forward to working with Council and other campus leaders to determine how to best to create and spread these messages-of-value.

Federal Relations – With the Government of Canada's recent focus on infrastructure within the post-secondary education sector, much work has been done on campus to take advantage of this opportunity. Through the Post-Secondary Institutions Strategic Investment Fund (PSIF) we've submitted two priorities – The Collaborative Science Research Building and the Murray Library Transformation Project. Through extensive research and discussion, we believe these two "shovel ready" projects are our best opportunity to receive federal funds for projects that directly contribute to our academic mission.   We hope to hear responses to our submissions in early fall.

Update on Advancement and Community Engagement/University Relations

We are currently searching for a vice-president, university relations. I have been extremely pleased with the quality of the applicants and I hope to be in a position to make an announcement soon.

Despite the lack of permanent leadership, activity within the unit is moving forward. Thanks to the work of our consultant, Kathy Arney, and staff who have stepped up into interim leadership roles, I feel like the unit is in good hands. In fact, a testament to the resiliency of the organization occurred this month. In June, our university hosted the annual national conference of the Canadian Council for the Advancement of Education (CCAE), the organization responsible for alumni, development, and communications professionals in post-secondary education. The staff within our own advancement unit organized this conference, bringing in hundreds of advancement professionals from across the country to Saskatoon.

Update on Search for Provost and Vice-President Academic

The search for our next Provost and Vice-President Academic is still underway and will be active over the summer. Our search committee and consultants have been reviewing resumes and candidates to determine the right person to fill this important position. It is my hope to be able to appoint our new Provost prior in the fall, but I will not let anything compromise the quality of the candidate we deserve.

Presidential Travel

Alumni and Friends – I've had the opportunity to travel to Vancouver and Toronto to visit with alumni and friends in the area. In both cases, I've arranged to have smaller, more targeted connections with key individuals within each region. These connections have taken the form of hosted dinners where we have discussed some specific topics such as the mission, vision and values process. I have found these activities extremely valuable and hope to incorporate this approach for my activities in the fall.

Universities Canada – Our semi-annual Universities Canada (UC) meeting took place in Toronto as well. The theme for this meeting was exploring and celebrating the partnerships that make Canada's universities stronger. I had the pleasure of participating as a panel member discussing the opportunities between municipalities and post-secondary institutions.

U15 Delegation to France – In June, I will be travelling with eight other U15 university presidents to France, at that country's invitation, to explore partnerships with the French post-secondary education and research sectors. The trip will include meetings with the French Minister of Higher Education and Ministry officials, roundtable discussions with French university presidents, and a look at the innovation sector at Grenoble Alps University. I also plan to take advantage of the trip to connect with influential donors and alumni in London, UK.

Harvard Seminar – I will be travelling to Boston for the *Harvard Seminar for New Presidents*. This program is a six-day, intensive professional development opportunity offered once each year. It is considered the 'standard' in North America for individuals new to the university presidency role.

PROVOST'S REPORT TO COUNCIL

June 2016

INSTITUTIONAL PLANNING
University of Saskatchewan Operating Budget 2016/17
On June 21, 2016, the Board of Governors will consider management's recommended operating budget for 2016/17. The submission reflects the June 1, 2016 provincial budget announcement of a 0% increase (and downward SUFM adjustment) in the University's operating grant and a reduction in targeted funding for the College of Medicine. Once the budget has been approved by the Board, it will be communicated to the campus community.

University of Saskatchewan Operations Forecast 2017/18
At the June meeting of the Board of Governors, management will present a draft of the Operations Forecast for 2017/18. The University of Saskatchewan provides an operations forecast to the Ministry of Advanced Education on an annual basis. The provincial government's investment in the U of S contribute not only to the learning and discovery mission of the university, but also to the overall well-being of the province.

The timing for the submission of the forecast this year was tight, given that the 2016/17 Provincial Budget was only released in June, following the election. The 2017/18 Operations Forecast was due to the Ministry of Advanced Education within three weeks of the budget.

The strategy for the forecast is to address the Ministry of Advanced Education's focus on access, responsiveness, sustainability, accountability, and quality. The document outlines the financial request for operating, targeted, research, and capital funding for 2017-18. It also includes the three-year multi-year forecast, a zero-percent scenario, and projects that are on the horizon for the university. The appendices address the information requirements requested by the Government of Saskatchewan. Following the consideration of the board, and the submission to the government, the forecast will be released to the campus community.

The preparation of this document involved consultation with the Planning and Priorities Committee of Council, deans' council, PCIP, and a collaborative effort on the part of our administrative offices.

Provost's Committee on Integrated Planning (PCIP)
PCIP met three times in May. PCIP endorsed two submissions to the Federal Post-Secondary Institutions Strategic Investment Fund (Library Transformation Phase III, and the Collaborative Sciences Research Building) prior to presentation to a special board meeting for approval. PCIP considered restructuring of fee-for-services practices and the impact of these issues on colleges and units. Recommendations regarding the governance of Huskie Athletics were also discussed. At the May 25th Board Items meeting, PCIP discussed and approved for submission to the Board: the Capitalization Planning & Capitalization Strategy update and a new capital funding strategy for presentation to the provincial government; a CFI funded CERC award of $2M plus operating funds to support the Roots of Food Security Research Facility; the Livestock Facility Progress Update and proposal to purchase additional land for beef and forage teaching and research; the Children's Hospital Power Supply and potential requirement for the installation of a redundant power supply line; required repairs to the Williams Building heating system

to ensure the long-term future of the building; and the proposal to lease space at Preston Crossing for the Huskie Store.

Unit Reviews

Unit reviews have been completed for the School of Environment and Sustainability and the Library. Terms of reference documents, the external reviewer's reports, and unit responses can be found on the IPA website: http://www.usask.ca/ipa/institutional-effectiveness/reviews.php. The external reviewer's report on the Johnson-Shoyama Graduate School of Public Policy is expected this month. A unit review of the College of Engineering has been initiated, with a site visit being scheduled during the September-October, 2016 timeframe.

The external review report for SENS readily acknowledged the strengths, accomplishments and potential of the School. The design of the School and its approaches to interdisciplinary education and research were lauded. High praise was given to the leadership, faculty and staff. The reviewers encouraged the School to University to ensure that the School is supported through appropriate policies, governance and resources.

The external review report for the Library applauded the transition that has taken place over the past decade in our University Library as it has moved from being primarily a service provider to now being acknowledged and respected as an academic partner. The high quality of leadership, faculty and staff was praised. The University was encouraged give a high priority to the ongoing capital transformation initiatives and to maintain appropriate operating budget support for acquisitions. Themes for further advancing the value of the Library to the University include engagement in scholarly communications (open access, institutional repository for research outputs, stewardship of research data) and collaboration with the CIO on information and communications technologies.

COLLEGE AND SCHOOL UPDATES

College of Pharmacy and Nutrition

Pharmacy Association of Saskatchewan Pharmacist of the Year: Dr. Fred Remillard
Congratulations to **Dr. Fred Remillard** who was named Pharmacy Association of Saskatchewan Pharmacist of the Year for 2016. The PAS Pharmacist of the Year Award is presented in recognition of a pharmacist who performs an outstanding single deed or long term service, as to bring credit and prestige to the profession of pharmacy.

Pharmacy accreditation update
The Canadian Council for Accreditation of Pharmacy Programs (CCAP), a national organization involving educators and Pharmacists, is responsible for developing and maintaining Canadian standards for pharmacy education.

Accredited programs are reviewed at least every seven years, at which time the program does a self-study and has a site visit by accreditors. The pharmacy program at the University of Saskatchewan is a fully accredited program with its next site visit scheduled for October 24-26, 2016. We will be seeking accreditation for both the Bachelor of Science in pharmacy (B.S.P) program, as well as the Pharmacy Doctoral (PharmD) program. The new degree program has been approved by the Board of Governors, University Council and confirmed by University Senate. Regular updates on the Doctor of Pharmacy curriculum development process are available at: http://words.usask.ca/pharmd.

In Winter 2015, we were informed by CCAPP of our accreditation site visit (October 2016). In January we formed an Accreditation Committee:

- Dr. R. Dobson, Associate Professor
- Dr. Y. Shevchuk, Associate Dean Academic,
- Dr. B. Semchuk, Manager, Clinical Pharmacy Services
- Dr. K Mansell, Division Head, Pharmacy
- Dr. J. Alcorn, Associate Dean Graduate Studies and Research
- Paul Melnyk, Pharmasave Central Region Pharmacy Operations Manager
- J. Poteet, Third Year Pharmacy Class Representative
- T. Raiche, SPNSS Co-President
- S. Knowles, Executive Assistant to the Dean
- S. Mulhall, Coordinator, Assessment and Evaluation, College of Pharmacy and Nutrition

Since that time we have:

- reviewed the thirty-five accreditation standards and the material that might be needed to prepare the self-study
- began collecting the material for preparation of self-study report
- prepared a time-line for completion of report
- determined a communications plan for keeping stakeholders informed of the process
- began writing the self-study report (we are in the process of working through each of the standards

College of Arts and Science

Congratulations to our newest graduates from Spring Convocation! We celebrate the students who won top awards: Copland Prize in Humanities: **Louis William Reed-Wood**; Copland Prize in Social Science: **Sara Jean Bartel**; University of Saskatchewan Film Society Prize: **Megan Marion Jole Bauman**; Earl of Bessborough Prize in Science, and Haslam Medal: **Scott Charles Olson**; Spring Convocation Three-Year Degree Medal: **Ryan Kenneth Alvin Teneycke**; University Medal in a Bachelor's Degree of Arts and Science: **Lauren Dawn Achtemichuk.**

Congratulations to **Joe Garcea** (Pols), who at Spring Convocation was presented the Award for Distinction in Outreach and Public Service.

Hugo Cota-Sánchez (Biol) won the Master Teacher Award: link

PotashCorp Kamskénow, an award-winning outreach program that brings engaging science and math education to community schools in Saskatoon, has received renewed funding through PromoScience, a program of the Natural Sciences and Engineering Research Council of Canada. **Lana Elias** is the Director of Science Outreach: link

Laura Dally (recent sociology graduate and all-star member of the Huskies women's basketball team) capped her five-year career with a national championship title, while also being named Canada West player of the year, the U of S female athlete of the year and a first-team all-Canadian. Dally recently signed with an agent who is securing a contract for her to play in Europe in 2016-17: link

Neil Chilton (Biol) is the recipient of a 2015/16 University of Saskatchewan Students' Union Teaching Excellence Award: link

Our **Computer Science Department** is ranked in Maclean's top 20 comp sci universities: link

The College honors the winners of the **YWCA Women of Distinction Awards** 2016, many of whom have ties to Arts & Science: link

Sheryl Prouse and **Ted Toporowski** are this year's winners of the Dean's Distinguished Staff Awards: link

Timothy Kelly (Chem and CRC in Photovoltaics) is the 2016 recipient of the University of Saskatchewan's New Researcher Award: link

The Governor General of Canada has awarded **Carin Holroyd** (Pols) a Meritorious Service Medal (Civil Division) for her charitable and community work related to the Vietnam Education Society: link

Jeanette Lynes (Eng, and coordinator of the MFA in writing program), received a 2016 Saskatchewan Book Award. Two other Saskatchewan authors with ties to the College of Arts & Science were recognized: alumna **Leah Marie Dorion**; and alumna and MFA in writing mentor **Elizabeth Philips**.

Regan Mandryk (Cmpt), who specializes in human-computer interactions, has been awarded $1.65 million over six years for SWaGUR, Saskatchewan Waterloo Games User Research initiative. Space scientist **Kathryn McWilliams** (Phys and EP) has been awarded an identical amount for the International Space Mission (ISM) Training Program, a joint effort with partners in Canada and Norway. Funds are provided through the Natural Sciences and Engineering Research Council of Canada's Collaborative Research and Training Experience Program (NSERC CREATE). With partner contributions, the two projects come in at $2.45 million and $2.95 million, respectively: link

Nathaniel Osgood (Cmpt), **Joe Garcea** (Pols) and **Wendy Roy** (Eng) are the winners of the 2015-16 College of Arts & Science Teaching Excellence Awards and the Provost's College Awards for Outstanding Teaching. **Kathryn Labelle** (Hist) was the winner of the Provost's Outstanding New Teacher Award.

Lorin Elias has been appointed to the position of associate dean students in the College of Arts & Science for a five-year term, effective July 1, 2016: link

The college recognizes and acknowledges our distinguished retiring faculty, all of whom will carry the illustrious title of Professor Emeritus: **Keith Bell** (Art & Art Hist), **Robin Renaut** (Geol), **Ron Steer** (Chem), **Gerald Langner** (Music), **Don Harris** (Eng) and **Ron Cooley** (Eng).
For our most recent news, visit: link

---

*The **Alumni of Influence** awards are a public way for the College of Arts & Science to recognize and celebrate our very distinguished alumni. The awards signal to today's students that they are part of a vibrant and accomplished college. In March, eleven new Arts & Science Alumni of Influence were recognized at the 7th Dean's Gala and Awards Ceremony:*
Brenda Baker (BFA'81) - Author, performer, volunteer; Sanjay Bakshi (BSc'92, MSc'94) - Computer animator; Ruth Cuthand (BFA'83, MFA'92) – Artist; Brian Gable (BA'70) - Editorial cartoonist; Kathleen McCrone (BA'62) - Historian, professor; Brenda Macdougall (BA'94, PhD'05) - Métis scholar, professor; That Ngo (BSc'69, SC'70, PhD'74) - Biochemist, professor, author; Berni Schiefer (BSc'85) - Computer scientist; Paul Thagard (BA'71) - Philosopher, cognitive scientist, author; Bill Waiser (MA'76, PhD'83, DLitt'10) - Historian, author, professor; Alan Wildeman (BSc'75, MSc'77) - University president.

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

U of S Research Update

June 2016

INITIATIVES

2016 Innovation Place ILO Award of Innovation Winners Announced

- **Khan Wahid**, associate professor in the College of Engineering, who has improved the technology for taking pictures inside the human gut has won the *2016 Innovation Place Industry Liaison Office (ILO) Award of Innovation*. Wahid has made significant innovations in video and image processing and biomedical imaging systems, specifically wireless endoscopy capsules. The *"camera pills"* are roughly the size and shape of an oversized vitamin capsule and are swallowed by patients suspected of having some form of gastrointestinal disorder or disease. The patented image compression technology allows much more efficient capture and processing of images. This decreases the workload of the capsule's computer chip, allowing more and better images. Wahid is now testing the technology in animals with collaborators at the Western College of Veterinary Medicine, both as a test bed for human use and to potentially fill the need for veterinarians.

- **Bob Bors**, assistant professor in the Plant Sciences department in the College of Agriculture and Bioresources, was named *runner-up for this years' award*. As head of the Fruit Breeding program, Dr. Bors developed the *"world's largest collection of haskap germplasm"*. He was the first to demonstrate the berries and bushes could be bred for mechanical harvesting and the newest varieties currently produce berries three times larger than what Dr. Bors started with. Haskaps are a valuable nutraceutical product due to their high levels of antioxidants, vitamins and flavonoid and can be used to make wine without sugar due to the berry's natural sweetness.

The Award of Innovation celebrates U of S researchers who have brought new and commercially viable technology to the ILO for development into marketable products. It is open to all U of S employees and students. The winner receives $5,000 and a photo on the "Award of Innovation" wall at the ILO.

2016 Images of Research Winners Announced

The U of S launched its second annual Images of Research competition this spring to showcase the diverse research taking place on campus and beyond. U of S students, staff, faculty and alumni were invited to submit visual depictions and brief descriptions of their research, scholarly or artistic work. Nearly 100 submissions were received this year, ranging from traditional photographs to abstract images generated by devices such as the Canadian Light Source synchrotron. Multidisciplinary judging panels selected winning entries in five categories along with one grand prize image. Two viewers' choice prizes were chosen by members of the public. More than 5,000 viewers from over 40 countries visited the online image gallery and took part in the public vote. To view all of the winning 2016 Images of Research, visit: *http://goo.gl/p2n3Ji*

REPUTATIONAL SUCCESSES

Heavin and Keet Received
Charles D. Gonthier Research Fellowship

On May 6, the Canadian Institute for the Administration of Justice (CIAJ) announced that **Heather Heavin**, Associate Dean, Research and Graduate Studies and **Michaela Keet**, Associate Professor at the College of Law, were the co-recipients of the 2016 Charles D. Gonthier Research Fellowship for their research project entitled *"Risk Analysis: A Methodological Approach to Early Case Assessment in Litigation and Settlement."* For more information, visit: *http://goo.gl/L99lH8*

Buhler Received Law Foundation Fellowship

Sarah Buhler received a Law Foundation Fellowship in the amount of $10,000 for a project on *"Clinical Legal Education and Access to Justice for Marginalized Tenants."*

FUNDING SUCCESSES

CIHR Planning and Dissemination

Colleen Dell (Department of Sociology) has received $9,918 for the project *"Treating Addiction with Animal Assisted Interventions."*

CIHR SPOR Networks in Chronic Disease

Krista Baerg (Department of Pediatrics) is a Co-Investigator on the *Chronic Pain Network*, which is led Dr. David Buckley from McMaster University. The overall project will receive $12,450,000 over five years. Dr. Baerg will receive matching funding from SHRF ($125,000), Children's Hospital Foundation of Saskatchewan ($50,000) and the College of Medicine ($75,000).

Resources and Sustainable Development
in the Arctic (ReSDA)

Greg Poelzer (International Centre for Northern Governance and Development) received $10,000 for the project *"Creating Sovereign Wealth Funds for Aboriginal and Northern Local Communities."*

Mitacs Accelerate

Eleven U of S researchers have recently secured research funding through Mitacs Accelerate:

- **S.L. (Lee) Barbour** (Department of Civil and Geological Engineering) received $15,000.00 for *"Real time Monitoring of Water content in Reclaimed Mine Waste using Cone Penetration - Time Domain Reflectometry"* with additional support being provided by O'Kane Consultants.
- **Denise Beaulieu** (Department of Animal and Poultry Science) received $106,666.64 for the project *"Examination of Key Nutrition, Health, Environmental, and Welfare Issues in Swine to Improve Sustainability and Societal Acceptance of Pork Production"* with additional support being provided by the Saskatchewan Pork Development Board.
- **Jennifer Brown** (Department of Animal and Poultry Science) received $53,333.32 for the project *"Examination of Key Nutrition, Health, Environmental, and Welfare Issues in Swine to Improve Sustainability and Societal Acceptance of Pork Production"* with additional support being provided by the Saskatchewan Pork Development Board.

- **Ian Burgess** (Department of Chemistry) received $15,000.00 for *"Mitigation of Concrete Corrosion in Potash Mine and Milling"* with additional support being provided by the International Minerals Innovation Institute.
- **Won Jae Chang** (Department of Civil and Geological Engineering) received $15,000.00 for *"Enhancing the Abiotic and Biotic Oxidation of Manganese for Cold Groundwater Biofiltration"* with additional support being provided by Delco Automation Inc.
- **Kenneth Coates** (International Centre for Northern Governance and Development) received $160,000.00 for *"By the North with the North: Community Building in Northern Saskatchewan"* with additional support being provided by Cameco Corporation.
- **Ajay Dalai** (Department of Chemical and Biological Engineering) received $15,000.00 for *"Gasification of Novel Moisture-Resistant Fuel Pellets to Synthesis Gas and Comparison of their Performance to those with Commercial Power"* with additional support being provided by BiofuelTech Inc.
- **Richard Gray** (Department of Agricultural and Resource Economics) received $15,000.00 for *"An Analysis of Flax Breeding Programs in Western Canada"* with additional support being provided by the Saskatchewan Flax Development Commission.
- **Andrew Grosvenor** (Department of Chemistry) received $15,000.00 for *"Mitigation of Concrete Corrosion in Potash Mine and Milling"* with additional support being provided by the International Minerals Innovation Institute.
- **Scott Noble** (Department of Mechanical Engineering) received $30,000.00 for *"Minimum Velocity, Pressure-Balanced Flow Control in a Multi-Primary System"* with additional support being provided by CNH Canada Ltd.
- **Bernardo Predicala** (Department of Chemical and Biological Engineering) received $13,333.33 for the project *"Examination of Key Nutrition, Health, Environmental, and Welfare*

Issues in Swine to Improve Sustainability and Societal Acceptance of Pork Production" with additional support being provided by the Saskatchewan Pork Development Board.

Contract Funding Secured

Fourteen U of S researchers have recently secured research funding through contracts with partners:

- **Gregg Adams** (Department of Veterinary Biomedical Sciences) has received a total of $172,252 from the Alberta Livestock and Meat Agency Ltd and Alberta Milk for the project *"Aromatase Inhibitors: A New Approach for Improving Reproductive Performance in Dairy Cattle."*
- **Sabine Banniza** (Crop Development Centre) has received $308,360 from the Saskatchewan Pulse Crop Development Board for the project *"Marker-assisted Selection for Aphanomyces Resistance in Pea for Rapid Development of Adapted Pea Varieties with Improved Aphanomyces Resistance."*
- **Aaron Beattie** (Crop Development Centre) has received a total of $364,167 from the Western Grains Research Foundation and the Saskatchewan Barley Development Commission for the project *"FHB Screening of CDC Barley Selections, 2016-2020."* The project is co-funded by the Saskatchewan Ministry of Agriculture under the ADF program.
- **Kirstin Bett** (Department of Plant Sciences) has received $1,379,417 for the project *"Application of genomics to Innovation in the Lentil Economy (AGILE)."* The funds are originally provided by the Western Grains Research Foundation and transferred to Dr. Bett's project through Genome Prairie.
- **Susan Detmer** (Department of Veterinary Pathology) has received $105,000 from the Alberta Livestock and Meat Agency Ltd for the project *"Surveillance and Characterization of Influenza A Viruses from Western Canadian Swine."*

- **Susantha Gomis** (Department of Veterinary Pathology) has received $230,000 from the Alberta Livestock and Meat Agency Ltd. for the project *"Control of Variant BDV Infections in the Broiler Chicken Industry in Canada."*
- **Warren Helgason** (Department of Civil and Geological Engineering) has received $114,250 for the project *"Evaporation Field Study for Prairie Provinces Water Board."* The funding is provided by the Saskatchewan Water Security Agency on behalf of the Prairie Provinces Water Board.
- **Matt Lindsay** (Department of Geological Sciences) has received $283,663 from Syncrude Canada for the project *"Geochemical Potential of Site Materials."*
- **Andrew Potter** (Vaccine and Infectious Disease Organization) has received $325,000 from Genome Prairie for the project *"Reverse Vaccinology Approach for the Prevention of Mycobacterial Disease in Cattle."*
- **Curtis Pozniak** (Crop Development Centre) has received $1,707,992 for the project *"Canadian Triticum Applied Genomics (CTAG2)."* The funds are originally provided by the Western Grains Research Foundation and transferred to Dr. Pozniak's project through Genome Prairie.

- **Elimir Simko** (Department of Veterinary Pathology) has received a total of $220,800 from the Western Grains Research Foundation and the Saskatchewan Canola Development Commission for the project *"Toxicopathological Determination of Safe Dose Ranges of Neonicotinoids for Honey Bee Colonies."*
- **Bert Vandenberg** (Crop Development Centre) has received $359,375 from the Western Grains Research Foundation for the project *"Faba Beans for the Future – N-telligent Farming."* The project is co-funded by the Saskatchewan Ministry of Agriculture under the ADF program.
- **Tom Warkentin** (Crop Development Centre) has received $175,880 from the Western Grains Research Foundation for the project *"Marker-Assisted Introgression of Useful New Diversity into the Pea Genome for Rapid Cultivar Improvement."* The project is co-funded by the Saskatchewan Ministry of Agriculture under the ADF program.
- **Peiqiang Yu** (Animal and Poultry Science) has received $245,690 from the Saskatchewan Pulse Crop Development Board for the project *"Salvage values of damaged faba forage and faba bean in ruminant livestock systems."*

PARTNERSHIPS

International Delegations Supported

Inbound:

- **Confucius Institute Headquarters (CIH) – Hanban, China** delegation visited U of S on May 1 – 2. The delegates included Mr. Yongli Wang, Deputy Chief Executive, CIH and Executive Deputy Director General, Hanban; Ms. Shifang Ren, Deputy Director of the Division of American and Oceanian Confucius Institutes, CIH; Mr. Songming Qu, Senior Program Officer of the Division of American and Oceanian Confucius Institutes, CIH; and Ms. Xiaobin Li, Program Officer of the Division of American and Oceanian Confucius Institutes, CIH.

The group was hosted to a welcome dinner reception by Dr. Karen Chad, Vice-President Research. They visited the U of S Confucius Institute and met with the Board of Directors and Management Committee, followed by a meeting with U of S President Peter Stoicheff.

U of S Research Update

Trans-Atlantic Science Student Exchange Program (TASSEP), Europe delegation visited U of S on May 4. Delegates included Dr. Hans Uffe Sperling-Petersen from Aarhus University in Denmark, outgoing TASSEP leader, and Dr. Anne-Lise Poquet Dhimane from the Université Pierre et Marie Curie in France, incoming TASSEP leader. The U of S has an exchange agreement with TASSEP. The delegates met with representatives from the International Students and Study Abroad Centre, the International Office, and the College of Arts and Science.

University of York, UK delegation visited U of S on May 6. The delegates included Hilary Layton, Director Internationalization; Professor Ian Graham, Head Biology; Professor Sue Hartley, Director of York Environment and Sustainability Institute; and Professor Alistair Boxall, Environment Department. The group met with various representatives from the Global Institute for Food Security (GIFS) and Dr. Graham gave a presentation on "molecular breeding of medicinal crops and discoveries along the way".

University of Lagos, Nigeria delegation visited the U of S from May 11 – 13. The delegates included President (Vice-Chancellor) Rahmon Ade Bello; Professor Akindele Babatunde Oyebode, Chairman, Office of International Relations, Prospects and Partnerships, and Professor of Law; Professor Solomon Oladele Akinboye, Dean, School of Postgraduate Studies, and Professor of Political Sciences; Professor Samuel Iyiola Oni, Dean, Faculty of Social Sciences, and Professor of Geography; and Professor Olufunlayo Olaotan Bammeke, Acting Head, Department of Sociology. The group toured the Canadian Light Source (CLS), and had a formal luncheon with senior U of S administration. A special ceremony was held for the signing of a new MOU.

University of Greifswald, Germany delegate visited U of S on May 26 – 27. The delegate was Katharina Schmitt, Director of the International Office. Ms. Schmitt met with representatives from the International Office (IO) and the International Students and Study Abroad Centre (ISSAC) to discuss the current exchange agreement. Ms. Schmitt presented and information session to students about the University of Greifswald. Meetings were also held with representatives from the College of Arts and Science, St. Thomas More Modern Language Department, and Saskatchewan Population Health and Evaluation Research Unit (SPHERU).

Ghent University, Belgium delegate visited U of S on May 31. The delegate was Ms. Ann Van Hauwaert, International Office/International Training Center, and Faculty of Bioscience Engineering. Ms. Van Hauwaert toured campus and the CLS, then met with representatives from GIFS, ISSAC, IO and the College of Graduate Studies and Research, to discuss future collaborations.

International Agreements Signed

Training Agreement:
Ghana Ministry of Food and Agriculture, Ghana – Training of Extension Agents

Student Exchange Agreements:
University of Lapland, Finland – Undergraduate student exchange – College of Law
Universidad National de Colombia – Undergraduate student exchange – university wide
Baden-Wuerttemberg Cooperative State University, Germany – Undergraduate student exchange – Edwards School of Business

Cooperation Agreements:
K.S. Rangasamy College of Technology, India – two MOU agreements were signed with K.S.R., one with the U of S alone and one with the U of S, POS Bio-Sciences, and the Saskatchewan Food Industry Development Centre
Universidad del Valle, Colombia
Universidade de São Paulo, Brazi

Flagship Partnership Agreements – a strategic partnership that will build on the strengths of the Parties and contribute to the realization of their respective institutional priorities and goals:

Huazhong Agricultural University, China
Xi'an Jiaotong University, China

International Research Success

- **Janet Okoko** (College of Education, Department of Educational Administration), is leading an international collaborative team including researchers in Kenya as well as Laurie Hellsten, Amin Mousavi, and Dawn Wallin from the College of Education. Dr. Okoko was awarded $120,000 from the World University Service of Canada for the project *"Operations Research of Gender Responsive Pedagogy: Kenya Equity in Education Project."* The Kenya Equity in Education Project is supported by UKAID through the Girls Education Challenge Fund, Kenya.

- **Lee Wilson** (College of Arts and Science, Department of Chemistry) received $5,000 through Mitacs Globalink Research Award program for Master of Science student Michael Kojo Danquah for the project *"Cyclodextrin-based ordered polymeric frameworks and investigation of their gas uptake properties and applications"* under the co-supervision of Bo Wang at Beijing Institute of Technology, China.

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

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

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

DATE: June 13, 2016

RE: **Review of the University Library**

_____

Thank you for submitting the external reviewers' report of the review of the University Library, which the committee discussed with you at its meeting on June 8, 2016.

The planning and priorities committee recognizes the degree of transition undertaken by the Library over the past decade, both organizationally and physically. The transformation of librarians from service providers to academic partners is attributed to the leadership of former dean Vicki Williamson.

The committee notes the need for senior leadership in the Library to prioritize human and other resource allocations in the likely face of budgetary pressures on its acquisitions budget, which may not permit the budget to keep pace with annual inflation, as has been the case in the past. Given the relevance of the Library to so much of university life, the Library is increasingly being asked to facilitate a wide range of activities, from the student experience to research collaboration. Prioritization among the wide portfolio of activities possible within the Library is essential to protect the Library's core mission of enabling research and providing information and research support. It is incumbent on members of the university community to communicate to the Library what their expectations are and what they see as the priorities for the Library going forward.

The fact that the Agriculture Building does not have its own branch library, given the size of the building and number of faculty and students within the college, was suggested as being at odds with the placement of branch libraries elsewhere. Although the committee recognizes that creating a new branch library is a remote possibility, the point was made at the meeting.

On behalf of the committee,

_____

Lisa Kalynchuk, chair

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

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

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

DATE: June 13, 2016

RE: **Review of the School of Environment and Sustainability**
_____

The planning and priorities committee discussed the external reviewers' report of the review of the School of Environment and Sustainability at its meeting on June 8, 2016. The review of the interdisciplinary schools is timely and provides insight into the challenges the schools face in sustaining a model that is based on collaboration with others as a means to access resources. An implication of this model is the importance of co-location to facilitate opportunities for organic partnerships. SENS is presently distributed across three sites. The committee heard that SENS has been successful in its location at Kirk Hall, with the Department of Geography and Planning in the building, and the Agriculture and Engineering buildings nearby. Taking advantage of future opportunities to consolidate SENS researchers centrally in proximity to others is encouraged by the committee.

The joint appointment of faculty to the school is critical to provide SENS with the resource base it needs to fulfill its mandate. Members noted the high percentage of faculty associated with the school who are research active with significant research outputs, which establish SENS as a research leader on campus and relative to other similar institutions, adjusting for variables in size and structure. This could be under future risk if the current arrangement with the Toxicology Centre is altered to accommodate that group's desire to establish its own academic structure. It was also unclear how growth in the area of water security might be accommodated with the school. The governance within the school continues to operate on the basis of the school functioning as a whole, which is a distinguishing feature of the schools from colleges. The committee supports having the schools retain this distinct feature and identity.

On behalf of the committee,

_____

Lisa Kalynchuk, chair
Planning and priorities committee of Council

University of Saskatchewan - Graduate Students' Association

GSA President Ziad Ghaih's June report

The GSA Executive Committee had their retreat on May 15th 2016. The plan for the entire year has been set based on the Graduate students' priorities to create wellness and support for our graduate students. The millstones of our annual plan are as follows:

- Graduate Students workshops and Industry Talks. The GSA will hold a monthly workshop starting September 2016 to address the graduate student's needs. These workshops will include tax filing, industry talks, and Indigenous awareness workshops.

- The GSA orientation will take place in early September. This year orientation will be under an indigenization theme, where the incoming students will have an opportunity to learn about treaty 6 as they arrive to the university.

- Graduate survey and tuition consultation. The GSA will form a committee to run a wide survey in order to get input from our members to develop a long term strategic plan and to receive our members' insights regarding tuition and stipends.

- GSA Services. The GSA Plans to keep the current services and to add several new services for the students this year, this will include tax filing and notarization service.

- Graduate Students Achievement week. The GSA will hold its 2nd annual Graduate Students Achievement week in March. This year the GSA executive have decided to merge the GSA conference with the 3MT. The GSA executive decided to merge the annual GSA conference and the 3MT in order for the graduate students to have a better opportunity to present their research. This week will be concluded by our annual GSA Gala.

Other plan updates, the GSA plans to communicate with the provincial government to amend the University of Saskatchewan Act to allow for graduate students' representation in the Board of Governors and a better representation in the University Council. We hope that the University of Saskatchewan administration will support our efforts as these changes align with the university vision to develop and improve research and to increase the graduate students' population in the University.

Finally, the GSA Representation in different University Council and CGSR Committees has been set for this year, the GSA Executive Committee members are highly committed to have a full representations in all of these committees to address the graduate student's needs.

Ziad Ghaith, President

Graduate Students' Association

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

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

DATE OF MEETING: June 23, 2016

SUBJECT: **Establishment of the Department of Emergency Medicine**

DECISION REQUESTED:

> *It is recommended:*
>
> *That Council approve the establishment of the Department of Emergency Medicine in the College of Medicine, effective July 1, 2016.*

PURPOSE:

The establishment of the Department of Emergency Medicine will meet the increasing student demand for experience and careers in Emergency Medicine. Approval of the department will enable Emergency Medicine, as a rapidly growing discipline, to be recognized in the same way the other specialties in the college are recognized—as an academic entity whose faculty members engage in teaching, research, and service activities to further the college's mission.

CONSULTATION:

The establishment of the department has been subject to a thorough internal review process as outlined in the proposal, culminating in the unanimous approval of the department by the College of Medicine Faculty Council on March 30, 2016. Proponents met with the planning and priorities committee on April 6. The committee requested that the proposal be revised to clearly outline the rationale for becoming an academic department and to better describe how the department will further the teaching and research mission of the university and the college. On June 8, the committee reviewed a revised proposal, which clearly and cogently articulated why becoming a department was necessary. At this point the committee had no addition concerns.

DISCUSSION SUMMARY:

All medical schools across Canada except one now have an academic Department of Emergency Medicine. The planning and priorities committee supports the establishment of the Department of Emergency Medicine as furthering the college's strategic goals.

Emergency Room physicians are increasingly essential to the medical education mission and research mission. In particular, there is a high demand for simulation training in medical schools, training in point of care ultrasound, and health services research (e.g. ER wait times).

The department teaches and provides clinical rotations in the college's four-year M.D. undergraduate program. The department also offers accredited postgraduate residency training in Emergency Medicine. Medical residency programs are outside Council's and the university's jurisdiction as they are approved and monitored by national regulatory bodies, but they attract outstanding young medical professionals to the college and health region and they are important for the accreditation of the college.

Approval as a department will enable ER specialists, who are presently appointed in related departments, to coalesce as a group, to be eligible to hold grant funding, to be represented at department head meetings, to participate in collegial governance within the college, and to have an academic identity to complement the recognition that already exists of Emergency Medicine as a clinical department within the health region.

FURTHER ACTION REQUIRED

There is no delay required to make internal student information or other system adjustments, as is typically required of new departments. As Emergency Medicine already contributes to the college's undergraduate teaching of its M.D. program and its residency programs are administered outside the scope of the university, once Council approval is granted, the department can be recognized almost immediately.

ATTACHMENTS:

1. Proposal to establish the Department of Emergency Medicine
2. Emergency Medicine Working Strategic Research Plan

UNIVERSITY OF SASKATCHEWAN
College of Medicine

ATTACHMENT 1

UNIVERSITY COUNCIL PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Dr. Preston Smith, Dean, College of Medicine
DATE OF MEETING: June 8, 2016

SUBJECT: Establishment of the Department of Emergency Medicine

DECISION REQUESTED:
It is recommended: that Council approve the establishment of the University of Saskatchewan Department of Emergency Medicine, effective July 1, 2016.

PURPOSE:
The University of Saskatchewan Department of Emergency Medicine aims to advance the practice of emergency medicine through education, research, and innovation. The department will achieve this by fostering an environment that prepares physicians for practice through high quality learning opportunities, research training and participation in the discovery of new knowledge.

CONSULTATION:
The proposal to establish the Department of Emergency Medicine has been under development since 2011 and most recently has undergone a significant consultation and engagement strategy to finalize the application to University Council. This consultation strategy included:

Health System Review:
- Regina Qu'Appelle Health Region (October 2015)
- Saskatoon Health Region (December 2015)
- Department of Emergency Medicine members (December 2015, January 2016)
- Canadian Association of Emergency Physicians (November 2015)

College of Medicine Review:
- Submitted and approved CoM Faculty Council: Budget Planning and Priorities (January 11, 2016)
- Submitted for Notice of Motion to Faculty Council (January 27, 2016)
- Submitted and approved Faculty Council (March 30, 2016)

University of Saskatchewan Review:
- Informal feedback was requested from Planning and Priorities Committee (January 2016)
- Submitted proposal to Planning and Priorities Committee (April 6, 2016)
- Re-submitted proposal to Planning and Priorities Committee (June 8, 2016)

DISCUSSION SUMMARY:
The establishment of this department:
1. Aligns with the long-term vision of the College of Medicine in that:
    i. it adds value to the health system as it will increase the number of MD graduates who are ready to work in emergency medicine in Saskatchewan
    ii. it is consistent with our current structure for academic clinical departments

        iii. it is consistent with faculties of medicine across Canada (14/15 other medical schools have an academic emergency medicine department)

2. Aligns with the One Faculty model in that:
        i. emergency medicine is a province-wide department that supports the distributed medical education strategy

3. Supports the department's goals by:
        i. recognizing the growing demand from learners for emergency medicine experience
        ii. ensuring quality experience that supports the learner with generalist MD, post-graduate resident, simulation and point-of-care ultrasound technologies
        iii. ensuring support and growth of research in the areas of Aboriginal health and health services, two of three research priorities identified in the college's *Toward 2020* strategic research plan

4. The risk of not formally recognizing the academic department could be severe
        i. With decreased ability to recruit ER physicians, which will have a direct impact on the ability to offer a credible and quality residency program and decrease the ability to engage with the undergraduate medical program.
        ii. Not only is there a risk of not being able to recruit new ER Physicians, there is a likelihood of losing recent recruits which will have a direct impact on the ability to offer a credible and quality residency program and decrease the ability to engage with the undergraduate medical program.

5. The feedback from the most recent presentation to the PPC included:
        i. Overall, the academic case to establish the department needs to be more persuasively argued in the document, with less emphasis on the clinical activities of the faculty in the ER setting.

ATTACHMENTS:
  1. Proposal to establish the Department of Emergency Medicine

Table of Contents

Glossary of Terms

Acronym	Definition
2+2 Curriculum	The College of Medicine is in the process of renewing and reformatting its four-year undergraduate program to a two-year pre-clerkship and two-year clerkship program—or "2+2 curriculum"
AHD	Academic Half Day: Seminar style classes throughout years 3, 4 and residency that enable the academic program to enhance learning with discussion on special topics
CAEP	Canadian Association of Emergency Physicians
CanMEDS	CanMEDS is a framework for improving patient care by enhancing physician training. Its main purpose is to define the necessary competencies for all areas of medical practice and provide a comprehensive foundation for medical education and practice in Canada
CaRMS	Canadian Resident Matching Service (CaRMS) is a national not-for-profit, fee-for-service organization established in 1969 at the request of medical students seeking an independent entity to provide a fair and transparent application and matching service for entry into postgraduate medical training throughout Canada
CFPC	College of Family Physicians of Canada: professional organization responsible for the standards for training and certification of family physicians
CFPC-EM	Program targeted at graduates of the Family Medicine program to provide enhanced skills and certification in emergency medicine
Clinical Department	Clinical Departments are the medical departments in the health system where patients receive medical services. Members of the clinical departments are individuals, licensed to practice medicine in Saskatchewan and appointed as clinical faculty in a Faculty of Medicine clinical department. They represent a variety of medical specialties and subspecialties, and offer opportunities for medical students to truly experience each respective specialty
CME	Continuing Medical Education: post-residency physician education and training required. To earn and maintain fellowship status with the professional bodies in Canada, physicians are required to participate in 250-400 credits of additional training over a five year cycle
ED	Emergency Department
EM	Emergency Medicine
ER	Emergency Room
FRCPC	Fellow of the Royal College of Physicians of Canada : Royal College: sets the standards for specialty medical education and in Canada oversees the certification examination leading to accreditation credentialing for medical schools, as well as for maintenance of fellowship status
RHA	Regional Health Authority
RQHR	Regina Qu'Appelle Health Region (Regina Qu'Appelle Regional Health Authority)
SHR	Saskatoon Health Region (Saskatoon Regional Health Authority)

Emergency Medicine

The University of Saskatchewan, as a medical-doctoral university holding membership in the U15, identifies its medical school as its flagship college. The college has a broad mandate and makes significant contributions to the success of the entire institution, with currently:

- 400 undergraduate medical education students
- More than 400 postgraduate medical education residents
- More than 200 PhD and master's students pursuing research degrees in a variety of health-related disciplines
- 80 Master of Physical Therapy students
- More than 1,000 faculty members and clinicians providing educational experiences across Saskatchewan
- 15 Saskatchewan Health Research Foundation funded research groups
- $5.7 million per year in Tri-Council Agencies research funding

The College of Medicine is also important to the province. As the only medical school in Saskatchewan, it alone holds the responsibility to train the next generation of physicians to serve the health-care needs of the people of the province and produce research that contributes to improved patient outcomes.

This proposal, for the establishment of the University of Saskatchewan Department of Emergency Medicine, is part of the college's prioritized work as the college endeavours to be the best small medical school in Canada. The intended benefits include recognizing the academic mission already being delivered by this department, responding to growing learner demand, supporting recruitment of high-calibre faculty, advancing the research mission of the college, and aligning with all (but one) of the schools of medicine across Canada.

The intended benefits of the academic department will only be achieved with a robust and comprehensive undergraduate medical education program. The education program must be coupled with an equally robust and comprehensive research agenda that brings new knowledge to best practice in care.

Having a Department of Emergency Medicine at the University of Saskatchewan is essential to:

- Ensure the FRCPC program continues to expand and evolve
- Build capacity and employment opportunities for EM physicians throughout Saskatchewan
- Offer desirable professional development and enhance EM best practices
- Provide a high-quality learning experience for medical students and residents
- Contribute to improved understanding of, and offering of best practices experiences through research and quality improvement
- Formally recognizing this department will align the College of Medicine with 14/15 other medical schools across Canada that already recognize Emergency Medicine as an academic unit (division or department)

Name of Department

The proposed entity shall be known as the University of Saskatchewan Department of Emergency Medicine. This department will jointly exist on both the Saskatoon and Regina campuses of the College of Medicine.

Academic Rationale

As a member of the health education community, the EM department shares the common vision of offering quality education programing to ensure MD graduates are equipped to become successful physicians and improve patient care. The University of Saskatchewan Department of EM aims to advance the practice of emergency medicine through education, research, and innovation. The department will foster an environment where physicians are prepared to practice in the Saskatchewan health system through high-quality learning opportunities, research/quality improvement training, and the discovery of new knowledge.

Terms of Reference

Establishing this department contributes to the priorities and direction of the College of Medicine. The college continues to implement the recommendations of *The Way Forward*, ensuring alignment of academic work and governance structures and aligning research priorities with provincial, national, and international population needs and health priorities.

- The explicit integration of the health system and academic mission enables mutual benefit where there is a joint approach to the education and training of physicians, and provides practical opportunities to leverage and advance research and evidence-based practices for an innovative health system.

- The breadth of experience gained in emergency medicine makes it an excellent physician training ground that builds a strong educational foundation.   The programming is responsive to medical student demand and trains students to understand the unique challenges of care in remote, rural and urban settings. Emergency medicine is increasingly driving improvements in medical technology, such as in the growth of simulation and point-of-care ultrasound, which are attractive to learners and quickly becoming best practice for medical education.

- A university department provides a level of credibility that will aid in attracting and recruiting high-calibre EM faculty. Emergency Medicine is a relatively new speciality, and made up of a young collective group of physicians who are demonstrating a professional responsibility to teach and showing keen interest in research, as well as health system improvement.   Additionally, as an academic department, EM will be able to promote the academic mission and build capacity with faculty who have not been engaged to date, but may be interested.

The EM physicians are already active in the college's undergraduate, postgraduate and continuing medical education programs.

Undergraduate Education

The College of Medicine is in the process of renewing and reformatting its four-year undergraduate program to a two-year pre-clerkship and two-year clerkship program—or "2+2 curriculum." This integrated four-year curriculum provides the general professional education of the physician; graduates may select careers in family medicine, specialty practice, or research.   The 2+2 curriculum is structured as:

Year 1 (32 weeks over two terms): contains four core credit courses each term that provide students with the principles of biomedical sciences and foundations of clinical medicine.

Specific to Emergency Medicine:

- Each student is provided six hours of teaching in the EM department; this teaching is provided by a combination of academic preceptors and community faculty preceptors
- Point of Care Ultrasound is led by EM and has been integrated into Anatomy (term 1) and Clinical Skills (term 2). With EM leading the way, Point of Care Ultrasound is currently being formally integrated into several clerkship rotations.

Year 2 (32 weeks): contains four core courses that continue foundations of clinical medicine while building upon professional and clinical skills. Clinical reasoning skills are embedded within each course as well as being specifically developed within the clinical integration courses.

Specific to Emergency Medicine:

- Point of Care Ultrasound is led by EM and has been integrated into Clinical Skills (terms 3 and 4). With EM leading the way, Point of Care Ultrasound is currently being formally integrated into several clerkship rotations.

Years 3 and 4 of the program (effective August 2016) focus on clinical clerkship experiences supplemented with seminar-style classes that together. Specific core rotations as well as electives and selectives are available, definitions of these are listed below. The program concludes with a capstone course focused on preparing students for success in residency, the next phase of their training.

- Core Elective Rotations: Eight 6-weeks rotations to promote the integration of content across several clinical disciplines
- Elective Rotations: This course is designed that all medical schools complete 24 weeks of experiential learning in clinical disciplines.
- Selective Rotations: This course is designed to allow medical students to pursue their own interests in the areas of internal medicine and surgery in keeping with their individual goals. The selectives course is a six week course in which the student will select to study subspecialties.

Specific to Emergency Medicine:

- Year 3 and 4 EM rotations will be 4 weeks (beginning August 2016)

- Medical Student Mentorship: Presentations, journal clubs, and skills nights are arranged regularly in collaboration with a thriving EM interest group; EM physicians regularly supervise a number of summer students on research projects and provide interested students with the mentorship necessary for a career in EM
- Inter-professional Learning: High-fidelity simulation sessions are delivered every two weeks for all trainees on their EM rotation; nurses and respiratory therapists regularly participate in the simulations with medical students and residents

The EM Department is increasingly contributing to the delivery of all four years of the undergraduate medical curriculum. Table 1 identifies the contribution to the undergraduate teaching. The relevant value factor for clinical teaching is employed to adjust the allocation of annual contact hours to recognize activity such as clinical instruction, supervision, and evaluation – patient care. Details of the relative value factor can be found online: http://medicine.usask.ca/policies/assignment-of-duties---collegial-processes.php

Table 1: Teaching Contribution

Year 1 & 2 Curriculum	Student Contact Hours
Didactic teaching: 75 (4 hour) sessions - Core teaching - Point of Care Ultrasound	300
Year 3 & 4 Clerkship	

Didactic teaching:
- Simulation every 2 weeks
- Special topics courses (academic half days)
- Core case
 	
Clinical Teaching:
Saskatoon: 2745 shifts (avg 6.72 hours/shift)
    18,446 teaching hours
 	
Regina: 308 shifts (avg 8 hours/shift) 2464
        44 shifts (avg 4 hours/shift)) 176
	150
	
	Relevant Value Factor
	(# shifts* avg hour per shift*44 weeks*9.6%)
	
	Total Clinical teaching:
	2024

Resident Training (Postgraduate Medical Education)
The EM department coordinates emergency medicine residency training and is fully accredited in the following postgraduate programs:
- FRCPC EM program is fully accredited with an external visit in 7 years (Royal College of Physicians and Surgeons of Canada)
- CFPC EM is fully accredited with an internal visit in 2 years (College of Family Physicians of Canada)

The introduction of two EM residency training programs has had a positive effect on the delivery of care in Saskatchewan and supports increasing student demand for experience and careers in EM. EM physicians have not only been successful at

retaining talented Saskatchewan trainees, but also furnishing them with recognized credentials in EM. From 2010-2015, 47 medical students have successfully completed their EM residency, and 26 are now practicing in Saskatchewan. Since the inception of the FRCPC program in 2011, two recent FRCPC EM graduates are now a part of the EM Department and serve as College of Medicine faculty.

The FRCPC EM training program is well-established with an extensive and complete blueprint for the five-year postgraduate training required to complete this specialty. The EM program currently supports 11 residents and accepts three new residents annually through the CaRMS match, with plans to expand to fifteen by 2020. Between Saskatoon and Regina, EM provided essential training to 115 University of Saskatchewan residents in the past year on 2,532 eight-hour shifts. In addition to their ER shifts, each resident participates in advanced high fidelity simulation sessions, rounds, CanMEDS rounds, annual oral and written examinations, academic half-days, accredited coursework, and conferences. Residents will continue to spend a portion of their training in Saskatoon, Regina, and Edmonton, building close working relationships at all three locations that will not only strengthen the residency training program, but will support close collaboration between the three sites.

The EM department also coordinates emergency medicine residency training for family physicians. The CFPC – EM program supports 6-8 residents and is a one-year residency intended for family physicians seeking enhanced skills in emergency medicine. Since its inception in 1995 there have been 87 graduates, and 59% retention rate of those practicing in Saskatoon (24), Regina (23), and Regional sites in the province (4).

Continuing Medical Education
Continuing Medical Education is a division within the College of Medicine. CME works to develop, implement, research, support and evaluate evidence-informed lifelong learning opportunities for Saskatchewan physicians. EM faculty are active in the CME division and participate in the following:
- Monthly *Journal Clubs* held in both Regina and Saskatoon to ensure that practice patterns are consistent with the best available evidence
- *Grand Rounds and Mortality & Morbidity Rounds* held in conjunction with monthly departmental meetings; this provides an opportunity for our members to reflect and improve on their practices through in-depth reviews of topics in emergency medicine and mortality and morbidity cases
- Annual Saskatchewan Emergency Medicine conference designed to ensure that the needs of EM care in Saskatchewan are reviewed and developed
- Annual Faculty Development workshops focusing on themes such as learner evaluation and feedback
- As Instructors and Course Directors for various certification programs including Advanced Cardiac Life Support, (ACLS), Pediatric Advanced Life Support (PALS), Advanced Trauma Life Support (ATLS), International Trauma Life Support (ITLS), EM Point of Care

Ultrasound courses (EDE, EDE 2, EGLS), and Airway Interventions and Management in Emergencies (AIME)

- Saskatoon and Regina are both Canadian Emergency Ultrasound Society (CEUS) Emergency Department Echo training sites; EM Faculty are responsible for providing ultrasound training and credentialing to all emergency physicians in the province (urban & rural/regional)
- Dr B. Thoma is considered a world leader in social media in Medical Education. His blog, CanadiEM serves as an online "community of practice" for Canadian emergency medicine practitioners and receives >50,000 hits/month

Impact and Relationship

Formally recognizing this department will align the College of Medicine with 14/15 other medical schools across Canada that already recognize Emergency Medicine as an academic unit (division or department).

The physicians in the department play leadership roles in university administration, College of Medicine education and research, the health care system and on national committees. Appendix A highlights the community and academic involvement.

College of Medicine Impact:
- The college is implementing its One MD Faculty vision, a conceptual model to engage physicians in the academic mission. The intent is to unify and enable. Emergency Medicine will align with structures of all clinical departments, which in medicine are equally recognized alongside non-clinical departments amongst their peers. Formalized relationships have been created with all medical and surgical departments with the common goal of providing excellent health care through a patient-centred approach.

- The leadership structure is equivalent to that used in all clinical departments, and will be led by a Unified Department Head.   This position is an out-of-scope administrative leadership position responsible for overseeing the academic mission for Emergency Medicine across the province, as well as oversee clinical leadership in one health region.

- Similarly, this new department will enable all EM faculty to participate in college committees and activities, as these will be open to all members of One MD Faculty. There will be a uniform appointment process for all One MD Faculty, and a uniform set of standards for promotion.

- The dean's office has implemented an equivalent model for operational support. Departments of similar size, both in terms of learners and faculty, are eligible for a standard level of staffing and resource support. In addition, there will be dedicated support to foster research.

Health System Impact

- Saskatchewan is in the midst of a major health care transformation. The new Saskatchewan Health Care Management System is a patient-centred approach to continuously improve care and services provided.

- Emergency services will continue to benefit from the academic contributions of current EM physicians, and will be able to attract more physicians that will further enhance emergency services in the health system. A formal partnership with the University of Saskatchewan will facilitate contributions that close gaps in care and research, ultimately benefiting the community and patients.

- An EM department will enhance leadership for health care quality, by aligning academic department goals for teaching and learning, as well as research, with the strategic direction of the health system, as appropriate.

Consultation

The proposal to establish the Department of Emergency Medicine has been under development since 2011 and most recently has undergone a significant consultation and engagement strategy to finalize the application to University Council. This consultation strategy included:

Health System Review

- Saskatoon and Regina Qu'Appelle Health Regions, and Health Quality Council
- Ministry of Health, Medical Service Branch
- Emergency Department physicians in Saskatoon and Regina
- Canadian Association of Emergency Physicians

Key messages from these discussions highlighted that this proposal:
- Demonstrates responsiveness to medical student demand for specialty in EM
- Builds on growing demand for simulation and other interactive learning opportunities
- Recognizes the opportunity for inter-professional experiences for learners and residents
- Ensures continuation of collaborative work with clinical departments to create best practices in care and leadership in evidence-informed acute care practice
- Strengthens partnership with SHR and RQHR, collaboratively, to
  - Understand the health human resource implications of an academic department on the clinical services
  - use expertise of the academic department to leverage opportunities in emerging research areas, with priority placed on areas that make sense for our provincial health system

Academic/university review
- Department Head Council (CoM Unified Department Heads monthly meeting)
- Medical Education Oversight Committee

- Faculty Council, College of Medicine
- Planning and Priorities Committee of University Council

Key messages from these discussions
- The establishment of this department aligns with the long-term vision of the College of Medicine in that:
  - o It adds value to the health system as it will increase the number of MD graduates who are ready to work in emergency medicine in Saskatchewan
  - o It is consistent with our current structure for clinical departments
  - o It is consistent with faculties of medicine across Canada
  - o It ensures support and growth of research in the areas of Aboriginal health and health services, two of three research priorities identified in the college's Toward 2020 strategic research plan
  - o It aligns with the One MD Faculty model in that:
  - o emergency medicine is a province-wide department that supports the distributed medical education strategy
- It supports the department's goals by:
  - o recognizing the growing demand from learners for emergency medicine experience
  - o ensuring quality experience that supports the learner with generalist MD, post graduate residents, simulation and point-of-care ultrasound technologies
- Although there is general support for the concept of the academic department, the academic case to establish the department needs to be more persuasively argued in the document, with less emphasis on the clinical activities of the faculty in the ER setting.

Scholarly Work

Research and clinical services are inextricably linked, must complement each other and must focus on translational research that improves patient outcomes. Time and resources allocated to research and clinical services must reflect our role as an academic health sciences centre so as to build a strong foundation for the next generation of teachers, researchers and clinicians. Additionally, through scholarly work the college must capitalize on its unique opportunities to produce significant research on matters of pressing concern to local and provincial populations, not to mention opportunities for impact at national and international levels.

The goal of advancing knowledge in the field of emergency medicine works synergistically with undergraduate and post-graduate training objectives.   The proposed EM department has created a working strategic research plan (supplementary attachment) in which it commits that by the year 2020 the future academic Department of Emergency Medicine will aim to meet the following objectives:
- Publish 20 manuscripts in PubMed indexed medical journals each year
- Have collectively published manuscripts cited 200 times per year
- Receive $200,000 per year in external research funding

- Recruit at least two emergency physicians in both Phase I (Graduate Training) and Phase II (Research Consolidation) of their research training
- Apply to the CAEP Academic section for recognition as a Phase 1 research training program (Graduate Training)
- Develop additional relationships with clinical departments and agencies outside of the university on research efforts.

EM faculty have been publishing and presenting research at an impressive rate. However, there has been difficulty in translating this success to external grants and, in the current model, faculty are not eligible to hold many grants. As an academic EM department, the ability to produce high quality research will be greatly enhanced. Notably, the number of conference abstracts, peer reviewed publications, and grants received by Saskatchewan emergency physicians has steadily increased over time as outlined in Table 2.

Table 2. Research productivity of Saskatchewan emergency physicians: 2009 to March 2016

Year	Peer-reviewed Abstracts	Peer-reviewed Publications	Citations	Grants
2010	2	2	4	$0
2011	1	2	13	$1,320
2012	3	2	12	
2013	14	7	35	$39,100
2014	24	9	38	$0
2015	15	22	128	$30,000
2016	17	7	51	$60,301

Details of scholarly work available upon request.

Future opportunity for research
Emergency physicians have an impact on various clinical services groups and practice in a wide array of settings outside of the emergency department. Members of the department will maintain a clinical practice in other specialties or focused practices including critical care medicine, addiction medicine, family medicine, occupational medicine, student health, pediatric EM, pre-hospital care, injury prevention and trauma care, to name a few. The EM presence within these related fields will promote mutual understanding between specialties and lay the foundation for future collaborative research efforts.

Specifically, there are research opportunities in EM that align with two of the three priority areas recommended in the Toward 2020 CoM research strategy: 1) health services; 2) Aboriginal health. This presents opportunities to synergistically align the academic department's goals with the strategic direction of the health system, as appropriate. Some examples include:

- Health services: System improvement such as designing predictive models for managing capacity, demand and staffing, improving the design of the Children's Hospital of Saskatchewan, decreasing lead times for moving patients from emergency room to labs
- Social accountability: There are opportunities for research specific to patient outcomes such as
    - reducing length of stay in the emergency department
    - designing a new approach to managing cervical spine imaging in trauma and risk
    - initiating research with the First Nation Liaison Office to understand and improve the quality of care in emergency, specifically looking at the perception of care comparing First Nation populations to other populations
    - Currently, pre-hospital patient research is mainly from large urban centres. Saskatchewan has the opportunity to contribute to the research from the perspective of patients at rural/regional centres coming to an urban centre.

Department Management

The College of Medicine intends to establish itself as a place where all of the medical profession may find a home. Clinical departments are all similarly structured, and this structure is shown visually by the organization chart below:
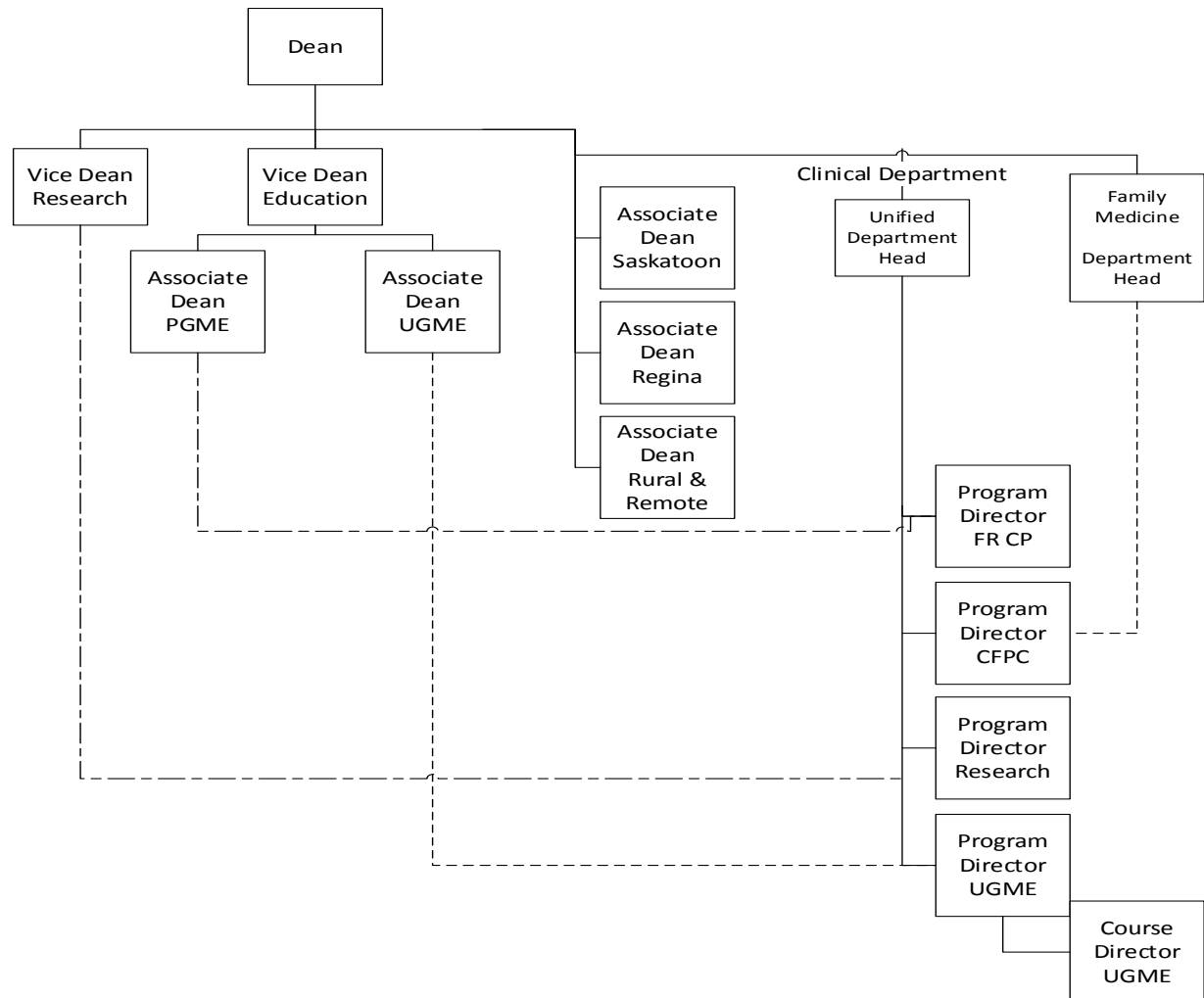
Leadership Structure

The department will be led by a Unified Department Head. This is a provincial role that is dedicated to the seamless integration of medical education, research and patient care across the province. The unified head is responsible for working with the Academic Department Heads and Clinical Department Heads across the province to effectively integrate clinical and academic responsibilities and align the strategic and operational activities of the College of Medicine and the Regional Health Authorities (RHA).

The procedure to identify the Unified Department Head will be in line with the interim procedures outlined for University of Saskatchewan search for Senior Administrators (2011). The recommendation is that the current Department Head for the Emergency Medicine Department in the Saskatoon Health Region take on the interim role and initiate a formal search as soon as the department is approved.

Specific to the CoM, the unified head will make recommendations on faculty appointments, tenure, and non-MD faculty involvement. The Unified Department Head will participate in the following College of Medicine committees:

- CoM Department Council committee
- CoM Faculty Council
- Medical Education Oversight Committee

Faculty Structure

The college anticipates that formally recognizing EM as an academic department will result in an increase in the capacity and number of physicians engaged in the academic mission. The department will also formally recognize those EM physicians who have been active and already engaged in the academic mission. Additionally, several emergency physicians are completing graduate degrees to further their education and potential academic contributions. It is anticipated that approximately 16 members will be recognized as faculty with appointments from the EM department. The faculty who administer the CCFP-EM program will be provided the option for a joint appointment to ensure accreditation requirements continue to be met.

Consistent with current practices, EM physicians will continue to take on teaching assignments while on shift and will be encouraged to pick up off-shift opportunities as they arrive. EM physicians have consistently and voluntarily picked up teaching assignments in academic half day, simulation and clinical skills. Assigned off-shift teaching roles will be allocated to physicians according to academic or faculty position. EM physicians are excited about the possibility of increased enrolment in EM residency positions and are looking forward to increased faculty positions to match the teaching needs.

With the approval of the academic department, the intent is formalize and grow the following faculty roles that would include:

Position	FTE	Activity
FRCPC EM Program Director	0.25	6 month progress reports, assessments, CaRMS, remediation/probation, orientation, career planning
FRCPC EM Asst PD	0.25	Development and coordination of all teaching activities (AHD topic list/structure, recruitment of AHD speakers, procedure rounds curriculum, resuscitation curriculum, CanMEDS rounds curriculum, textbook rounds, etc)
Point of Care Ultrasound Fellowship Director	0.25	Basic and advanced U of S teaching and certification of FRCPC residents

CPL & Faculty Development	0.25	Plan and offer course to EM faculty
Pre-hospital and Disaster Medicine Fellowship Director	0.25	Pre-hospital care is all patient care that concurs by ground ambulance, STARS ambulances, and air ambulance (Shock Trauma Air Rescue Society). Intent. Is to offer a dedicated fellowship in pre-hospital and disaster medicine.
Clerkship/Rotation Director	0.75	Oversee the site-specific delivery of services and activities related to the third and fourth year clerk education in Regina and Prince Albert
Pre-Clerkship Director	0.5	Responsible for overall delivery of services and activities related to third and fourth year clerk education in a department.
Clinician Researcher	0.8	Senior Researcher x 2 (0.33 to 0.5) • 1st author lead on 2 projects per year • supervise/mentor JR researchers, residents/medical students • successful grant application every 2 years • 2 x 1st author publications per year • coordinate national projects, inter-disciplinary projects • oversee research support staff (data collection/entry, statistical support) • Credentials: Masters or PhD level training in research area (MSc - Epi, MBA, MPH, MEd), Successful track record of peer-reviewed grants and publications
	0.5	Junior Researcher x 2 (0.25) • 1st author lead on 1 project, collaborative author on 2-3 other projects • oversee 1-2 medical student or resident research projects per year • Credentials: Advanced training in research (not necessarily Masters level training, but preferred), prior success publishing as first author in peer-reviewed journal
	0.25	Developing Researcher x 1 (0.25) • 1st author lead on 1 project, under the guidance of SR researcher and EMBRs course (through SAEM) or equivalent course

Unified Head	1.0	Oversee the academic mission for undergraduate and postgraduate education and research in the province.

Appendix A provides a detailed list of the various activities that highlight the involvement in academic and community committees/events. These include administrative, CoM committees, EM Department, RHA committees, and national committees. In addition to an active faculty, this group is well respected by learners and peers across Canada.

Resources and Budget

A principle that guides the College of Medicine as it proceeds with the One Faculty Model is consistency within clinical departments. Resources are allocated based on size of department, number of faculty, and number of students. As a new department, there are additional supports established to support start-up for research.

In the 2015/16 fiscal year, the CoM implemented a decentralized process for budgeting. This process enabled the resources and accountability for managing a clinical department to be linked. This practice is consistent with how the EM department will operate. The funding has been planned to begin in the 2016-17 fiscal year, and is found in Appendix B.

Support

The consultation section (page 7/8) identifies the critical stakeholders engaged in the design of the proposal to establish the department. The proposal received unanimous support from both the CoM Budget, Planning and Priorities Committee and the CoM Faculty Council. Appendix C provides relevant excerpts from the minutes of both groups' meetings.

Additionally, the department received several letters of support from critical provincial stakeholders and these are included in Appendix D.

Systematic Review

The EM Department is expected to undergo several systematic reviews, including the accreditation reviews for undergraduate medical education and postgraduate medical education. As well, the Regional Health Authorities each have accreditation reviews. Once the department is established, the review process for the department will be in line with the process used for others clinical departments in the College of Medicine. The goal of the departmental review is to evaluate, in a comprehensive manner, all activities of the unified department (research, teaching, clinical service and administration). As the college implements the One MD Faculty model, the Vice Dean Faculty Engagement will conduct a review and revision of the departmental review process and the outcome of this will be equally applied to the EM Department.

In addition to the department review, there will be the standard review process for the Unified Department Head. The term for the current EM Department Head ends in August 2017, providing an ideal time to conduct a department review and design the search process for the inaugural EM Unified Department Head.

Both the Saskatoon and Regina EM Departments have processes for annual review of clinical staff. The Unified Department Head will be in charge of reviewing the contracts and work of all academic faculty to make sure that all contract obligations and deliverables are being met.

Conclusion

In establishing the Department of Emergency Medicine, the College of Medicine is eager to recognize the academic mission already being offered in this department and ensure its continuation, while supporting growth and new opportunities. The CoM is equally eager to respond to and fulfill growing learner demand, to support recruitment of excellent faculty, and to advance the research mission of the college.

Appendix A: Community and Academic Involvement

Administrative Positions

Administrative positions currently filled by emergency physicians include:

- Medical Director of STARS (Dr. J. Froh – North; Dr. T. Ross – South)
- Medical Director for Emergency Medical Services (Dr. R. Woods – SHR; Dr. B. Jamison - RQHR)
- Medical Director for Saskatchewan Air Ambulance (Dr. S. Van De Kamp)
- Medical Director for SIPPA (Dr. J. Witt)
- Medical Dyad, Adult Medicine and Complex Care, Saskatoon Health Region (Dr. J. Stempien)
- Medical Dyad, Emergency Medicine & Emergency Medical Services, Regina Qu'Appelle Health Region (Dr. F. Bowen)
- Medical Director, Emergency Health Care Programs, Saskatchewan Polytechnic (Dr. T. Ross)
- Medical Director – Simulation, Regina Qu'Appelle Health Region (Dr. K. Lyster)
- Medical Director, Forensic Nursing Program, Regina Qu'Appelle Health Region (Dr. F. Bowen)

College of Medicine Committees

Emergency physicians currently sit on various College of Medicine Committees, including:

- Emergency Medicine Education Committee
- Emergency Medicine Residency Program Committee (both CFPC-EM & FRCPC programs)
- Postgraduate Medical Education Committee
- Undergraduate Curriculum Committee
- Student Assessment and Management Committee (formerly Undergraduate Education Committee)
- Clinical Skills and Professionalism Committee (Subcommittee of the Curriculum Committee)
- Undergraduate Ultrasound Education Advisory Committee
- Enhanced Skills Residency Program Committee
- Teaching Coordinators Meeting (Regina Campus)

Emergency Department Committees

The Saskatoon Emergency Department has formed various committees, including:

- Emergency Leadership Council
- Emergency Operations Committee
- Emergency Department Ultrasound Committee
- Emergency Medicine Quality Improvement Committee

- Provincial No ED Waits and Patient Flow Committee (Dr. J. Stempien and Dr. K. Lyster, Clinical Leads)

Saskatoon Health Region Committees

Emergency physicians currently serve on various SHR committees

- SPH Ethics Committee
- SHR Emergency Preparedness Committee
- SHR Integrated Health Services Leadership Council
- SHR Physician Advisory Council
- Adjunct Faculty position for SHR Quality Council's Quality Improvement Consultant Program
- CHS Committee (Design and Operations)

Regina Qu'Appelle Health Region Committees

Emergency physicians currently serve on various RQHR committees:

- Pharmacy and Therapeutics Committee
- Education Committee
- Child Abuse Committee
- Antibiotic Utilization Committee
- Journal Club
- SANE
- Practitioner Quality Committee
- Trauma Committee
- ED Ultrasound Committee

National Committees

Emergency physicians sit on various national committees, including:

- Family Medicine Executive Education Committee
- Canadian Medical Association Conjoint Accreditation Team
- Canadian Association of Emergency Physicians Undergraduate Medical Education Committee (Dr. R. Woods, Dr. J. Hanson, Dr. S. Van De Kamp)
- Royal College of Physicians and Surgeons of Canada Emergency Medicine Specialty Committee (Dr. R. Woods finished his 6-year term June 2014)
- CFPC – EM Program Directors Committee (Dr. S. Smith)
- Steering Committee of Development of a Consensus on Evidence-Based Quality of Care Indicators for Canadian Emergency Departments (Dr. J. Stempien)
- Canadian Emergency Ultrasound Society (Dr. P. Olszynski)
- Canadian Association of Emergency Physicians - Bylaws committee chair (Dr. J. Stempien)

- CAEP Academic Section & Education Working Group (Dr. R. Woods)
- CAEP Public Affairs Committee (Dr. E. Sullivan)
- CAEP EMS Interest Group (Dr. F. Besserer, Dr. R. Woods)
- CAEP Emergency Ultrasound Committee – Dr. P. Olszynski, Education Lead

Social Justice

Emergency physicians participate in various overseas medical missions, work as preceptors at the Student Wellness Initiative Toward Community Health.

Appendix B: 2016-2021 EM Department Budget

Academic Department of Emergency Medicine
5 Year Operating Budget Projection (2016-17
Base Year) Department Head: To Be Determined
Period: May 1, 2016 - April 30, 2021

Funding		2016-	2017-	2018-	2019-	2020-	FTE	
	COM Allocation of Operating Revenue	$	$	$	$	$ 206,305.76		**Note 1**
	COM Senior Researcher Funding	$ 97,081.20	$ 97,081.20	$	$	$ 194,162.40		
	Unified Head Funding	$	$	$	$	$ 388,324.80		
	Incremental New Funding Requirement (forecast)	$	$	$	$	$ 547,552.98		
	Total Funding	$	$	$	$	$		
Expenditures								
Salaries &								
	Leah Chomyshen (Admin Assistant)	$ 40,000.00	$ 41,200.00	$ 42,436.00	$ 43,709.08	$ 45,020.35	0.7	**Note 2**
	TBD - Unified Head Clerical Support - New	$ 46,000.00	$ 47,380.00	$ 48,801.40	$ 50,265.44	$ 51,773.41	0.8	
			$ -	$ -	$ -	$ -		
Contracted								**Note 3**
	Continuing							
	JoAnna Smith - Pre	$ 42,362.71	$ 42,362.71	$ 42,362.71	$ 42,362.71	$ 42,362.71	0.11	
	Rob Woods - FRCPC PD	$ 62,500.00	$ 62,500.00	$ 62,500.00	$ 62,500.00	$ 62,500.00	0.25	**Note 4** ***Funds donated back to fund 112463 Resident
	John Hanson - EM Rotation Coordinator	$ 97,081.20	$ 97,081.20	$ 97,081.20	$ 97,081.20	$ 97,081.20	0.25	
	Schaana Van De Kamp - EM Rotation	$ 73,781.71	$ 73,781.71	$ 73,781.71	$ 73,781.71	$ 73,781.71	0.19	
	Brent Thoma - Senior Researcher	$ 97,081.20	$ 97,081.20	$ 97,081.20	$ 97,081.20	$ 97,081.20	0.25	
	New Additions							
2016	Unified Head	$	$	$	$	$ 388,324.80	1.0	
	EM Rotation/Clerkship Coordinator = PA	$ 38,832.48	$ 38,832.48	$ 38,832.48	$ 38,832.48	$ 38,832.48	0.10	
2018	Senior Research			$ 97,081.20	$ 97,081.20	$ 97,081.20	0.25	
	Fac Dev & CPL Director - Stoon	$ 38,832.48	$ 38,832.48	$ 38,832.48	$ 38,832.48	$ 38,832.48	0.10	
	Fac Dev & CPL Director - Regina		$ 38,832.48	$ 38,832.48	$ 38,832.48	$ 38,832.48	0.10	
2019	Ultrasound Fellowship Director			$ 38,832.48	$ 38,832.48	$ 38,832.48	0.10	
	Pre-Hospital Fellowship Director			$ 38,832.48	$ 38,832.48	$ 38,832.48	0.10	
	JR Researcher			$ 38,832.48	$ 38,832.48	$ 38,832.48	0.10	
	JR Researcher			$ 38,832.48	$ 38,832.48	$ 38,832.48	0.10	

Non-										
Office Supplies		$ 1,800.00	$ 1,854.00	$ 1,909.62	$ 1,966.91	$ 2,025.92				
Research Support (Externally Contracted Services)		$ 50,000.00	$ 51,500.00	$ 53,045.00	$ 54,636.35	$ 56,275.44				
Labaratory & Clinical		$ 1,500.00	$ 1,545.00	$ 1,591.35	$ 1,639.09	$ 1,688.26				
Printing		$ 1,000.00	$ 1,030.00	$ 1,060.90	$ 1,092.73	$ 1,125.51				
Photocopying, Postage & Courier		$ 1,500.00	$ 1,545.00	$ 1,591.35	$ 1,639.09	$ 1,688.26				
Other Externaly Contracted Services		$ 2,000.00	$ 2,060.00	$ 2,121.80	$ 2,185.45	$ 2,251.02				
Facilities Management Division (Services)		$ 2,000.00	$ 2,060.00	$ 2,121.80	$ 2,185.45	$ 2,251.02				
Working Lunches (Collaborations)		$ 1,000.00	$ 1,030.00	$ 1,060.90	$ 1,092.73	$ 1,125.51				
Travel (Resarch)		$ 3,000.00	$ 3,090.00	$ 3,182.70	$ 3,278.18	$ 3,376.53				
ICT Services		$ 500.00	$ 515.00	$ 530.45	$ 546.36	$ 562.75				
Capital Equipment		$ 5,000.00	$ 5,150.00	$ 5,304.50	$ 5,463.64	$ 5,627.54				
Equipment & Software Maintenance		$ 1,000.00	$ 1,030.00	$ 1,060.90	$ 1,092.73	$ 1,125.51				
Facilities Access (Room Rental, etc)		$ 2,000.00	$ 2,060.00	$ 2,121.80	$ 2,185.45	$ 2,251.02				
Other Operating Expenses		$ 20,000.00	$ 20,600.00	$ 21,218.00	$ 21,854.54	$ 22,510.18				
Memberships & Dues (Individual & Departmental)		$ 5,000.00	$ 5,150.00	$ 5,304.50	$ 5,463.64	$ 5,627.54				
Total Expenditures		$	$	$	$	$				
Balance		$ -	$ -	$ -	$ -	$ -				

Note 1:	An annual incremental funding increase of 3% for the first 5 years of departmental operations is provided to offset annual cost increases.
Note 2:	Leah Chomyshen's pay and duties are currently (2015-16) split 0.70 FTE for EMRC (paid from 108875-1333) and 0.30 FTE for EMFM (paid from CSF 101732-1261). This budget reflects the planned transfer of her salary + benefits for the 0.70 FTE EMRC role to the new EM Departmental budget commencing in 2016-17.
Note 3:	1.0FTE for all contract positions (other than PD) is based on Step 4 of EM salary grid = $388,324.80 and 1.0FTE = 2200 hours/year
Note 4:	PD is based on standard PGME rate of $250,000 per year starting in 2017/18
Note 5:	A preliminary $20,000 planning budget funded from the Dean's Office is to be provided to the Emergency Medicine Department Planning Committee to fund for their work to prepare for initial departmental operations in May 2016-17.

Appendix C: Support: Excerpts from CoM Meetings

Faculty Council January 27, 2016
5:00 p.m.
Room B450 Health Sciences
with videoconferencing to Regina General Hospital, West Winds Clinic
MINUTES

9. Reports of the Standing Committees
b) Budget, Planning, and Priorities Committee – Dr. Jay Kalra
 NOTICE OF MOTION That Faculty Council approve the attached proposal for the formation of a Department of Emergency Medicine in the College of Medicine. (KALRA/MILOSAVLJEVIC)
- The original proposal was made and approved by the Budget, Planning, and Priorities Committee and Faculty Council in late 2011/early 2012 but was stalled due to changes in the College. It has since been revised and reviewed in detail, has been reviewed by the College of Medicine Budget, Planning, and Priorities Committee.
- This motion will be made at the March 30, 2017 meeting of Faculty Council and will be discussed in detail then. Any questions can be forwarded to Leslie Bousquet at leslie.bousquet@usask.ca

College of Medicine Faculty Council
March 30, 2016
5:00 - 6:30 p.m.
B450 Health Sciences
with videoconferencing to Regina, Prince Albert, West Winds, and

teleconferencing

MINUTES

10. Reports of the Standing Committee Chairs
b) Budget, Planning, and Priorities Committee - Dr. Jay Kalra
Motion: That Faculty Council approve the attached proposal for the formation of a Department of Emergency Medicine in the College of Medicine.
KALRA/HARRISON
MOTION CARRIED
Dr. Preston Smith thanked and congratulated Dr. James Stempien and Sinead McGartland for their work.

Appendix D: Letters of Support

UNIVERSITY OF SASKATCHEWAN
College of Medicine

February 10, 2016

Dr. James Stempien
Head, Department of Emergency Medicine
Saskatoon Health Region

RE: Support for Establishment of the Academic Department of Emergency Medicine

I am pleased to provide this letter of support for the development of the Department of Emergency Medicine becoming an academic department within the College of Medicine.

The adoption of this department, would help us align with the other Colleges of Medicine across Canada who have already created a department or division of Emergency Medicine (14/17 schools). The development of this department would support the three priority strategies of the college in meeting the needs of the patients of Saskatchewan. This will be addressed through:

- Attracting and retaining the best physicians:
    - The credibility and certification that comes with an academic department would foster and environment of quality and prestige and thus would help to recruit and retain quality physicians
- Developing the best physicians:
    - To recognize the departments contributions to the undergraduate and postgraduate teaching
    - To acknowledge the increasing demand from both learners and residents for experiences and rotations in the Emergency Medicine department. The fast pace, and broad clinical and interprofessional exposure is a preferred experience from many learners.
    - The expertise from Emergency Medicine faculty in ultrasound and simulation technologies provides best practice learning experiences
- Advancing the research mission for the College
    - The Province of Saskatchewan has invested heavily in improving patient access and experiences, and as the first entry point to the health system for many patients, there are many quality improvement and research opportunities. This environment is ripe for studying as there are changes to the clinical practice and processes that would inform how we treat patients
    - To continue contributing to the growing volume of research and innovation from emergency medicine physicians

I wholeheartedly support this proposal and am convinced that it supports and aligns where we are going as a College.

Kind regards,

Preston Smith, MD, MEd, FCFP

UNIVERSITY OF SASKATCHEWAN

College of Medicine

Dean's Office
Suite 5D40 Health Sciences Building   107 Wiggins Road, Saskatoon SK   S7N 5E5   Canada
Telephone: (306) 966-6149   Facsimile: (306) 966-6164
Web: www.medicine.usask.ca

February 23, 2016

James Stempien MD
Head, Emergency Medicine
Saskatoon Regional Health Authority
Royal University Hospital
Saskatoon SK

BY EMAIL: stempien@islandnet.com

Dear Dr. Stempien,

Re: Proposal for a Department of Emergency Medicine, College of Medicine

I write this letter in very strong support of the proposal for Department status.
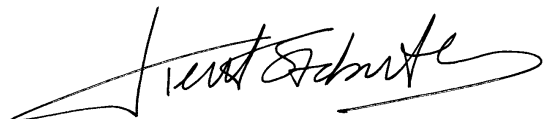
Emergency medicine is an integral component of medical education for the College of Medicine, providing teaching and learning for medical students in undergraduate medical education both in the pre-clerkship and clerkship training years to our 400 medical students. The current faculty have been bestowed four teaching awards in the last five years as recognition by the medical students of the quality of teaching delivered.

Emergency medicine delivers postgraduate training for the specific national emergency medicine training programs of the Canadian College of Family Physicians and the Royal College of Physicians and Surgeons of Canada. The division has also developed clinical training for other postgraduate training programs. There has been extensive development and international leadership in point of care ultrasound training simulation-based training. There are also well attended workshops that attract national and international learners.

Emergency medicine has also contributed to the scholarship of the College. New faculty with expertise in medical education and research have been attracted as faculty.

Emergency medical is and integral and important component of medical education for the College of Medicine.

Sincerely yours,

Kent Stobart MD MSc FRCPC
Vice Dean Education
Clinical Professor of Pediatrics

April 26, 2016

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan

Dear Dr. Smith:

Please accept this letter of support for the proposal to University Council that the Department of Emergency Medicine become an academic department within the College of Medicine.

The Department of Emergency Medicine (ER) is very active within the educational mission of the College.   From an undergraduate perspective, many of our EM faculty members are actively engaged in undergraduate educational delivery and administration roles. They include the lead faculty on the Year Two Committee, the Clinical Skills Committee, and the Selected Topics in Clerkship Course (formerly the Academic Half Day) amongst others. University of Saskatchewan medical students each have a two-week EM rotation during their clinical experience years in addition to their exposure to EM faculty during their pre-clinical training. A member of the department has been instrumental in introducing Point of Care Ultrasound (POCUS) into the undergraduate curriculum. With their clinical focus on both acute care and primary contact care, the EM faculty are well situated to provide a breadth of experience for undergraduate medical students.

This department additionally hosts an EM residency program from which many of our newer EM faculty have received their post-graduate training. Trainees from many other post-graduate programs rotate through the EM clinical experience, developing critical skills for assessment and care of the acutely ill patient. Resident evaluations of these post-graduate educational programs have been overall excellent.

The EM Department faculty clearly place high value on facilitation of quality teaching and medical education. It is anticipated that with creation of an academic department that this positive direction will facilitate further recruitment of high level clinicians and researchers leading to greater educational opportunities for our students particularly around new technologies and best practices for patient care.

Finally, we wish to reiterate our strong support for the creation of an academic Emergency Medicine Department within our College of Medicine.

Sincerely,

Patricia M. Blakley, MD, PhD
Associate Dean, Undergraduate Education

Regina Taylor-Gjevre, MD, MSc
Assistant Dean, Curriculum

UNIVERSITY OF SASKATCHEWAN
College of Medicine

Dr. James Stempien
Head, Department of Emergency Medicine
Saskatoon Health Region
C/o St. Paul's Hospital – Administration
1702-20th Street West
Saskatoon, SK S7M 0Z9

January 14, 2016

Dear Dr. Stempien,

I am pleased to write this letter of support for creating a Department of Academic Emergency Medicine in the College of Medicine, University of Saskatchewan.

The academic mission of the College of Medicine (teaching and research) are already contributed to and will be further enhanced by the creation of this new academic department.   Faculty and residents in Emergency Medicine have contributed and continue to do so extensively in the area of undergraduate and postgraduate medical education. Further, the research productivity of the department for the last three years has simply been outstanding.

The residency training program has increased considerably in size and is recommended for full approval and has recently concluded an external site survey visit by the Royal College of Physicians and Surgeons of Canada. The research productivity of the residents, their academic educational contributions and learnings and the presence of the CCFP program in both Regina and Saskatoon are indicative of a provincial nature of this department. The contributions to undergraduate medical education are heavy for this particular department. Further, the research productivity (even in the absence of external research grants) is quite high and in relevant areas of health care and education.

The documentation provided and the discussions held do identify explicitly the commitment of the faculty to the academic mission of the College and the University.

In summary, I am very supportive of the establishment of an academic Department of Emergency Medicine and look forward to working with the faculty and residents.

Yours sincerely,

Anurag Saxena MD, M.Ed., MBA, FRCPC, FCAP, CHE, CCPE
Associate Dean, Postgraduate Medical Education
University of Saskatchewan

Cc: Ms. Sinead McGartland

/rlm

February 25, 2016

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Smith:

I am writing a letter of support for the creation of an Academic Emergency Medicine Department at the University of Saskatchewan. As Emergency Medicine moves toward a full academic department, there will be more opportunities for quality improvement and enhanced clinical services.

The department currently is very active in teaching across the disciplines of emergency care. It has consistently provided quality education of both undergraduates and residents from a variety of programs. The development of the department will recognize the growing student demand for emergency medicine experiences

Implementing the department will contribute to the provincial medical leadership role, and support medical workforce planning. The ability to train our own emergency specialty physicians will assist our ability to recruit quality physicians; as well as ensure those who we recruit understand the systems, and practices of care in Saskatchewan. In addition to the ability to recruit and retain qualified practitioners, many of the current clinical staff bring expertise and would be both qualified and interested in providing the educational environment for an Academic program.

As the province invests in priority policy areas, the opportunity to study and develop best practices are abundant. Some program areas that will benefit in the short term include *No ER waits initiative*, pediatrics in alignment with the children's hospital, and/or the trauma program.

As a health region, we are well aware that care is found to be better in clinical environments where education and training take place. We look forward to and support the creation of an Academic Emergency Medicine Department at the University of Saskatchewan.

Sincerely,

Andrew Will
Interim President and Chief Executive Officer
Saskatoon Health Region

Integrated Health Services
Saskatoon Health Region
Executive Offices
2nd Level, 701 Queen Street
Saskatoon SK S7K 0M7

Tel: 306.655.7711
Fax: 306.655.8269

January 19, 2016

Dr. Preston Smith
Dean, College of Medicine
Health Sciences Building
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Smith,

Re: Support of Academic Department for Emergency Services

The Saskatoon Health Region acknowledges and supports the proposed development of an academic department of emergency medicine to the College of Medicine. This academic department would align with our model of service delivery and promote our priority of continuous improvement.

To date, the residency program has provided us with excellent qualified emergency physicians that now work within our health region. This would not have been possible without the demonstrated commitment and dedication demonstrated by the department's members.   Providing better care for our patients will be achieved with increased research and teaching which will greatly benefit both the Saskatoon Health Region and the College of Medicine.

Yours truly,

Sandra Blevins RN, BScN MBA CHE
Vice President, Saskatoon Health Region

Cc: Dr. James Stempien, Head, Emergency Services
     Graham Blue, Director, Emergency, Air Ambulance, Rosthern & Humboldt Hospitals

Healthiest people ~ Healthiest communities ~ Exceptional service

Regina Qu'Appelle
H E A L T H   R E G I O N

February 4, 2016

**Office of the President and
Chief Executive Officer**

Dr. James Stempien, Head
Department of Emergency Medicine
Saskatoon Health Region
Royal University Hospital
103 Hospital Drive
Saskatoon, SK   S7N 0W8

Dear Dr. Stempien:

Thank you for including myself, and our Emergency Medicine colleagues within the Regina Qu'Appelle Health Region (RQHR), in the discussion and development of the Academic Department of Emergency Medicine for the University of Saskatchewan.

The RQHR has a long history of delivering medical education with the College of Medicine at the University of Saskatchewan. We see the creation of this new Academic Department of Emergency Medicine as an opportunity to strengthen the academic mission of the department which will in turn strengthen the compliment of practicing physicians who train our undergraduate and post-graduate students and provide safe care for our patients.

As you are aware, RQHR is currently the home campus to almost 40% of the undergraduate class. We also have geographically-based residents training here in the CFPC-EM positions. We also welcome the FRCPC Emergency Medicine residents training in Saskatoon to Regina on a rotating basis. We believe that Regina has a great deal to offer and look forward to future opportunities to expand our involvement with all medical learners at the University of Saskatchewan.

Sincerely,

Mr. Keith Dewar
President and Chief Executive Officer

cc   Dr. Preston Smith, Dean, College of Medicine
        Carol Klassen, Vice-President, Knowledge & Technology Services, RQHR
        Dr. David McCutcheon, Vice-President, Physician & Integrated Health Services,
         RQHR
        Dr. George Carson, Senior Medical Officer, RQHR
        Dr. Gill White, Associate Dean – Regina, College of Medicine
        Dr. Terry Ross, Department Head – Emergency Medicine, RQHR
        Dr. Sheila Smith, Program Director – Enhanced Skills (Emergency), Department of
         Academic Family Medicine
        Glen Perchie, Executive Director – Emergency Medical Services, RQHR

Regina Qu'Appelle
HEALTH REGION

January 28, 2016

Dr. James Stempien
Head, Department of Emergency Medicine

Dear Dr. Stempien:

**RE: Letter of Support for the Creation of an Academic Department of
Emergency Medicine**

I am pleased to provide a letter of support for the creation of an Academic Department of
Emergency Medicine, associated with the College of Medicine, University of
Saskatchewan.   The successful proposal will allow Saskatchewan to meet its mission of
improving health through excellence and innovation in service, education and research
specific to the practice of Emergency Medicine.

We have already seen impact from research conducted by medical learners, supported
by the EM faculty. To name a few examples:

- We have been able to make EMS response decisions, based on evidence that
  also reflects our local resources, geography and demographics.
- We have used research on Diabetic Ketoacidosis to inform our new DKA
  preprinted order set.
- Pulmonary Embolus research confirmed our current clinical processes and
  helped us ensure consistent charting.

As the program expands, so will the research, resulting in further opportunities to
improve our care.

We've seen that we have better success recruiting physicians who attended residency
programs in Saskatchewan. Enhancement of the EM Residency Training Program, both
CCFP-EM and FRCP-EM, will help support the continuing need for qualified emergency
physicians in urban and rural Saskatchewan. The Regina Qu'Appelle Health Region
Emergency Department is very supportive of the development of this department, and
we commit to fostering collaborative research opportunities.

I believe the establishment of *an Academic Department of Emergency Medicine* will
complement the College of Medicine's breadth of program offerings and aid in the
attraction of top caliber residents to train and work in our province. I wish you every
success in this application and look forward to welcoming you and your colleagues to the
academic team of the College of Medicine.

Sincerely;

Glen Perchie,
Executive Director, Emergency & EMS

Marilyn Baetz MD FRCPC CCPE
Professor & Head, Department of Psychiatry
University of Saskatchewan & Saskatoon Health Region
Royal University Hospital
Saskatoon, Saskatchewan, CANADA S7N 0W8
TEL: (306)844-1310   FAX: (306)844-1533

January 7, 2016

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan

RE: Support for Establishment of an Academic Department of Emergency Medicine

Dear Dr. Smith:

I am writing this letter in support of the development of an academic Department of Emergency Medicine. Psychiatry and Emergency Medicine have a great deal of contact together. From a clinical point of view, the Emergency receives a high volume of mental health patients who come through the Emergency and only one-third of those are actually referred on to Psychiatry, which means two-thirds are managed by Emergency Room Physicians.   Education in mental health and addictions, psychiatric emergencies and complex behavioural disorders are key to the management of these patients. The Emergency Medicine Residents have a mandatory rotation through Emergency and Crisis Psychiatry and all of our Psychiatry Residents and medical students are exposed to Emergency as well.

An academic Department of Emergency Medicine not only lends more credence to attract high quality applicants to the program, but it will further enhance the teaching and research opportunities for residents and students. There are currently several emergency physicians who are sought after for their educational techniques, knowledge of digital education and unique knowledge dissemination methods. An academic department would allow for further development and support the added rigor required for evaluation and scholarship. The ability to obtain grants and continue with knowledge translation would be improved with the academic department standing.

In summary, enhanced teaching opportunities for our students will create mutual benefit and optimal learning environments for our students and ultimately the care of our patient population for the province. I would endorse moving forward in this direction.

Yours sincerely,

Marilyn Baetz, MD, FRCPC, CCPE
Professor and Head
Department of Psychiatry

UNIVERSITY OF SASKATCHEWAN
College of Medicine

Saskatoon **Health** Region

Department of Medicine

University of Saskatchewan and Saskatoon Health Region
Royal University Hospital
103 Hospital Drive
Saskatoon, Saskatchewan, CANADA S7N 0W8
TEL: (306) 966-7947 FAX: (306) 966-8021

July 10, 2015

Dr. James Stempien
Head, Department of Emergency Medicine

Dear Dr. Stempien:

RE: Letter of Support for the Creation of an Academic Department of Emergency Medicine

I am writing to provide a letter of support for the creation of an Academic Department of Emergency Medicine, associated with the College of Medicine, University of Saskatchewan. The successful proposal will allow Saskatchewan to meet its mission of improving health through excellence and innovation in service, education and research specific to the practice of Emergency Medicine.

The Emergency Medicine Department is ready to formalize the academic mandate by increasing the teaching capacity for medical learners, and contributing to the development of knowledge of best practices of emergency medicine. Our Department of Medicine is very supportive of the development of this department, and we commit to fostering collaborative research opportunities.

I believe the establishment of an Academic Department of Emergency Medicine would complement the College of Medicine's breadth of program offerings and aid in the attraction of top caliber residents to train and work in our province. I wish you every success in this application and look forward to welcoming you and your colleagues to the academic team of the College of Medicine.

Sincerely,

Dr. George Pylypchuk, Unified Head
Department of Medicine, University of Saskatchewan and
Saskatoon Health Region

The University of Saskatchewan and Saskatoon Health Region:
Improving health through excellence in education, research and clinical care.

UNIVERSITY OF SASKATCHEWAN

› **Academic Family Medicine**
West Winds Primary Health Centre
3311 Fairlight Drive   Saskatoon SK   S7M 3Y5   Canada
Ph: 306-655-4200   Admin Fax: 306-655-4895   Clinic Fax: 306-655-4894
Web: www.medicine.usask.ca/family

August 18, 2015

Dr. James Stempien, Head
Department of Emergency Medicine
St. Paul's Hospital
1702 – 20th Street West
Saskatoon SK S7M 0Z9

Dear Dr. Stempien:

RE: Letter of Support for the Creation of an Academic Department of Emergency Medicine

I am writing to provide a letter of support for the creation of an Academic Department of Emergency Medicine, associated with the College of Medicine, University of Saskatchewan. The successful proposal will allow Saskatchewan to meet its mission of improving health through excellence and innovation in service, education and research specific to the practice of Emergency Medicine.

The Emergency Medicine Department is ready to formalize the academic mandate by increasing the teaching capacity for medical learners, and contributing to the development of knowledge of best practices of emergency medicine. The Department of Academic Family Medicine is very supportive of the development of this department, and we commit to fostering collaborative research opportunities.

I believe the establishment of an Academic Department of Emergency Medicine would complement the College of Medicine's breadth of program offerings and aid in the attraction of top caliber residents to train and work in our province. I wish you every success in this application and look forward to welcoming you and your colleagues to the academic team of the College of Medicine.

Sincerely

A. Danilkewich, MD, CCFP, FCFP
Associate Professor and Head

/kb

UNIVERSITY OF SASKATCHEWAN
College of Medicine

Dean's Office
Box 19, 5D40 Health Sciences Bldg   107 Wiggins Road   Saskatoon SK   S7N 5E5   Canada
Telephone: (306) 966-2673   Facsimile: (306) 966-6164
www.medicine.usask.ca

February 29th, 2016

Dr. James Stempien
Head, Department of Emergency Medicine
Saskatoon Health Region
c/o St. Paul's Hospital – Administration
1702 – 20th Street West
Saskatoon SK S7M 0Z9

Dear Dr. Stempien,

I am writing to provide a strong letter of support for the creation of an Academic Department of Emergency Medicine at the University of Saskatchewan.

The proposal brought forward provides the plan which will allow you and your colleagues to fulfill your stated mission to provide high quality patient care for the people of Saskatchewan, while advancing the practice of Emergency Medicine through education, research and innovation.

The creation of an Academic Department of Emergency Medicine will provide the support necessary to ensure the success of your Royal College Specialty Program – FRCPC-EM. It will also allow the collaboration and support required for the important CCFP-EM program, in collaboration with the Department of Family Medicine.

An Academic Department of Emergency Medicine will increase teaching capacity to support both undergraduate and postgraduate education, as well as supporting other inter-professional specialties. This Department will undoubtedly contribute significantly to Continued Professional Learning (CPL), distributed medical education and inter-professional education. Emergency Medicine is a discipline that also lends itself well to multidisciplinary research which will be encouraged by the creation of an Academic Department.

I strongly support the creation of an Academic Department of Emergency Medicine, and wish you and your colleague's great success. If I can be of any assistance please do not hesitate to contact me.

Kind regards,

Grant Stoneham, MD, FRCPC
Associate Dean, Saskatoon Programs
College of Medicine

cc Dr. Preston Smith, Dean of Medicine

UNIVERSITY OF SASKATCHEWAN

College of Medicine

➤ **Anesthesiology, Perioperative Medicine and Pain Management**
Royal University Hospital
103 Hospital Drive   Saskatoon SK S7N 0W8   Canada
Ph: 306-655-1183   Fx: 306-655-1279

June 17, 2014

Dr. James Stempien, MD
Head
Department of Emergency Medicine
Saskatoon Health Region

Dear Dr. Stempien:

RE: Support for the Creation of an Academic Department of Emergency Medicine

I am writing to provide a letter of support for the creation of an Academic Department of Emergency Medicine, associated with the College of Medicine, University of Saskatchewan.   Such an academic unit will allow Saskatchewan to meet its mission of improving health through excellence and innovation in service, education and research specific to the practice of Emergency Medicine.

The Emergency Medicine Department is ready to formalize the academic mandate by increasing the teaching capacity for medical learners, and contributing to the development of knowledge of best practices of emergency medicine. The Department of Anesthesiology, Perioperative Medicine and Pain Management is very supportive of the development of this academic Department, and we commit to fostering collaborative research opportunities.

I believe the establishment of an Academic Department of Emergency Medicine would complement the College of Medicine's breadth of program offerings and aid in the attraction of top caliber residents to train and work in our Province.

James, I wish you every success in this application and look forward to welcoming you and your colleagues to the academic team of the College of Medicine.

Sincerely,

David C. Campbell, MD, MSc, FRCPC, CCPE
Professor and Chairman
Department of Anesthesiology, Perioperative Medicine
and Pain Management
University of Saskatchewan and Saskatoon Health Region
E-mail: david.campbell@saskatoonhealthregion.ca

July 13, 2015

Dr James Stempien
Head, Department of Emergency Medicine

Dear Dr. Stempien:

I am writing to provide a letter of support for the creation of an Academic Department of Emergency Medicine, to be associated with the College of Medicine, University of Saskatchewan.   This proposed Academic department will allow Saskatchewan to better meet its mission of improving health through excellence and innovation in service, education and research specific to the practice of Emergency Medicine.

The Emergency Medicine Department is ready to formalize the academic mandate by increasing the teaching capacity for medical learners, and contributing to the development of knowledge of best practices of emergency medicine. The Department of Medical Imaging is very supportive of the development of an academic Emergency Department, and we commit to fostering collaborative research opportunities.

I believe the establishment of *an Academic Department of Emergency Medicine* would complement the College of Medicine's breadth of program offerings and aid in the attraction of top caliber residents to train and work in our province. I wish you every success in this application and look forward to welcoming you and your colleagues to the academic team of the College of Medicine.

Sincerely:

Paul Babyn, MDCM, FRCPC
Professor and Head
Department of Medical Imaging
Saskatoon Health Region
Royal University Hospital

Emergency Services, Air Ambulance, Rosthern and Humboldt District Hospitals
St. Paul's Hospital Administration
1702 – 20th Street West
Saskatoon SK S7M 0Z9
graham.blue@saskatoonhealthregion.ca
Tel: 306.655.5518
Fax: 306.655.5555

Date: Feb 23, 2016

Dr. Preston Smith
Dean, College of Medicine

Dear Dr. Smith:

RE: Letter of Support for the Creation of an Academic Department of Emergency Medicine

The Saskatoon Health Region Department of Emergency Services is committed to patient and family centered care and continuous improvement. With a formal partnership with the College of Medicine in an Academic Department of Emergency Medicine, this commitment will be strengthened. Our Emergency Medicine residents to date have been trained in an environment that has fostered continuous improvement. The creation of an academic department will further enhance the resident teaching that physicians in our department have supported with the College of Medicine.

- The Saskatoon Health Region supports the creation of a unified head leadership model that sees academic leadership and clinical leadership that is yet to be determined considering this is a provincial program.

- Academic Teaching space will be provided in kind by the Saskatoon Health Region. It must be noted; however, that space is a limited resource and considered that the new Emergency Department in the Children's Hospital of Saskatchewan was designed with no dedicated office space. The Saskatoon Health Region will work with the College to determine the needs for space.

- Saskatoon Health Region Emergency Services acknowledges the potential of contribution of budget requirements; however, these to date have not fully been established. Leadership in the Saskatoon Health Region will continue to work with College partners to determine the specific requirements.

I believe the establishment of an Academic Department of Emergency Medicine would complement the College of Medicine's breadth of program offerings and aid in the attraction of top caliber residents to train and work in our province. I look forward to continuing to work with the College of Medicine as this department is established.

Sincerely,

Graham Blue BSc, BSN, RN
Director of Emergency, Air Ambulance,
   Rosthern & Humboldt Hospitals

cc: James Stempien, Medical Department Head, Emergency Services
     Sandra Blevins, Vice President Integrated Health Services

Healthiest people ~ Healthiest communities ~ Exceptional service

Saskatoon Health Region works with St. Paul's Hospital in a governance and management relationship in the delivery of services and programs.

SOONER SAFER SMARTER

Emergency Department Waits and Patient Flow Initiative
putting the Patient First

January 14, 2016

Dr. James Stempien;

Re: Department of Emergency Medicine Proposal

I am pleased to offer a letter of support for the Department of Emergency Medicine Proposal 2016.

The Emergency Department Waits and Patient Flow Initiative is a *patient first* initiative that arises out of the *2008 Patient First Review*, in which long waits in the ED was cited as one of the 8 major concerns raised by patients and families related to care in Saskatchewan.

The ED Waits team is taking a system level approach to reducing ED Wait times by improving flow across the entire continuum of care. Reducing ED wait times is the current health system hoshin for the province. In other words, wait time reduction is considered a "must do – can't fail" priority for all health system stakeholders and partner organizations.

The rationale for the creation of the department indicates that the Department of Emergency Medicine will have a significant impact in "support for an innovative health system, in alignment with provincial, system and operational level hoshins to improve the quality of care and patient flow" and "advancement of patient and family centered care". We are very encouraged by and grateful for this clear articulation of aligning with the health system priorities and advancing patient centered care in the province.

We have benefited from the strong working relationship we have with members of the proposed Department of Emergency Medicine. Dr. James Stempien and Dr. Kish Lyster have provided consultative services to the ED Waits and Patient Flow Initiative through the Guiding Coalition and Provincial Stakeholder Advisory Groups. We have also received valuable input from other clinicians, residents and students of the proposed department through various committees and working groups.

We look forward to our continued collaboration with the Department of Emergency Medicine in advancing the healthcare agenda in Saskatchewan.

Sincerely,

Graham Fast,
ED Waits & Patient Flow Project Lead

241 5th Avenue North, Apt# 906
Saskatoon, Saskatchewan
Phone: 306-251-2953
Email: Puneet@Kapur.Org

January 26, 2016

RE: Proposal to Create The "Department of Emergency Medicine"

Dear Members of the Faculty Council:

The need for a formal academic Department of Emergency Medicine has never been more urgent then it is now. As Saskatoon continues to grow and our medical school resumes its place on the national stage we must offer emergency medicine training and provide emergency medical care with the same rigor as larger Canadian centers. The latter point is particularly important as Saskatoon is no longer a sleepy Prairie Town, what happens in the world at large finds its way back to Saskatoon. During my tenure as a resident I have seen the department called upon to deal with the threat of Ebola, Mass Casualties, Provincial Floods and the recent tragedy in La Loche. To keep pace with the increasing complexity of care we must create an academic structure that is similarly robust.

To date Emergency Medicine physicians in the province have done a remarkable job of delivering robust teaching. Staff physicians such as Drs. Paul Olszynski and Mark Taylor have created and delivered an ultrasound curriculum that has trained physicians across the province and dramatically improved care. Drs. Wood and Lalani have created the youngest and fastest growing Royal College Emergency Medicine residency program in Canada and it attracts exceptional applicants from all over the country. Residents in this five-year program have created evidence based provincial ambulance protocols (Dr. Floyd Besser), won national awards for their work on prehospital care (Dr. Lynsey Martin) and won accolades for their teaching (Dr. Puneet Kapur).

Despite these list of achievements, the absence of full department status is serious impediment to continued success. Training structures and training opportunities vary considerable across the province due to a lack of a coherent organizational structure. From a recruitment and retention perspective it's important we are able to reward great teachers with academic promotion and advancement. Already we have seen instances where we have demotivated or lost great teachers due to a lack of academic advancement opportunities. Furthermore, when attracting high quality candidates to Saskatoon an offer of an academic department is a key recruitment tool. Finally, when it comes time to pursing research grants its vital that we have the ability to apply as a unified department to win grants at the national and international level.

My medical training began in Calgary and Toronto where a single, unified Emergency Department was well established presence and a strong contributor to education and patient care. Having seen the advantages of such a model I am confident the people of Saskatchewan will be the ultimate beneficiaries of this proposal.

Sincerely,

-Puneet Kapur, M.Sc., M.D
-FRCPC R3 Emergency Medicine
-University of Saskatchewan

My name is Carlyn Denton, and I am a current emergency medicine resident and a soon to be emergency medicine attending in Saskatoon. I am writing regarding the education I have received in the emergency department throughout my training, and to express how valuable this has been to my development as an emergency physician.

I have been very fortunate to have received excellent teaching in Saskatoon emergency departments, both formally and informally. Physicians have been enthusiastic teachers on shift, mentors outside of work, and role models as clinicians and educators. This was most pronounced following an out of town rotation, when I sought out ultrasound teaching from the local emergency attendings, who seemed reluctant to take that extra time on a busy shift. This willingness from staff to go far beyond expected teaching duties had become the norm for me working in Saskatoon.

As an academic department, I believe Saskatoon emergency physicians would get the recognition for hard work already being done, and obtain the means to further expand current teaching and research opportunities. From the spread of point of care ultrasound skills throughout the province, to faculty development for undergraduate and resident education formal academic support as an academic department would strengthen not only our department, but emergency medicine throughout the province of Saskatchewan.

My name is Ali Turnquist and I am co-chief of the Family Medicine/Emergency Medicine Resident group. I am in strong support of our Emergency Medicine group becoming an Academic Department. Since medical school, our EM faculty have been an integral part of didactic and clinical teaching. They provide unmatched one-to-one teaching which is clear and objective based. I was inspired to join this career based on their dedication to teaching and mentorship they provide. The group currently does this while not having a home Academic Department to call their own. With two residency programs now coming out of this department, teaching over 100 medical students and supporting off-service residents, it is imperative and only logical to have our own Academic Department to operate out of. The leadership, research, clinical work and teaching will be greatly benefited and I can vouch that this is an amazing group of physicians who deserve the opportunity to improve in these areas. I can't say enough how thankful I am to have had some of the best clinicians in our province teach me and hope the creation of an Academic Department will further their critical involvement in so many aspects of medicine.

Sincerely,
Alison Turnquist, BSc, MD, CCFP- EM candidate

EMERGENCY MEDICINE

==UNIVERSITY OF SASKATCHEWAN==

A Strategic Plan for Fostering Research within the University of Saskatchewan Academic Department of Emergency Medicine

Dr. Brent Thoma MD MA FRCPC

Research Director, Emergency Medicine, University of Saskatchewan

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Acknowledgements:

Internal Collaborators

Dr. James Stempien MD CCFP-EM
Department Head, Saskatoon Health Region Emergency Department

Dr. Terry Ross MD CCFP-EM
Department Head, Regina-Qu'Appelle Health Region

Dr. Rob Woods MD MMEd FRCPC
Program Director, FRCPC Emergency Medicine Training Program

Dr. Nadim Lalani MD FRCPC
Assistant Program Director, FRCPC Emergency Medicine Training Program

Dr. Sheila Smith MD CCFP-EM
Program Director, CCFP Emergency Medicine Training Program

Dr. Nicholas Bouchard MD CCFP-EM
Site Coordinator (Saskatoon), CCFP Emergency Medicine Training Program

Dr. Christina Ames MD CCFP-EM
Site Coordinator (Regina), CCFP Emergency Medicine Training Program

The Emergency Medicine Residents of the U of S FRCPC and CCFP-EM Programs, the Faculty Leads of each Research Team, and the future Faculty of the University of Saskatchewan Academic Department of Emergency Medicine

External Collaborators

Dr. Carolyn Snider MD MPH FRCPC
Assistant Professor & CIHR Researcher, Department of Emergency Medicine, University of Manitoba

Dr. Brian Rowe MD CCFP-EM
Professor & Tier 1 Canada Research Chair, Department of Emergency Medicine, University of Alberta

Dr. Eddie Lang MDCM CCFP-EM CSPQ
Associate Professor & Department Head, Department of Emergency Medicine, University of Calgary

Dr. Teresa Chan MD BEd FRCPC
Assistant Professor & Director of CPL, Division of Emergency Medicine, McMaster University

Dr. Phil Davis MD PhD
5th year Emergency Medicine Resident, Dalhousie University

Dr. Jonathan Sherbino BSc MD MEd FRCPC FAcadMEd
Clinician Educator, Royal College of Physicians and Surgeons

Dr. Mat Mercuri PhD
Researcher, Division of Emergency Medicine, McMaster University

Dr. Jason Frank MD MA FRCPC
Director, Specialty Education, Strategy & Standards, Royal College of Physicians and Surgeons of Canada

Dr. Ian Stiell MD MSc FRCPC
Distinguished Professor and Research Chair, Department of Emergency Medicine, University of Ottawa

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Table of Contents

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Background

Increasing the quality and quantity of research can increase the quality of care for patients and the efficiency of healthcare organizations.[1] As emergency medicine (EM) is a relatively young specialty with training programs established in Canada in the 1970's, its body of literature is still developing. Expanded research programs are needed across Canada to develop and refine the best practices in EM care. Further, scholarly work is essential for the development of EM education and mutual respect with other specialties.[1]

For these reasons there is both a local and national need for increased research productivity in emergency medicine. Locally, despite substantive investment by the province of Saskatchewan, the College of Medicine's research output lags far behind its peers[2] and, historically, emergency medicine has not contributed to its production. Nationally, a symposium was recently convened by the Canadian Association of Emergency Physicians (CAEP) to discuss how the quantity and quality of Canadian emergency medicine research could be increased.[1,3,4] CAEP committed to meeting this need by developing programs and funding grants with this aim.[4]

Three major factors have contributed to the lack of research output from EM at the University of Saskatchewan. Historically, EM physicians have lacked 1) funding and research support, 2) a Royal College training program for specialist emergency physicians, and 3) a formal departmental structure to reward and promote academic development. The creation of a Royal College specialty training program in 2011 has led to a substantive increase in scholarly activity [Figure 1, Appendix 1]. The anticipated creation of an Academic Department of Emergency Medicine in the spring of 2016 should provide the academic structure necessary to both build on this success and retain graduates of the specialty program. The approval of funding and research support for emergency physicians would remove the final limiting factor on emergency medicine research and position the Department to develop a vigorous research agenda.
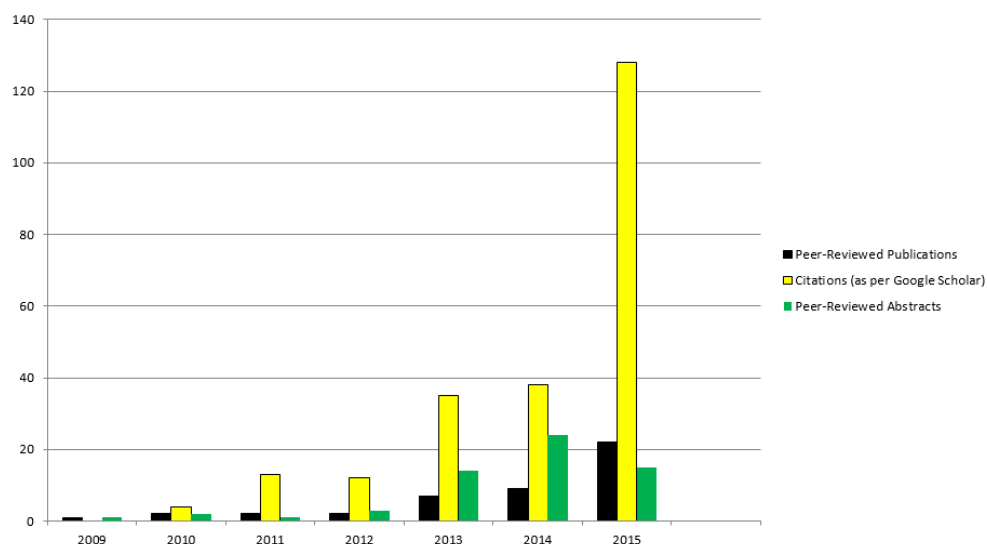
Figure 1. Research productivity of Saskatchewan emergency physicians: 2009 to November 20, 2015

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

This strategic plan was developed to maximize the growth and productivity of the fledging Department. After being developed in concordance with consensus evidence[1,3,4] and leadership theory,[5,6] it was reviewed by leading experts in emergency medicine research from across the country. We hope that it will serve as a road map that the Department will be able to follow to become a prominent contributor to emergency medicine scholarship.

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Methods

The strategic plan outlined below was developed using a five phase process that incorporated internal consultation of key stakeholders at each phase.

1. Informal discussions occurred with key stakeholders who identified the need for a formal research strategy.

2. A SWOT Analysis was conducted to outline the current research environment in emergency medicine [Appendix 2].[6] The SWOT Framework (strengths, weaknesses, opportunities, and threats) was selected for use in this analysis due to its simplicity, practicality, and familiarity to the authors and reviewers. A further analysis was conducted to outline pre-existing areas of research expertise.

3. The recommendations of the 2014 Canadian Association of Emergency Physician's Academic Symposium on research success in academic departments[1,3,4] were reviewed item by item and goals for the Department's scholarly output were developed with key stakeholders.

4. The goals for the Department, SWOT analysis, and recommendations contained within the CAEP executive summary on research success in academic departments[1,3,4] informed the development of a formal research plan. The organizational planning framework outlined by Bolman and Deal (Human Resources, Structural, Political, and Spiritual) was selected for use as the plan framework due to its intuitive and comprehensive nature.[5] The relevant recommendations from CAEP's paper on research success in academic departments were superimposed within each subcategory.[4]

5. The strategic plan was disseminated externally for feedback. Consultation was sought with a wide range of emergency medicine researchers who provided feedback and recommended best practices. Dr. Ian Stiell will visit Saskatoon in October, 2015 to provide formal consultation.

EMERGENCY
MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Strategic Plan

By the year 2020 the future Academic Department of Emergency Medicine will aim to meet the following five objectives:

1. Publish 20 manuscripts in PubMed indexed medical journals each year
2. Have published manuscripts cited 200 times per year
3. Receive $200,000 per year in external research funding
4. Recruit at least 2 emergency physicians in both Phase I (Graduate Training) and Phase II (Research Consolidation) of their research training [Appendix 3][3,4]
5. Apply to the CAEP Academic section for recognition as a Phase 1 research training program (Graduate Training)

Structural

Oversight (1.2.2, 1.2.8)

The research program will be overseen by a physician Research Director who will report directly to the Chair of the Academic Department. The Research Director will be tasked with assessing the research projects of individual residents as well as the Department's research as a whole. Monthly meetings will be held in part to oversee the progress of resident research projects using Gantt plots (Appendix 4) that will be updated at each meeting. Online productivity software (*Slack. Dropbox* and *Evernote)* will be used to facilitate collaboration and oversight of each project. Publication metrics, citation metrics, and grant funding will be tracked and reported annually.

Curriculum (1.2.1, 2.1.1, 2.1.2, 2.1.3, 2.3, 2.4, 3.1.1)

Research curricula will be developed to provide a baseline level of exposure to all residents with advanced curricula developed for interested trainees that will meet the requirements for Phase 1 research training outlined by CAEP.[3,4]

- All residents in the RCPSC training program will complete the CLR800.3 research methods course offered by the postgraduate medical education office in their first year of residency. It will be presumed that residents in the CCFP-EM program completed a similar course as part of their requirements for completing their CCFP credential.
- Residents interested in pursuing a research career will pursue a graduate degree. This program will be reviewed by the Research Director with the trainee to determine what content will need to be delivered outside of the formal curricula to meet the requirements of the CAEP Academic Section's Phase I research training program.[3,4]
- A longitudinal research curriculum will be delivered on a 2 year cycle during the monthly research meetings. Each meeting will involve discussing the methodology of a study being conducted by a member of the program followed by a teaching session on one of the 15 domains of clinical research identified by the CAEP Academic Section. The remaining 9 meetings of the 2 year cycle will feature presentations from representatives of the University and Health

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Region who will be invited to present on their role in research (e.g. the University Library, Research Ethics Board, etc).

- Critical appraisal skills will be developed through participation in monthly journal clubs, bimonthly presentations at academic half-day, and completion of the College of Medicine PGME critical appraisal course.

In addition to the above curriculum:

- RCPSC residents will be expected to contribute to the work of one or more research teams. Over the course of their program the research supervisor will document each resident's contributions to their research projects in reports delivered annually to the Program Director. The research component of their program will be considered complete when they have made a substantive contribution to 7 of the 9 aspect of a research project (literature review, study design, data collection, data analysis, manuscript drafting, manuscript editing, submission, revision, and knowledge translation) although these contributions will not necessarily all occur in a single project. The assessment criteria for RCPSC residents is further outlined within the policy and sample ITER included as Appendix 5.
- CCFP-EM residents will be expected to produce a scholarly product that is acceptable for presentation at the annual provincial emergency medicine research day each year. This may include taking on a new project, continuing a relevant project from their family medicine residency, or joining the project of a research team. They will be encouraged to continue their project to publication following the completion of their EM residency year.

Expectations of RCPSC and CCFP-EM residents will be modified regularly to reflect their objectives of training.

Organization (3.1.6, 3.1.7)
Research will be organized through the creation of research teams. Research teams will be developed and led by practicing physicians with demonstrated areas of expertise. Team leads will be responsible for supervising the research projects conducted in their areas of interest, developing collaborative projects within research networks, and leading grant applications.

Rather than assigning full projects to individual residents, whenever possible each project will involve a research team that will include medical students, residents at different stages of training, junior faculty, internal non-physician researchers (e.g. MSc/PhD students, post-doctoral fellows), and Faculty from other Departments and Institutions. All operating grant applications will include provisions to support these additional trainees. A suggested protocol for the optimal selection of medical students for research projects is outlined in Appendix 6. In all cases, authorship will only be bestowed upon members of a research team when warranted by the ICMJE authorship criteria.[7] Contributions that do not qualify for authorship will be acknowledged.

Appendix 7 summarizes the progress of the Department in seven areas of pre-existing expertise. While research can and will be conducted outside of these areas, when possible the focus will be on building further capacity within pre-existing areas of competence. The extent of the development in each area has been characterized into five categories. These categories roughly parallel the expectations for

EMERGENCY MEDICINE

==UNIVERSITY OF SASKATCHEWAN==

research training outlined by CAEP's Academic Section with categories 1 and 2 corresponding to Phase I training, categories 3 and 4 corresponding to Phase II training, and category 5 corresponding to a fully trained researcher.

Table 1. Descriptions of research team categories and the phases of training of their research lead(s) [3,4]

Research Phase of Lead	Team Category	Description
1	1	Faculty members have or are pursuing training in the area. Research is in the planning or data collection stages. Little to no financial support has been obtained.
	2	Faculty members have expertise and/or training in the area. A preliminary research agenda has been developed. Multiple peer reviewed abstracts have been presented at conferences. Little to no financial support has been obtained.
2	3	A formal research agenda has been developed. Several peer-reviewed manuscripts have been published. Internal grants provide intermittent financial support.
	4	A fully developed research agenda is in place. At least one faculty member has nationally recognized expertise within the area. >10 peer-reviewed manuscripts have been published. External grants provide intermittent financial support.
	5	At least one faculty member has internationally recognized expertise in the area. >25 peer-reviewed manuscripts have been published. External grants provide ongoing financial support.

Dissemination and Knowledge Translation (1.2.7)
Each research project will be submitted for presentation at a major national or international conference, submitted for publication in peer reviewed journals, and translated through the creation of educational resources that will be disseminated on social media channels (e.g. blogs, podcasts, or infographics shared on personal and/or institutional accounts).

Human Resources

Research Positions (1.2.3, 2.1.5, 2.1.6, 3.2.2)
A recent survey conducted by the Canadian Association of Emergency Medicine characterized the academic funding available for research positions in emergency medicine Divisions and Departments across Canada.[8] It found that 11/17 had a salary-supported Research Director and that there was a median of 2.5 salary-supported researchers (range 1-10), 2.5 full time non-MD research staff (range 1-50), and 5 part time non-MD research staff (range 1-70) per institution.

Funding for a Research Director position was obtained for the 2015-16 academic year. Applications will be made to obtain funding for Clinician Researchers in 2016 and 2018 and a non-MD Research Coordinator in 2017. The recruitment of a non-MD Research Coordinator with a strong background in biomedical research (e.g. PhD or equivalent) would extend the capabilities of the Research Director as the residency and research programs grow. The two Clinician Researchers would be expected to oversee substantive research programs with assistance from the non-MD Research Coordinator.

Research Funding and Infrastructure (1.2.5, 2.1.7, 3.1.5, 3.2.3, 3.2.4, 3.2.5)

As it is unlikely that researchers with salary-supporting grants will be recruited, institutional salary support will be required for junior clinician-researchers as they work to build their research program. As outlined, we would aim to acquire funding for new academic positions for a Research Director in 2015, clinician researchers in 2016 and 2018, and a Research Coordinator in 2017. Additional "funding-contingent" positions may be developed as internal and external funding become available.

As a provincial Department, these positions will be made openly available to academically-inclined emergency medicine Faculty across the province. Appropriate work space and infrastructure (e.g. computer, internet access, reference software, statistical software, administrative support, and video-conferencing infrastructure) will be required at each site hosting a Clinician Researcher to support their work.

The 2014 CAEP Academic Symposium identified 4 viable funding models for emergency medicine research support.[1]

- In the investigator-dependent model research funding is obtained by a small number of investigators on an ad-hoc basis from industry-funded, internal, and external sources.
- The practice-plan model provides core research funding by tithing the clinical earnings of an academic payment plan.
- In the generous-benefactor model research groups pursue and obtain a large sum of money from a benefactor.
- The mixed-funding model combines the above models and new or existing funding from the academic institution.

As the research productivity of the Department and its researchers develop over the next five years the Research Director should develop a mixed-funding plan that combines institutional salary support for junior researchers with funding from the other three models.

Some research funding for residency projects will be made available through the development of SEMAC Research Grants. The Saskatchewan Emergency Medicine Annual Conference has been held by members of the Department for medical students, residents, and rural/regional family physicians for the past 7 years. Recently, a revenue sharing agreement has been reached with the College of Medicine that will see approximately $10,000-15,000 of funding available for these research grants each year. They will be allocated to residency research projects annually on a competitive basis as outlined in Appendix 8.

EMERGENCY
MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Mentorship (1.2.6, 3.1.2, 3.1.3, 3.1.4, 3.1.5)
The mentorship of residents, faculty researchers, and research Leads will be essential to the realization of the Department's research goals.

- Attempts will be made to identify research mentors for each research Lead in collaboration with the College of Medicine Mentoring Program and the University of Saskatchewan Research Mentorship Program. As outlined by the University of Saskatchewan program, the goal will be to develop a personal research mentorship team consisting of local and global research experts in their area of interest.
- Faculty members not pursuing formal research careers will be welcome to contribute to the work of the research teams. They will be mentored by their team lead, a Clinician Researcher, and/or the Research Director.
- Residents will be provided research mentorship by both the Research Director and the Lead of their research team(s).

For researchers at all levels, expertise and mentorship in research methodology, statistical analysis, and grant application will be sought through the development of relationships between the Department, the Clinical Research Support Unit, and the College of Medicine Research Division. The Research Coordinator will take on a prominent role in these activities when this position has been established.

Symbolic

Fostering a research culture (3.2.1)
Extensive efforts will be made to foster a culture of research within the Department both within the residency programs and the faculty group.

One component of these efforts will be the celebration of success. Within the residency programs successful completion of milestones (as identified by the Gantt plots), publications, and grants will be celebrated at monthly meetings. Completed projects will be highlighted with posts on the EM website and social media channels. Pre-existing resident research awards will be retained and awarded at the annual EM research day. Recipients of the SEMAC research grants will present their research at the subsequent SEMAC conference. Within the Faculty group publications and grants will be celebrated at each meeting of the Department and with posts on the EM website and social media channels. Additional awards will be created to recognize exceptional faculty research, research supervisors, and research teams. External awards will be pursued aggressively for both residents and faculty. Research teams will be encouraged to consistently nominate appropriate candidates for these awards.

Metrics of research success (number of peer-reviewed publications, number of citations, amount of grant funding obtained) will be compiled within an annual report for each research team and the Department as a whole. This report will be disseminated to the EM residency programs, Department, College of Medicine, any relevant donors, and online via social media channels.

Certification of research training (2.2.2)

As the Department develops its research curriculum it will pursue endorsement by the CAEP Academic Section for the training of Phase I researchers.[3,4] This recognition will be considered a key milestone the development of a robust research programme.

Political

Building partnerships (1.2.4, 2.1.4, 2.2.2, 3.1.3, 3.1.4, 3.1.6)

Multiple informal and formal collaborations within and beyond the University of Saskatchewan will be established.

- Efforts will be made to develop formal collaboration arrangements within the College of Medicine Research Division and Clinical Research Support Unit. Ideally, representatives from each group will attend monthly research meetings to provide methodological support, statistical support, and ensure that applications are made for all relevant grants.
- The intermittent presence of invited representatives from the University and Health Region at monthly research meetings will help to foster ongoing relationships with these research partners.
- Whenever appropriate, we will participate in collaborative research projects with researchers working in other Departments and Universities to develop areas of expertise unavailable in Saskatchewan at this time.
- Mid-career and senior researchers will leverage their relationships to lead and/or collaborate on large grant proposals and research network studies.

Conclusion

Informed by recommendations of the Canadian Association of Emergency Physicians, a strategic plan for fostering scholarship was developed by future faculty members within the Academic Department of Emergency Medicine. The emergency medicine physicians at the University of Saskatchewan are prepared to invest substantial time and effort into the development of a research program. This document outlines a roadmap to success, but making it a reality will require substantive support from the College of Medicine and University of Saskatchewan.

References

1.   Vaillancourt C, Rowe BH, Artz JD, et al. CAEP 2014 Academic symposium: "How to make research succeed in your department: How to fund your research program." *CJEM*. 2015;17(04):453-461. doi:10.1017/cem.2015.58.

2.   Philipson M, Qualtiere L. *The Way Forward*. Saskatoon, SK; 2013.

3.   Perry J. J, Snider E. C, Artz D. J, et al. CAEP 2014 Academic Symposium: "How to make research succeed in your emergency department: How to develop and train career researchers in emergency medicine." *CJEM*. 2015;17(3):334-343. doi:10.1017/cem.2015.63.

4.   Stiell IG, Artz JD, Perry J. Executive summary of the CAEP 2014 Academic Symposium: How to make research succeed in your department. *CJEM*. 2015;17(3):328-333. doi:10.1017/cem.2015.59.

5.   Bolman, Lee & Deal T. *Reframing Organizations*. Vol 5th ed. San Francisco, California: Jossey-Bass; 2013.

6.   Pickton DW, Wright S. What's SWOT in strategic analysis? *Strateg Chang*. 1998;7:101-109.

7.   International Committe of Medical Journal Editors. Uniform requirements for manuscripts submitted to biomedical journals. http://www.icmje.org/ . Accessed June 29, 2015.

8.   CAEP Academic Section. *Environmental Scan of Canadian Emergency Medicine Research Support*. Ottawa, ON; 2015.

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Appendices

Appendix 1: Emergency Medicine Publications (November 20, 2015 – please see this link for the most up to date list of publications)

In-Press

- Wilde A, **Stempien J**, Betz M. A comparison of a quick-look triage approach and a formal triage scoring system. *European Journal Of Emergency Medicine* (in-press)
- **Olszynski P**, Harris T, D'Eon M, Renihan P, Premkumar K. Ultrasound During Critical Care Simulation: A Randomized, cross-over study. *CJEM* (in-press)
- Paterson QS, **Thoma B**, Milne WK, Lin M, Chan TM. A Systematic Review and Qualitative Analysis to Determine Quality Indicators for Health Professions Education Blogs and Podcasts. *Journal of Graduate Medical Education* (in-press)

2015

- Lin M, **Thoma B**, Trueger NS, Ankel F, Sherbino J & Chan T. (2015). Quality indicators for blogs and podcasts used in medical education: Modified Delphi consensus recommendations by an international cohort of health professions educators. *Postgraduate Medical Journal* 2015; 91(1080): 546-550
- Paterson QS, Lin M, **Thoma B** & Chan TM. The Quality Checklists for Health Professions Blogs and Podcasts. *The Winnower* 2015: 2:e144720.08769
- Chan TM, Luckett-Gatopoulos S & **Thoma B**. Commentary on Competency-based Medical Education and Scholarship: Creating an Active Academic Culture during Residency. *Perspectives in Medical Education* 2015;4(5):214-217.
- Kessler CS, Tadisina KK, Saks M, Franzen D, **Woods R**, Banh KV, Bounds R, Smith M, Deiorio N, Schwartz A. The 5 Cs of Consultation: Training Medical Students to Communicate Effectively in the Emergency Department. *The Journal of Emergency Medicine* 2015;49(5):713-721.
- Chan T, Sherbino J, **Lalani NJ** (collaborator), **Woods RA** (collaborator). The McMaster Modular Assessment Program (MCMAP): A Theoretically Grounded Work-Based Assessment Program for and Emergency Medicine Residency Program. *Academic Medicine* 2015;90(7):900-905
- Trueger NS, **Thoma B**, Hsu CH, Sullivan D, Peters L & Lin M. The Altmetric Score: A New Measure for Article-level Dissemination and Impact. *Annals of Emergency Medicine* 2015;66(5):549-53
- Plint AC, Stang A, Calder LA, **Stempien J** (panel member). Establishing research prioritites for patient safety in emergency medicine: a multidsciplinary consensus panel. *International Journal of Emergency Medicine* 2015;23:8(1).
- *Thoma B*, Chan TM, Paterson Q, Milne K, Sanders JL, Lin M. Emergency Medicine and Critical Care Blogs and Podcasts: Establishing an International Consensus on Quality. *Annals of Emergency Medicine*. 2015;66(4);396-402
- Weingart S, *Thoma B.* The online hierarchy of needs: A beginner's guide to medical social media and FOAM. *Emergency Medicine Australasia* 2015;27(1):5
- Raine T, **Thoma B**, Chan T, Lin M. (2015). FOAMSearch.net: A custom search engine for emergency medicine and critical care. *Emergency Medicine Australasia*;27(4):363-365.
- **Thoma B**, Mohindra R, **Woods RA**. (2015). Enhanced Training in Emergency Medicine: The Search and Application Process. CJEM;17(5): 565-585.

- ***Thoma B***, Mohindra R, Artz J, Chan T. CJEM and the changing landscape of medical education and knowledge translation. *CJEM* 2015;17(2):184-187
- Purdy E, ***Thoma B***, Bednarczyk J, Migneault D, Sherbino J. The use of Online Educational Resources by Canadian Emergency Medicine Residents and Program Directors. *CJEM* 2015;17(2)101-106
- ***Thoma B***, Chan T, Desouza N, Lin M. Implementing Peer Review at an Emergency Medicine Blog: Bridging the Gap between Educators and Clinical Experts. *CJEM* 2015;17(2)188-191
- ***Thoma B***, Poitras J, Penciner R, Sherbino J, Holroyd B, **Woods RA**. Leadership and Administrative Competencies: Establishment of a National Consensus for Emergency Medicine. *CJEM* 2015;17(2):107-114
- ***Thoma B***, Sanders JL, Lin M, Paterson Q, Steeg J, Chan TM. The Social Media Index: Measuring the impact of emergency medicine and critical care websites. *Western Journal of Emergency Medicine* 2015;16(2):242-249
- ***Thoma B***. Personal reflections on exploring social media in medicine. International Review of Psychiatry 2015;27(2):161-166
- Chan TM, ***Thoma B***, Lin M. Creating, Curating and Sharing Lessons in on-line Professional Development: The Medical Education In Cases Series experiment. Academic Medicine 2015;90(6):785-789
- Letovsky E, Rowe B, Friedman BR, Snider C, ***Sullivan E.*** Improving Bicycle Safety in Canada. *CJEM* 2015;17(3):323-327
- **Lalani N, *Gaco D***. Ondansetron for Gastroenteritis in Children and Adolescents. Am Fam Phys 2015;91(7):online
- Chan T, ***Thoma B***, Radecki R, Topf J, Woo H, Cochrane A, Hiremath S, Lin M. 10 Steps for setting up an on-line Journal Club. *Journal of Continuing Educations in the Health Professions* 2015;35(2):148-154
- ***Thoma B***, Hayden E, Wong N, Sanders JL, Malin G, Gordon J. Intrinsic Motivation of Preclinical Medical Students Participating in High-fidelity Mannequin Simulation. *BMJ Simulation and Technology Enhanced Learning* 2015;1(1)19-23

2014

- **Woods RA**, Trinder K, D'Eon M, McAleer J. Teaching the RAPID Approach at the Start of Emergency Medicine Clerkship - An Evaluation. *CJEM* 2014;16(4):273-280
- Berthelot S, Lang ES, Quan H, Stelfox HT, **Lalani NJ** et al. Identifying Emergency-Sensitive Conditions for the Calculation of an Emergency Care Inhospital Standardized Mortality Ratio. *Annals of Emergency Medicine* 2014. April;63(4):418-424 e2
- ***Thoma B***, Joshi N, Trueger NS, Chan T, Lin M. Five strategies to effectively utilize on-line resources in emergency medicine. *Annals of Emergency Medicine* 2014 64(4):392-395
- ***Thoma B***, Rolston D, Lin M. Global Emergency Medicine Journal Club: Social Media Responses to the March 2014 Annals of Emergency Medicine Journal Club on Targeted Temperature Management. *Annals of Emergency Medicine* 2014 64(2):207-212
- McEachern JD, Leswick DA, Stoneham GA, **Mohr KL**, **Stempien JE**. Radiologic Errors in the CJEM. *CJEM* 2014;16(5)361-369

EMERGENCY
MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

- Cadogan M, *Thoma B*, Chan T, Lin M. Free Open Access Meducation (FOAM): the rise of emergency medicine and critical care blogs and podcasts (2002-2013). *Emergency Medicine Journal* 2014;31:e1 e76-e77
- Saxena A, Desanghere L, *Thoma B*, Rajesakeran S, Kinloch M, Stauffer A. Developing Competent Leaders: Inisight from Chief Residents on Leadership Challenges and Strategies for Success. *Journal of Health Administration Education* 2014; *31*(2):135-145
- **Thoma B**, Chan T, Benitez J, Lin M. Educational Scholarship in the Digital Age: A Scoping Review and Analysis of Scholarly Products. *The Winnower* 2014 1:e141827.77297
- Fu D, Sibley AK, **Woods RA**. Unintended complications. Preventing prehospital medical errors with cognitive strategies. *Journal of Emergency Medical Services* 2014. Dec;39:54-57

2013

- *Taylor M,* **Lalani NJ**. Evidence Based Diagnostics: Adult Small Bowel Obstruction. *Academic Emergency Medicine* 2013. Jun;20(6):528-44
- *Taylor M, Gaco D.* Symptomatic Sinus Bradycardia after a Treatment Course of High-Dose Oral Prednisone. *Journal of Emergency Medicine* 2013 Sep;45(3):e55-8
- *Gaco D.* Wind down noir. *CJEM* 2013. 15(3):E1-E2. *Penelope Gray-Allen Memorial CJEM Writing Award Runner-Up
- *Besserer F,* Caron NR. Patterns of outdoor recreational injury in Norther British Columbia. *Wilderness & Environmental Medicine* 2013. Dec;24(4):397-401
- Cheung WJ, Kubelik D, **Cload B**. Why is my Arm Swollen. *CJEM* 2013. 15(2):116-117.
- Kessler CS, Asrow A, Beach C, Cheung D, Fairbanks RJ, Lammers JC, Tibbles C, Wears RL, **Woods RA,** Schuur JD. The Taxonomy of Emergency Department Consultations – Results of an Expert Consensus Panel. *Annals of Emergency Medicine* 2013. Feb;61(2):161-6.
- Penciner R, **Woods RA**, Lee R, Langan T, McEwen J, Bandiera G. Core Competencies for Emergency Medicine Clerkships: Results of a Canadian Consensus Initiative. *CJEM* 2013. Jan 1;15(1):24-33.

2012

- Ilan R, Doan J, **Cload B**, Squires M, Day A. Removing Nonessential Central Venous Catheters: Evaluation of a Quality Improvement Intervention. *Canadian Journal of Anesthesia* 2012. Dec;59(12):1102-10
- Djogovic D, Green R, **Keyes R**, Gray S, Stenstrom R, Sweet D, Davidow J, Patterson E, Easton D, **MacDonald S**, Gaudet J, Kolber MR, Lechelt D, Howes D. Canadian Association of Emergency Physicians Sepsis Treatment Checklist: Optimizing Sepsis Care in Canadian Emergency Departments. *CJEM* 2012 Jan;14(1)36-9.

2011

- **McGonigle R**, **Woods RA**. 'Take my breath away': A Case of Lactic Acidosis in an Asthma Exacerbation. *CJEM* 2011;13(4):284-288
- Penciner R, Lee R, Langan T, McEwen J, **Woods RA**, Bandiera G. Using a Delphi process to establish consensus on emergency medicine clerkship competencies. *Medical Teacher* 2011;33:e333-339

EMERGENCY MEDICINE

==UNIVERSITY OF SASKATCHEWAN==

2010

- Huang D, Kapur AK, **Ling P**, Purrsell R, Henneberry RJ, Champagne CR, Lee VK & Francescutti LH. CAEP position statement on cellphone use while driving. *Canadian Journal of Emergency Medicine* 2010;*12*(4), 365-376.

- **Stempien J.** (2010 – steering committee member). Development of a Consensus on Evidence-Based Quality of Care Indicators for Canadian Emergency Departments. *Institute for Clinical Evaluative Sciences*.

2009

- **Stempien J** & **Betz M.** A prospective study of students and instructors opinions on Advanced Cardiac Life Support teaching methods. *Canadian Journal of Emergency Medicine,* 2009;11(1), 57-63.

E M EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Appendix 2: SWOT Analysis

Strengths	Opportunities
-Several physicians have developed niches of expertise in growing areas of emergency medicine research. -The physicians conducting research are excited to develop their interests into formal research programs. -The small size of the program allows for easy and close collaboration between the key players and few bureaucratic hurdles	-Prominent Canadian emergency medicine researchers have indicated a willingness to collaborate on projects. -The creation of an Academic Department of Emergency Medicine would enhance recruitment and retention of academic emergency physicians with an interest in research. -Formal collaboration with the Clinical Research Support Unit (CRSU) and Research Division of the College of Medicine could improve the resources available for research projects. -Formal collaboration with the College of Medicine Research Division could assist with grant proposals. -The College of Medicine and University of Saskatchewan Mentorship Programs may be able to provide research mentors from outside emergency medicine to support our developing faculty.
Weaknesses	Threats
-Little internal funding is available to support research. -Little external funding has been awarded to support research. -The majority of research is conducted by a small number of physicians. -There are no mid-career or senior emergency medicine researchers to provide mentorship. -Most research projects conducted by emergency medicine residents is never formally published. -Current research projects rely on a single resident or physician to do the majority of the data collection, data analysis, drafting, and revisions. Anecdotally, residents and physicians feel unprepared and unsupported during this process. -Research success is poorly acknowledged and celebrated by the group.	-The loss of one or more research team leads to other institutions would severely compromise research projects within their area of expertise. -An ongoing lack of support and promotion for research could compromise faculty's willingness to continue their work. -If an Academic Department is not approved for Emergency Medicine it would compromise support, recruitment, and retention efforts.

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Appendix 3: Recommendations from the Executive Summary of the CAEP 2014 Academic Symposium: How to make research succeed in your department[4]

Box 1. Summary of recommendations: promoting excellence in Canadian emergency medicine resident research

1.1 Recommendations to the two national colleges

1.1.1 Specific clarification is recommended around the goals and exit competencies for emergency medicine residents from both colleges, so they are clearly aligned with the college training objectives. The desired competency outcome (i.e., critical appraiser, research contributor, and/or research producer) and an explicit definition for "scholarly project" should be declared.

1.1.2. For the RCPSC emergency medicine programs, a range of research opportunities should be available to meet all competency outcomes, including a stream for advanced research training (e.g., MSc or PhD).

1.1.3. For the CFPC emergency medicine programs, a clear path for those interested in further research training should be defined.

1.1.4. The RCPSC should address the variability across its programs and consider the advantages of a structured research training curriculum offered early to provide residents more research opportunities.

1.1.5. Given the two family medicine years plus one emergency medicine year in CFPC emergency medicine training, the CFPC should identify specific research training elements necessary to supplement the family medicine research training curriculum.

1.2. Recommendations for local programs

1.2.1 RCPSC programs should develop a research training curriculum for their residents matched to desired competency outcomes.

1.2.2 All residency programs should assess individual resident research projects as well as evaluate their resident research programs as a whole.

1.2.3. All programs should consider using a resident research coordinator to facilitate research ethics board application, project management, publication, and program evaluations.

1.2.4. Resident research programs should link to existing infrastructure (in other programs or medical departments) to assist residents with scholarly project design and statistical analysis.

1.2.5 All programs should dedicate research funding support toward resident research.

1.2.6 All programs should consider matching residents with research mentors (who can provide methodological and pragmatic support). This can also occur outside of the program and/or the institution.

1.2.7. All residency programs should encourage their residents to broadly disseminate project results (whether by traditional publication or other peer-reviewed venues), including manuscript preparation by RCPSC residents and abstract presentation by all residents (at least locally, but ideally nationally).

1.2.8. Resident research abstracts and manuscript publications should be tracked as a metric for the evaluation of academic productivity.

Box 2. Summary of recommendations: how to develop and train career researchers in emergency medicine

2.1. Required elements of a CAEP Academic Section endorsed training programs
2.1.1. Training should consist of two phases: Phase I: Research Fellowship/Graduate Training (2 years) and Phase II: Research Consolidation (1–3 years).
2.1.2. Phase I should comprise both an advanced research degree (e.g., MSc Epidemiology) and practical mentorship covering the 15 domains of clinical research (see 2.3).
2.1.3. Phase II should focus on intense mentoring to consolidate the 15 domains of clinical research and develop expertise in research outputs (e.g., abstracts, manuscripts, and grants).
2.1.4. Training centres are encouraged to formalize links with other centres to cover areas of expertise that are not well established in their own centres.
2.1.5. Trainees in both Phase I and Phase II require protected time away from clinical, educational, and administrative duties.
2.1.6. A research salary/stipend is essential during both phases of this training.
2.1.7. Work space, including appropriate infrastructure (i.e., computer, Internet access, reference software, statistical software, administrative support), needs to be provided to both Phase I and Phase II trainees.

2.2. Process to become a CAEP Academic Section endorsed training program
2.2.1. Ensure that a plan exists on how to provide training in all 15 domains of clinical research.
2.2.2. Apply to the CAEP Academic Section to receive endorsement for research training of candidates for Phase I, Phase II, or both.
2.2.3. Provide updates every 5 years to the CAEP Academic Section on the number of trainees per phase and an updated plan on how training is provided in the 15 domains of clinical research.

2.3 Domains of clinical research for Phase I and Phase II training
2.3.1. Identification of research focus within emergency medicine
2.3.2. Hypothesis generation
2.3.3. Research design
2.3.4. Data collection methods
2.3.5. Data monitoring and interim data analysis
2.3.6. Data analysis
2.3.7. Presentation of research
2.3.8. Manuscript preparation, submission, and revision
2.3.9. Knowledge translation
2.3.10. Project management
2.3.11. Ethical aspects of medical research
2.3.12. Regulatory requirements
2.3.13. Informatics
2.3.14. Teaching skills
2.3.15. Career development

2.4. Additional requirements for Phase II training
2.4.1. Submit and present two or more scientific abstracts per year.
2.4.2. Submit at least two full manuscripts as first author per year.
2.4.3. Obtain at least one grant from a provincial or national peer-review organization, including preparation, submission, and revision.

2.4.4. Consolidate 15 domains of clinical research Phase I.

Box 3. Summary of recommendations: how to fund emergency medicine research programs

3.1. Recommendations for research contributors and producers, including learners, faculty members without research training, young investigators, and mid-career and senior investigators
3.1.1. Researchers should obtain research training.
3.1.2. Learners should collaborate with and be mentored by trained investigators and/or methodologists in all grant applications.
3.1.3 If such mentorship is not available within the emergency medicine academic community, efforts should be made to collaborate with investigators from other disciplines, including nonclinician methodologists.
3.1.4. Faculty members without research training can start as co-supervisor/collaborator on other learner/faculty member small projects, seek support from an institutional method centre, or collaborate with investigators from other disciplines.
3.1.5 Young investigators should be mentored by mid-career/senior investigators, be provided with protected research time in order to increase productivity, and give careful consideration to the timing of their first academic appointment in order to remain eligible for new investigator salary awards.
3.1.6 Mid-career/senior investigators should develop research programs leading to large grant opportunities and collaboration with research networks.
3.1.7 Mid-career/senior investigators should include funding for trainees, including MSc/PhD students and post-doctoral fellows when applying for all operating grants.

3.2 Recommendations for local academic leaders
3.2.1. Academic centres should foster a culture of research among their trainees and faculty and reward both participation and excellence.
3.2.2. Efforts should be made to train, recruit, and retain investigators interested and dedicated to emergency medicine.
3.2.3. Local/institutional funding for research activities should be encouraged at all levels of training.
3.2.4. Academic centres should strive to implement a mixed-funding model or, at the least, institute a practice plan in order to support research activities.
3.2.5. Departments and research groups should consider "funding-contingent" positions, where the outside funding used to support a university full-time research position comes from the potential clinician scientist (i.e., clinical income), and this is leveraged by matching dollars or supplements from the faculty or academic department.

3.3. Recommendations for national organizations
3.3.1. CAEP should maintain and expand its current offering of small grants, and consider larger grants programs such as training grants.
3.3.2. CAEP researchers should advocate for emergency medicine representation by qualified investigators among national funding agencies such as the Canadian Institute for Health Research (CIHR).
3.3.3. CAEP and emergency medicine researchers should advocate for an emergency-medicine-specific funding stream such as, for example, a CIHR emergency medicine institute.

Appendix 4: Sample Gantt Plot

Year	2015			2016												2017		
Month	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M
Literature review	■	■																
Develop study methodology	■	■	■															
Draft study protocol			■	■														
Prepare and submit REB application					■													
REB application review +/- revisions						■	■											
Data collection								■	■	■	■	■						
Data analysis													■					
Write/submit abstract to a conference														■				
Write first draft of manuscript															■			
Edit and revise manuscript															■	■	■	
Submit manuscript for peer review																		■

Appendix 5: Sample ITER for Biannual Resident Research Evaluation in the FRCPC Program

Project Name: _____

Project Supervisor: _____

Please assess the resident on **_one or two_** of the following objectives and provide your rationale for the assessment.

Project management (Leader / Manager) – 3/5 required

Recruited an appropriate research team for the research project

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Developed an appropriate timeline for the research project

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Completed the research project within an appropriate timeline

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Coordinated pre-submission revisions of a research paper

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Coordinated post peer-review revisions of a research paper

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Team member (Collaborator) – 1/2 required

Reviewed and provided appropriate feedback on the study design of a peer's research project

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Reviewed and provided appropriate feedback on a peer's research project paper

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Review and consolidation of the literature (Scholar) – 1/3 required

Conducted an appropriate literature review for the research project and summarized the results

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Drafted the introduction for a research paper

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Drafted the discussion for a research paper

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Study methodology and data analysis (Scholar) – 2/4 required

Developed the study methodology of the research project

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Analyzed the data for the research project

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Drafted the methods section of a research paper

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Drafted the results section of a research paper

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Knowledge translation (Communicator) – 1/2 required

Created and disseminated an educational product (e.g. pamphlet, blog post, podcast, infographic, etc) to translate research findings

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Presented research findings at a regional, national, or international conference.

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

General assessment

In this 6 month period did the resident meet their scholarly commitments?

1 Needed substantial assistance	2	3	4 Completed with guidance	5	6	7 Functioned independently	N/A

Please describe your rationale for this score and outline how the resident can improve:

Appendix 6: Medical Student Research - Application Process

Rationale:

Emergency medicine has become an increasingly popular specialty for the College of Medicine's students. At the same time, the amount of research conducted by Emergency Medicine has increased substantially. Historically, there was not a formal process for medical students to be selected for research projects. While this allows an extreme amount of flexibility for residents and faculty to select students for their projects, it can lead to closed or biased selection processes that do not select the best students or support the research mission of the Department.

Objectives:

This proposal outlines a standardized way to select medical students for emergency medicine research that was developed with the following objectives:

1. To ensure that medical students take on research that is appropriate for their interests, skills, and level of commitment.
2. To select the most skilled and committed medical students to conduct research within the Department
3. To guide residents and faculty as they attempt to select medical students for research within the Department
4. To provide the Department with a fair, consistent, and transparent way to select medical students for research within the Department

Application Process:

The Resident or Faculty member will:

1. Plan for a research project and identify the need for a/some student(s)
2. Draft a brief (1-2 page) protocol describing the background and methodology of the research project
3. Consider possible sources of funding that could support the research project
4. Outline the timeline of the research project
5. Outline the role of the student in the research project
6. Develop a question that relates to some aspect of the proposed research project that will require a medical student to conduct brief literature search to answer
7. Draft a list of requirements for potential medical student researchers
8. Send the materials outlined above to the Research Director along with a deadline that is no less than 3 weeks after these materials have been submitted

The Research Director will:

1. Review the question submitted by the Resident or Faculty member and provide suggestions for modification
2. Have the submitted materials posted to the Emergency Medicine website in a standardized format within 1 week from submission.
3. Publicize the research position to the medical students within the University of Saskatchewan College of Medicine at the time of submission.

4. If no medical students have made acceptable applications for the research position following the deadline and the Resident or Faculty member who submitted the proposal are in agreement, the research position will be made open to any Canadian medical student.

The Medical Student will:

1. Closely review the research project protocol, timeline, student role, position requirements, and question to ensure that they are able to meet the requirements of the research position.
2. Submit the requested information to the Resident / Faculty prior to the application deadline.
3. Submit an appropriately referenced and academically formatted response to the proposed research question that is no more than 500 words in length.

Interview Process

Prior to the final selection of a medical student for a research project the Resident, Faculty member, and/or research team will meet with a short-list of applicants that, based on their applications, meet the criteria for the project.

Final Selection Process

The Resident or Faculty member will select one or more medical students for the project based upon both their application (50%) and their compatibility with the rest of the research team (50%). They will be offered the position no later than 1 week following their interview.

Application Timeline

The recruitment of medical students for research projects will take no less than four weeks (1 week from submission to the Research Director for the call for applications to be posted, 2 weeks for medical students to respond to the call for applications, and 1 week to review applications and arrange interviews).

Whenever possible, calls for applications should be coordinated to facilitate the application of successful medical students for Dean's Project funding from the College of Medicine. For this reason, it is requested that potential Faculty and Resident supervisors submit their materials to the Research Director prior to October 1st to facilitate an October call for applications.

EMERGENCY MEDICINE

==UNIVERSITY OF SASKATCHEWAN==

Appendix 7: Research Teams

Coaching and leadership in medical education (Phase 1)
Leads: Drs. Nadim Lalani and Brent Thoma
Residents: Drs. Ashley Lubberdink (R1), Zafrina Poonja (R2)
Expertise: Dr. Lalani is currently completing his professional coaching certification. Dr. Thoma has completed a Master of Arts degree in Leadership.
Status: Multiple external collaborators have been identified for roles as senior authors. Ideas for editorials and research papers have been proposed and are slated to begin in August/September of 2015.

Social media and online medical education (Phase 4)
Leads: Drs. Brent Thoma and Nadim Lalani
Residents: Drs. Zafrina Poonja (R2), Puneet Kapur (R3)
Expertise: Dr. Thoma is an internationally recognized expert in the area with 15 peer-reviewed publications and frequent invitations at national and international conferences. Dr. Lalani maintains his own medical education blog. Both are supervisors for the development of a national social media elective in emergency medicine.
Status: Approximately 10-15 peer-reviewed manuscripts have been published and multiple studies are underway / under review.

Point of care ultrasound and medical education (Phase 2)
Leads: Drs. Paul Olszynski and Mark Taylor
Residents: Dr. Damjan Gaco (R4)
Expertise: Dr. Paul Olszynski has completed his Master of Education degree and an ultrasound fellowship in the United Kingdom. He is currently developing the curriculum for point of care ultrasound in the undergraduate and postgraduate medical curricula. Dr. Taylor has completed an ultrasound fellowship at the University of Ottawa.
Status: One manuscript has been accepted and several are under review. Several studies are underway.

Simulation in medical education (Phase 1)
Lead: Drs. Brent Thoma and Luke Terrett
Residents: None at present.
Expertise: Dr. Thoma completed a simulation fellowship at Massachusetts General Hospital and Harvard Medical School and will complete a Master of Health Professions Education degree in 2016. He has presented simulation workshops at international conferences and published a simulation research ppare during his fellowship. Dr. Terrett developed a simulation curriculum for his residency program while at the University of Manitoba and is an instructor for the Royal College of Physicians and Surgeons' Simulation Educator Training Course.
Status: One study has been published and one paper is being written. Preliminary discussions to organize additional work have begun.

**EMERGENCY
MEDICINE**
==UNIVERSITY OF SASKATCHEWAN==

Resident and physician wellness (Phase 2)

Lead: Dr. Rob Woods
Residents: Drs. Floyd Besserer (R5) Lynsey Martin (R3), Zafrina Poonja (R2)
Expertise: Dr. Woods completed a Masters of Medical Education degree and has coordinated multiple research projects while developing a residency program that is known widely for promoting the health of its residents. Dr Martin has just begin her Masters in Health Professions Education at Maastricht University in the Netherlands.
Status: A research project focused on the incorporation of physical activity into the emergency medicine program's academic half-day is nearing completion. An international survey of wellness experts in emergency medicine is collecting data. Multiple ideas for further studies have been proposed and will begin in late 2015.

Lean and quality improvement (Phase 2)

Lead: Drs. Bruce Cload, Mark Wahba, James Stempien, Sheila Smith
Residents: Janet Ferguson (R5), Puneet Kapur (R4), Sachin Trivedi (R1)
Expertise: Dr. Cload previously completed a PhD and coordinates quality improvement initiatives for Saskatoon Health Region. He has several quality improvement research projects in the data collection phase. Dr. Wahba has completed Lean Leader training. Dr. Stempien is the head of the Department of Emergency Medicine and has completed Lean Leader training. Dr. Smith is the CCFP-EM Program Director and has conducted research on ED flow. Dr. Ferguson has completed Lean Leader training. Dr Kapur has a MSc in Computer Engineering, and is interested in the interface between informatics and patient care. Dr Trivedi has completed several scholarly projects on ED flow.
Status: Multiple abstracts have been presented at regional conferences. Multiple quality improvement initiatives have been completed within Saskatoon Health Region.

Pre-hospital care (Phase 2)

Lead: Drs. Rob Woods, Terry Ross, Brad Jamison
Residents: Floyd Besserer (R5), Damjan Gaco (R4), Kamini Premkumar (R4), Lynsey Martin (R3), Stuart Netherton (R2)
Expertise: Dr. Woods is the EMS Medical Director for Saskatoon Health Region, with the Residency Program serving as Deputy Advisors. Dr. Jamison is the EMS Medical Director for the Regina Qu'Appelle Health Region. Dr. Ross is the Medical Director for the Regina base of the STARS helicopter EMS service. Dr. Froh is the Medical Director for the Saskatoon base of the STARS helicopter EMS service. Dr. Besserer will soon complete a Masters degree in Disaster Medicine. Dr. Gaco will be completing a fellowship in Helicopter EMS in 2015-16. Dr. Premkumar is completing additional training in EMS this year. Dr. Netherton previously completed a PhD.
Status: Multiple studies have begun data collection including studies of prehospital medication facilitated intubation, prehospital pit-crew CPR, and an EM Residency Program serving as EMS Advisor.

Public Health & Injury Prevention (Phase 1)

Lead: Dr. Rob Woods
Residents: Kamini Premkumar (R4), Emily Sullivan (R3)
Expertise: Dr. Sullivan will complete a MPH in 2016. Dr. Woods has supervised a wide variety of research

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

projects. Multiple connections have been made with experts from other institutions.

Status: Scholarly projects on Immigrant & Refugee Health are underway, an RCT of injury prevention messaging from the ED has been submitted for peer review, and a Bike Helmet Position statement for CAEP has been published.

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

Appendix 8: Terms of Reference for SEMAC Resident Research Grants

Objectives & Description:

Funding for the SEMAC Resident Research Grants program is made available from the proceeds of the Saskatchewan Emergency Medicine Annual Conference (SEMAC). The goals of the SEMAC Research Grant program are to:

1. Support research projects conducted by emergency medicine residents who require funding to undertake pilot studies or initial research that will lead to the development of a research program,
2. Support emergency medicine residents who require funding to complete their required research project,
3. Improve the quality of research projects conducted by emergency medicine residents, and
4. Promote the research conducted by emergency medicine residents.

Eligibility:

Emergency medicine residents, family medicine residents, allied health professionals, and emergency medicine faculty members are eligible to apply for SEMAC Resident Research Grants. However, projects led by an emergency medicine resident will be given priority.

Application:

Applications for SEMAC Resident Research Grants should include:

1. A list of collaborators and their anticipated roles in the research project,
2. A <500 word abstract outlining the background, hypothesis, and methodology of the proposed research,
3. An outline of any additional research projects that are planned or anticipated to be conducted in the future as part of the same research agenda, and
4. A detailed budget outlining the anticipated costs of the research project.

Application Deadline & Submission:

Applications shall be submitted to leah.chomyshen@usask.ca no later than midnight of the Sunday prior to SEMAC.

Evaluation:

The available funds will be awarded through a competitive process on an annual basis. The evaluation committee made up of 1) the emergency medicine research director(s), 2) the program director of the FRCPC emergency medicine residency program, 3) the program director of the CCFP emergency medicine residency program, 4) a resident delegate of the FRCPC emergency medicine program, and 5) a resident delegate of the CCFP emergency medicine program. Evaluation committee members listed as collaborators on any of the applications will not participate in the assessment of their own project.

This committee will meet annually at SEMAC to rank the applications and determine the amount of funding that should be awarded. Each project will be ranked for funding based on the following criteria:

1. Viability of the research project as presented in the application

EMERGENCY MEDICINE
==UNIVERSITY OF SASKATCHEWAN==

2. Likelihood of the research project developing into a multi-study research agenda
3. Necessity of funding for the research project to be completed

Value:

Proposals may be submitted for up to $3,000. After review of the applications and their detailed budgets the evaluation committee reserves the right to award less than the maximal award value to selected projects. All funding will be directed towards expenses that enable the research to be completed. Grant funds may **not** be used to fund travel, conference registration costs, or the salaries/stipends of the investigators. Grant funds **may** be used to hire research support staff (e.g. a statistician or methodologist) who are not study investigators and will not be listed as authors on resulting manuscripts.

Duration:

It is expected that the preliminary or final results of all funded projects will be presented in a poster format at the SEMAC conference the year after they are awarded. It is hoped that copies of a published manuscript will be made available to SEMAC delegates 2-3 years after they are awarded.

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR INPUT

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

DATE OF MEETING: June 23 2016

SUBJECT: **Vision, Mission and Values draft document**

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

The university's present vision statement was approved in 1993. President Stoicheff has identified the need to articulate a sense of the university in its present form and what it hopes to achieve within a decade's time. To that end, he constituted a committee in 2015 and charged this group with the task of developing a concise statement of the university's "Vision, Mission, and Values". This document will guide our institutional direction and priorities now and over the next ten years. The planning and priorities committee has been engaged with the initiative since the president established the visioning committee and consultation began in preparation for writing the document. The committee met with the co-chairs of the visioning committee on February 10 for a general discussion of the document intent; on April 27 for a presentation of the document themes, and on June 1 to review and discuss the draft document as attached. Council committee chairs and the chair and vice-chair of Council were invited to the February 10 and June 1 meetings to provide additional input.

The following definitions guide the document:

Mission
Our mission is the reason for the existence of the University of Saskatchewan, the purpose it serves in society and the boundaries within which it operates.

Vision
Vision defines what the University of Saskatchewan wants to be or become. This often involves a time horizon into the future.

Values
Values relate to the beliefs and attitudes that guide behavior at the University of Saskatchewan. They are in some respects the commitments the institution makes to its people, and the commitments its people make to the institution and to one another.

Additional information on the visioning committee and the process for the development of the document is available at*: www.usask.ca/ourvision/the-project/defining-vision,-mission,-values.php*

The purpose of presenting this draft version of the document to council is to seek feedback that will inform a revised and final version of the document. Given the importance of this document for our university, the planning and priorities strongly encourages all member of council to participate by submitting feedback on the draft document to ourvision@usask.ca.

The final Vision, Mission, and Values document will be presented in October to Council, Senate, and the Board of Governors for approval.

ATTACHMENTS:

1. Summary of comments made at the June 1 planning and priorities committee meeting
2. Draft Vision, Mission, and Values document dated May 30, 2016.

Summary of discussion of the Vision, Mission, and Values draft document

At the planning and priorities committee meeting on June 1, 2016, the committee and Council committee chairs discussed the draft document with representatives of the visioning committee. The following is a brief summary of some of the changes suggested to the document at the meeting.

Editorial suggestions:

- that "research excellence" be replaced with "scholarly excellence," as a broader reference;

- that "will become" be replaced with "will continue to be;"

- that the reference to a "digital world" be replaced with "an increasingly interconnected world;"

- that "enhance" replace "become;"

- that reference to "research" in the vision statement be replaced with the more complete reference to "research, scholarly, and artistic work;"

- that "Indigenous people and communities" read as "Indigenous peoples and communities;"

- that the Oxford comma and consistent punctuation be used throughout.

Content suggestions:

- that the language in the mission statement of the document should be compelling and inspire readers to contribute to the university;

- that the reference to "research infrastructure unparalleled in Canada," be reconsidered in light of the questions this statement raises (e.g. *How is this measured? Is the statement true? If so, will it continue to be true in ten years' time?*)

- that the reference to a "forward-looking province" be reconsidered; some may not consider the province to be forward-looking either at the present time or over the next ten years;

- that the reference of being "a leading Canadian university" relative to Indigenous peoples be replaced by a more factual reference, such as "due to the high Indigenous population;"

- that a more specific aspiration be provided as opposed to being "great;"

- that thought be given to reordering the sections of the document so that the vision flows from the mission and values;

- that the values section be expanded so that there is a balance between this section and the mission and vision sections, and that the values articulated be expressed in sentences rather than bullet points;

- that the document conclude with an uplifting statement;

- that the idea of a cultural community leading to a university be presented rather than the other way around, i.e. "creative work to build a rich cultural community;"

- that there may be "multiple ways of knowing" not just "ways of knowing";

- that the mission statement refer to the inclusion of international students and others across Canada; in addition to the "aspirations of the people of Saskatchewan,"

- that a single word replace the words "development and study" in the phrase "the development and study of artistic and creative work to build a rich cultural community;"

- that the word "quality" be associated with the university.

DRAFT: UNIVERSITY OF SASKATCHEWAN'S VISION, MISSION AND VALUES

PREAMBLE

The University of Saskatchewan, situated on a beautiful campus in the vibrant city of Saskatoon on Treaty Six territory and the traditional homeland of the Métis, is grounded in the history and values of a dynamic, resilient, forward-looking province. It has a well-deserved reputation for imagination, collaboration and achievement. The University of Saskatchewan has a wide range of academic and professional programs delivered throughout the province, a research infrastructure unparalleled in Canada, and an innovative, energetic faculty, staff, student and alumni community.

The university cultivates a remarkable "can-do" attitude, drawn from its prairie roots and from the outstanding contributions of members of the university community from around the world. This work and learning environment has transformed the lives of all who have experienced the unique spirit of the university.

MISSION

The university supports the aspirations of the people of Saskatchewan through innovative, interdisciplinary and collaborative approaches to the discovery, dissemination, integration, preservation and application of knowledge, including the development and study of artistic and creative work to build a rich cultural community.

Through a supportive teaching and learning environment, the university prepares its students for enriching careers and fulfilling lives as engaged global citizens.

It serves the wider community through a range of collaborative engagements that build upon its discovery, teaching and outreach goals.

VISION

The University of Saskatchewan will be nationally and internationally recognized as a distinguished university dedicated to research excellence.

It will be among the best in the world in areas of special and emerging strength, and in areas of particular relevance to the needs and aspirations of the people of the region. It will be a welcoming place for students, educators and researchers from around the world. As a leading

Canadian university, it will become an outstanding institution of research, learning, knowledge-keeping, reconciliation and inclusion with, for and by Indigenous people and communities.

The university's achievements will inform exceptional teaching, learning and engagement in a digital world, and will help solve local and global challenges.

STATEMENT OF PRINCIPLES AND VALUES

The University of Saskatchewan and its people, in all our diversity, aspire to be part of something great. This aspiration is best achieved through a belief in principles that are vital to our institution, and through uncompromising commitment to values—ways of conducting ourselves—in our work.

The University of Saskatchewan and its people believe in the following principles:

- Excellence
- Innovation, curiosity and creativity
- Openness, transparency and accountability
- Embracing different ways of knowing, learning and being
- Academic freedom
- Collegiality
- Collaboration
- Community focus
- Reconciliation
- Diversity, equality and human dignity
- A healthy work and learning environment
- Financial and environmental sustainability

The University of Saskatchewan and its people are committed to acting in accordance with the following values:

- Respect and inclusiveness
- Integrity, honesty and ethical behavior
- Fairness and equitable treatment

AGENDA ITEM NO: 8.3

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

FOR INFORMATION ONLY

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

DATE OF MEETING: June 23, 2016

SUBJECT: **Library Transformation**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The library has changed a great deal over the past decade, due to changing demands from researchers, teachers, and learners and the onset of a digital revolution of library holdings. On May 18, the planning and priorities committee met with Charlene Sorensen, interim dean, and Ken Ladd, interim associate dean of the University Library to receive the presentation, *"University Library Transformation Project – Creating a Vision for Library Spaces."*

DISCUSSION SUMMARY:

Library transformation remains a university priority with the goal of bringing the entire library system up to a standard expected of a U15, research intensive university. An overall University Master Library Plan is under development and has as its starting point the master plan created for the Murray Library in 2013. The plan will include new research space that includes visualization and simulation suites, community spaces, and spaces for academic success. Reconfiguration of collections includes reducing the print collection and its footprint. Strategies include consolidation, compact mobile shelving, and shared archives of print materials.

Committee discussion focused on reliable online access and storage of research data, continued access to print materials, and whether the transformation of space will reduce library operations costs. One of the projects submitted to the federal government's Post-Secondary Institutions Strategic Investment Fund (SIF) is the project to fill in the soffit overhang of the Murray Building and create additional space for archives and special collections on the fifth floor of the building. A remote storage facility continues to be on the planning horizon as the storage space on campus is inadequate long term for the library's collections.

Additional information about the Library transformation and development of a Library Master Plan is available at: http://library.usask.ca/libraryplanning/#About.

Online feedback and questions can be submitted through the site. Council members are encouraged to be engaged with their Library and to submit their ideas and feedback about library spaces through the site or by emailing libraryplanning@library.usask.ca.

ATTACHMENTS:

1. University Library Transformation Project Update

UNIVERSITY OF
SASKATCHEWAN

University Library
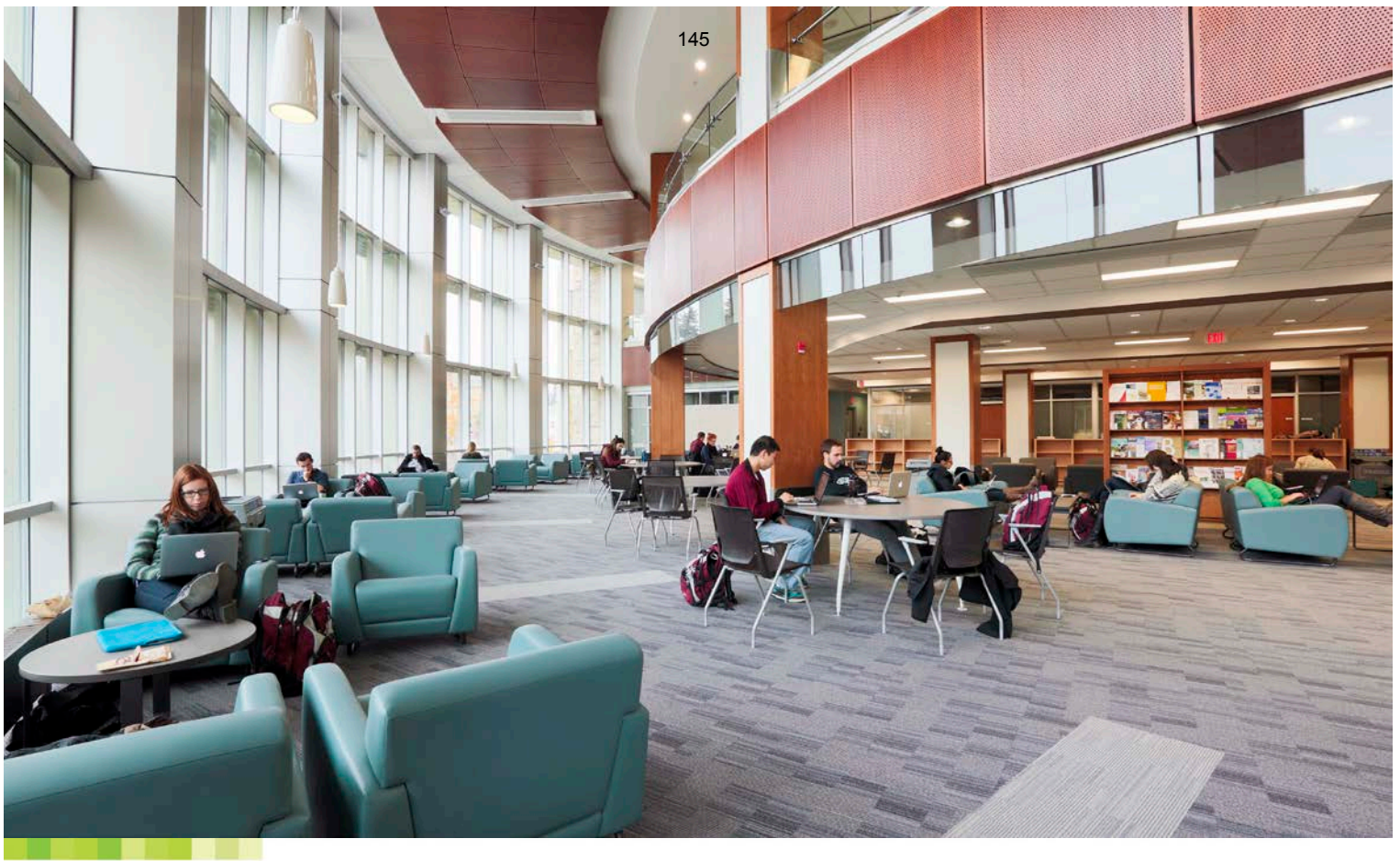
University Library Transformation Project - Update

April 15, 2016

Context

The digital age has brought transformative change to the scholarly information environment and has dramatically changed the way faculty and students use libraries. Library users have a diversity of information needs and libraries worldwide are responding to the challenges of the digital age by rethinking approaches to library facilities, services, and collections. The previous paradigm of acquiring resources 'just in case' a user – now or in the future – might access the resource has largely been replaced by the paradigm of 'just in time' access and information delivery.

There are many external factors forcing transformative change in libraries, such as shifts in scholarly communication and how research is published and disseminated, technology that allows users to access information without intermediation, user demands for access to new types of scholarly information (e.g. data sets, multimedia resources), and accelerated globalization. Learners and researchers have new demands due to the complexities of blended learning, experiential learning, distributed learning and the concomitant need for mobile content delivery, increased focus on research data management and data mining, and increased options for disseminating research.

This all translates to changes in user demands for space and services, including decreased demand for print collections. The topic of collections can be difficult to tackle even though most faculty and students know how much they rely on online access to information resources. "Decreased demand for print collections" does not mean that books are not required in the library. What this phrase does mean is that not every item in the library's collection needs to be front and centre in library spaces. The University Library intends to remain a responsible steward of its print collections through implementing alternative storage solutions and participating in a regional shared print archiving network. This will allow for the transformation of library spaces to meet the needs of students, staff, and faculty in today's digital information age.

Background
Library Spaces

The need for capital change and reconfiguration was recognized during the time of the university's first integrated plan. Since 2003, the transformation of collections, services, and the work of library employees has unfolded hand-in-hand with capital renovation and refurbishment under the leadership of a capital steering committee, chaired by the Provost.

In planning since 2004, Library Transformation Phase I was completed in 2007. This involved shifting collections on the first floor of the Murray Library, which freed up space for the establishment of the University Learning Centre, including space for the Math and Writing centres.

Library Transformation Phase II was completed in 2009 and involved relocating library employees from the ground floor to the 6th floor of the Murray Library. The Circulation Desk and Reserve Collection were relocated from the first floor to the ground floor, situating these services in a more user-friendly location. New student spaces and bookable study rooms were developed on the ground floor as well as a café/lounge.

New spaces and facilities continue to be added to the library system. Completed in September of 2011, the Collaborative Learning Lab on the first floor of the Murray Library is a state-of-the-art classroom equipped with technology, equipment, and flexible furniture designed to accommodate multiple learning and teaching styles, including lecture, collaboration, discussion, and group work. In particular, the technology enhancements have helped the library in its efforts to develop a distributed and e-learning approach for library instruction through the use of technology for audio and video capture that can be streamed and incorporated into new and various instruction models. The concept of this innovative space is to bring the activities of teaching and learning into the Commons where learning occurs naturally through collaboration, study, and interaction with peers.

In 2013, we moved into the Leslie & Irene Dubé Health Sciences Library, bringing much needed and enlarged spaces to the academic health sciences building and allowing us to reconfigure some collections and learner spaces across the library system. In the first full year of operation in its new location, the Health Sciences Library recorded an additional 128,000 visits over the previous year. In February 2015, with funding from the Western College of Veterinary Medicine, library donors, and library reserve funds, we brought changes to the Veterinary Medicine Library.

However, other parts of our facilities across the library system remain firmly frozen in the 1970s.

Library Collections

We have taken steps to reconfigure collections over the years to allow for the refurbishing of library spaces.

As part of Library Transformation Phase II, print journals were removed from the Murray Library in order to create space on the 6th Floor for library employees. These print journals were either moved to storage in the General Purpose Building, removed from the collection if there was comprehensive and stable archival online access, or moved to another library location. The materials located in the General Purpose Building can be requested by library users and delivered to the library location of their choice.

We have also successfully implemented publicly accessible compact mobile shelving in the Leslie and Irene Dubé Health Sciences Library. This resulted in collections occupying much less space than if they were sitting on regular static shelving and allowed for the consolidation of health sciences journals into a single location.

The University Library has also undertaken major collaborative collections work through the Council for Prairie and Pacific University Libraries (COPPUL). Academic libraries across western Canada (Manitoba, Saskatchewan, Alberta, and British Columbia) have developed a shared print archive network (SPAN) where each participating library agrees to retain the physical copy of certain online-available journals so others can withdraw the journals from their collections. This allows libraries to reduce their collections footprint with the assurance that the physical copies are still available within the region. There are dozens of programs such as this around the world.

Our contribution to COPPUL SPAN has involved our commitment to be the archive holder for 521 journals (approximately 28,000 items), which are in storage at the General Purpose Building.

Altogether there are about 76,000 items in in the General Purpose Building. We filled 145 retrieval requests from this storage location for the period May 2015 to April 2016. This reinforces the dramatic fall in the use of print journals not just on our own campus but across western Canada.

Library Transformation Phase III

Library transformation remains a university priority and this capital project is continuing with the goal of bringing the entire library system up to a standard expected of a U15, research intensive university.

Since early 2015, a capital steering committee under the leadership of the Provost has been planning for the next stages of the transformation. Two working groups of the steering committee have also been established to focus on library spaces and collections, recognizing that:

- We need to develop and present a coherent vision for the physical spaces of the University Library.
- Ahead of any refurbishment of library spaces we need to consolidate and reconfigure library collections.

The Facilities Planning Working Group is comprised of academic, library, student, Gwenna Moss Centre, office of the Vice-President Finance and Resources, and Facilities Management representatives. In November 2015, this group created a high level vision document for the architectural design, space planning, and configuration of the library system. The vision includes principles for shaping University Library spaces and proposed space attributes and themes.

Vision and Principles for Shaping Library Spaces

Vision Statement:

The University Library creates a sense of community and fosters connectedness to enable and enhance learning and discovery in all areas. The library promotes engagement through collaboration, both formal and informal, to aid learners, teachers, researchers, and scholars in achieving their academic and research goals. Accessible physical library collections are consolidated primarily in three locations with smaller, targeted, high-use collections in other locations.

Principles:

- Meet the diverse information and programming needs of library clients through flexible, multifunctional spaces
- Create inspiring spaces and innovative services to cultivate creativity and inventiveness
- Offer specialized areas to encourage learning through experience and innovative research
- Provide spaces to meet diverse user needs, with a focus on inclusivity
- Include a range of spaces that will encourage private study and learning ("me" space), small group learning and collaboration ("we" space), and large group community space ("us" space)
- Provide abundant user-friendly technology and IT resources, along with support for using personal devices, to allow for effortless access to information and virtual libraries
- Ensure safe, welcoming, and comfortable spaces through user-focused furniture, equipment, and design
- Utilize access to natural light for maximum effectiveness wherever possible

Proposed University Library Space Attributes and Themes

The University Library is a single distributed library. As they do now, library spaces will continue to vary in size and in service levels. Working within the space principles outlined above, revitalized library spaces may include some or all of the following attributes:

- Maker spaces and visualization suites to provide opportunities for research and learning through experience
- A research commons for debate, discussion, and collaboration among grad students and faculty
- Spaces and services to help students to de-stress and decompress
- Functional spaces for public events and receptions
- Display/exhibition spaces (curated by the library or in partnership with other units)
- Research and specialized learning support such as a centrally located office for the librarian, math and/or writing help, and requisite client services functions

Library spaces will have a focus on collaborative learning and knowledge creation. They may act as a primary location for collections and/or provide targeted, high-use collections as appropriate; they may be co-located with student/faculty support services, reception/public events space, and/or student space as appropriate.

Collection Reconfiguration and Storage

A significant proportion of prime library space currently consists of static shelving that houses print collections. As previously noted, we will need to consolidate and reconfigure library collections ahead of any refurbishment of library spaces.

We are undertaking a multi-faceted approach to reduce the collections footprint throughout the library system. One of the approaches is to place more materials into storage. For example, we will be increasing our capacity in the General Purposed Building by replacing the static shelving with compact mobile shelving. We are also investigating other possible on campus storage solutions. Any material in storage will be able to be requested by users and delivered to the library location of their choosing.

We are also withdrawing duplicate materials from the collection. First, we are looking at duplicates within our own collection. We engaged a consultant who provided detailed information about the location and usage of our monographic collections (i.e. not journals). We are therefore able to identify and retain multiple copies of high-use materials and ensure that we retain at least one copy of lower-use materials. Second, we are participating in the next phase of COPPUL SPAN, which started with archiving journals in western Canada and will now move to archiving monographs.

Finally, we will be utilizing publicly accessible compact mobile shelving in order to densify the collection in public areas. As is the case currently, the majority of the collection will be located in three locations: Leslie & Irene Dubé Health Sciences Library, Murray Library, and Science Library. Other library locations will provide targeted, high-use collections as appropriate. The detailed collection analysis undertaken with the assistance of a consultant will allow us to identify low-use materials best located in storage and the high-use materials best located on compact mobile shelving in publicly accessible areas.

Next Steps

Since November 2015 the Associate Deans of the University Library have attended the Teaching, Learning, and Academic Resources Committee of Council, University Student Council, and a number of faculty councils to discuss the draft vision.

The steering committee has also endorsed the development of a master plan for University Library spaces that builds on the extensive Murray Library master plan developed in 2013. This master planning process – involving extensive consultation with faculty, staff, and students – will occur over the next number of months with an anticipated completion date of December 2016. While waiting for the results of the University Library master plan, the Engineering Library will be undergoing an interim refresh to respond to student demand for increased positive study and collaborative work space.

The vision of library transformation is to create inspiring physical spaces for learning, collaboration, exploration, scholarly discourse, and knowledge creation. The transformed library will deliver the physical spaces, services, and collections that meet the needs of faculty and students and align with the educational and research mission of the university.

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Lisa Kalynchuk, chair

DATE OF MEETING: June 23, 2016

SUBJECT: **Planning and Priorities Committee Annual Report to**
         Council

COUNCIL ACTION: For information only

COMMITTEE TERMS OF REFERENCE

1. Conducting and reporting to Council on university–wide planning and review activities in consultation with the Provost and Vice-President Academic.

2. Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.

3. Recommending to Council on academic priorities for the University.

4. Recommending to Council on outreach and engagement priorities for the University.

5. Seeking advice from other Council committees to facilitate university-wide academic planning.

6. Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.

7. Balancing academic and fiscal concerns in forming its recommendations.

8. Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.

9. Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.

10. Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.

11. Integrating and recommending to Council on matters referred to it from other Council committees.

12. Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.

COMMITTEE MEMBERSHIP FOR 2015/2016

Council Members
Lisa Kalynchuk, chair   Medicine
Dirk de Boer, vice-chair   Geography and Planning
Ralph Deters   Computer Science
Veronika Makarova   Linguistics and Religious Studies
Ken Wilson   Biology
Chelsea Willness   Human Resources & Organizational Behaviour

General Academic Assembly Members
Joel Bruneau   Economics
Susan Whiting   Pharmacy and Nutrition
Valerie Korinek   History
Catherine Niu   Chemical and Biological Engineering
Karen Lawson   Psychology

Dean
Beth Bilson   Law

Sessional Lecturer
Leslie Walter   Mathematics and Statistics

Student Members
Gabe Senecal/Brooke Malinoski   Vice-president academic Affairs, USSU
Rajat Chakravarty/Ziad Ghaith   President, GSA

Ex officio voting
Ernie Barber   Interim provost & vice-president academic
James Basinger   Associate vice-president research [VP research designate]
Greg Fowler   Vice-president finance and resources

Resource members

Jacquie Thomarat	Acting director, resource allocation and strategy
Mark Roman/Shari Baraniuk	Chief information officer and associate VP information and communications technology
John Rigby	Interim associate vice-provost, Institutional Planning and Assessment
Bryan Bilokreli	Director, capital planning
Colin Tennent	Associate vice-president, Facilities Management Division
Troy Harkot	Director, institutional effectiveness

Administrative Support

Sandra Calver	Associate secretary, academic governance

ATTACHMENTS:

1. Planning and Priorities Committee Annual Report for 2015-16

PLANNING AND PRIORITIES COMMITTEE
ANNUAL REPORT FOR 2015-16

The planning and priorities committee (PPC) met a total of 21 times in 2015-16. The chair and/or members of the committee also served on subcommittees of PPC (capital and finance subcommittee, centres subcommittee), and on the coordinating committee, the governance committee, the information systems steering committee, the institutional taskforce on university rankings, the Vision 2057: Off Campus Research Lands steering committee, and the CFI advisory committee.

COUNCIL ITEMS

The committee presented the following items to Council for its consideration:
- *2016-17 Operations Forecast and Economic Impact Analysis (for information)*
- *Reorganization of Centrally Organized Teaching and Learning Activities (for information)*
- *Report on the College of Graduate Studies and Research and the Administration of Graduate Programs (for information)*
- *Update on the Third Integrated Plan (IP3) (for information)*
- *Report for Information on the USSU Motion on Indigenous Content in the Curriculum (for information)*

STRATEGIC AND INTEGRATED PLANNING

The committee received presentations on the following university-level initiatives and plans:
- *Service Design and Delivery*
- *University Internationalization*
- *Disestablishment of the Division of Arts and Science, Social Sciences, and Science in the College of Arts and Science (for decision)*
- *College and Unit Profiles*
- *University Mission, Vision, and Values Document (for input)*
- *Review of University Rankings, from the Task Force on Institutional Rankings*

The committee continued its initiative to meet with deans to hear directly about their strategic plans for their colleges: the dean, College of Education to discuss organizational, cultural, and programmatic change within the college; the dean, College of Agriculture and Bioresources, to discuss research and enrolment growth within the college.

UNIT REVIEWS

The committee received the external reviewers' reports and provided feedback to the provost and vice-president academic on the following unit reviews:

- *School of Public Health*
- *School of Environment and Sustainability (SENS)*
- *University Library*

UNIVERSITY FINANCES and CAPITAL

The committee and/or its capital and finance subcommittee considered the following:

- *Operating Budget*
- *University Pensions*
- *Responsibility Centre Management (RCM)*
- *Transparency Activity-Based Budget System (TABBS)*
- *Tuition Rates for 2016-17*
- *Provincial Budget 2016-17 Briefing*
- *Development of University Lands*
- *Capital Renewal including the RenewUS Strategy*
- *Major Capital Projects*
- *Operations Forecast 2017-18*
- *Capital Profiles*
- *Strategic Preventative Maintenance and Renewal Fund*
- *Capital Renewal Prioritization Framework*

ACADEMIC MATTERS

Notices of Intent

The committee discussed and provided feedback to proponents on the following notices of intent.

- *International Indigenous Ph. D in Education*
- *Specialization in Leadership in Post-secondary education within the Master of Education (M.Ed.)*
- *Additional Qualifications Certificate (AQC) in English as an Additional Language (EAL)*
- *School of Architecture and entry-to-practice architectural professional programs (for information)*

Name Changes

- *Name change of the Department of Civil and Geological Engineering to the Department of Civil, Geological and Environmental Engineering (for decision)*
- *Name Change of the Department of Bioresource Policy, Business and Economics to the Department of Agricultural and Resource Economics (for decision)*
- *Name change of the College of Graduate Studies and Research to the College of Graduate and Postdoctoral Studies (for decision)*

New Departments

- *Department of Emergency Medicine (for decision)*

New Centres

- *Establishment of the Johnson-Shoyama Institute for Science and Innovation Policy (ISIP) as a Type A Centre within the Johnson-Shoyama Graduate School of Public Policy (for decision)*
- *St. Thomas More has approved the establishment of a Centre for Faith, Reason, and Justice in 2017. Although not required to be approved by the university, the centre will be added to the list of university centres on the university website and is reported here for Council's information*

ACKNOWLEGEMENTS

In submitting this report, I want to emphasize how much I appreciated the work of all committee members, who arrived at meetings fully prepared and who debated issues with collegiality and integrity. The positive environment created by members at our many meetings was a great benefit for the work of the committee, particularly this year as we grappled with several large and difficult files. I also want to highlight the valuable contributions of members of the committee executive: Dirk de Boer (vice-chair), John Rigby and Sandra Calver, who attended many additional meetings to plan and coordinate the committee's agendas, and the work of our resource personnel in supporting the committee's activities. Finally, I am extremely grateful to our committee secretary, Sandra Calver, for her hard work and dedication to the committee.

Respectfully submitted,

Lisa Kalynchuk, chair

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, chair
Nominations committee of Council

DATE OF MEETING: June 23, 2016

SUBJECT: **Nomination to the Search Committee for the Dean, College of Engineering**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Keith Willoughby, associate dean (research and academic), Edwards School of Business, as the senior administrator selected by Council to serve on the search committee for the Dean, College of Engineering.

ATTACHMENTS:

1.   Search committee composition for the dean, College of Engineering

SEARCH COMMITTEE FOR THE DEAN, COLLEGE OF ENGINEERING

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

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

One member of the Board selected by the Board: TBD

Vice-president research or designate: Karen Chad or designate

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

One dean, vice dean, associate dean or executive director or associate director of a school
selected by the provost and vice-president academic preferably from a cognate or closely-
related college or school: Beth Horsburgh, interim dean, College of Nursing

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

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

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

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

AGENDA ITEM NO: 9.2

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, chair
                                  Nominations committee of Council

DATE OF MEETING: June 23, 2016

SUBJECT: **Nomination to the Search Committee for the Dean, College of Nursing**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Kent Kowalski, interim associate dean, undergraduate program, College of Kinesiology, as the senior administrator selected by Council to serve on the search committee for the Dean, College of Nursing.

DECISION SUMMARY:

ATTACHMENTS:

1.   Search committee composition for the dean, College of Nursing

SEARCH COMMITTEE FOR THE DEAN, COLLEGE OF NURSING

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

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

One member of the Board selected by the Board: TBD

Vice-president research or designate: Karen Chad or designate

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

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Gerry Uswak, dean, College of Dentistry

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

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

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

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

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, chair
Nominations committee of Council

DATE OF MEETING: June 23, 2016

SUBJECT: **Nomination to the Search Committee for the Dean, College of Dentistry**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Elisabeth Snead, acting associate dean of research, Western College of Veterinary Medicine, as the senior administrator selected by Council to serve on the search committee for the Dean, College of Dentistry, effective July 1, 2016.

DECISION SUMMARY:

ATTACHMENTS:

1.   Search committee composition for the dean, College of Dentistry

SEARCH COMMITTEE FOR THE DEAN, COLLEGE OF DENTISTRY

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

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

One member of the Board selected by the Board: TBD

Vice-president research or designate: Karen Chad or designate

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

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

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

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

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

AGENDA ITEM NO: 9.4

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, chair
Nominations committee of Council

DATE OF MEETING: June 23, 2016

SUBJECT: **Nomination to the Search Committee for the Executive Director, School of Environment and Sustainability**

DECISION REQUESTED:
It is recommended:

That Council approve the appointment of Heather Heavin, associate dean, graduate studies and research, College of Law, as the senior administrator selected by Council to serve on the search committee for the executive director, School of Environment and Sustainability.

ATTACHMENTS:

1. Search committee composition for the executive director, School of Environment and Sustainability

SEARCH COMMITTEE FOR THE EXECUTIVE DIRECTOR, SCHOOL OF ENVIRONMENT AND SUSTAINABILITY

SEARCH COMMITTEE COMPOSITION/MEMBERSHIP

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

One member of the Board selected by the Board: TBD

Vice-president research or designate: Karen Chad or designate

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

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Adam Baxter-Jones, interim dean, College of Graduate Studies and Research

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

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

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

AGENDA ITEM NO: 9.5

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, chair
                        Nominations committee of Council

DATE OF MEETING: June 23, 2016

SUBJECT: **Membership Changes to the Academic Programs
                        Committee**

DECISION REQUESTED:

It is recommended:

That Council approve the changes to the membership of the
academic programs committee for 2016/17 as shown in the
attachment.

DECISION SUMMARY:

There was an error in the academic programs committee (APC) membership for 2016/17
submitted to Council at the May 19, 2016 Council meeting. The attached membership
corrects this error by including Nathaniel Osgood in the committee membership to reflect
his appointment to APC in September 2015. The correction of this error, however, means
that APC is left with one too many members. The voluntary resignation of Roy Dobson
from the committee returns the committee to the number of members required under
Council's bylaws--11 members of the GAA, at least 5 of whom will be elected members of
Council

ATTACHMENTS:

1.   Academic programs committee membership (revised)

ACADEMIC PROGRAMS COMMITTEE

- Reviews and approves curriculum changes from all college; recommends major curriculum changes to Council; oversees policies relating to students and academic programs.
- Membership comprises 11 members of the GAA, at least 5 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer

Continuing members

Council Members

Kevin Flynn (Chair)	English	2018
~~Roy Dobson~~	~~Pharmacy and Nutrition~~	~~2017~~
Scott Stone	Medicine	2019
Kathleen Solose	Music	2019
Nathaniel Osgood	**Computer Science**	**2018**
Tammy Marche	Psychology, STM	2018

General Academic Assembly Members

Longhai Li	Mathematics and Statistics	2019
Sina Adl	Soil Science	2018
Jeff Park	Curriculum Studies	2018
Susan Shantz	Art and Art History	2017
Som Niyogi	Biology	2017
Ganesh Vaidyanathan	Accounting	2017

Sessional Lecturer

Clayton Beish	Linguistics and Religious Studies	2017

Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching and Learning *(ex officio)*
Russell Isinger	University Registrar and Director of Student Services *(ex officio)*
Lucy Vuong	[VP Finance designate] FSD – Budget and Special Projects *(ex officio)*
TBA	[USSU designate]
TBA	[GSA designate]

Resource members

Alison Pickrell	Director of Enrolment and Student Affairs
John Rigby	Interim Associate Provost, Institutional Planning and Assessment
Jacquie Thomarat	Director, Budget Strategy and Planning

Secretary: Amanda Storey, Office of the University Secreta

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Louise Racine
                       Chair, governance committee

DATE OF MEETING: June 23, 2016

SUBJECT: **Revisions to the *Regulations on Student Academic Misconduct***

DECISION REQUESTED: *It is recommended*

That Council approve the revisions to the *Regulations on Student Academic Misconduct,* effective January 1, 2017.

PURPOSE:

The *Regulations on Student Academic Misconduct* serve as the university-level regulations on academic dishonesty. The *University of Saskatchewan Act, 1995*, provides Council with this responsibility. Periodic review and revision of the regulations is a practice of good governance.

CONTEXT AND BACKGROUND:

The regulations were last revised in June, 2013, however, these revisions were largely to align the regulations with the changes to the *Responsible Conduct of Research Policy.* The last significant revision to the regulations occurred in 2009, when the regulations were rewritten to include a process for the informal resolution of academic misconduct offenses. Since then feedback received on the regulations, in particular that provided by the associate and assistant deans' academic group on the informal process, prompted a further review and revision to the regulations. The governance committee determined that a thorough rewrite of the regulations would lead to a better document and the attached regulations, written with the assistance of David Stack of McKercher LLP, are intended to be a clearer, more comprehensive document.

CONSULTATION AND DISCUSSION SUMMARY:

The attached regulations represent the work of the governance committee over the past two years. During this time period, committee representatives met on several occasions with the associate and assistant deans' academic and invited feedback from USSU and GSA student executive members. Over this time period, the university secretary also received many first-hand

accounts of the experiences of faculty members and support staff in working with the regulations. The committee consulted with the university registrar about the notation of academic misconduct on student transcripts, and an informal survey of the practices of other Canadian universities was undertaken by the registrar.

Most recently, the chair and university secretary attended the meeting of the associate and assistant deans' academic on January 21, 2016 to discuss the attached regulations. On January 19, the revised regulations were submitted to the president and vice-president academic of the USSU and GSA with a request for feedback. Members of Deans' Council also received the revised regulations.

On February 25, 2016, the committee presented the revised regulations to Council as a request for input. Further revisions since then are shown in mark-up in the attached version of the regulations.

New, significant changes include:

- the ability of the Academic Administrator to inform the instructor of the student's prior formal or informal resolutions of instances of academic misconduct, if any, so that the Academic Administrator's view that a formal hearing is appropriate can be substantiated to the instructor based on past infractions;

- that the student facing an allegation at a formal hearing may request that the student member on the hearing board be from another college or school as the ability to waive having a student member on the hearing board has been removed;

- the requirement that the names of witnesses, advocates, and documentation submitted to the hearing be provided earlier by the complainant (at a college-level hearing) and by the respondent (at a university-level appeal);

- flexibility given to the hearing board to dismiss the allegation or to impose sanctions outside of those listed in the regulations;

- an ability to appeal that the notation of suspension or expulsion on a student transcript is final in those instances where the board has not ruled on the permanency of the notation;

- a new statement on the informal resolution form that indicates that by signing the informal resolution form, the student understands that the Academic Administrator may disclose the existence of the informal resolution when considering whether a future incident should proceed to a formal hearing or be resolved informally.

Given the extent of these further revisions, the committee submitted the regulations to Council again as a request for input in May, 2016, before bringing them for decision. There were no additional changes submitted or made to the regulations since the regulations were presented to Council on May 19, 2016. The governance committee is now seeking approval of the revised regulations.

FURTHER ACTION REQUIRED:

Once approved, the university secretary will notify colleges and schools of the significant changes in the new regulations and make the new regulations available on the university website. Prior to January 2017, the university secretariat will provide guidance to colleges and schools to assist in the implementation of the new regulations.

ATTACHMENTS:

1. Summary of substantive changes (prior to February 25, 2016)

2. Regulations on Student Academic Misconduct (revised with changes since February 25, 2016 shown in mark-up)

The university's present regulations can be found at:

http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php

UNIVERSITY OF SASKATCHEWAN

Substantive Amendments to Regulations on Student Academic Misconduct

The regulations were re-written overall so that that they are now reduced in length, the language is clearer and flows in the order of events, and all of the information required for each step can be identified more readily. In addition to the reorganization of the document, the following substantive changes were made:

- The inclusion of a definition section, and the addition of the definitions for "Academic Administrator" and "Professional Colleges" – see II.A pg. 4

- The stated ability for professional colleges to have their own professionalism policies – see II.B.m. pg. 6

- The informal process was reviewed at length as this was a relatively new process the last time the regulations were revised significantly. A number of changes were made:

  o Elimination of the student's ability to appeal the informal penalty to the dean or executive director. If the student is in disagreement about the informal penalty, the matter goes to a formal hearing; – see section III. Informal Procedures, p. 8

  o Guidance is provided on the factors to consider when determining if an allegation should be dealt with informally or formally – see III.A.2. p. 7

  o The instructor is asked to speak to the student prior to speaking to the academic administrator – see III.B.1 p. 7

  o The instructor is required to consult with the academic administrator on informal matters so similar offences are handled in a similar fashion, and to enable the academic administrator to check the college or school's records to see if there have been any prior informal or formal offenses by the student – see III.B.2 p. 7

  o There is now the ability for academic administrators to keep records of informal resolutions for a limited time, with limitations on the use of these records. The records provide a check and balance for the associate dean to determine if the student has had other informal events of academic misconduct and to provide the ability for the college or school to analyze the records to ascertain any trends of academic misconduct – see III.B.3., p. 8

  o Although a record will be kept for a limited time, the informal resolution does not result in a permanent record of academic misconduct and cannot be used to influence sanctions at any future formal hearing – see III.A.5. p. 7

- o The discussions with the student on a potential informal resolution are confidential and may not be used as evidence at a formal hearing – see III.A.6. p. 7

- o The academic administrator should not share with the instructor that more than one offense has occurred, because at the formal hearing the informal records have no standing relative to the alleged offense under consideration – see IV.2. p. 8.

- o The instructor may reduce the student's grade **and** ask the student to resubmit or rewrite the examination, assignment or other work – previously, the regulations required the instructor to choose between reducing the grade **or** asking the student to resubmit or rewrite the work in question – see III.A.3.a. p. 7

- o The informal resolution form was rewritten so that both the instructor and student have a better understanding of what is being agreed to – see form, last page of regulations

- o The regulations now include the ability to sign off on the informal form by email – see III.B.3 p. 8

- An academic administrator is able to bring forward a formal allegation – see IV.2. p. 8

- An academic administrator can dismiss complaints that are frivolous or vexatious and those complaints that have already been addressed through an informal process, subject to the ability to appeal the academic administrator's decision to the provost – see IV.6. pg. 9

- Adjustment of the timeline for hearing formal allegations of academic misconduct from "within 30 days" to that "hearings will be held as as soon as practicable, and not later than 60 days from receipt of the allegation by the Academic Administrator" – see VII.A.3

- Flexibility of the hearing board to hear submissions on sanctions either prior to or after the hearing board goes *in camera* to make its decision on whether academic misconduct occurred – see VII.B.g. p. 12

- As the board establishes its own procedures, the board may also hear submissions on sanctions after the board makes its decision on whether academic misconduct occurred – see VII.A.4. p. 10

- Ability of the hearing board to change a "W" on a student's transcript to a failing grade when a student withdraws from a course prior to a hearing of academic misconduct. When the outcome of the hearing is a failing grade, the student's transcript will be changed to reflect the failure – see VIII.5. p. 13

- A new section on Confidentiality was added to make more explicit considerations of confidentiality under law and relative to the deliberations of hearing and appeal boards – see XVI, p. 18

UNIVERSITY OF SASKATCHEWAN

REGULATIONS ON
STUDENT ACADEMIC MISCONDUCT

Approved by University Council October 15, 2009
Effective date of these regulations January 1, 2010
Revisions June 2013, [*] 2016

CONTENTS

Preamble

Guiding Principles

Authority

ATTACHMENT: **Informal Resolution of Academic Misconduct** form

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

PREAMBLE

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

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

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

Guiding Principles

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.

- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.

- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.

- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.

- **Security and Safety:** The university will act to safeguard the security and safety of all

---

[1] The *Guidelines for Academic Conduct* were approved by Council in 1999 and are available at http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml

members of the university community. When situations arise in which disagreement or conflict becomes a security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.

- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

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

Authority

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

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

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

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

REGULATIONS ON
STUDENT ACADEMIC MISCONDUCT

I. SCOPE

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

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

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

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

II. DEFINITIONS

A. General Definitions

"Academic Administrator" means the Dean, Executive Director, or faculty member designate of the College or School that is responsible for the course or other academic activity to which the allegation relates or where the matter falls outside the responsibility of a College or School, the Provost and Vice-President (Academic).

"Act" means *The University of Saskatchewan Act,* 1995.

"complainant" means the individual that makes a formal allegation of academic misconduct.

"Professional College" means colleges or schools with professional training programs, including the Colleges of Medicine, Law, Dentistry, Nursing, Education, Engineering, Pharmacy and Nutrition, and the Edwards School of Business.

"Regulations" means these Regulations on Student Academic Misconduct.

"respondent" means, at the hearing board stage, the student who is alleged to have committed academic misconduct, and, at the appeal stage, the individual responding to the appeal.

"University" means University of Saskatchewan.

B. Academic Misconduct Defined

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

a) Providing false or misleading information or documentation to gain admission to the university or any university program;

b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;

c) Using work done in one course in fulfilment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;

d) Alteration or falsification of records, computer files, or any document relating to a student's academic performance;

e) Violation of the university's Responsible Conduct of Research Policy (see url);

f) Fabrication or invention of sources;

g) Examinations: The following are examples of academic misconduct involving examinations:

(i) Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;

(ii) Altering answers on a returned examination;

(iii) When prohibited, removing an examination (including creating a digital copy) from the examination room;

(iv) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;

(v) Attempting to use, pPossessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;

(vi) Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;

(vii)   Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;

(viii)   Failing to observe the terms of any agreement not to disclose the contents of an examination;

(ix)   Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;

h)   Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;

i)   Preventing others from fair and equal access to University facilities or resources, including library resources;

j)   Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;

k)   Knowingly assisting another person engaged in actions that amount to academic misconduct, including the supply of materials prepared by the student to another student for use by that student as the work or materials of that student;

l)   **Plagiarism:** the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

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

Examples of plagiarism are:
(i)   The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.]

(ii)   The verbatim use of oral or written material without adequate attribution.

(iii)   The paraphrasing of oral or written material of other persons without adequate attribution

m) Unprofessional conduct that occurs in academic or clinical settings or other work placements, or that is related to the student's area of professional practice. Professional Colleges may develop professionalism policies that define unprofessional conduct in the context of the professional programs. In Professional Colleges where the professionalism is part of the academic assessment of the student, unprofessional conduct may also be addressed through academic evaluation.

Non-academic offenses are dealt with under the Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals.

III. INFORMAL RESOLUTION

Many cases of alleged academic misconduct on the part of students result from misunderstanding or carelessness and may be better addressed through informal measures.

A. General Principles

1. If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate re~~medy~~solution following the process outlined in Section III.B.

2. In deciding whether an infraction is minor enough not to warrant a formal hearing, the instructor should consider:
    (i) the seriousness of the alleged misconduct;
    (ii) any apparent impact on other students and/or the University, and;
    (iii) whether the alleged misconduct appears to have resulted from carelessness or a misunderstanding.

3. The re~~medies~~solutions available to an instructor and student to agree upon are limited to the following:

    a)   the grade on the work that is the subject of the infraction may be reduced by a percentage appropriate to the degree of the academic misconduct; and/or

    b)   the student may be asked to resubmit or re-write the examination, assignment or other work.

4. The re~~medy~~solution agreed to must be proportionate in the circumstances to the academic misconduct.

5. The ~~remedies~~resolutions applied pursuant to Section III.A.3 are to be considered informal measures and, do not result in a permanent record of academic misconduct. Temporary records of informal resolutions of academic misconduct are kept until the longer of: five years or until the student has completed their program. Temporary records of informal resolutions are not included in the student's academic record.

6. The discussions with the student over a potential informal resolution of an allegation are confidential and may not be used as evidence in a formal hearing.

B. Informal Procedure

1. When an infraction is suspected, the instructor or invigilator should where possible speak informally with the student(s) to discuss the concern.

2. The instructor shall then consult with the Academic Administrator in determining whether an informal resolution would be appropriate in the circumstances, taking into account the principles set out in Section III.A. If, in the view of the Academic Administrator, the student's prior formal or informal resolutions under these Regulations would make it inappropriate to proceed under the informal procedure, the Academic Administrator may inform the instructor of these prior resolutions.

3. Where informal resolution is considered appropriate, the instructor must inform the student in writing (i.e. Informal Resolution of Academic Misconduct form) of the nature of the resolutionmedy to be imposed and the student must agree in writing to accept this outcome. A copy of the signed Informal Resolution of Academic Misconduct form shall be provided to the student and the Academic Administrator and to the Academic Administrator of the College or School in which the student is registered, if not the same. A signed copy of the form provided by email is acceptable. This form may be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.

4. If it appears to the instructor that the academic misconduct is of a serious nature, or if the student disputes the charge of academic misconduct or the resolutionmedy proposed pursuant to Section III.A, then the allegations are to be referred to a formal hearing pursuant to Section IV.

IV.   FORMAL ALLEGATIONS OF ACADEMIC MISCONDUCT

1. The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level.

2. A formal allegation of academic misconduct may be made by a member of the General Academic Assembly, the Academic Administrator, an instructor, a student or staff member of the University, or by an individual(s) outside of the University who is affected by the alleged academic misconduct. Colleges and Schools may designate an individual to investigate and make formal allegations of academic misconduct on behalf of the instructor(s) of the College or School.

3. A formal allegation of academic misconduct shall be:

   a) in writing with the name of the person making the allegation (the complainant) attached to it and with specific details of the incident; and

   b) delivered as soon as reasonably possible after the incident or discovery of the incident to the Academic Administrator.

4. The Academic Administrator shall deliver, in accordance with Section XV, a copy of the allegation along with a copy of these Regulations:

   a)   to the student(s) against whom the allegation is made (the respondent);

b) if the student is not registered in the college or school responsible for the course or activity to which the allegation relates, to the Dean of the College or Executive Director of the School in which the respondent is/was registered;

c) to the Head of the Department in which the alleged offence was committed;

d) to the instructor of the course, when the alleged offence involves a course; and

e) to the University Secretary.

5. Upon receipt of a formal allegation of misconduct, the Academic Administrator shall follow the procedures set out in Section VII, subject to Section IV.6 and IV.7.

6. The Academic Administrator may dismiss the allegation where he or she is of the opinion that:

   a) The allegation has already been or is being addressed adequately through the informal process or another formal process; or

   b) The allegation is frivolous or vexatious.

   A decision of the Academic Administrator under this section may be appealed to the Provost (or designate) who will confirm or overturn the Academic Administrator's decision. The Provost's (or designate's) decision is final and not subject to appeal.

7. *Special Procedures Applying Only to Allegations Relating to Responsible Reseach Policy*: Allegations that relate to a breach of the Responsible Conduct of Research Policy must be determined in accordance with special hearing procedures set out in that Policy (http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php) before such allegations can be addressed under these Regulations. Upon receipt of an allegation of academic misconduct, the Academic Administrator shall first determine whether the allegation must be heard under the procedures in the Responsible Research Policy. The decision of the Academic Administrator in this matter is final and not subject to appeal. The University Secretary will be notified of the decision of the Academic Administrator in this regard.

V. THE RIGHTS OF PARTIES TO A HEARING

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

a) Without derogation of the President's authority under s. 79 of the Act, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established, on the balance of probabilities that he/she has committed an act of academic misconduct.

b) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias exists.

c) The complainant and the respondent have a right to bring an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses.

d) The hearing board has the sole authority to determine whether the student has committed an act of academic misconduct.

VI.   CONTINUATION OF PROGRAM WHILE UNDER ALLEGATION

As provided in Section V.a) above, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established that he / she has committed an act of academic misconduct. However, if a formal allegation concerns conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the Academic Administrator may modify the participation of the respondent(s) in academic or clinical settings or other work placements, pending final outcome of the hearing or any appeals under these Regulations.

VII.   PROCEDURES FOR FORMAL HEARINGS

A. General Procedures

1. The Academic Administrator shall convene a hearing board composed of a chair, named by the Academic Administrator; at least two members of the General Academic Assembly, all of whom, where feasible, shall be faculty members of the department, school or college responsible for matters to which the allegation relates; and a student who is registered in the college or school responsible for the matters to which the allegation relates or, at the request of the respondent, a student from another college of school.. The requirement for a student member on the board may be waived by the student against whom the allegation is made. The hearing board may be a standing committee of the college or school appointed for this purpose.

2. Where the allegations of academic misconduct are made against two or more students, the Academic Administrator has discretion to decide whether there should be one hearing at which all of the co-accused students are heard, or individual hearings for each respondent.

3. The Academic Administrator will provide both the complainant and the respondent with at least 7 days' written notice of the hearing. Where there are special circumstances (as determined by the Academic Administrator), the matter may be heard on less than 7 days' notice. Hearings will be held as soon as practicable, and not later than 60 days from receipt of the allegation by the Academic Administrator. If the respondent does not respond to the

written notification of the hearing, or chooses not to appear before the hearing board, the hearing board has the right to proceed with the hearing.

4. The hearing board is not bound to observe strict legal procedures or the rules of evidence but shall establish its own procedures and rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party, subject to the following:

    a) Hearing boards under these Regulations have an adjudicative role. It is the responsibility of the complainant(s) to provide a rationale for the allegation and to present the evidence in support of it, and it is the responsibility of the respondent(s) to answer the charge. Both complainant and respondent shall be given full opportunity to participate in the proceedings other than the deliberations of the hearing board.

    b) At least 52 days before the hearing, both the complainant, and at least 2 days before the hearing the respondent, shall provide to the Academic Administrator the names and contact information for any witnesses and/or advocates and any documentation the parties intend to submit at the hearing. This information will be shared with the hearing board. All information provided to a hearing board in advance of the hearing will be shared with both parties.

    c) The hearing shall be restricted to persons who have a direct role in the hearing as complainant or respondent or their advocates, members of the hearing board, persons who are acting as witnesses, and up to three non-participating observers for each party to the complaint. Witnesses should normally be present only to provide their evidence. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.

    d) Generally, hearings will be held with all parties present. Neither party will communicate with the hearing board without the knowledge and presence of the other party, except where a party fails to appear at a scheduled hearing. An absent respondent may be represented by an advocate who may present the respondent's case at the hearing. If either of the parties to the hearing, or any advocate, or witness are unable to attend the hearing, the hearing board may, at its discretion, approve arrangements for participation by telephone or other electronic means, provided that both parties to the dispute (or their advocate) must be capable of hearing all evidence being presented, and of responding to all evidence and questions.

6. *Special Hearing Procedures for Breaches of Responsible Research Policy:* If a hearing under the Responsible Conduct of Research Policy determines that a breach of that Policy has occurred, then a hearing under these Regulations will occur with regard solely to sanctions. The hearing board will be provided the report (decision) of the Responsible Conduct of Research Policy hearing board and will hear evidence and submissions only in relation to sanctions. The hearing board will render a decision in accordance with Section VIII of these Regulations. In the event a student appeals the finding of breach (in accordance with the Procedures under the Responsible Conduct of Research Policy), the hearing under these Regulations to determine sanctions is suspended until the resolution of the appeal.

B. Order of Proceedings

The following shall be the order of proceedings in the hearing:

a) The chair of the hearing board should open the hearing by seeking agreement that the matter is properly before a College or School hearing board. If the authority of the Board is challenged, then the Board will hear the arguments in favour of and against the proper jurisdiction of the Board to hear the matter, and will rule whether the hearing should proceed.

b) The allegation and the evidence allegedly supporting it, and supporting documentation and/or witnesses, shall be presented by the complainant, or that person's advocate.

c) The chair may at his or her discretion grant an opportunity for the respondent or the respondent's advocate and members of the hearing board to ask questions of the complainant and any person giving evidence allegedly supporting the allegation.

d) The respondent or the respondent's advocate shall then be allowed to respond to the allegation and to present supporting documentation and/or witnesses.

e) The chair may at his or her discretion grant an opportunity for the complainant and members of the hearing board to ask questions of the respondent and any witness for the respondent.

f) Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.

g) Both the complainant and the respondent will have the opportunity to make a closing statement to explain their respective interpretations of the evidence presented and to offer submissions on the allegation and the appropriate sanction, if any. The hearing board may receive written submissions together with, or in lieu of, a verbal closing statement. Once the hearing concludes, the hearing board may not consider any additional evidence on whether an act of academic misconduct has been committed without re-opening the hearing to ensure that the parties have an opportunity to review and respond to the new evidence.

h) The hearing board will meet *in camera* to decide whether an act of academic misconduct has been committed. Where it is concluded that academic misconduct occurred, the hearing board will render a decision on the appropriate sanction in accordance with Section VIII. The standard of proof applied by the hearing board is whether, on a balance of probabilities, the student has committed the act or acts of academic misconduct alleged. The decision of the hearing board, if not unanimous, shall be by majority vote.

i) If the allegation of academic misconduct is not substantiated, the Academic Administrator shall take all reasonable steps to repair any damage that the respondent's reputation for academic integrity may have suffered by virtue of the allegation.

VIII. DETERMINATION OF SANCTIONS

1. The hearing board has the sole authority to determine the appropriate sanctions.

2. Following a determination that a student has committed academic misconduct or has breached the Responsible Conduct of Research Policy, the student's prior record of violations of the Responsible Conduct of Research Policy, academic or non-academic standards and a copy of the student's transcript will be provided by the Registrar or the University Secretary to members of the hearing board constituted under these Regulations, to assist them in determining one or more appropriate sanctions.

3. The University Secretary will provide the hearing board of a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.

4. The hearing board shall have the authority to dismiss the matter completely, or to impose one or more sanctions which may include, but are not limited to, the following:rule that one or more of the following sanctions be imposed:

    a) that the student be reprimanded or censured;

    b) that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination, or that a credit or mark for the course be modified or cancelled;

    c) that an examination be rewritten, an assignment be redone or any other academic performance be repeated;

    d) that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that topic;

    e) that the student(s) be suspended from the University for a specified period of time;

    f) that the student(s) be expelled permanently from the University; or

    g) that the conferral of a degree, diploma or certificate be postponed, denied or revoked.

5. Where the student has withdrawn from a course prior to the hearing, and the hearing board determines that the appropriate sanction for the misconduct should be a failing grade for the entire course, the student's transcript will be changed from the withdrawal to the failing grade.

6. If the decision of the hearing board results in suspension or expulsion of the student(s) as referenced in Section VIII.4, the hearing board must also rule whether the endorsement on the student(s)'s record indicating suspension or expulsion is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such a removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal unless appealed to the Provost (or designate). The Provost's (or designate's) decision on the endorsement is final and not subject to appeal. If the decision of the hearing board results in suspension of the student, the hearing board shallshould also consider and rule on whether the period of suspension will count towards the student's time in program.

7.	In light of the unique aspects of professional programs, Professional Colleges may establish policies authorizing hearing boards to consider remedial outcomes in addition to the sanctions prescribed in Section VIII.4

8.	The chair of the hearing board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any sanction imposed. The record of the decision shall be distributed as provided for in Section XIV.

9.	The student(s) and the complainant shall be advised that either of them may appeal the hearing board results.

10.	The ruling of a hearing board is deemed to have been adopted by Council unless it is appealed as provided by the following rules. Any sanctions that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board.

## IX.	APPEAL BOARD

1.	Either the complainant or the respondent may appeal the decision of the hearing board and/or the sanctions imposed by delivering to the University Secretary a written notice of appeal before the expiry of 30 days from the date a copy of the hearing board report was delivered to that person. For appeals under the Regulations, where the matter was first heard by a hearing board constituted under the Responsible Conduct of Research Policy, the parties may only appeal the sanctions determined by the hearing board constituted under these Regulations. In all cases, the notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, any evidence the appellant wishes to present to support those grounds (but see Section IX.2), and (where relevant) what resolutionmedy or resolutionsremedies the appellant believes to be appropriate.

2.	An appeal will be considered only on one or more of the following grounds:

	a)	That the original hearing board had no authority or jurisdiction to reach the decision or impose the sanction(s) it did;

	b)	That there was a reasonable apprehension of bias on the part of a member or members of the original hearing board;

	c)	That the original hearing board made a fundamental procedural error that seriously affected the outcome;

	d)	That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.

3.	Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the Secretary determines that there are no valid grounds under these Regulations for an appeal, then the appeal will be dismissed without a hearing. If the Secretary determines that there may be valid grounds for an appeal, then the appeal

hearing will proceed as provided for below. The decision of the Secretary with respect to allowing an appeal to go forward is final, with no further appeal.

4.   The appeal board will be constituted within a reasonable time frame and will be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). Where the case involves a graduate student, the faculty members on the board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from a roster nominated by the Nominations Committee. The University Secretary or designate will act as secretary to the appeal board. With the exception of the Secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

X.   APPEAL PROCEDURE

1.   The appeal board shall convene to hear the appeal within 20 days of being constituted. Under exceptional circumstances, the Board may extend this period

2.   Written notice of the hearing, along with a copy of these Regulations and of the written statement of appeal, will be delivered by the University Secretary to the appellant, to the other party in the original hearing as respondent, to the chair of the original hearing board, and to members of the appeal board. Where possible and reasonable the Secretary will accommodate the schedules of all parties and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.

3.   If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written record of the original hearing and the written statement of appeal and/or a written response in lieu of arguments made in person. An appellant or respondent who chooses to be absent from a hearing may appoint an advocate to present his/her case at the hearing.

4.   The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles:

   a)   Appeal boards under these Regulations will not hear the case again but are limited to determining the appeal on the grounds set out in Section IX.2. Unless that evidence relates to the grounds set out in Section IX.2, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the appeal board's deliberations.

   b)   The parties to the hearing shall be the appellant and the other party to the original hearing as respondent. The chair (or another member designated by the chair) of the original hearing board is invited to attend and at the discretion of the chair will be permitted to participate in the hearing and to respond to submissions of either party or of the appeal board.

~~Except as provided for under Section X.4a above, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the appeal board's deliberations.~~

c) At least 5 days before the hearing the appellant, and at least 2 days before the hearing the respondent, ~~Both appellant and respondent~~ shall provide to the Secretary the names and contact information for their respective advocates (if any) and witnesses (only as provided for in Section X.4a above) and any documentation the parties intend to submit at the hearing~~to the Secretary at least 2 days prior to the hearing~~.

d) Hearings shall be restricted to persons who have a direct role in the hearing. The appellant and the respondent may request the presence of an advocate and up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.

e) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.

f) Both the appellant and the respondent will have the opportunity to suggest what sanctions, if any, they believe are appropriate to the matter before the appeal board.

XI. DISPOSITION BY THE APPEAL BOARD

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

2. The appeal board may, by majority,

   a) Conclude that the appellant received a fair hearing from the original hearing board, and uphold the original decision; or

   b) Conclude that the appellant did not receive a fair hearing, but that the outcome determined remains appropriate and the original decision is upheld; or

   c) Conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision and/or sanctions using any of the remedies available in Section VIII; or

   d) Order that a new hearing board be struck to re-hear the case. This provision shall be used only in rare cases such as when new evidence has been introduced that could not reasonably have been available to the original hearing board and is in the view of the appeal board significant enough to warrant a new hearing.

3. The chair of the appeal board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any penalty imposed

or withdrawn. The report shall be delivered to the University Secretary and distributed as provided for in Section XIV.

4. If the decision of a hearing board is successfully appealed, the chair of the governance committee in consultation with the chair of the appeal board shall ask the Academic Administrator to take all reasonable steps to repair any damage that the appellant's reputation for academic integrity may have suffered by virtue of the earlier finding of the hearing board.

XII. NO FURTHER APPEAL

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

XIII. ENDORSEMENT ON STUDENT RECORD

1. Upon receipt of a report of a hearing board or an appeal board as provided in these Regulations, the Registrar shall:

    a) in the case of a report ordering expulsion of a student, endorse on the record of the student and on any transcript of the record the following: "Expelled for academic misconduct on the _____ day of _____, 20_____."

    b) in the case of a report ordering suspension of a student, endorse on the record of the student and on any transcript of that record the following: "Suspended for academic misconduct from _____ to "_____" [period of suspension] .

    c) In the case of a report ordering the revocation of a degree, endorse on the record of the student and on any transcript of that record the following: "[Name of Degree] revoked for academic misconduct on the _____ day of _____, 20___."

2. Upon notice of an appeal, and where the appellant's academic record may be affected by the outcome of the appeal, the Registrar shall endorse on the appellant's record and on any transcript of that record the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the appellant's record upon receipt by the Registrar of a copy of the decision of the appeal board

3. Except as provided for under Sections VIII. 6~~5~~ and XIII.2, an endorsement on the record is permanent.

XIV. REPORTS

1. Not later than 15 days after a hearing board or an appeal board has completed its deliberations, the chair shall deliver a copy of the report to the following persons:

a)   the student(s) against whom the allegation was made;

b)   the complainant;

c)   the Dean of the College or Executive Director of the School in which the student(s) is/are registered;

d)   the head of the department that is responsible for matters to which the allegation relates;

e)   the instructor of the course, when the alleged offence involves a course;

f)   the Registrar; and

g)   the University Secretary.

2.   When the alleged misconduct involves academic work supported by external funds, and if the student has been deemed guilty of misconduct after all avenues of appeal under these Regulations have been exhausted, ~~then information regarding~~ the final outcome of the case shall~~may~~ be provided to the external agency responsible for providing the said external funds as required by that agency's requirements for disclosure by the Dean of the College, or Executive Director of the School, in which the student is registered.~~, and to the external agency responsible for providing the said external funds as required by that agency's requirements for disclosure.~~

XV.   DELIVERY OF DOCUMENTS

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

XVI. CONFIDENTIALITY

1.   The University will protect the confidentiality of information regarding a potential violation of these Regulations to the fullest extent possible. If the allegation is substantiated, the University reserves the right to use or disclose information in accordance with the *Local Authority Freedom of Information and Protection of Privacy Act*, which may include disclosing the discipline, if any, imposed on members of the University.

2.   Subject to the provisions of these Regulations and the requirements of law, any and all records pertaining to charges and/or hearings and/or sanctions under these Regulations are

confidential and should not be kept on a file accessible to individuals not named above or their confidential assistants, except that the University Secretary shall make them available to hearing boards and appeal boards as provided for in Sections VIII.A.2, VIII.B.3 and X.4, above, and to University personnel for use in admission decisions.

3. The deliberations of the hearing board (referred to in Sections VIII.A.1, VIII.B.1 and VIII.B.4) and the deliberations of the appeal board (referred to in Section XI.1) are confidential.

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

ATTACHMENT:

Informal Resolution of Academic Misconduct form, for the use of students and instructors implementing the University of Saskatchewan *Regulations on Student Academic Misconduct.*

UNIVERSITY OF SASKATCHEWAN

Informal Resolution of Academic Misconduct

The student has the right under the University of Saskatchewan *Regulations on Student Academic Misconduct* (the "*Regulations*") to a full and fair hearing before an impartial hearing board if the student disputes an allegation of academic misconduct or the sanction proposed as an informal resolution. Students are considered innocent until a hearing board determines that academic misconduct has occurred.

The *Regulations* allow an instructor and student to agree on an appropriate informal re~~solution~~medy for minor infractions of academic misconduct due to misunderstanding or carelessness, in cases where the student does not dispute the allegation or proposed resolution~~charge or the remedy~~. A complete copy of the *Regulations* is available at: http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf.

The informal resolution proposed by the instructor or invigilator will only be imposed if the student voluntarily accepts it (pursuant to Part III of the *Regulations*). By signing this form, the student expressly agrees that the Academic Administrator may (at his or her sole discretion) use and/or disclose the existence of this informal resolution, including information pertaining to this informal resolution, when determining whether informal resolution is appropriate with respect to subsequent incidents of academic misconduct.

Nature of academic misconduct: _____

Course and section: _____

Term and year: _____

Instructor: _____   Invigilator (if applicable): _____

Student(s):   ———————Student number(s):

_____   _____

_____   _____

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

Notification of re~~solution~~medy proposed by instructor:

___ Grade reduction in the identified assignment

      Reduction of assignment grade to _____

And/ or

___ Requirement for resubmission of the identified assignment

      Resubmission deadline _____

      Failure to resubmit the assignment will result in _____

_____   Date: _____

Instructor signature

I accept the re~~solution~~medy described above:

_____   Date: _____

Student signature

This form will be retained by the Academic Administrator and instructor as a component of the grading materials for this course but will not be made part of the student's academic record. The student should also keep a copy of this form for their records. This form may be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.

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

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

ITEM FOR INFORMATION

PRESENTED BY: Louise Racine, chair, governance committee

DATE OF MEETING: June 23, 2016

SUBJECT: **Number of student appeals from 2015/16**

CONTEXT AND BACKGROUND:

The governance committee requested that the university secretary, as a matter of course, report on the nature and number of student appeals under Council's *Procedures for Student Appeals in Academic Matters*, as well as appeals of decisions under Council's *Regulations on Student Academic Misconduct.*

SUMMARY:

1. Student appeals in academic matters

From May 1, 2015 to April 30, 2016 there were three applications for appeals in academic matters that were submitted to the university level. Of the three applications received, all went forward to an appeal board, as required under the regulations. Two of the appeals were successful on limited grounds. The result of the third appeal is outstanding at the time of this report.

2. Appeals of decisions related to academic misconduct

From May 1, 2015 to April 30, 2016 there were three applications for an appeal of a decision of a college hearing board under the *Regulations on Student Academic Misconduct* Two of the applications went forward to an appeal hearing. The third application was denied as it did not fall within any of the permitted grounds of appeal. Of the two appeals that went forward to a hearing, both appeals were denied.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: June 23, 2016

SUBJECT: Nomenclature Report

DECISION REQUESTED:

> *It is recommended:*
> *That Council approve changes to the Nomenclature Report,*
> *effective July 1, 2016.*

CONTEXT AND BACKGROUND:
The Nomenclature Report provides a consistent and cohesive language and framework
for students, instructors, and administrators to discuss academic programming at all
levels throughout the institution.   This report was last revised in 2011, with those
revisions approved by Council in June 2011. Revisions are now being introduced to
include a number of definitions for new academic programming options, as well as
refining some existing definitions.

CONSULTATION:
In drafting the changes to the Nomenclature Report, the Registrar's office worked closely
with members of Student and Enrolment Services Division, particularly Admissions. At
the recommendation of APC, the USFA was consulted specifically regarding definitions
relating to roles as defined in the *University of Saskatchewan Act*.

The Nomenclature Report was discussed at APC on May 4, 2016 and APC recommended
it go to Council at its June 8, 2016 meeting. This was sent to Council for input at its May
19, 2016 meeting.

FURTHER ACTION REQUIRED:
The Nomenclature Report is a living document that, while offering consistent language
relating to academic programming, is adaptable to changing and developing practices and
program options at the U of S. As changes and innovations occur, the Registrar's office
will continue to review and revise this document so that it adequately captures current
practice at the institution.

The final Nomenclature Report will be posted on the University of Sasktachewan Policies
website (http://policies.usask.ca).

ATTACHMENTS:
1. Nomenclature Report

UNIVERSITY OF
SASKATCHEWAN

Academic and Curricular Nomenclature

Responsibility: Russell Isinger, University Registrar

Table of Contents

Supplementary Material: [Academic Programs at the University of Saskatchewan](#)

Purpose

The purpose of the University of Saskatchewan Academic and Curricular Nomenclature is to provide a consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the university. Nomenclature defines terms contained in other duly approved University of Saskatchewan policies and procedures and commonly used administrative practices and processes.

Principles

Shared language makes collaboration possible and our nomenclature needs to evolve and be flexible enough to encourage the changes in academic programming that are developing throughout campus. In particular, there is a need to offer compelling, engaging, and challenging academic programs which are creatively designed, are grounded in ~~broad~~ both global and Indigenous perspectives, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Therefore, the terminology in this document has been developed with a focus on facilitating change and creativity in curricular development, providing structure only to ensure quality and fairness. The guiding philosophy of nomenclature is that we can improve our academic programs by clarifying and revising the language we use to communicate across campus.

Authority and Responsibility

Under the bylaws of university council, council prescribes curricula, programs of study, and courses of instruction, and authorizes the establishment of colleges and departments. This responsibility includes the authorization of policies related to curriculum, programs, courses, and academic administrative structures. The Academic Programs Committee of Council is responsible for recommending to council classifications and conventions for instructional programs.

The registrar is responsible for management of registration and student information systems so that academic programs may be administered in an orderly manner. This responsibility includes the development and implementation of definitions for academic and curricular terminology, including coordinating with other university offices to establish common terminology.

Additional definitions relating to university governance and the administration of nomenclature, students and faculty can be found in The University of Saskatchewan Act (1995), the University Council bylaws, and the USFA Collective Agreement.

ORGANIZATIONAL DEFINITIONS

Academic Unit

The term "academic unit" is used to describe authority over academic programs and student progression. Primarily, academic units are departments, schools, and colleges, but for specific programs the academic authority could be an academic division, a research centre or an interdisciplinary administrative committee. Regardless of the name that describes the type of academic unit, it is the structure and purpose of the academic or administrative unit that determines the nomenclature that applies.

Affiliated College

An educational institution recognized by the University of Saskatchewan as carrying on work of a university level. As described in the bylaws of council, the aim of affiliation is to associate with the university for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized by council as of university grade, where such association is of mutual benefit to the university and the institution seeking affiliation. The colleges affiliated with the University of Saskatchewan are Horizon College and Seminary, Saskatoon; College of Emmanuel and St. Chad, Saskatoon; Gabriel Dumont College, Saskatoon and Prince Albert; Lutheran Theological Seminary, Saskatoon; St. Andrew's College, Saskatoon; St. Peter's College, Muenster; and Briercrest College and Seminary, Caronport, SK.

Board of Governors

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. The board is responsible for overseeing and directing all matters involving the management, administration and control of the university's property, revenues and financial affairs.

Centre

The university currently hosts a variety of centres, variously known as centres, institutes, units, organizations, networks, or programs, including incorporated entities. For purposes of this policy, a centre is a formally structured organization which is not a division, department, school or college, but which is established within or in conjunction with the university, for the pursuit or support of: scholarly, artistic, scientific, or technological objectives; teaching; or outreach.

- *Type A Centres* are those that are organizationally part of one college, and report to a dean. These centres involve activities that complement and enhance the work of primarily one college, and could involve multi-disciplinary and multi-faculty work. The activities of the centre should be congruent with approved college plans and would be established with the dean's endorsement and council approval. Responsibility for funding of these centres rests with the college.

- *Type B Centres* are those that involve activities beyond the scope of a single college and/or involve significant resources and will require the endorsement of the deans involved, the

appropriate vice-president (usually the vice-president research) and Provost's Committee on Integrated Planning (PCIP) before seeking the approval of council. These centres are organizationally part of the university and are subject to university management and control, reporting to a designated dean, an executive director that reports to the vice-provost, or an appropriate vice-president (usually the vice-president research).

- *Type C Centres* are incorporated and legally distinct from the university, and which have academic/research implications for the university. These centres must have the authorization of the vice-presidents and secure council approval before being recommended to the Board of Governors. These centres may be either a cooperative relationship involving the sharing of resources, or a landlord-tenant relationship, reflecting the academic interest of the university in the centre's activities and recognizing the university's community obligation to promote the greatest community use of its faculties and resources. These centres will report on their academic and research activities to a dean to the extent possible, and/or to an appropriate vice-president. A financial report must also be provided to the vice-president (finance and resources) for the board, and all legal requirements of incorporated entities met.

- *Type D Centres* are legally incorporated entities, established to support the activities of the university, but which have no academic focus. Such centres may be proposed by a college or administrative unit, and their establishment would require the approval of the vice-president finance and resources, PCIP, and the Board of Governors. Type D centres would report on an annual basis to the vice-president finance and resources and through that office to the board**.**

Chancellor and Senate
The duties and authority of the chancellor and senate are described in The University of Saskatchewan Act 1995. In general, the chancellor presides at meetings of convocation and senate, and confers degrees. In general, senate is responsible for non-academic student discipline, examination for professional societies, grants honorary degrees, and confirms the decisions of council in the areas of admission requirements, quotas, the disestablishment of departments and colleges, and the dissolution of affiliations.

College
An organizational unit of the university, the faculty council of which is assigned the general responsibility for the development and delivery of programs and courses leading to degrees, certificates, diplomas and other forms of recognition approved by the university and for matters of scholarship and discipline relating to the students enrolled therein.

The dean of a college is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The dean is responsible for general supervision over and direction of the work of the college and of the teaching and training of the students of the college. In a non-departmentalized college, the college is also responsible for instruction, research and scholarly work, as described for departments.

Department

An organizational unit of a college, the faculty of which is responsible for the development and delivery of instruction and for carrying out research and scholarly work in a particular subject and/or related subjects.

The head of a department is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The department head has general supervision over and direction of the work of the department and shall assign teaching duties to the members of the department following consultation with the department as a whole. The head is also responsible to the dean for the satisfactory performance of the work of the department.

Division

A division may be an academic division or an administrative division. **Academic divisions** are under the authority of University Council, Senate, and the Board of Governors, and operate much like departments, defining the unit's disciplinary or interdisciplinary approach towards program delivery and research, scholarly and artistic work. Examples of academic divisions include the Division of Nutrition in the College of Pharmacy and Nutrition and the Biomedical Engineering Division in the College of Graduate Studies and Research. Academic divisions operate under the direction of a dean and are often governed by an interdisciplinary committee of faculty members. In contrast to academic divisions, **administrative divisions** do not require oversight by University Council, Senate, or the Board of Governors. These units are organized to facilitate administration of a group of departments, programs, or other specific activity in order to achieve administrative efficiencies.

Faculty

A faculty member is defined in The University of Saskatchewan Act (1995) as a person who serves as a professor, associate professor, assistant professor, lecturer, special lecturer, instructor, or librarian. The act requires full-time employment. However, the bylaws of university council defines as members of a college or school faculty, those professors, associate professors, assistant professors, and full-time lecturers, who are members of departments which, for administrative purposes, are assigned to the dean of that college or the ~~executive director~~ head of that school.

Federated College

An educational institution authorized by the university to offer for university credit, courses in certain subject areas. As described in the bylaws of university council, a federated college must be authorized by the university to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science. The members of the federated college teaching staff, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized, and the college must be situated on or adjacent to the campus at Saskatoon. St. Thomas More College, Saskatoon, is the university's only federated college.

Off-Campus

- *Off-Campus Site* – a regional college or other educational institution where students may be admitted to the University of Saskatchewan for one or more years of study. Sites designated are reviewed at regular intervals under a policy that requires, among other things, that the site offer classes in humanities, social sciences and sciences so that students can complete at least the first year of studies.

- *Off-Campus Class* – the administration of the class is not through the main university campus (e.g. through a regional college), if the class is not taught in Saskatoon, or if permitted by the registrar. This definition is used in the determination of student fees.

- *Off-Campus Activity* – refers to university-affiliated activities involving faculty, staff, or students which occurs off of the main university campus. This includes academic activities, including fieldwork and all off-campus modes of instruction, and non-academic activities, such as ratified student group events.

- *Off-Campus Graduate Student* – students completing thesis and project requirements are considered to be on-campus unless specifically designated by the registrar for program purposes.

See also "Off-Campus Class" under Course Definitions.

Officers of the University

The authority and duties of the following are described in The University of Saskatchewan Act 1995: president, vice-president and acting president, deans, heads of departments, secretary, and controller. The president is responsible for supervising and directing the academic work of the university, its faculty and student body, and the business affairs of the university.

School

A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.

The university-level school is governed by a faculty council and carries a status that is similar to a college, with the head of the school having a status similar to a Dean. The head of the university-level school is responsible for the school's curriculum, financial affairs and human resource requirements and reports to the Provost and vice-president academic. Faculty associated with the school are assigned through a variety of appointments and are responsible for the general responsibilities assigned to colleges, which include outreach activity, service, research, and the delivery of programs. These programs are most often graduate programs that are interdisciplinary in nature. Examples include: the Johnson-Shoyama Graduate School of Public Policy, the School of Environment and Sustainability, and the School of Public Health.

The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Physical Therapy in the College

of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.

University Council
A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. In general, council is responsible for overseeing and directing the university's academic affairs. This includes establishment of departments, colleges and programs; affiliations; student discipline for academic offences; admission standards and quotas: scholarships and bursaries; examinations; library policies; and advising the board on physical and budgetary plans.

ADMISSION DEFINITIONS

Admission Category
A way to differentiate and compare applicants with similar qualifications (i.e. regular admission, special admission).

Admission Qualifications
These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Colleges may make recommendations to University Council concerning the qualifications for admission to programs offered by the college.

Admission Requirements
These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Provisional Admission
Available to applicants who have attempted less than 18 credit units and are currently in grade 12 or wish to take a course for interest only.

Regular Admission
Applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions.

- *Early Admission* – applicants currently completing high school considered based on preliminary high school marks and are admitted with conditions that must be fulfilled by a specified date.

- *Conditional Admission* – applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions are considered for admission with partial or incomplete documentation. All conditions must be fulfilled by a specified date.

Residency Regulations for Admission
The required length of residency in Saskatchewan and/or Canada is program specific and is determined by each college, with final approval being conferred by University Senate.

Selection Criteria
These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories. Colleges may establish specific selection criteria for admission to programs administered by the college, subject to the general qualifications for admission to the university.

Special (Mature) Admission
Available to applicants who do not qualify for regular admission. Most direct-entry colleges consider applicants for special (mature) admission. Applicants must be 21 years of age or older.

STUDENT DEFINITIONS

Audit Student
An individual who is admitted to the University of Saskatchewan in order to sit in a particular course but do not wish to take the course for credit. Audit students are not entitled to have assignments corrected or to write any examinations.

Continuing Student
An individual who is currently registered and not yet graduating in a college or program at the University of Saskatchewan.

Exchange Student
- **Inbound exchange student:** an individual who is admitted to the University of Saskatchewan on the basis of an exchange agreement which enables the student to pay tuition to their home institution, and to register and study at the University of Saskatchewan, with credit transferred back to their home institution.
- **Outbound exchange student:** an individual who is admitted to a host partner institution on the basis of an exchange agreement which enables to student to pay tuition to the University of Saskatchewan, and to register and study at the host institution, with credit transferred back to the University of Saskatchewan.

Full Time Student
A student is defined as being full time if:
- An undergraduate student who registers for 9 or more CUs (Operational and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.

- A graduate student who registers for 6 or more CUs (Operational and/or Academic CUs) during a regular term or spring and summer term; or who is designated as having full time status by the College of Graduate Studies and Research.

- A student who does not meet the above requirements but is deemed to be full time by the university secretary or registrar. Examples include certain DSS students, elected USSU representatives or the editor of the Sheaf.

Graduate Student
An individual who has been admitted to the College of Graduate Studies and Research.

Internal Transfer Student
An individual who is currently studying or who most recently attended the University of Saskatchewan and wants to apply to a different college or program within the University of Saskatchewan. An internal transfer student may apply part way through their studies or they may have already graduated. Applicants who have attended another post-secondary institution after the University of Saskatchewan would then be designated as transfer students.

New Student
An individual that has never attended any post-secondary institution prior to attending the University of Saskatchewan.

Non-Degree Certificate/Diploma Student
An individual who is enrolled in courses not accepted for credit in a degree program. The topics covered by these students may be similar to topics covered by degree students but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion.

Part-Time Student
Any student who does not meet the criteria of full time student as defined above.

Probationary Student
An individual who has not met the required minimum admission average or has been required to discontinue multiple times. Admission is at the discretion of the college.

Provisional Student
An individual who has attempted less than 18 credit units and is currently in grade 12 or wishes to take a course for interest only. Provisional admission is valid for one academic year and allows the completion of a maximum of 12 credit units.

Returning Student
An individual who has previously studied at the University of Saskatchewan and is applying to return to the same college they last attended, without having attending another recognized post-secondary institution during that time. Students may re-apply after an absence from their studies or they may have already graduated.

Special (Mature) Student
An individual who is 21 years of age or older, has attempted less than 18 credit units of post-secondary studies and does not meet the requirements for regular admission.

Transfer Student
An individual who has studied at another post-secondary institution prior to studying at the University of

Saskatchewan. A transfer student may apply part way through studies at a post-secondary institution, or they may have already graduated.

Undergraduate Student
An individual who is registered in a degree level course(s) offered by a school or college other than the College of Graduate Studies and Research.

Visiting Student
An individual who is admitted to the University of Saskatchewan, with the purpose of receiving credit at their home institute. Visiting students may be undergraduate or graduate, and they may be here through an established agreement or through a letter of permission.

Visiting Research Student
An individual who has been ~~undergraduate or graduate student that is~~ admitted to the University of Saskatchewan as an undergraduate or graduate student for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, will not be enrolled in any credit course work, and are registered at the university for a period not exceeding six months in any 12 month period.

Year in ~~Progress~~ Program
This designation is attached to a student record for individuals working toward a degree-level certification. It signifies the progress a student has made towards the program requirements and has an effect on administrative process (e.g. assigned registration windows).

PROGRAM DEFINITIONS

Academic Program Type
A prescribed set of requirements related to fields of study within a program.

Certificates and Diplomas
The terminology of "certificate" and "diploma" is used both for degree-level (undergraduate and graduate) programs and for non-degree-level programs.

- *Certificates ~~and Diplomas~~ of Proficiency* ~~Approved by council on the recommendation of the Academic Programs Committee~~Under the authority of council and the Academic Programs Committee, these certificates ~~and diplomas~~ signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. Undergraduate programs in this category include certificates, post-degree certificates, post-degree specialization certificates; graduate programs in this category include certificates, and postgraduate specialization certificates. These programs may be completed alongside a degree program, or as a stand-alone program.

  Undergraduate Programs
    o Certificates
    o Post-Degree Certificates

  o Post-Degree Specialization Certificates

  <u>Graduate Programs</u>
   o Certificates
   o Postgraduate Specialization Certificates

- ***Diplomas of Proficiency*** ~~Approved by council on the recommendation of the Academic Programs Committee~~Under the authority of council and the Academic Programs Committee, ~~this~~ these program~~s~~ include~~s~~ degree-level ~~university-level~~ courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain undergraduate degree-level programs.

- ***Certificate of Successful Completion*** These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Certificates of successful completion not under the authority of a college shall fall under the authority of an identified administrative unit.

- ***Certificate of Attendance*** These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and is comprised of non-academic courses numbered 001-009.

Combined Degree

The terms "combined degree" or "second degree" are used by colleges to describe two degree programs containing courses which may be counted toward the requirements of both degrees, so that a student can achieve both degrees in less time than if the programs were taken separately. This can involve the awarding of more than one degree or the creation of a new degree entity.

Community Level Program

These programs lead to certificates of attendance which are available to the general public. They are comprised of a single course or program of courses, usually numbered 001 to 009, which are non-academic, not accepted for credit toward any certificate or degree, and not listed on transcripts.

Degree Program
Approved by council, these programs lead to a specific academic credential, such as a degree, diploma, or certificate of proficiency at this university.

- *Undergraduate Level Program* – a program of courses numbered 100 to 699 and other educational experiences intended for students at the university undergraduate level (bachelor degree).
    - o *Direct-Entry*: undergraduate programs which admit students with high-school level preparation.

    - o *Non-Direct Entry*: undergraduate programs which admit students only after one or more years of university-level preparation.

    - o *Professional*: programs which are designed to ensure that students will qualify to receive professional certification from a professional body or association in addition to their degree. Professional certification bodies usually specify course requirements and graduation standards expected.

- *Graduate Level Program* – a program of courses numbered 700 to 999 and educational experiences intended for students at the graduate level (post-graduate diploma, master's degree and Ph.D. degree).
    - o *Direct-Entry*: direct-entry Ph.D. programs at the graduate level allow students to be admitted to a Ph.D. program without having been admitted to a master's program.

Depth of Study
In undergraduate programs, several depths of study in a field of study are recognized.

- *Minor* – (18-24 CUs) is a depth of study which prescribes a minimum number of courses in one or more related fields of study and which may require the student to maintain a specific scholastic standing in these courses. In contrast to degree-level certificates, a minor may or may not include the completion of a capstone course. Cross-college minors are governed by policies and procedures outlined in the "Adoption and Oversight of Cross College Minors" document, approved by University Council in 2007. Cross-college minors are comprised of courses from more than one college. Authority for cross-college minors is distributed as follows:

    - *Adopting College* - the college responsible for the degree program to which the minor is attached.
    - *Resource Unit* - may be a college, department, school or interdisciplinary group, which provides the majority of resources for the cross-college minor and is the academic unit with primary expertise for a field of study.
    - *Resource College* - the resource unit, in the event that it is a department or interdisciplinary group, will reside within an identified resource college.

- *Major* (>24CUs) is a depth of study which prescribes a significant number of courses in one or more related fields of study and usually requires the student to maintain a specific scholastic standing in these courses. Colleges offering majors with less than 24 credit units must complete

the Consultation with the Registrar Form and obtain Academic Programs Committee approval. Exceptions outside of the credit unit values can be approved only by the Academic Programs Committee.

- *Honours* (>42CUs) is a depth of study which prescribes a high number of courses in one or more related fields of study and which always requires the student to maintain a high scholastic standing in these courses (double honours is also permitted as a type of honours program.)

- *Concentration* is a depth of study which prescribes a suite of courses that provides students additional expertise and specialized training in one aspect of their major. Typically, a concentration will be similar in requirement to a minor, but the majority of coursework will occur within the student's major field of study rather than outside of it. A concentration cannot be completed as a stand-alone program, independent of the student's major field of study. Other formats of concentration are possible such as, for example, the Business Cooperative Education Program.

Colleges have developed a variety of terms for concentrations (*option, specialization within a major, themes, streams, focus,* etc.). It is possible (within technical limitations) to have the concentrations appear on the transcript, but these terms collectively are referred to and displayed as "concentrations". While the connotation of "option" varies across academic units, it is necessary to have a single term to describe this level of study, and concentration is the simplest and most descriptive at the university/information systems level.

The first three depths of study within a field of study always appear on university transcripts. Concentrations may also appear on the transcript, provided that the proposed concentration is consistent with Canadian university general practices and/or acknowledged and desirable for professional organizations and accreditation and is feasible within the technical limitations of the transcript's reporting system. Consultation with the registrar and Academic Programs Committee must be performed for new concentrations to appear on transcripts.

Discipline
Academic areas of study, research and scholarly work are described at many universities as "disciplines" and terms like "disciplinary", "interdisciplinary" and so forth are used worldwide. In considering descriptive terminology for programs and curriculum at the U of S, however, the term "field of study", as defined below, is a more inclusive term to describe student programs.

Dual Degree Program
A program where a student pursues a degree both at the University of Saskatchewan and another post-secondary institution with whom an agreement is established, with the student receiving two degrees at the end of the program, one from the U of S and one from the partner institution. The U of S parchment and transcript reflect the dual nature of the program. The degree can be at the undergraduate or graduate level.

Field of Study

A field of study requires completion of a number of prescribed courses in a specific subject or discipline. Programs may permit several fields of study. The number of fields of study identified for a student may be limited by policy or practical considerations. In colleges with many fields of study, it is often convenient to group them by program type. For example, the College of Arts and Science defines three program types within the Bachelor of Arts programs and one program type within the Bachelor of Science program; the College of Education types its programs as secondary, and elementary/middle years. Within a program or program type, the student usually is required to complete a particular field of study. See also "Teaching Areas".

Interdisciplinary Program

An interdisciplinary program is a field of study which permits students to study beyond the boundaries of traditional disciplines, to explore the relationships among disciplines in depth, and to integrate knowledge gained into a central theme. It may be cross-departmental or cross-college in nature.

Joint Degree Program

A student pursues a degree at both the University of Saskatchewan and another post-secondary institution with whom an agreement is established. The student will receiveing only one degree at the end of the program jointly awarded by both institutions, with the parchment issued either from the University of Saskatchewan or from the partner institution. The parchment, if awarded, and transcript reflect the joint nature of the program. The degree can be at the undergraduate or graduate level.

Non-Degree Programs

These programs lead to a certificate of successful completion or certificate of attendance. A program consisting of courses which are generally numbered between 010 and 099. In some degree-level programs, these courses are treated as cognate courses or can be used towards the completion of a degree-level program

Program

A generally defined set of courses and other requirements described in the catalogue, which the student must successfully complete to obtain a specific degree, certificate or diploma or other recognized qualification. Programs are offered at four educational levels: community, non-degree level, undergraduate, and graduate levels. See also Appendix: Course level numbering.

Program Options

Within the general requirements of a particular program, many colleges provide one or more program options, which identify a specific set of courses and other requirements. Program options may be identified by program type, field of study, depth of study, thesis/non-thesis, and work experience. In graduate programs, a program may have a research option (thesis or project) or a non-research option (course based). Work experience is a program option used to identify a prescribed course or group of courses and associated requirements that provide university-recognized work experience (e.g. Business Co-operative Education Program, internship) in a program.

Residency Regulations for Degree Completion

Residency regulations for degree completion are determined by each college. In some cases, residency refers to a certain number of University of Saskatchewan credit units to be completed toward a program of study. These credit units may be completed online, by distance, or in-person, but must be awarded by the University of Saskatchewan. In other cases, residency refers specifically to the length of time a student must be physically present at the University of Saskatchewan while completing his/her program of study.

Teaching Areas

Similar to fields of study, teaching areas require the completion of a number of prescribed courses in a specific subject or discipline. Teaching areas, however, are ~~unique~~ specific to the Bachelor of Education (B.Ed.) and the Bachelor of Music (B.Mus.(Mus.Ed.)) degree programs. As defined by University Course Challenge (September 2011), teaching areas represent disciplinary fields developed by the Saskatchewan Ministry of Education in order to align with the Saskatchewan pre-kindergarten to grade twelve curriculum areas.

Work Experience Program Options

- *Professional Internship Program* is a supervised, practical training period for a student, usually endorsed by a professional association or accreditation body.

- *Cooperative Education Program* is a program which allows a student to combine academic study with work experience by combining terms on campus with terms working full-time in a job related to the field of study.

COURSE DEFINITIONS

Course

A unit of study in a subject area defined by a course description, title, and number in the Course and Program Catalogue. This unit of subject material is normally presented over a term to students in one or more registered classes. The smallest formally recognized academic unit of the curriculum is the course – a unit of study in a subject area identified by a description of activities.

Course Authority

Each course label is normally under the administrative authority of one academic unit. Control and management of course labels are delegated to the registrar, but authority for label association with specific courses remains with APC/council.

Three types of authority can be defined for each course:

- *Resource authority*: provision of teaching resources for the course

- *Content authority*: determining what should be taught in the course. This is the authority that will be listed in the student information system. It is often referred to as academic authority. This authority includes such areas as grade approval.

- *Administrative authority*: administration of the course when it is taught, including such areas as times and location of classes, class maintenance and dealing with student complaints.

For most courses, all three types of authority are held within a single department or college (in the case of non-departmentalized colleges). For interdisciplinary courses, however, the three types of authority can be spread over several departments, colleges, or other units.

A course label is a subject area identifier (four alphabetic characters) and the course number (numeric). An academic department or college or interdisciplinary program may offer courses titled with several course labels. Each course label should be under the administrative authority of one academic unit or an identified administrative unit for courses in certificates of successful completion not under the authority of a college.

Cognate Courses
The practice of allowing students credit for a course from another department. For example, biology allows students to take several agriculture courses for credit towards a major in biology.

Corequisite Courses
A course or other requirement that must be taken at the same time as the course being described.

Course and Class Titles
Effective communication should be the primary consideration when determining appropriate titles. Course titles appear in the Course and Program Catalogue and class titles are listed on transcripts. As such, titles should reflect educational content and should not include administrative details like credit units, etc. Short titles must be limited to 30 characters in length so they can reasonably appear on transcripts and in the student information system and long titles should be no longer than 100 characters.

Course Numbers
Course numbers are used according to the conventional practices established by the university for course numbering, as adapted by each college within the academic structure of its programs.

Consistent with the usual university practice, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available and on the order in which they want to have their courses appear in the catalogue. Please see Appendix: Course Level Numbering.

Course numbering will usually follow the conventional practice as described below and shown in the course levels chart.

- *Community level courses*: The numbers 01-09 are used for tracking membership in community-level classes and are not used for university credit towards a degree, diploma, or certificate.

- *Non-Degree courses*: The numbers 010-099 are used for courses developed for non-degree level programs.

- *Undergraduate courses*: The numbers 100-109 are used for general introductory courses which are not usually acceptable as a preparation for more advanced work in the subject area. In some specialized cases, 200-level courses may be considered introductory courses.

The numbers 110-199 are used for courses that introduce a subject area and which could serve as prerequisite to senior-level courses in that subject. These are often referred to as junior undergraduate courses. Usually these are taught in direct-entry programs.

Courses numbered 200-699 are also referred to as senior undergraduate courses, including courses in the first year of a non-direct-entry program. Some post-baccalaureate certificates requirements are comprised of 500 level courses (e.g. Special Education Certificate). 200-level courses usually have 100-level prerequisites, while 300-level and 400-level courses often have 200-level prerequisites. The 300- and 400-level courses are usually senior-level courses taken in the third and fourth years of a program

- *Graduate courses*: The numbers from 700 to 999 are used for graduate-level courses. The 800 series is usually for senior graduate courses which require undergraduate degree completion. The 900 series has been reserved for graduate research and seminar courses.

Consistent with the above scheme, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available and on the order in which they want to have their courses appear in the catalogue. The numbers x98 and x99 are reserved by the university for special topics courses, 990 for graduate level seminar requirements, 992 for masters level project-based program requirements, 994 for masters level thesis-based program requirements, and 996 for PhD level thesis requirements. After a course is deleted, that course number cannot be reused for a different course for a minimum of ten years. This avoids confusion for students in registration and transcripts.

Double-Counting or Multiple-Counting of Courses
Applying credit from one course toward more than one degree requirement.

Double-Listing or Cross-Listing of Courses in the Catalogue
The terms "double-listing" and "cross-listing" have been used to describe a variety of academic course delivery methods, but in this document, they are defined as following:

- **Academic Cross-Listing**
  Components of two different courses of different levels (often 400 and 800) which are taught by the same instructor in the same location at the same time. For example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.

- **Administrative Cross-Listing**
  Refers to the practice of creating multiple sections for one class in order to facilitate reserved seating for two or more groups of students or other administrative purposes. For example, a class may require a certain number of seats to be allocated to students in several different colleges.

This can be accomplished by creating several different sections and administratively cross-listing the sections back into a single class.

- **Double-Listing**
  The practice of offering a single course under two different course labels with the course requirements for successful completion being the same for all enrolled students. Typically, double listing is reserved for circumstances involving professional accreditation. The practice relies upon the coordination of multiple offices and is therefore more complex and time-consuming to administer. Historically, double-listing has hindered registration and it should continue to be used as a last resort. Please refer to the policy section for guidelines in the use of double-listing of courses. Proposed double-listings should be circulated through the Course Challenge Process and submitted to Academic Programs Committee for approval.

  The following guidelines apply to double listings:
  - Once a student has completed the course then that course label is the one for which they receive credit. However, equivalencies for double listed courses would apply in the event of program changes.

  - The course must be delivered with the same credit units and level for both course labels. Double-listing of an undergraduate-level course with a graduate-level course is not allowed.

  - It must be explicitly stated in the Course and Program Catalogue and on the syllabus that it is a double listed course.

  - Content resource and administrative authority for the double listed course should be clearly explained and each authority must track back to a single unit. By default these authorities would reside with the unit of the faculty member who is delivering that section of the course.

Elective Courses
An elective course is one chosen by a student from a number of courses in a curriculum, as opposed to a required course which the student must take.

Equivalent Courses
Courses that are deemed to possess equivalent content such that they are considered to be interchangeable across all programs, and students may receive credit for only one of the courses. Equivalent status must be honoured by both or all colleges involved.

Moribund Courses
A moribund course is one that has not been taught in the previous 48 months. Moribund courses will be retained in the course archive for an additional 48 months and then will be deleted. A moribund course does not appear in the catalogue but can still be activated for registration.

Moribund/Closed Subject Codes
A moribund or closed subject code is one that is no longer in use but historically has been used at the

University of Saskatchewan. Repurposing of historic or expired subject codes is not feasible due to detrimental effects it would have upon historic academic history records.

Mutually-Exclusive Course

Courses that are not entirely equivalent to each other, but possess similar or overlapping content. ~~Mutually-exclusive status must be honoured by both or all colleges involved.~~ Students may receive credit for only one of the courses deemed to be mutually-exclusive. However, in contrast to the status of equivalent courses, the mutually-exclusive status is program-dependent and therefore does not automatically apply across all programs. Mutually-exclusive status must be honoured by both or all colleges involved.

Placeholder Course

Placeholder courses are created for administrative purposes, normally to allow students access to university services such as the library and the Physical Activity Complex. These courses may be listed on transcripts, but they do not signify the attainment of academic credit. Placeholder subject codes normally begin with the letter "X." Final authority for the technical setup or adjustment of placeholder courses rests with the Registrar.

Practicum Courses

At the University of Saskatchewan, a practicum is usually a course in which a student works part-time in a workplace for a specified number of hours per week. However, the term is used widely in undergraduate and graduate education to describe all kinds of work-based learning experiences from single courses to lengthy clinical practice experience

Prerequisite Courses

A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

Required Courses

A course that all students following a particular program of studies are required to take.

Selected Topics Courses

Regular course offerings approved by University Course Challenge that allow for the subject of offering to change at the discretion of the Instructor. Typically, these courses are approved with a general topic area, for example, "Topics in Literary and Cultural Theory".

Special Topics Courses

These courses are offered on a special case basis, to allow colleges and schools some latitude in course offerings in special circumstances. These courses must be approved by the faculty of the college responsible for the course, forwarded to APC and the Registrar's Office for information, and should be numbered 298, 398, 498, 598, 898 or 299, 399, 499, 599, or 899. Special Topics courses are not normally used to substitute for required courses in a program. Please see the Special Topics Policy for further information.

Subject Codes

A ~~4 character~~ code that most accurately and comprehensively represents the subject matter being taught in the course(s). Most subject codes consist of 4 characters. Courses are identified on transcripts and the Course and Program Catalogue by subject codes, so effective communication should be the primary consideration when determining subject codes.

Interdisciplinary use of Subject Codes

New subject codes are initiated by colleges and approved by the registrar. Approval involves assigning authority for each subject code to a specific department or academic unit within the college of ownership. After approval by the registrar, the college and academic unit/departmental ownership is recorded in the student information system. ~~Each Subject Code is under the specified authority of an identified unit (see Appendix Two: Approved Subject Code Authority). The specified authority~~ A college may permit the use of a ~~course label~~ subject code under its authority by another academic unit for a specific course or courses ~~upon agreement by the specified authority~~, with the secondary unit then having administrative, content and/or resource authority for this specific course. This arrangement requires the agreement of the ~~specified~~ college authority and is contingent upon consultation with the registrar and the approval of APC via the course challenge process. This arrangement would allow for specific classes to be delivered and administered by faculty from another academic unit ~~department~~ (a different resource authority), which is important and desirable for both inter- and multi-disciplinary programs. This would mirror the cross-college minor system where both colleges must agree to the minor for it to be delivered.

CLASS DEFINITIONS

Class

While "course" is used to identify subject matter, "class" is used to refer to the offering of a course to one or more students within a term.

Class Scheduling for Common Components

Components of two different courses can be taught in common – for example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.

Registered Class

When a group of one or more students register in a course under the general direction of a particular instructor(s) at a given time. Each class requires an assigned academic instructor. A registered class may consist of one or more instructional units. Registered classes are defined by the label of the course under study and a registered class section number or by the term and course reference number attached to the class.

Off-Campus Class

Classes are defined as on-campus or off-campus for various reasons, including assessment of fees. An off-campus class is usually a class offered though a Regional College, at a Saskatchewan Polytechnic campus, or by an affiliated college such as Gabriel Dumont College. All web-based classes are considered off-campus. Occasionally, if an affiliated college is offering a class at the Saskatoon campus, these would still be considered as "off-campus" classes for the purposes of student fee assessment. Such classes are offered at a number of locations throughout the province. They are taught by instructors

approved by the university's academic departments. See also "Off-campus" under organizational definitions.

Section Numbers

Classes are identified by section numbers which may contain a prefix indicating the delivery mode or other information. Prefix codes are as follows:

A	Taught as a mixture of delivery modes at off-campus sites (multi-mode)
C	Taught in person at off-campus sites
E	Taught through or for a contracting agency
G	Sponsored by a government agency
L	Laboratory
N	College of Nursing class
P	Practicum
R	Taught in Regina (used by JSGS)
S	Seminar
T	Tutorial
U	University sponsored classes not taught through U of S
V	Television deliver mode at off-campus sites
W	Online or web-based deliver mode
X	Independent Studies deliver mode

Section number without delivery mode codes are 2 characters in length (eg: Section 21 or Section 03). Section number with embedded delivery mode codes are 3 characters in length (eg: Section L01 or Section W21). Certain number ranges also are reserved to help identify various administrative functions of the class:

01-29	General Use – On Campus
30-49	General Use – Off Campus
50-59	*Reserved
60-67	STM Classes
68-69	NORTEP
70-75	Outbound Exchange
76-79	USLC Classes
80-83	SUNTEP (Saskatoon)
84-85	SUNTEP (PA)
86-87	ITEP (Elementary)
88-89	ITEP (Secondary)
90	*Reserved
91-95	Aboriginal Student Achievement Program
96-99	St Peter's College

MODES OF INSTRUCTION

Schedule Types

The following types of instruction are offered in various classes (all schedule types are gradable unless otherwise noted).

- **Clinical Service (CL)** and **Teacher Supervision (SUP)** an instructional unit in which the students are required to meet with instructors for scheduled instructional periods to perform a professional service while receiving instruction. Examples are clinical classes in the Health Sciences and Student Teaching in Education. Instruction is typically provided on a one-to-one basis or to very small groups of students.

- **Co-op Work Experience/Internship (COO, IN1, IN2, IN3)** the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a paid work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported.

- **Field Study (FST)** Field study/fieldwork refers to activities conducted for the purpose of research, teaching, or study, or teaching and are undertaken by students of the university at any "off-campus" workplace where the standard operating procedures of the university would not apply.

- **Independent Studies (IND)** A class offered by a department utilizing non-face to face and non-web based methods of instruction.

- **Individual Research/Reading (RES or RDG)** included in this category are individual research, reading and other studies or projects in which each student works independently under the direction and supervision of an assigned instructor(s). The student and instructor usually meet on an "as required" basis. Since the number of hours spent by the student and the number of hours of instruction given by the instructor cannot be determined, only the number of students enrolled in the activity are recorded.

- **Laboratory (LAB)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities (non-gradable).

- **Lecture (LEC)** an instructional unit in which the instructor is responsible for preparing and presenting the course material.

- **Multimode (MM)** an instructional unit in which the instructor uses a combination of instruction types in a way which makes a breakdown by specific instruction type difficult.

- **Practicum (PRA)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities.

- **Seminar (SEM)** an instructional unit in which the students usually share some of the responsibility for preparing and presenting course topics. It may include more discussion types of

interaction between instructor and students.

- **Supervised Self-Instruction (SSI)** an instructional unit in which instructors are scheduled to be available for instruction and supervision of a group of students engaged in solving problem assignments; in using programmed or automated instructional materials; or in other supervised activities. A room or facility may be scheduled for this activity. However, the extent to which the individual student takes advantage of the facility or opportunity to meet with the instructor is not known. Problem labs are an example of SSI. The number of students attending each class may vary; therefore assign maximum enrolment limits as an average number in attendance (can be both gradable and non-gradable).

- **Tutorial (TUT)** a mechanism to review in class materials and content with greater student interaction between instructor and students outside of the central lecture (non-gradable).

- **Web-Based (WEB)** A class where either the entire class or a majority of the class is presented to students with a web tool.

Instructional Activity Codes

Abbreviations are used to describe instruction type and modes of delivery.

IND	Independent Studies
LIVE	Live Face to Face
MULTI	Multimode
PRINT	Print Based
TELE	Televised
WEB	Web Based
XHIGH	High School (Admin Only)
XINA	Instructional Mode Not Applicable

CREDIT UNITS AND BILLING HOURS

Academic Credit Units

Academic credit units (CU) define the amount of university-level credit to be awarded for successful completion of a course and will be displayed on the transcript or, in the case of transfer credit, of study elsewhere. A frequent criterion used in judging credit units would be the expected student effort in the course. Hours of instruction can also be a component of this value, so that a course which requires a minimum of 33 instructional course hours of lecture, at 3 instructional hours per week over 13 weeks, is often valued at 3 credit units.

Courses may be offered with any whole number of credit units. Courses offered to meet requirements for a non-degree level diploma or certificate will have credit units at the non-degree level, in contrast to degree-level credit units, attached to them. The value of these non-degree level credit units compared to degree-level credit units is established by the college concerned.

Operational Credit Units

For administrative purposes, courses often carry "operational" credit units, rather than academic credit units. While the course may be listed on transcripts with 0 credit units, the operational credit unit weight of the class are used to determine a student's full or part time status; control the number of classes a student may register in for a term (maximum credit units); determine a student's loan eligibility; determine eligibility for full or part time months for T2202A processing.

Billing Hour Units

The billing hour (BH) unit applied to a class is used in the calculation of tuition and student fees.

TRANSFER CREDIT DEFINITIONS

Articulation

A process by which institutions assess learning acquired elsewhere in order that credit toward their own credential may be provided. Articulation is based on faculty decisions and established institutional principles, policies and procedures. It acknowledges the missions of different types of institutions and the quality and integrity of their programs. Transfer credit is the result of the articulation process.

Block Transfer

The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessment. An example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution. Block transfer credit assessments establish and recognize that certificate, diploma, and other program graduates possess the knowledge, skills and abilities necessary to succeed in upper-year courses at the receiving institution.

Course-by-Course Transfer

The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit may be awarded for a specific U of S course (or courses), non-specific credit for a subject area, or an elective at the junior-level, senior-level, or unspecified-level.

Laddering

Seamless movement of a student between certificate, diploma, and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Learning Outcomes

The knowledge, skills, competencies, and abilities that a student has attained and is able to demonstrate as a result of successfully completing a particular set of educational experiences.

Learning Pathways

Different routes that individuals choose to progress into, within, and out of the post-secondary education system. Learning pathways are used to describe the recognized mobility options available to different learners.

Mobility

The ability to move freely from one jurisdiction to another and to gain entry into an academic institution, trade or profession or to participate in a learning experience without undue obstacles or hindrances.

Recognized Post-Secondary Institution

A public or private institution that has been given authority to grant degrees, diplomas, certificates, and other formal credentials by competent authorities within the country or that is widely accepted by other institutions and organizations inside and/or outside the country. Examples that designate an institution as such include a public or private act of the provincial/territorial legislature, a government-mandated quality assurance mechanism, or a national accrediting body.

Transfer Credit (Credit Transfer)

Transfer credit refers to a course or courses taken at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution for credit (the receiving institution). Transfer credit is sometimes also called credit transfer or advanced standing. The U of S accepts, for transfer of credit, courses from accredited institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work which has been completed at another institution and to reduce the likelihood of a student repeating academic work for which there has already been a demonstrated competence.

STUDY ABROAD DEFINITIONS

Dual Degree Program

Please see "dual degree program" under program definitions.

Independent Study Abroad

A credit-based education abroad activity initiated and arranged by the student with the home institution, and recognized by establishing an independent leaning course or the granting of transfer credit.

Internship Abroad Program

A supervised work-placement abroad where the primary motivation is educational. Internships may be credit or non-credit, and paid or unpaid.

Joint Degree Program

Please see "joint degree program" under program definitions.

Student Exchange Program

A Student Exchange is a program of study whereby partner institutions establish a reciprocal agreement

which enables students to pay tuition at their home institution and to register and study at the host partner institution, with credit transferred back to the home institution. The typical duration of an exchange is one or two terms.

Taught Abroad Course/Program

A short-term credit-based activity, involving a group of students taking one or two University of Saskatchewan courses abroad, under the supervision of a University of Saskatchewan faculty member.

Term Abroad Program

A 3-4 month (one term)one term group program abroad with a prescribed course of study offered by an institution such that the student obtains home-institution credit.

Visiting Student Program

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition is paid to the University of Saskatchewan.

Visiting Research Student Program

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding six months.

MOBILITY AGREEMENT DEFINITIONS

Block Transfer Agreements

A type of block transfer credit agreement between the U of S and another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at the U of S. This type of agreement goes beyond a basic transfer credit agreement because it specifies that the completion of specific courses, or completion of a specific credential, will fulfill the requirements of a particular program at the U of S. Students would receive their final credential from the U of S. Some examples of these agreements include, but are not limited to: 2+2, 1+3 and 3+1.

Consortium

A network to which the university is a member, along with other universities or institutions with the objective of facilitating student mobility (eg. TASSEP, CALDO, MICEFA).

Dual Degree Agreement

The agreement required to establish a Dual Degree Program.

Home Institution

The institution in which a student is formally enrolled and is expected to graduate from.

Host Institution
The institution which has agreed to accept a student from the home institution for a limited period of study.

Joint Degree Agreement
The agreement required to establish a Joint Degree Program.

MOU (Memorandum of Understanding)
A non-legally binding umbrella agreement that provides a framework for collaborative activities between international partners. This agreement has also commonly been referred to as a "handshake agreement" or "parent agreement." This agreement is often the beginning of a formal relationship between two institutions.

Student Exchange Agreement
A reciprocal agreement which allows for the exchange of students where students pay tuition at their home institution and study at the host partner institution, with credit transferred back to the home institution. These agreements can be university wide or restricted to specific colleges, departments or levels of study.

Transfer Credit Agreement (Articulation Agreement)
An agreement between two institutions that authorizes studies completed at one institution to be credited toward studies taken at another institution. Transfer credit agreements can be bilateral (with each institution agreeing to recognize the other's courses) or unilateral. Transfer credit can be recognized course-by-course or as a block transfer credit.

Visiting Student Agreement
An agreement established between two universities that allows students from the home institution to attend the host institution as a visiting student.

STUDENT RECORD DEFINITIONS

Student Record
The student record holds the program and course information related to a specific student. It will typically contain information related to the specific classes, sections, and sessions.

Qualification
The qualification is the degree, diploma, or certificate awarded to the student, which may be accompanied by an indication of distinction (Distinction, Great Distinction, Honors, or High Honours).

Transcript
The transcript is the official and unabridged version of a student's educational record at the University of Saskatchewan provided to the student and at the student's request to third parties. The transcript shows the label, title, class, term and result for each course in which a student was registered past the

add/drop deadline. It also records such information as faculty actions, suspensions, expulsions, transfer credits, and qualifications and distinctions. The nature, extent and format of information that appears on the transcript are determined by the registrar in accordance with national and international professional standards, normal practice in higher education, and practical systems. An official transcript is one issued directly to another agency or institution and bearing the seal of the University of Saskatchewan and the signature of the registrar. The seal and the signature may be in electronic form in accordance with the university's signing policy.

Parchment

The parchment is a legal document issued by the University of Saskatchewan, that confirms the recipient has successfully completed a specific program and confers an academic qualification. The parchment displays the University of Saskatchewan seal, at minimum the signatures of the university president, university chancellor, university secretary, dean of the college, and the date, degree, and major (or program in the case of the College of Graduate Studies and Research) where appropriate. The nature, extent and format of information that appears on the transcript are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

TIME-PERIOD DEFINITIONS

Academic Calendar

A listing of the dates of major academic events or deadlines for the academic calendar year.

Academic Calendar Year

A twelve month time period beginning May 1st of each year around which admission procedures and curricular changes are organized. Students are generally expected to complete the program requirements approved for the academic calendar year in which they were admitted. As such, program changes and new programs are typically implemented with an effective date of May 1st. The degree audit system evaluates each student's progress toward program completion based upon his/her designated academic calendar year.

Academic Year

A twelve-month period beginning on July 1st of each year. This is the usual time period used for academic appointments in the hiring and promotion of faculty.

Final Exam Period Definitions

Fall term: The examination period begins on the first day following the last day of instruction and goes no later than December 23rd.

Winter term: The examination period begins the first day following the last day of instruction and goes no later than April 30th.

Spring & summer: The examination periods for spring and summer include the two days following the last day of instruction after each quarter and the 3 days following the last day of instruction after each term.

- **Deferred examinations**: A deferred examination is the sitting of a final examination at a time other than the scheduled time and date. A deferred examination may be granted to a student who is not able to complete a final examination through no fault of his/her own, for medical, compassionate, or other valid reasons. These examinations are granted under regulations established by the college and subject to the Academic Courses Policy. a student who is absent from a final examination through no fault of his or her own, for medical, compassionate, or other valid reasons, may apply to the college in which they are registered for a deferred exam under regulations established by the Academic Courses Policy and the college.

- **Supplemental examinations:** a student who fails a final examination may be granted a supplemental examination under regulations established by the Academic Courses Policy and the college.
  A supplemental examination is the re-writing of a final examination. A student may be granted a supplemental examination under regulations established by the college and subject to the Academic Courses Policy.

- **Special deferred and special supplemental examinations:** the college may, under extenuating circumstances, grant a special deferred or supplemental examination to a student who submits satisfactory evidence of inability to be present at the deferred or supplemental examination under regulations established the Academic Courses Policy and the college.

Fiscal Year

The fiscal year for the university runs from May 1 to April 30 as defined in The University Act (1995).

Instructional cycle and instructional periods

For fall and winter term standard day period lecture classes:

- 50 minute instructional periods starting half-past the hour, on the instructional cycle every Monday, Wednesday and Friday; or 75 minute instructional periods starting at 0830, 1000, 1130, 1300 or 1430, on the instructional cycle every Tuesday and Thursday;

- Edwards School of Business (ESB) offers Monday/Wednesday classes on a 75 minute instructional period AND the current instruction period and instruction cycle does not capture the delivery of MBA and MPAcc classes

For fall and winter term standard evening period lecture classes:
- 150 minute instructional periods, on the instructional cycle of one evening per week;

For spring and summer terms lecture classes:
- Presently these are usually taught for about two instructional hours per day (110 minutes), five days per week, but this can vary depending on the course requirements.

Classes can be offered in any day or night standard instructional period except Sundays.

Instructional period

A scheduled period of time in which a group of students participate in a particular type of instructional activity (laboratory, lecture, discussion, etc.) related to a specific subject.

- *Day period* – an instructional period currently between 0730 and 1730 hours.

- *Evening period* – an instructional period currently between 1730 and 2200 hours.

Classes on campus can be held from 0730 – 2230 using standard time blocks as defined by the registrar. Colleges using non-standard time blocks need the approval of the registrar.

Term

A period of time defined in the Academic Calendar, for which a course for credit may be offered. Terms are identified by the year and the month of when they occur (e.g. 201609 is September of 20016). Each term usually allows for a minimum of 33 instructional period hours of instruction per term. For graduate students, the year is divided into graduate term one, graduate term two and graduate term three.

- *Fall and winter (fall term 1 and winter term 2)* - each term usually allows for 13 weeks of instruction followed by the examination period. Fall term 1 runs from September to December and term 2 runs January to April. Some professional colleges have longer fall and/or winter terms, and different start and end times.

- *Spring and summer (spring term 1 and summer term 2)* – these two terms begin in mid-May and end in mid-August. Instructional periods and times differ from those in the fall and winter. Spring term 1 runs through May and June and is split into quarter 1 and quarter 2. Summer term 2 runs through July and August and is split into quarter 3 and quarter 4.
- *Irregular terms* – some programs have longer terms, and different start and end times. Several colleges deviate from this terminology – for example, for graduate students, the year is divided into graduate term 1, graduate term 2, and graduate term 3, while Veterinary Medicine divides its instructional sessions into "Quarters".

Quarter

A division of the university academic year composed of half a term.

UNIVERSITY CATALOGUE DEFINITIONS AND STANDARDS

University Catalogue

Formerly known as the University Calendar, the University Catalogue is an online document that at a minimum consists of the Course & Program Catalogue and the Academic Calendar as well as any other online content pertaining to tuition & fees and registration and admissions policies and requirements. The nature, extent and format of information contained in the catalogue are determined by the registrar in accordance with national and international professional standards, normal practice in higher education, and practical systems.

Catalogue Format for Programs

All programs shown in the catalogue should list all degree requirements, including specified and elective courses, required averages for graduation, and any other requirements.

Catalogue Format for Courses

The format for presenting consistent course information in all formats includes:

1) the course label (consisting of a subject code of 4 characters and a 3 digit numeric code)
2) the full title of the course (in English)
3) the course academic credit unit value
4) prerequisites (course(s) that must be completed prior to the start of the course for which registration is occurring), corequisites (course(s) that must be taken at the same time as the course for which registration is occurring), permissions and restrictions if any
5) course description of 150 words or less
6) additional information about transferability, duplication, or loss of credit

Title, label, and credit unit value identify the courses used to meet requirements for graduate and undergraduate degrees. Typically credit units are attached to these courses. Courses offered to meet either degree or certificate requirements follow the same identification system as degree-level courses.

Appendix One: Course Level Numbering

Educational Level		Course Level	General Description of Courses Numbered in this Range
Community		001-009	Courses or groups of courses intended for the general public

Non-Degree Non-University		010-089	Courses intended primarily for Non-university level programs. These are appropriate for post-secondary training and may have content similar to degree-level courses, but do not have the breadth or depth of understanding.
Upper Level Non-Degree		090-099	Courses which do not require the matriculation level preparation generally required by most Universities as a necessary prerequisite for a first year undergraduate level course in the subject. In particular, this series of course numbers are used when a department also offers a junior level course in a subject for students with matriculation level 30 preparation (identified by a 100 series number). Students should be advised that courses numbered in the 90 series <u>may not</u> be accepted for credit toward a degree in some programs at this or another University and therefore should check course descriptions and program requirements carefully.
University Degree-Level	Undergraduate Junior Level	100-109	General introductory courses usually not intended as preparation for more advanced study in the subject but are designed to acquaint the student with a field of knowledge in which they do not propose to concentrate. Students should be advised that these courses may not be accepted as prerequisites for advanced undergraduate study in the subject or as adequate preparation for entry into some programs and should therefore check course descriptions and program requirements carefully.
Educational Level		**Course Level**	**General Description of Courses Numbered in this Range**
University Degree-Level	Undergraduate Junior Level	110-199	All other courses offered for junior undergraduate level credit. These courses are usually accepted toward meeting introductory-level program requirements and are usually used as prerequisites to senior-level courses.

University Degree-Level	Undergraduate Senior Level	200-699	Courses intended for upper years of direct entry College undergraduate programs or for all years of non-direct entry College programs. In many (but not all) direct entry College programs the first digit will usually indicate the year of the program for which the course has been designed. For non-direct entry College programs; first year program courses will usually be numbered 200-200, second year program courses 300-399, etc. Post-baccalaureate certificate programs would typically use 500-699 course numbers.
University Degree-Level	Graduate Junior Level	700-799	A graduate course which has a significant amount of content on the undergraduate level should be numbered on the 700 level. A 700-level designation does not suggest that students taking the course are unprepared for the program in which they are registered; it only indicates that they lack the normally expected undergraduate preparation in the subject area of the course itself.
University Degree-Level	Graduate Senior Level	800-899	A course which may be taken only by students who have completed the undergraduate level preparation generally expected for a graduate level course in the subject.
		990-999	Graduate Seminars, Projects, Theses, Exhibitions

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn, Chair, Acadmic Programs Committee

DATE OF MEETING: June 23, 2016

SUBJECT: Academic and Curricular Changes Authority Chart

DECISION REQUESTED:

> *It is recommended:*
> *That Council approve the changes to the Academic and*
> *Curricular Changes Authority Chart, effective July 1, 2016.*

PURPOSE:

Under the *University of Saskatchewan Act 1995* Council has responsibility for overseeing and directing the university's academic affairs.   This chart outlines the various levels of approved authority for different academic and curricular changes.

CONTEXT AND BACKGROUND:

The Academic and Curricular Changes Authority Chart was last revised in 2013, with revisions being approved by University Council on January 24, 2013. The 2013 version of the chart reflects an effort to streamline the university's curricular approval and implementation processes, in response to the priorities in the second integrated plan. The proposed revisions aim to further streamline these processes, specifically by clarifying the required levels of approval for newly-identified academic and curricular changes, and providing appropriate contact information to assist with the proposed changes.

IMPLICATIONS:

The proposed changes to the Academic and Curricular Changes Authority Chart only clarify the level of approval needed for newly-identified academic and curricular changes. Please note that the levels of approval required for academic and curricular changes are not becoming more stringent or rigorous for proponents, nor are the authorities of any group being degraded by the proposed changes.

CONSULTATION:

The Academic and Curricular Change Authority Chart was discussed at APC on May 4, 2016 and APC recommended it go to Council at its June 8, 2016 meeting. This was sent to Council for input at its May 19, 2016 meeting.

FURTHER ACTION REQUIRED:

Once the Academic and Curricular Change Authority Chart is approved by Council, it will be posted on the Academic Programs Committee website.

ATTACHMENTS:
   1. Academic and Curricular Changes Authority Chart

Academic & Curricular Changes Authority Chart

(Examples and explanatory notes appear in endnotes, below)

FINAL LEVEL OF APPROVAL	TYPE OF CURRICULAR CHANGE

University Approval Level

General Principles: Existing programs, curricular innovations and changes will maintain reasonable consistency in academic standards, program requirements and expectations, and student experience. NOTE: All new programs and curricular revisions with tuition adjustments are not considered to be final until Board of Governors' approval is secured. See the University of Saskatchewan Act (1995) (Part Five, Section 48)

UNIVERSITY COUNCIL	
Principles and Procedures: Council approves academic matters which establish university precedents, set policies, or affect allocation of university resources. Council requires recommendations from the Academic Programs Committee on the proposal's academic merit, budget implications, and academic priority.	**Additions or deletions** • Addition of a new degree program • Addition of a new degree-level program, such as a diploma or certificate of proficiency, when an approved template does *not* exist. • Addition of a dual or combined degree program that involves the creation of a new degree or a new field of study.[i] • Addition of a joint degree program • Addition of a new field of study for an existing degree program when an approved template does *not* exist. • Addition of a new template for a degree or degree-level program. ~~certificate, a major or honours program, or a graduate program~~ • Deletion of a degree or degree-level program or template. • Deletion of a field of study ~~at the major, honours or graduate level~~ which has significant academic or financial implications. • Establishment or disestablishment of a college or department. (See Guidelines for establishing departments, Guidelines for establishing centres and Guidelines for disestablishing a department) **Program changes** • Change in the qualifications for admission to a program.* • Enrolment management plan for a college.* • A change to the name of a college, department, or school[ii]

- A change to the name of a degree or degree-level program.
- A change to the template for a degree or degree-level program.
- Changes to the majority of courses and requirements in an existing program (this is often referred to as a "Replacement Program").[iii]
- Program revisions which are significant enough that university budgetary support is requested or likely to be required.
- Changes to university policies on curriculum, admission, courses, and examinations.
- Exceptions to the University Council-approved percentage grading system.

*These changes also require confirmation of University Senate.

ACADEMIC PROGRAMS COMMITTEE (APC)	
Principles and Procedures: APC ensures that the application and interpretation of University Council policies, procedures and nomenclature relating to academic standards, program requirements and student experience is reasonably consistent across programs. APC can consult with other committees if required.	**Additions or deletions** - Addition of a new degree-level program, such as a certificate of proficiency or diploma for which an approved template exists. a major or honours program, or graduate program, or - Addition of a new field of study for which an approved template exists. - Addition of a new Field of Study in an approved program - Addition of a greater depth of study (for example, honours, Ph.D.) in an existing approved program field of study. - Deletion of a field of study, unless this has significant academic or financial implications. These require University Council approval. See above. - Addition or deletion of a project, thesis, or course-based option. **Program changes** - A change to the name of a field of study. - A change to the total number of credit units required for an approved degree program when this change affects tuition or overall program length for students. - Changes to tuition amounts for existing courses and programs.[iv] - Double-listing of courses (after prior approval through University Course Challenge) - Approval of the annual Academic Calendar, including changes to the Academic Calendar. - Resolution of challenges submitted through the University Course Challenge process. - Changes to university procedures for administration of policies on curriculum admission, courses and examinations. - A combined or second degree program that involves changes to the existing program requirements.[v]

	• Changing the administrative authority of a program when this change involves more than one college.
UNIVERSITY COURSE CHALLENGE (UCC)	
Principles and Procedures: University Course Challenge is appropriate for approval of straightforward curricular changes to existing programs, including those which may affect students and programs in other colleges. However, if the Academic Programs Committee determines that curricular changes submitted to University Course Challenge have significant financial impact they will be referred to university budgetary authority for review prior to approval. ***Deadlines:*** The January UCC is the deadline for any change for the next Course and Program Catalogue; the April UCC is the deadline for any new classes for the next year; the May UCC is the deadline for any prerequisite or other course change for the next year.	**Additions or deletions** • Addition of a new course or deletion of a course (unless deleted by the Moribund Course Archive policy). • Addition or deletion of a lesser depth of study (such as a minor ~~Cross-college minor~~or concentration) in a field of study still taught as a major. • Addition or deletion of a cross-college minor.[vi] • Addition or deletion of a work experience or internship option. • Addition or deletion of a concentration. • Addition or deletion of a teaching area. **Program changes** • Change to the name of a minor, concentration, or teaching area. • Straightforward program changes. These would include: -substitution of a different course for an existing course in a program - ~~Changes to a majority of courses in a program (structure, content, scheduling[vii]~~ - addition or deletion of a requirement in a program - changes to the concentrations in a program - minor changes to the total number of credit units required in a program if this changes does *not* affect overall tuition or program length - any changes to the required courses in a program, regardless of whether or not they involve courses from colleges outside the sponsoring unit • Changes to the lists of elective courses in a program if these changes affect the program or courses offered by another college. • Curricular changes that affect more than one academic unit *within* the College of Graduate Studies and Research require University Course Challenge approval.

Course changes

- Prerequisite or corequisite changes including adding or removing permission or restrictions on a prerequisite if the changes affect another college.
- Determining equivalent courses and mutually exclusive courses in cases where courses are under the authority of different colleges.
- Reduction or increase of the number of credit units for a course. *Note that changing the credit unit value of a course also requires that a new course number be assigned.*
- Interdisciplinary use of a subject code in a course label
- Changes to the administrative authority of a course when this involves more than one college.
- Any other changes to an approved course if the changes if the changes involve courses outside the sponsoring college.
- Academic cross-listings if they involve more than one college.[viii]

College Approval Level

General Principles: Colleges are responsible for organizing and administering delivery of approved programs and for ensuring that progression and graduation standards reflect the specific academic and professional standards and requirements of the degree programs offered by that college.

COLLEGE	
Principles and Procedures: Colleges approve most straightforward changes in courses which do not affect students or programs in other colleges. Colleges also approve changes to academic rules which affect student selection, progression and graduation. Course changes which will be of interest to students and faculty advisors in other colleges can be posted as an information item in the University Course Challenge.	**Additions** • Addition of a double honours program ~~or double major~~ in two existing fields of study with honours programs. • ~~Award of a double-honours degree in fields where honours programs already exist.~~ **Program changes** • A change to the standards required for promotion, graduation or residency. • Double-counting or multiple-counting of courses • A change in the selection criteria for admission to a program. • Authority to restrict or control registration in any course. • Management of enrolment in accordance with an approved plan. • Changes to the list of elective courses in a program if the changes do not affect another college. • An agreement between colleges to offer 2 or more existing programs concurrently. This involves scheduling courses to accommodate the concurrent enrolment, but does not involve making changes to the existing program. [ix] **Course changes** • Determining equivalent courses and mutually exclusive courses within the college. • Course changes provided they do not affect another college. These would include: -Prerequisite or corequisite changes including adding or removing permission or restrictions unless this affects another college. - Changes to label, number, level, title, Course and Program Catalogue description, course content, lecture hours, evaluation. - Changes to the practicum/laboratory, tutorial, seminar/discussion requirements of lecture hours of a course. - Changes to the methods of evaluation (this involves assessment of students within the university's established grading

	system (link to ACP), for example: exam exemptions, take-home exams, etc.).
	-Splitting a course into two 3 cu courses or combining two 3 cu courses into one 6 cu course. This will not be considered as a "new course" as defined for Challenge, but a new course number will be assigned.
	• Academic cross-listings that do not involve more than one college.
	• Any such course changes that affect another college must be posted for approval through the University Course Challenge.
	• Changing the administrative authority (ie. departmental authority) of a course or program within a single college. ~~When this change involves more than one college, it must be approved by all colleges involved, and circulated through University Course Challenge for information.~~
COLLEGE OF GRADUATE STUDIES AND RESEARCH	
Principles and Procedures: University Council has delegated special authority to the College of Graduate Studies and Research to make program changes in graduate thesis programs which streamline those programs and enhance research productivity. The curricular changes made by CGSR under this delegated authority should be submitted annually to APC and forwarded to Council for information.	**Additions or deletions** • Addition of a new concentration for an Interdisciplinary Studies graduate program. • Addition of a new direct-entry Ph.D. program in an existing field of study (with APC to be updated for information on an annual basis)[x] • Addition or deletion of a P.G.D. program in a field where a Master's program exists. • Addition or deletion of a Special Case graduate program at the P.G.D., Master's or Ph.D. level. • Addition or deletion of a dual degree arrangement that does not involve the creation of a new degree program, new field of study, or changes to existing degree program requirements. After college approval, Registrarial Services must be informed so that parchments and transcripts can be adjusted to reflect the dual nature of the program awarded. **Program changes** • Changes, within prescribed limits, to the minimum course requirements for a Master's (thesis) program or a PhD program. These are limited to: - reduction of Master's credit unit requirement to 9 or greater, plus seminar (thesis program) - reduction of Ph.D. course requirements (requires Graduate Council approval only)

Other Approval Levels

General Principles: Curricular approvals for non-degree-level programs has been delegated to academic officers, on the principle that while such programs make use of university administrative capacity and expertise, they are cost-recovery, service or adjunct programs only and do not require ongoing oversight by University Council.

VICE-PRESIDENT ACADEMIC AND PROVOST	
Principles and Procedures: University Council has delegated to the Provost the authority to approve Certificates of Successful Completion. Contact Registrarial Services Office to complete a Consultation with the Registrar Form.	**Additions or deletions** • Certificate of Successful Completion (non-degree level, ie. comprised of non-degree level courses numbered 010-099): A standard of proficiency, achievement or promotion appropriate for post-secondary training. • ~~Certificate of Attendance Satisfactory attendance at a course or program of courses sponsored by the Centre for Continuing and Distance Education or a college~~
DEAN	
Principles and Procedures: University Council has delegated to the Dean the authority to approve Certificates of	**Additions or deletions** • Certificate of Attendance (~~community level~~community-level, non-academic programs that are below the level of certificates of proficiency and successful completion, ie. comprised of courses numbered 001-009): Satisfactory attendance at a -course or program of courses ~~sponsored by the Centre for Continuing and Distance Education or a college.~~

Attendance. Contact Registrarial Services Office to complete a Consultation with the Registrar Form.

FEE REVIEW COMMITTEE

Principles and Procedures: The Provost's Committee on Integrated Planning (PCIP) has delegated to the Fee Review Committee authority over ancillary service fees. All new or revised course and class fees outside of standard tuition and fees must be approved by the Fee Review Committee. Please see the Tuition and Fees Authorization Policy.

Additions or deletions

- All new or revised course and class fees outside of standard tuition and fees. For more information, please see the Tuition and Fees Authorization Policy.

REGISTRAR

Principles and Procedures: University Council has delegated to the University Registrar authority for registration, the student information system, and course delivery so that academic programs may be administered in an orderly manner. The Consultation with the Registrar

- Oversight of academic terminology through the Academic & Curricular Nomenclature.
- Oversight of course delivery, examination policies, and assessment of student learning through the Academic Courses Policy.
- Content and format of parchments.
- Content and format of transcripts.
- Content and format of University Catalogue (this includes the Course and Program Catalogue, Academic Calendar, as well as information pertaining to admission, registration, and tuition and fee policies).
- Addition or deletion of subject codes.

Form must be completed for all new programs and other curricular items that are meant to be listed on academic records.	• Addition or deletion of placeholder courses (non-academic courses). • Registrarial Services must be informed of dual and joint degree programs after approval, so that parchments and transcripts can be adjusted to reflect the dual/joint nature of the programs awarded.

Forms: All required forms can be found on the Forms and Guidelines page on the University Secretary's website. (I will link)

Deadlines: Deadlines are outlined in the Year at a Glance Memo. (I will link)

---

[i] Example: M.G.E.N.I.A. with University of Tromso - Joint Degree (University Council, June 2015).

[ii] University-level Schools fall under the "college" category; Professional Schools fall under the "department" category (see definitions in Nomenclature). Name changes for these would follow the approval path of colleges and departments.

[iii] Examples: the B.Ed. 2012 Replacement Program (University Council June, 2010) and the M.D. Replacement Program (University Council November, 2013)

[iv] Example: Certificate in Practical and Applied Arts change from charging TC02 to TC05.

[v] Example: J.D./M.B.A. program (APC, March 23, 2016)

[vi] Per the Cross-college Minor Policy (APC, 2007), all cross-college minors are treated as new fields of study for the purposes of approval.

[vii] This is a duplication of "replacement programs" listed above.

[viii] Per Nomenclature. Example: 400 and 800-level courses.

[ix] Example: M.D./M.B.A. program

[x] Approved at University Council, December 20, 2012 and Senate, April 20, 2013

256

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: June 23, 2016

SUBJECT: **Admissions Templates for Student Mobility Categories**

DECISION REQUESTED:

It is recommended:
That Council approve the Admissions Templates for Student Mobility
Categories, effective upon Senate confirmation of Council's decision

PURPOSE:

Admissions templates are being recommended for approval to ensure standard
admissions requirements are outlined for students who come to the University of
Saskatchewan for the purposes of short-term study, and are not currently enrolled in a
degree program at our university.

CONTEXT AND BACKGROUND:

The Visiting Student and the Inbound Student Exchange Program categories have long
been established at the U of S, but are only now being formalized with admissions
templates outlining the requirements:

- The Visiting Student category enables students to enroll in courses at the U of S and have
  their credits transferred back to their home institution. These students are admitted to the
  university on the basis of a letter of permission from their home institution, or through a
  formal partnership agreement. Students must be in good standing at their home institution
  and meet English proficiency requirements. Tuition is paid to the University of
  Saskatchewan. Students are admitted for up to one year of study. Extensions require a re-
  application.

- Inbound and Outbound Exchange Students are managed through a reciprocal Exchange
  Agreement between the U of S and a partner institution. Numbers of students are limited by
  the agreement. The selection of Inbound Exchange students (to the U of S) is done by the
  partner institution. The selection of Outbound Exchange students (to the partner institution)
  is done by the U of S. The exchange agreement outlines minimum academic and language
  proficiency requirements. Students are admitted for up to one year of study. Tuition is paid
  to the student's home institution.

On June 1, 2014 the University of Saskatchewan was granted Designated Learning Institution
(DLI) status by Immigration, Refugee and Citizenship Canada (IRCC) under the Province of
Saskatchewan's Designated Learning Institution Framework. This status enables the U of S to

receive international students under the new International Student Program. Designation is granted based on the institution's adherence to legal regulations regarding the IRCC International Student Program (ISP) as well as requirements established by the Government of Saskatchewan. Any derogation from our responsibilities as a DLI can result in an audit and a potential revocation process. In early 2015, IRCC changed its regulations, effectively requiring the University of Saskatchewan to disallow the option for international students from other universities to be registered at the U of S as Visiting Scholars.

The University was required to establish a new pathway for students to come to the university to undertake short-term research. In May 2015, the Visiting Research Student (VRS) was piloted. This stream allows international and domestic students at both the undergraduate and graduate level to be admitted to the U of S to conduct research in collaboration with and under the supervision of a U of S faculty member. This new category provides a way for the University to adhere to regulations by formally admitting, registering, and recording the successful or unsuccessful completion of research activity by short term visiting research students. Students submit an online application, identify a supervisor, and have their research plan approved before admission is recommended to the College of Graduate Studies & Research. The VRS category was designed to mimic the Visiting Scholars category. Tuition is not assessed and students are not required to provide proof of English proficiency. Registration is allowed for up to 6 months within a 12-month period. The category also allows international students to apply for a study permit, and if on-campus work conditions are included on the study permit, students may receive payment for research while they are here. Students registered in the VRS category may not register in any credit course work.

CONSULTATION:

The Academic Programs Committee reviewed the admissions templates for mobility categories at its May 25, 2016 meeting and recommended them for approval by Council. The templates align with University Nomenclature revisions. The International Activities Committee was provided the opportunity to review the templates at its June 7 meeting as well.

SUMMARY:

By capturing our admissions requirements for student mobility categories, we will ensure consistency in the admission of students under these different categories and will allow the U of S to better track the activity of students on our campus.

FURTHER ACTION REQUIRED:

These admissions templates require Senate confirmation and will be presented at its October 2016 meeting.

The admissions templates will come into effect immediately following Senate confirmation of Council's approval.

ATTACHMENTS:
- Admissions Templates for Mobility Categories
  - Visiting Research Students
  - Visiting Students
  - Exchange Students

2016-17 Admission Requirements
Student Mobility Categories

College: College of Graduate Studies & Research

Program(s): Visiting Research Student Program

Definition:

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding six months.

Admission Qualifications:

- Sufficient postsecondary education and English proficiency to engage effectively in undergraduate-level or graduate-level research, as determined by the faculty supervisor

Selection Criteria:

- Submission of a Visiting Research Student (VRS) application
- A research plan including research objectives, research activities, and expected learning outcomes
- Approval of an identified U of S faculty supervisor
- Review and approval of application, research plan, and supervisor by College of Graduate Studies & Research

General Information:

- A VRS may pursue supervised research only, and may not enroll in any credit coursework at the University.
- Students will be registered by CGSR in a zero credit unit research course, which denotes that student is engaged in full-time academic research.
- VRS students will not be assessed tuition and will be assessed off-campus student fees providing access to limited U of S student services. Students may elect to enroll in the Health, Dental and U-Pass plans.
- Students will be assigned a CR (Completed Requirement) for satisfactory completion of the research objectives or an F (Fail) for unsatisfactory completion. An official transcript of the visiting research studies may be ordered.
- Students who wish to register in credit coursework, or who wish to stay longer than six months, must pursue other admission options such as admission as a non-degree student, a visiting student, or a joint student.
- International visiting research students are encouraged to obtain a study permit although it is not required by CIC for periods of study six months of less. Where faculty intend to remunerate research activity, the student must obtain a study permit and apply for a SIN on arrival in Canada.

2016-17 Admission Requirements
Student Mobility Categories

College: All U of S Colleges and Schools

Program(s): Visiting Student Program

Definition:

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition is paid to the University of Saskatchewan.

Admission Qualifications:

- Proof of sufficient postsecondary education and English language proficiency to engage effectively in undergraduate-level or graduate-level studies. This proof comes from the home institution, generally in the form of a Letter of Permission, transcripts, or a selection process that is outlined in a current mobility agreement.

Selection Criteria:

- Submission of an application for admission
- Review and approval by College (direct-entry delegated to Admissions & Transfer Credit Office)

2016-17 Admission Requirements
Student Mobility Categories

College: All U of S Colleges and Schools

Program(s): Student Exchange Program

Definition:

A Student Exchange is a program of study whereby partner institutions establish a reciprocal agreement which enables students to pay tuition at their home institution and to register and study at the host partner institution, with credit transferred back to the home institution. The typical duration of an exchange is one or two terms.

Inbound Exchange Students

Admission Qualifications:

A current exchange agreement must be in place. The exchange agreement outlines minimum academic and English language proficiency requirements at the University of Saskatchewan.

Selection Criteria:

Inbound exchange students, coming to the University of Saskatchewan from a partner institution, are selected by the partner institution.

Inbound exchange student numbers are limited by the agreement.

Outbound Exchange Students

Admission Qualifications:

A current exchange agreement must be in place. The exchange agreement outlines minimum academic and language proficiency requirements at the partner institution.

Selection Criteria:

Outbound exchange students from the University of Saskatchewan, who are attending a partner institution, are selected by the University of Saskatchewan.

Outbound exchange student numbers are limited by the agreement.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: June 23, 2016

SUBJECT: Kanawayihetaytan Askiy ("Let us take care of the Land")
Diploma in Aboriginal Resource Management

DECISION REQUESTED:

It is recommended:
That Council approve the Kanawayihetaytan Askiy Diploma
in Aboriginal Resource Management, effective May 2017

PURPOSE:

The purpose of the two-year Kanawayihetaytan Askiy (KA) diploma in Aboriginal
Resource Management is to allow students who have completed the KA certificate of
proficiency the opportunity to further enhance their skills as land managers and to
potentially ladder into the B.Sc. Renewable Resource Management degree program in the
College of Agriculture and Bioresources.

CONTEXT AND BACKGROUND:

The College of Agriculture and Bioresources has been offering the Indigenous Peoples
Resource Management program (recently renamed the Kanawayihetaytan Askiy (KA)
program) since 2006. Its certificate of proficiency for Aboriginal land managers has seen
high demand. The College is strongly committed to working with indigenous
communities, who strongly support the KA program. Consultation with these
communities revealed a demand for additional training. The proposed two-year diploma
program would allow students to further enhance their knowledge and skills.

This diploma builds on the existing Kanawayihetaytan Askiy certificate and prepares
students to become land managers in their communities and to provide leadership in
local, provincial, and national settings. The program teaches students the skills required
for future employment as land managers as well as the scientific and traditional
knowledge required for research and decision-making.

The depth of relevant knowledge and expertise in the College positions it to develop and
offer a diploma in Aboriginal Lands Governance. This diploma, along with the proposed
KA diploma in Aboriginal Resource Management, will enhance our ability to attract
Aboriginal students and will help meet the needs of Aboriginal communities by providing

advanced relevant programming. It will also provide new routes for Aboriginal students to enter our AgBio degree programs, as students who successfully complete the KA diploma in Aboriginal Resource Management may potentially ladder into the B.Sc. Renewable Resource Management degree program in the College of Agriculture and Bioresources.

IMPLICATIONS:

The majority of courses required for this diploma program are currently available online and do not require additional resources other than to facilitate higher student enrolment. Existing faculty and administrative resources that are in place for the KA certificate program and Aboriginal student support will be utilized for the two KA diploma programs.

The anticipated enrolment is a total of 15 students, some with block transfer from the KA certificate program and others without. Students will be accommodated within the existing courses and structures of the College.

CONSULTATION:

The College of Agriculture and Bioresources consulted with Planning and Priorities Committee in March of 2015. Consultation during development of the proposed diploma was undertaken with the Native Law Centre, the Department of Indigenous Studies in the College of Arts and Science, and the Distance Education Unit in the development this proposal, as well as with many external partners. This proposal was reviewed by APC at its June 8, 2016 meeting, when it was recommended to Council for approval.

FURTHER ACTION REQUIRED:

Tuition for this program will require review and approval by the Board of Governors and will be presented at its December 2016 meeting.

ATTACHMENTS:

1. KA Diploma in Aboriginal Lands Governance Proposal

![University of Saskatchewan logo] **UNIVERSITY OF SASKATCHEWAN**	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Proposal for the Development of Kanawayihetaytan Askiy (English translation: Let Us Take Care of the Land) Diploma in Aboriginal Resource Management, College of Agriculture and Bioresources, University of Saskatchewan

Program(s):
Diploma: Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Resource Management

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: Agriculture and Bioresources

Contact person(s) (name, telephone, fax, e-mail):
Dr. Fran Walley
Associate Dean (Academic), College of AgBio
966-4064
fran.walley@usask.ca

Proposed date of implementation: First offering in 2017-18

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 College of AgBio has been offering the Indigenous Peoples Resource Management (IPRM) program—recently renamed the Kanawayihetaytan Askiy (KA) program—since 2006. In the past 10 years more than 200 Aboriginal land managers have successfully completed the certificate. The IPRM program was originally designed to train land managers from First Nations that were entering the Regional Land Environment and Management Program (RLEMP) under the auspices of the Federal Government. At that time Aboriginal Affairs and Northern Development Canada (AANDC) required First Nations entering into the RLEMP land regime to have a certified land manager in place, and the IPRM program was developed to meet one component of the certification training. Specifically, certification occurs in two steps: 1) Level 1 - completion of the IPRM certificate at the University of Saskatchewan; and 2) Level 2 - completion of technical training, delivered by the National Aboriginal Land Managers Association (NALMA). In 2013, AANDC removed the certification requirement, and opted for a training requirement that is defined in a less rigorous manner. Although the need for certification is no longer driven by AANDC requirements, NALMA continues to offer the certification program with the UofS as it's partner, and the demand for the certification program remains strong. According to NALMA's (http://www.nalma.ca/) mandate, the purpose of certifying land managers is to promote professional accountability and to identify to the public and professional peers that certified land managers have met specific professional standards. The UofS KA certificate continues to be a successful component of the certification process, with 23 students registered in the current 2016-17 KA certificate program.

The need for reevaluation of College of AgBio Aboriginal programming was apparent at the time that the college's 3rd Integrated Plan was formulated, and the plan included a statement that "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs." Based on this commitment, the college developed and implemented an Aboriginal Engagement Strategy in 2012. College staff met with First Nations communities across Saskatchewan to assess their needs regarding post-secondary education. Murray Drew [Associate Dean (Academic)], Candice Pete (Coordinator, Aboriginal Programs), and Sheryl Mills (Program and Curriculum Development Specialist, Gwenna Moss Centre for Teaching Effectiveness) attended the meetings. Overall, a total of 75 Aboriginal community members from 23 First Nations and Metis organizations contributed to these consultations. Based on these consultations, it was clear that there was continued support for the IPRM certificate program, although revisions to the certificate were suggested and subsequently implemented. These revisions included renaming the IPRM certificate the Kanawayihetaytan Askiy (Let Us Take Care of the Land) certificate. The demand for IPRM/KA certificate graduates is high and nearly one hundred percent of the graduates have current employment or confirmed employment as land managers. Importantly the consultations identified the need to create additional training in the form of a two-year diploma program focusing on Aboriginal Resource Management that would allow students to further enhance their knowledge and skills, and potentially ladder into the Renewable Resource Management degree program in the College of AgBio. The proposed diploma builds on the existing KA certificate, providing students with bridging options from the certificate to a diploma to a degree. A full report on the consultation is attached.

The College of Agriculture and Bioresources is strategically placed to develop and teach the proposed Aboriginal Resource Management diploma because of the depth of knowledge and expertise within the college in agribusiness management, environmental and resource economics and applied environmental sciences, and its history as a college with interdisciplinary

teaching and research. Moreover, developing the diploma in Aboriginal Resource Management, and providing new routes for Aboriginal students to enter our AgBio degree programs will enhance our ability to attract Aboriginal students, and will help meet the needs of Aboriginal communities—as identified in our consultations—by providing advanced relevant programming.

> 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.*

The proposed diploma falls within the university signature area "Aboriginal People: Engagement and Scholarship." In particular, the proposed diploma recognizes the challenges that Aboriginal students face when considering further education, and provides a mechanism by which students can obtain additional credentials (in this case, a 60 cu diploma) without leaving their home communities, following completion of the KA certificate. Moreover, the diploma provides a potential "bridge" into a degree program (Renewable Resource Management, Resource Science major) in the College of AgBio.

The proposed diploma is consistent with the AgBio 3rd Integrated Plan (see attached). The plan recognized the need for novel programming for Aboriginal students (p.8). The plan states "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs." This proposal is the product of that consultation and delivers on the commitment to develop novel programs.

Finally, the 3rd Integrated Plan states that the college will "Explore and evaluate, in collaboration with CCDE and other colleges, alternative delivery formats such as web-based, remote, blended." The proposed diploma features an innovative mix of on-line and condensed delivery courses (i.e., via the KA certificate), and we will be working closely with the Distance Education Unit (DEU) to develop this model.

> 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)*

The program specifically targets Aboriginal students who are interested in Aboriginal land management. First Nations communities deal with complex land management issues. Some of these issues include land use planning, legal issues such as the duty to consult, reserve land transactions, community-based land transactions, natural resource transactions, environmental management, compliance and other issues. There are over six hundred First Nations and Métis communities across Canada.

The issues facing Aboriginal peoples are among the most complex and important in Canada today. As Aboriginal peoples increasingly move to self-government, it is important that public institutions support this process through research and education. This will assist the development of knowledge, human capital and new governance structures.
The issue of Aboriginal land and resource management is very important for our province.

Saskatchewan has the largest population of Aboriginal peoples and the largest area of reserve lands in Canada. Initiatives that will enhance the management of this land resource and assist

in economic, social, and governance development for Aboriginal peoples will benefit all provincial residents.

Offering an academic program in Aboriginal Resource Management will allow the University to work with Aboriginal communities to address identified needs and at the same time will create a sustainable base of academic activity that will address a broad set of resource-related issues. The diploma program has been designed to allow students to complete the diploma (following the completion of the KA certificate) either fully on-line or through a combination of condensed delivery courses (offered by NALMA) and face-to-face and on-line course delivery. This allows students across Canada to further their studies without leaving their home communities for long periods of time.

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

Comparable undergraduate certificate and diploma programs available in Canada are shown in Table 1. The combination of condensed on-campus courses and on-line courses is not available in any of these programs.

Table 1: Survey of land management and governance programs:

Province	Institution	Program
B.C.	Nicola Valley Institute	Environmental Resources Technology
	Northwest Community College	Environment Monitoring Assistant Program
		Sustainable Tourism, Sustainable Communities Specialization
Nunavut	Nunavut Arctic College	Environment Management, Water Resource Management, Wildlife Conservation
NWT	Aurora College	Environment and Natural Resources Technology
Saskatchewan	SIIT	Aboriginal Community Development Program
Alberta	University College of the North	Environmental Assessment and Restoration, Natural Resource Compliance, Renewable Resource Management,
	Medicine Hat College	Iniskim Trail Program with Imperial Oil
	Mount Royal University Calgary	Aboriginal University and College Preparation
	Lakeland College	Conservation and Restoration Ecology, Environmental Conservation, Environmental Monitoring, Wildlife and Fisheries, Renewable Energy & Conservation
NFLD	College of the North Atlantic	Natural Resource Technician, Forest Resource Technician, Environmental Technology

2. Admissions

a. What are the admissions requirements of this program?

The diploma builds on the existing Kanawayihetaytan Askiy certificate, to which students are accepted under Special (Mature) Admission. The graduation requirements of the Kanawayihetaytan Askiy certificate are harmonized with the college standards. Specifically the average required for graduation from the Kanawayihetaytan Askiy Certificate is 60%; the former IPRM certificate required only a 50% average for graduation. The 60% average is consistent with the sessional average required for promotion for students with 0 to 18 credit units in the college.

The promotion and graduation requirements for the proposed diplomas will the same as for the existing diplomas in AgBio. Specifically the average required for graduation will be 60%.

3. Description of the program

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

The Diploma in Aboriginal Resource Management provides students with a broad background in resource management for Aboriginal communities. The diploma builds on the Kanawayihetaytan Askiy certificate and prepares students to become land managers in their communities and to provide leadership in local, provincial, and national settings. The program teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making. The diploma is entirely offered through a combination of on-line and condensed (i.e., one-week) delivery courses, although students may also opt to take face-to-face courses. Students are required to complete the Kanawayihetaytan Askiy (KA) Certificate before enrolling in the diploma. Transfer credit may also be given for the Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association (http://www.nalma.ca/professional-development/plmcp).

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 general teaching philosophy relevant to the programming for the diploma in Aboriginal Resource Management is to provide students with sufficient options in terms of distance (i.e., on-line), and condensed delivery (i.e., the KA certificate and block transfer from NALMA) to complete their diploma such that the commitment to leave their home communities is not a deterrent to enrolment.

The diploma comprises 60-cu, which is consistent with other diplomas offered in the College of AgBio (i.e., Diploma in Agronomy and Diploma in Agribusiness):

- 21 cu from the Kanawayihetaytan Askiy Certificate (or 18 cu from the IPRM certificate plus INDG 107.3)
- 21 cu of required courses
- 15 cu of restricted electives chosen from a list of courses
- 3 cu of open electives

Importantly, an 18 cu block transfer from NALMA can be used to fulfill the 15 cu restricted electives and 3 cu of open electives.

The foundation for the diploma—the KA certificate—provides significant experiential learning. For example, INDG 107 (Introduction to Canadian Native Studies) and ASKI 101 (Field Studies in the Environment) are delivered in tandem, and include experiences both on campus and in the field. With the exception of ASKI 105, which is being developed as an on-line course, the remaining ASKI courses in the foundational certificate are delivered face-to-face using a condensed delivery format (approx. two week delivery mode), followed by completion of course requirements (i.e., assignments and assessment) via distance. By incorporating the certificate into the diploma, students become familiar with the UofS policies and procedures such that they are well prepared for transitioning into the on-line diplomas, having already established valuable connections with student support and faculty at the UofS. Following completion of the KA certificate, the 21 cu of required courses can be completed fully on-line. The on-line delivery includes three new 1-cu courses that provide specific training for relevant skills (including field skills), using an on-line format. The 15 cu of restrictive electives and 3 cu of open electives include both on-line and face-to-face delivery, although there are sufficient on-line course choices (11 courses) such that students can opt to complete these requirements fully on-line.

> c. *Provide an overview of the curriculum mapping.*

Completion of the KA certificate is the first step in completing the diploma, and provides focused education in areas specific to the management of lands and resources for First Nations communities. The name of the program, Kanawayihetaytan Askiy, is from the Cree words for "Let us take care of the land". This program examines basic environmental, legal and economic aspects of land and resource management in Aboriginal communities. The KA certificate also provides students with the opportunity to increase skill levels in communications, computers, time management, leadership, research and project management. Importantly, the certificate also provides experiences in navigating university procedures, practices and policies.

The proposed diploma has the same basic requirements as the two diplomas currently offered by the College of AgBio (i.e., 60 cu in total). The diploma programs have a long history in AgBio and are designed to offer an academic credential to students in a focused area without the time commitment required to complete the full bachelor's degree. In the case of the proposed Aboriginal Resource Management diploma, the training in resource management and in land governance will be significantly enhanced beyond that provided in the IPRM/KA certificate. The diploma does not, however, include the breadth requirement that is part of our full degree-level offerings. Hence students meet the requirement for focused training in a compressed format, which is consistent with our existing diploma offerings.

Consultations with Aboriginal communities identified content within the IPRM certificate program that needed to be enhanced and strengthened. Specifically, Traditional Knowledge was identified as an area to be strengthened. A need to provide students with a foundational background to provide context for contemporary Aboriginal issues and events also was identified. Consequently, focused skill development (three 1-cu courses), and the range of courses offered as both required courses and restricted electives within the diploma reflect the various needs identified during consultation.

The on-line courses consist of courses currently offered or being developed by the Distance Education Unit (DEU) or by Athabasca University. The courses have been selected to ensure that all pre-requisites are met through the course selection.

Diploma in Aboriginal Resource Management (60 cu) Requirements:

Kanawayihetaytan Askiy Certificate (21 cu)	
Introduction to Canadian Native Studies	INDG 107
Field Studies in the Environment	ASKI 101 (IPRM 103)
Introduction to Legal Concepts in Resource Management	ASKI 102 (IPRM 100)
Legal Process and Instruments in Resource Management	ASKI 103 (IPRM 200)
Introduction to Management Issues	ASKI 104 (IPRM 101)
Economics and Planning	ASKI 105 (IPRM 102)
Resource Management Project Assessment	ASKI 201 (IPRM 210)
KA Core (21 cu)	
Required Electives (21 cu)	
Introduction to Global Environmental Systems	GEOG 120
Introduction to Circumpolar World	NRTH 101
Soil Genesis and Classification	SLSC 232
Environmental Geography	GEOG 280
Environmental Impact Assessment	GEOG 386
Introductory Field Skills[‡]	Three 1-cu courses
Integrated Water Resource Planning	PLAN 329
Restricted Electives (15 cu)[¶]	
Development in the Canadian North: Issues and Challenges	GEOG 381
Contemporary Issues in Circumpolar World I	NRTH 331
Sustainable Plant and Soil Management	AGRC 111
Animal Agriculture and Food Science	AGRC 112
Politics of Ecology	ENVS 361[¥]
Principles of Biology I	BIOL 204
Principles of Biology II (5-day mandatory lab in Athabasca)	BIOL 207
Analysis of Environmental Management and Policy Making	GEOG 385
Aboriginal Policies and Programs	POLS 323
Weed Control in Organic Agriculture	PLSC 234
Aboriginal People and Canadian Politics	INDG 264
*Indigenous Ways of Knowing (Regular Session)	INDG 210
*(Grassland Soil and Vegetation) or (Soils and Boreal Landscapes) (Field Courses)	EVSC 380 or SLSC 480
*Field Studies in Arctic Ecosystem and Aboriginal Peoples (Field Course)	ANBI 475
*Field Course in Renewable Resource Management	RRM 301.9

* Indigenous Food Sovereignty	INDG 221.3
*Weaving Indigenous Science and Western Science	INDG 241.3
Open elective (3 cu)	

¶ The NALMA block transfer (18 cu) can be used to meet the 15 cu RE and 3 cu OE requirements.
‡ Currently EVSC 204.1 Soil Sampling: Design and Implementation, RRM 201.1 Geographical Information Systems, SLSC 205.1 Introduction to field descriptions of soils. Additional 1 cu OE courses include ASKI 203.1 Introduction to Duty to Consult and ASKI 202.1 Introduction to Land Management Frameworks.
¥ Underlined courses are taught by Athabasca University.
* denotes courses that are not available on-line; BIOL 204 and 207 should be taken by students who plan on laddering into the B.Sc. RRM program.

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

Opportunities for a variety of learning outcomes exist throughout the program. Specifically, ASKI 201.3 Resource Management Project Assessment serves as a capstone experience for the KA certificate with specific emphasis on synthesizing materials for problem solving applications. Students apply knowledge gained throughout the certificate to a real-world problem, typically associated with their home community. Similar opportunities to synthesize and apply knowledge and skills occur in the suite of 1 cu skill courses. Required courses provide opportunities to research scholarly publications, synthesize information and reference information sources in a scholarly manner.

> e. *Explain the comprehensive breadth of the program.*

The Aboriginal Resource Management diploma will prepare students for careers as Aboriginal land managers, Aboriginal land and economic development staff, Aboriginal leadership and staff, federal and provincial government staff. The diploma is focused on providing a broad range of topic areas specific to the management of lands and resources. The Aboriginal Resource Management diploma examines basic environmental, legal and economic aspects of land and resource management in Aboriginal communities, and provides introductory training in the supporting biological and environmental sciences. The diploma also provides students with the opportunity to increase skill levels in communications, computers, time management, leadership, research and project management.

The promotion and graduation requirements for the proposed diploma is the same as for existing diplomas in AgBio. Specifically the average required for graduation will be 60%. Consequently, the proposed diploma can be laddered into the existing B.Sc. in Renewable Resource Management (Resource Science major) in the College of AgBio.

> 4.
>
> a. *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.*

The proposed 60 cu diploma allows students to further enhance their knowledge and skills in the area of Aboriginal Resource Management. The diploma offers training largely at the 100- , 200- and 300-level, and thus is not considered comprehensive. However, the diploma is structured to provide a broad base of knowledge, such that students have an appreciation of the breadth and extent of issues facing First Nations communities, and provides the skills needed by land managers. Additionally, as a collective, the courses provide students with the learning skills needed to identify and access information beyond the scope of the specific courses themselves, and thereby supports the aspirations of life-long learning.

Discovery Goals – The wide-range of subject matter, together with specific skill development and knowledge acquisition, provides students with opportunities to apply critical thinking to solve a variety of problems relevant to Aboriginal land management. Students participate in face-to-face delivery of course materials while completing the first 21 cu of the diploma (i.e., the KA certificate), including completing a capstone project directly relevant to their own home community. They further enhance their knowledge by completing a suite of on-line courses chosen to highlight areas of concern for Aboriginal communities, as identified in consultations with First Nations communities.

Knowledge Goals – The proposed diploma offers an introductory level learning experience such that students have the appropriate tools to address Aboriginal land management issues, together with an awareness of the limitations of their training. Specifically, they develop a broad understanding of the many issues that Aboriginal communities currently are facing, and develop skills for seeking out further knowledge and information.

Integrity Goals – Students learn and practice academic integrity by completing course assignments and assessments. Courses such as ASKI 102 Introduction to Legal Concepts in Resource Management and ASKI 103 Legal Process and Instruments in Resource Management provide an introduction to legal issues and processes relevant to Aboriginal land management.

Skills Goals – The diploma includes hands-on skill training including both field skills (soil and land assessment, GIS, and understanding and interpreting maps) and administrative skills (best management practices, understanding and reading legal documents, report preparation).

Citizenship Goals - The program specifically targets Aboriginal students who are interested in Aboriginal land management. First Nations communities deal with complex land management issues. Some of these issues include land use planning, legal issues such as the duty to consult, reserve land transactions, community-based land transactions, natural resource transactions, environmental management, compliance and other issues. There are over six hundred First Nations and Metis communities across Canada. The diploma is designed to provide training for Aboriginal land managers, Aboriginal land and economic development staff, Aboriginal leadership, urban and rural Aboriginal youth, federal and provincial government staff and individuals interested in working with Aboriginal communities. Ultimately, the ability of these individuals to bring new knowledge and skills back to their communities will be enhanced.

b. Describe how students can enter this program from other programs (program transferability).

The diploma builds on the existing Kanawayihetaytan Askiy certificate. The graduation requirements of the Kanawayihetaytan Askiy Certificate are harmonized with the college standards. Admission requirements are as follows:

- Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR
- Completion of the Indigenous Peoples' Resource Management Certificate Program and completion of INDG 107.3 with a minimum average of 60%

Additionally, completion of the following can be used to meet 15 credit units of the restricted electives and 3 credit units of the open elective requirements in this program:

- The Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association

c. 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 a success if we meet and sustain our enrolment target (15 students per year) within the first two years of launching the diploma. We have received many enquiries over the years regarding the possibility of obtaining additional credentials beyond the IPRM/KA certificate so we are optimistic that the enrolments goals for the proposed diploma will be met relatively quickly.

d. 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.

Currently, certification is provided by NALMA for students completing both the KA certificate (Level 1) and technical training delivered by the NALMA (Level 2). The proposed diploma is not associated with additional NALMA certification.

5. 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 diploma provides a new opportunity for Aboriginal students to enter the College of AgBio in a stepwise manner. Foundational to the proposed diploma is the KA certificate, which was explicitly designed as a bridging program, allowing mature Aboriginal students to enter the university along a non-traditional pathway. The courses that comprise the KA certificate are 100- and 200-level three-cu courses, based on the same expectations of all other three-cu courses at the University. Following completion of the certificate, students can move to the diploma.

A novel feature of the proposed diploma is the development of a suite of 1 cu courses focused on developing relevant skills. These courses will allow specific topics that were identified during the consultation to be included in the diploma. Currently five courses have been approved and are being developed for online delivery, as follows:

EVSC 204.1 Soil Sampling: Design and Implementation
RRM 201.1 Geographical Information Systems
SLSC 205.1 Introduction to field descriptions of soils
ASKI 203.1 Introduction to the Duty to Consult
ASKI 202.1 Introduction to Land Management Frameworks

The first three courses (EVSC 204.1, RRM 201.1 and SLSC 205.1) are required in the diploma, whereas ASKI 203.1 and ASKI 202.1 can be taken as open electives. These 1 cu courses are expected to be of interest to students within existing AgBio programs (particularly B.Sc. Renewable Resource Management) and consequently have been approved by faculty and have gone through course challenge. Informally, we received feedback from the College of Engineering that SLSC 205.1 and EVSC 204.1 might be of interest to their students. Additionally, there has been considerable interest in these courses expressed by Aboriginal land managers across Canada, to be taken as non-credit offerings. It is expected that the field skills courses (EVSC 204.1, RRM 201.1 and SLSC 205.1) will be of interest for students in many of the AgBio programs, and discussions are underway for identifying room to accommodate 1 cu courses in existing AgBio programs. Finally, interest already has been expressed by environmental consultants to take courses of this nature to upgrade skills, post graduation.

Additional topics for future 1 cu course development identified in the consultation process include:
- Land suitability classification and mapping
- Water policy and protection
- Forest fire management
- Canadian Environmental Assessment Act
- Federal Environmental Regulations related to waste management on Federal research Lands
- Remediation of soils
- Indigenous food sovereignty
- Concepts of ownership
- Pasture management

We plan to develop additional 1 cu offerings consistent with these topic areas following approval of the diploma.

> 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.*

Planning and Priorities Committee of Council
The college presented a Notice of Intent for this program to the Planning and Priorities of

Council on March 18, 2015. The letter from Dr. Lisa Kalynchuk stated "In summary, the committee is very supportive of the new direction you are taking with these programs." The full letter is presented in Appendix 2 of this submission.

Additional units consulted include the Native Law Centre, Arts and Science (Indigenous Studies), and the Distance Education Unit.

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

See attached.

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

As described above, a total of 75 Aboriginal community members from 23 First Nation and Metis organizations were consulted prior to the development of these diplomas. A full report on the consultation is attached.

Letters of support from NALMA, and other stakeholders are attached.

6. 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).*

With the exception of the 1 cu courses that are being newly developed for this program, all other courses are currently available on-line and do not require additional resources other than to accommodate higher student enrolment. The 1 cu courses currently are being developed by the Distance Education Unit, in collaboration with subject experts hired for this purpose.

The KA certificate uses faculty resources, but these resources already are assigned and are part of the regular teaching activities within the College of AgBio. Additionally, the department of Indigenous Studies has committed an instructor to the KA certificate. The certificate represents the first 21 cu of the new diploma.

   b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

None.

   c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

Prof. Melissa Arcand recently was hired into the Department of Soil Science, College of AgBio into a newly created position, with a focus on Aboriginal programming. The KA program was identified as a component of her regular teaching assignment.

> 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).*

The College of AgBio is committed to enhancing Aboriginal student engagement. The College of AgBio recently created a new Undergraduate Program Assistant/Advisor position specifically to provide support for Aboriginal students and the KA program.

There are no new space issues, classroom availability, etc. issues associate with the diploma.

> 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.*

With the exception of the costs associated with the newly created Undergraduate Program Assistant/Advisor, all costs of program delivery will be borne by the students through the Distance Education Unit.

> f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

This program involves both Indigenous Studies and the College of Law. The Department of Indigenous Studies supports this program by providing a faculty member to teach IND 107. The College of Law is involved in a consultative role but there is no pool of resources currently available for further support.

> 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?*

Students will be eligible to apply for any AgBio scholarships and bursaries to which they meet the award criteria. Specific scholarships include CIBC Aboriginal Student Grants (number and amount varies depending on the application in a given year - the total allocation is approximately $14,000 per year) and the Agrium Aboriginal Student Award ($1,000).

> 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).*

All ASKI classes and classes associated with it will be charged the standard AgBio tuition which is Category 13 at $200.60 per cu or $601.80 per 3 cu class. Any Arts and Science course used for the certificate and diploma will be charged either Category 1 for Arts classes (INDG 107) which is $193.00 per cu or $579.00 per 3 cu class, or Category 8 for Science classes (GEOG 120) which is $203.90 per cu or $611.70 per 3 cu class.

    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)*

In the absence of a working TABBS model, we reviewed the enrolment in existing course offerings and did not identify any incremental instructional costs.

    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?*

Enrolment targets:
- 10 students enrolled in the diploma without block transfer; students will complete 39 cu for diploma over 4 years.
- 5 students enrolled in the diploma with block transfer; students will complete 24 cu over 2 years.
- Anticipated retention rate of 80% between years.

    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?*

Unit*	Core	Breadth	Total
AgBio		8,872	8,872
DEU	51,097	10,669	61,766
Other UofS college	2,765	4,001	6,766
Total UofS	53,862	23,542	77,404

    * any courses taken outside of the University of Saskatchewan are not included in revenue calculations.
    All revenue is considered to be incremental.

    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?*

Other than administrative costs, any increase in enrolment should be at least cost neutral, and in most cases would contribute additional revenue to the unit offering the course.

> 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).*

Given the modest enrolment targets and breadth of courses, there are limited incremental instructional costs for the participating colleges. With the exception if the core course INDG 107, incremental enrolment in AgBio and other college course averages two students and they can be absorbed in existing sections. INDG 107 is projected to have an additional five students per year starting in year 2.

There will be administrative costs associated with managing the program and providing student support.

	Annual Cost
Program coordinator	13,500
Academic support	8,625
Clerical support	3,625
Materials and supplies	250
Promotion	625
Total	**26,625**

The courses offered through the Distance Education Unit (DEU) will see up to 12 additional students in required courses and an average of two additional students in restricted electives. Distance courses are typically able to absorb additional students and fund instructors on a per student basis from the incremental revenue.

> 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*

The College of Agriculture and Bioresources will fund the identified administrative costs of $26,625 per year. Funds have been designated for this purpose over the next five years with the goal that program tuition, including sharing of net proceeds from DEU courses, will contribute thereafter.

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 (see attached letter from Dean Mary Buhr)

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

Described in 1 a, above. Briefly, AgBio's 3rd Integrated Plan stated "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs". Based on this commitment, the College of Agriculture and Bioresources developed and implemented an Aboriginal Engagement Strategy in 2012 that set out a consultation process with First Nations communities across Saskatchewan to assess their needs regarding post-secondary education. These consultations identified the need to create additional training in the form of two-year diploma programs that would allow students to further enhance their knowledge and skills, and potentially ladder into degree programs.

The proposal for the new diploma was discussed at the College's Undergraduate Affairs Committee, and then approved at AgBio Faculty Council in May, 2015. Additionally, the new 1 cu course proposals were approved at AgBio Faculty Council in March, 2016. Discussions at the College of AgBio Faculty Council were highly supportive of both the diploma and the new courses.

- Summary of issues that the College discussed and how they were resolved

No significant issues have immerged regarding the proposed diploma. Faculty were highly supportive, and there is an interest and desire to enhance Aboriginal programming within the College of AgBio.

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

APPENDICES

COLLEGE OF AGRICULTURE AND BIORESOURCES PLAN FOR THE THIRD PLANNING CYCLE, 2012-2016

Page 7

Aboriginal Engagement: Relationships, Scholarship, Programs – Section 1 of 3
AgBio embraces the opportunity to enrich its research and training capacity in the signature area of Aboriginal Engagement, recognizing that enhanced interactions with Indigenous peoples are critical to local and global food security and community well being. During IP3, the college will foster and further its successful work in Aboriginal land management introduced during IP1 and IP2. These programs include the Certificate in Indigenous Peoples Resource Management (IPRM); graduate programs and ongoing research through the Indigenous Land Management Institute (ILMI), a Type B centre; BSc Renewable Resource Management (RRM) and the postgraduate diploma in Aboriginal Agriculture and Land Management for those with a non-agricultural degree. Additionally, AgBio will undertake careful consultation in order to introduce Aboriginally appropriate undergraduate programs .

The college will enhance present Aboriginal programming, increase the number of Aboriginal students in programs and engage more with Aboriginal communities. This will be achieved through existing programs and development of novel programming, as outlined below.

1) **Indigenous Peoples Resource Management (IPRM)**
Since it was started in 2006, the IPRM program has achieved a completion rate of 79% of 104 students. Funding for the program is through Aboriginal Affairs and Northern Development Canada (AANDC, formerly INAC); AgBio assigns faculty and staff support and the College of Law contributes to teaching. Up to 20 adult land managers from across Canada are selected annually by AANDC. In 2011, the college opened 15 additional seats for students not sponsored by AANDC. Present funding from AANDC will terminate in 2013. During IP3, the college will:
- Seek permanent funding
  - Work with Provost's Office and SESD to develop funding and tuition model
  - Adjust IPRM curriculum to meet advanced education needs of AANDC and related partners
- Stabilize number of open-seat registrants
  - Co-ordinate recruitment efforts
  - Provide appropriate academic and financial support for students
- Establish advertising and support programs for alumni of IPRM to transition into more advanced programs
    -
    -
    -

4) **Novel Programming**
Building on the experience and success of the Aboriginally-focused programs described above, and new undergraduate degree offerings developed during IP2, AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs.

AgBio intends to create a suite of academic, research and training options that not only seamlessly integrate within the college, but that also co-ordinate, complement and make use of other programs and infrastructure on and off campus. Integration will require extensive consultation in the design and development phase. The Assistant Dean (Aboriginal Affairs) and the assistant director of ILMI will play key roles in this process, which will proceed sequentially:
- Fundraise to undertake thorough consultation, program design and implementation
  - Fundraising campaign of $2M is anticipated
- Consult on-campus to learn from others' experience and explore possible partnerships

- <u>Consult</u> province-wide, within anticipated time frame of approximately eight months, with selected band councils, community groups, high schools, agencies and community colleges
  - o Identify academic interests and needs; explore incorporation of Aboriginal knowledge
  - o Determine support necessary for success: financial, social, learning, capacity to access programs
  - o Identify preferred delivery format(s): blended, multi-site, lecture, experiential
  - o Identify Aboriginal partner in curriculum/course design
- <u>Curriculum design</u> led by Associate Dean (Academic) and Assistant Dean (Aboriginal Affairs)
  - o Anticipated time frame 12 months
  - o Compilation and review of consultation results will be circulated to college curriculum committees
  - o Curriculum and course design by team including Aboriginal partner, with input from departments, faculty, on-campus partners
  - o Budget preparation, consultations on sources, impacts on existing programs
  - o Circulate draft for comments on and off-campus; incorporate revisions
  - o Prepare final draft for university processes and approvals
- <u>Implementation of new programs</u>
  - o Anticipated time frame 24 – 36 months

Page 9

Innovation in Academic Programs and Service – Section 1 of 3

Innovation in programming in the College of Agriculture and Bioresources is guided by our teaching mission: We impart knowledge, encourage creativity, develop life and career skills, and instill an attitude of life-long learning through innovative and effective teaching. The world increasingly needs young leaders with the skills and drive to improve efficient production and provision of food and bio-based products, and the college is committed to offering the best possible inquiry-based learning.

The academic programs in AgBio are very well positioned to prepare students for the greatly expanded role of the agbio sector over the next 40 years. The Bachelor of Science in Agriculture (BSA) and the Agronomy Diploma (revised 2007/08) have a core focus on plant and animal production and the conversion of these products to food. The Bachelor of Science in Agribusiness (new in 2005) and the AgBusiness Diploma (new in 2007) concentrate on developing economically viable systems of food processing, marketing and distribution on local and global scales. The Bachelor of Science in Renewable Resource Management (RRM; new 2007) has a broader focus on the sustainability of plant and animal production systems and the interaction of agricultural production with other competing land uses. Finally, the Certificate in Indigenous Peoples Resource Management focuses on land-related issues for First Nations in Canada. Revisions to the Majors in Agronomy, Horticulture Science, Crop Science, Applied Plant Ecology and Food & Bioproduct Sciences (2008-10) have ensured that the college's curricula reflect tomorrow's agricultural bioresource production needs and the knowledge-based bioeconomy.

These programs have resulted in a 14% increase in student headcount. It is noteworthy that this increase has occurred despite the decrease in AgBio's core student recruitment pool in rural Saskatchewan. The increases have, however, put many of these programs at or close to capacity. A thorough review of our programs by the five college program committees in 2011 indicates that current resources can support an UG enrolment target of 800 students by 2016, compared to approximately 750 in 2011-12. This 6% numerical increase would equal approximately 4,350 in 2016 3-cue equivalents.

To achieve the above noted increase we propose:
-
-
-

3) Establishment of additional agreements that facilitate transfer of diploma and certificate students from elsewhere to AgBio degree programs.
4) Explore additional transfer agreements with international partners and develop procedures to sustain and enhance success in existing partnerships.

-
-
-

6) Explore development of new educational offerings in Aboriginal management of agbio resources (specifics to be developed in consultation with Aboriginal partners). (For details, see section IIb: Aboriginal Engagement)
7) Maintain or increase student retention by academic and support initiatives, including:
    - Enrolment management measures for high demand programs (e.g. Agribusiness)
    - Review and revision of first-year experience for students in all AgBio programs
    - Expansion of current work experience and research opportunities for students
    - Development of distance course /innovative teaching methods; enhanced distance learning methods will support the possible development of specialized post-degree certificates (e.g., restoration ecology).

Page 10

Culture and Community – Our Global Sense of Place – Section 1 of 3

-
-
-

AgBio will increase its engagement with Aboriginal communities and international partners, while improving the efficacy of our interactions with established Saskatchewan and Canadian communities. We will accomplish this through our teaching, research and engagement activities.

1) **Teaching**
    - Continue the Indigenous Peoples Resource Management (IPRM) program with stable funding sources, both external and student-growth driven
        o Maintain established relationships with AANDC, National Aboriginal Land Managers Association and First Nations
        o Improve accessibility to non-AANDC students
            -
            -
            -
        o Identify potential partners, including international agencies and academic institutions, local and international business, other U of S colleges
            -
            -
            -
    - Focused undergraduate programming (Innovation in Programs and Aboriginal Engagement)
        -
        -
        -
    - Explore and evaluate, in collaboration with CCDE and other colleges, alternative delivery formats such as web-based, remote, blended

286

**College of Agriculture and Bioresources:
Summary of Aboriginal Engagement Meetings**

Contents

Executive Summary

This report is a summary of the Aboriginal Engagement Meetings that took place between May and October of 2012. The meetings took place at various locations across Saskatchewan, with the exception of one meeting that took place at the Membertou First Nation in Cape Breton, Nova Scotia.

Aboriginal groups invited included all First Nations in Saskatchewan and the Metis community of Ille-a-la Crosse. The invitation to attend the Aboriginal Engagement Meetings was distributed broadly at the community level. The invitations were sent to Chief and council, post-secondary councilors, land managers, directors of education, Aboriginal youth and community members.

Overall, a total of 75 Aboriginal community members from 23 First Nation and Aboriginal organizations contributed to these consultations. The objectives of the Aboriginal Engagement Meetings were to meet the goals as set out in the Aboriginal Engagement Strategy. The goals and their outcomes are as follows:

1. Conduct meaningful engagement sessions with Aboriginal communities.

As part of the planning process, it was decided that meetings would be held in Aboriginal communities or in close proximity to where Aboriginal communities were located. In order to demonstrate a high level of commitment to this process, it was decided that a team inclusive of senior management would attend the meetings. As a result, the Associate Dean (Academic) College of Agriculture and Bioresources, Director (IPRMP), Program Staff (IPRMP) and Faculty (IPRMP), and staff from the Gwenna Moss Center (facilitator) attended the meetings.

2. Establish relationships with Aboriginal communities.

The initial Aboriginal Engagement Meetings have set the stage for future meetings and for the continued development of partnerships with Aboriginal communities. Meeting participants emphasized that these types of meetings are important to relationship building and that regular meetings would be beneficial towards building long term relationships. Participants welcomed the opportunity to provide feedback and stressed the importance of an educational experience that meets the needs of Aboriginal peoples.

3. Identification of potential funding and/or delivery partnerships with Aboriginal communities and/or organizations.

Participants from Aboriginal communities and/or organizations expressed interest in working with the College of Agriculture and Bioresources in the area of Aboriginal program development. A follow-up meeting will be held for participants who attended last year's Aboriginal Engagement meetings. The purpose of the follow-up meeting will be to discuss the feedback received from the Aboriginal Engagement Meetings. Also, one of the goals of this follow-up meeting will be to establish an Aboriginal program advisory group. The role of the Aboriginal program advisory group will be to review feedback, establish priority areas, and provide recommendations in the area of course development and delivery.

4. Data collected will assist in the redesign (if necessary) of the Indigenous Peoples Resource Management Program (delivery model, course content).

The feedback received from Aboriginal communities regarding the type of delivery model and course content currently being offered as part of the Indigenous Peoples Resource Management was indicated as being adequate and meeting the needs of First Nation land managers.

The feedback also illustrates both the pros and cons of the two week blended delivery model. It is was stated by Aboriginal communities that the two week blended delivery model is well suited for Aboriginal students who do not wish to relocate to Saskatoon, who are very much interested in gaining a post-secondary credential, who are interested in building their skills and knowledge, who have a high level of commitment to their jobs and are also committed to building capacity within their own communities.

Feedback from communities also consisted of suggestions that would reduce the two week in-person delivery from two weeks to one week by incorporating technological solutions, such as video conference into course delivery. An important suggestion put forth by communities was the preference for in-community delivery, as a result, the ITEP model was mentioned on numerous occasions.

5. Feedback collected will lead to Novel program development.

The feedback received from Aboriginal communities will provide direction in the following areas: the development of courses that will build capacity in Aboriginal communities, the type of student support required to provide a positive and meaningful post-secondary experience for Aboriginal students, how to build meaningful relationships with Aboriginal communities, how to incorporate traditional knowledge into curriculum and how to ensure that post-secondary education is made accessible to Aboriginal communities with the use of different delivery models.

The feedback has been listed in two different ways: Geographic Region to illustrate the diversity in the needs of Aboriginal communities by geographic area, and by Theme to provide an amalgamated version of the feedback specific to the type of question posed. The feedback listed by theme has also been broken down into different sub-categories. As an example, the novel program feedback has been split into different subcategories to illustrate what the College of Agriculture and Bioresources currently offers as part of Aboriginal programming, to identify potential topic areas that require expansion and lastly to identify which topic areas can form the basis for new course development.

6. Feedback collected will identify potential Professional Development opportunities (e.g. skill building workshops, Aboriginal Executive Training, etc.).

The feedback received from Aboriginal communities was extensive. The feedback confirms that there are many subject areas that fall outside of lands and resource that need to be explored. Many topic areas, such as Treaty Land Entitlement, were identified by communities as being critical to the capacity development of staff and/or leadership working for Aboriginal communities. It was indicated that these types of policy and/or subject areas are critical to the effective management of lands and resources and that it would be useful to develop two or three day workshops focussed on skill building for those that may not be interested in full time enrolment in a post-secondary program.

7. Answer the question: How can traditional knowledge inform our programming?

Aboriginal communities acknowledge that many faculty do not have experience in the area of Traditional Knowledge. It was stated by Aboriginal communities that they recognize that faculty are not in the position and/or may not be comfortable with incorporating Traditional Knowledge into course curriculum. Based on this understanding, Aboriginal communities provided suggestions for how the University of Saskatchewan can incorporate Traditional Knowledge into the post-secondary learning experience for both Aboriginal and Non-aboriginal students. As an example, faculty can utilize elders and traditional knowledge keepers to incorporate Traditional Knowledge into curriculum. In addition, it was mentioned that the University of Saskatchewan teaching and learning environment should learn to tolerate other world views, and that faculty should learn to facilitate and resolve tensions that arise from the expression of differing world views in the classroom.

8. Identify if there is a need for natural resource management training outside of lands (e.g. environment, food security, water, etc.)?

It was evident that there are a multitude of options for course development outside of lands. The resounding topic areas were: Treaty Land Entitlement, Law, Environment, Aboriginal Rights and Treaties, Duty to Consult, all accompanied by the message "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum" (Fort Qu'Appelle Meeting, June 19, 2012).

Status of the Aboriginal Engagement Strategy

As illustrated with the diagram below, the College of Agriculture and Bioresources have completed stages one through five of Phase I. The College of Agriculture and Bioresources is currently working on preparing the feedback for distribution to Aboriginal communities and to the University of Saskatchewan community.

A fall meeting is being planned for the purpose of reviewing the feedback collected from last year's Aboriginal Engagement meetings. One of the objectives will be to establish an Aboriginal Program Advisory Group. The role of the Aboriginal Program Advisory Group will be to review the feedback, establish priority areas, and to provide recommendations on course development and delivery.

Phase One

Phase Two

1. Model Development

2. Engage with Faculty and Staff

3. Develop Approach

4. Initial Aboriginal Engagement Sessions

5. Potential Expanded Geographic Region Aboriginal Engagement Sessions

6. Distribute Information

7. Review Information, Establish Aboriginal Advisory Group

8. Redevelopment

9. Review New Programs with Aboriginal Communities

10. Delivery of Program

Questions by Theme and Survey

The themed questions developed are open-ended and were designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. The feedback was gathered anonymously during round table discussions.

The survey questions developed are close-ended and are conclusive in nature. The feedback will inform decision making in the following ways: what skill sets will meet the needs of employers, is short or long term training preferred, what is important to managing resources, is internet accessible within Aboriginal communities, what courses enable economic development and what is the closest location where individuals access post-secondary education.

Questions by Theme

1. Program Themes: Plants and Animals, Environment and Ecology, Food, Feed and Bioproducts, Business and Applied Economics: What other programs could we develop? What other classes should we offer?

2. Relationship Building: Would you or your community be interested in the possibility of working with us to develop novel programs and/or learning opportunities of interest to Aboriginal communities?

3. Student Support (youth and mature): How can we support students to achieve success?

4. Traditional Knowledge: How can we incorporate traditional knowledge in programming?

5. Delivery of IPRMP: What should the new delivery model look like?

Survey Questions

1. What kinds of jobs are in your community?

2. What type of short term training or degree program would help in assisting individuals to be competent in these positions?

3. What do we need to know about managing our resources?

4. Where can student's access internet in your home community?

5. Would internet access be a barrier to students participating/utilizing distance delivery models in your home community?

6. What subject areas or types of classes would assist in the process of developing economic development projects in Aboriginal communities? A check box is provided for each option.
   How to develop a Land Use Plan, How to build a Business Plan, Working with GIS and GPS – Building maps, Legal Land Descriptions, How to determine the value of land for leasing activities – Federal and Provincial lands, Protection of Water, Species at Risk, Recreation, Protected Areas and Tourism, How to create and manage Impact Benefit Agreements, Northern Resource Development – E.g. Mining, Forestry, etc., Managing a small to large scale cattle operation, Determine land suitability – how to determine the best use of lands based on the type of soil classification?

7. Other than your home community, what is the most convenient location to obtain a post-secondary education?

8. Any other comments or suggestions?

The Engagement Meetings – Grouped by Meeting Location

The information presented is inclusive of all feedback collected at the Aboriginal Engagement meetings. The feedback as presented remains unedited, repetition of a single topic area has been removed (as one person may have mentioned one item more than once) and the feedback collected was provided anonymously by participants. The feedback and comments are not listed in order of importance or priority.

Battlefords Agency Tribal Council, Battlefords Tribal Council and Unaffiliated First Nations - North Battleford - May 15, 2012

The 9 First Nations belonging to the Battlefords Agency Tribal Council, Battlefords Tribal Council and Unaffiliated First Nations were invited to attend the meeting. There were 15 representatives from the Moosomin First Nation, Red Pheasant First Nation, Sweetgrass First Nation, Little Pine First Nation, and Mosquito First Nation, as well as representatives from the North West Education Council.

Program Themes: Soil Science, Treaty Land Entitlement, Comprehensive and Specific Claims, Land Suitability, Environment, Environmental Assessment, Water, Food Security, Waste Management.

Relationship Building: Build relationships with Schools On-Reserve, Foster a Connection to the University of Saskatchewan, Facilities and Equipment can be used to build Relationships.

Student Support: Know and address the barriers to post-secondary, Provide Experiential Learning, Create a Welcoming Environment for Aboriginal Students, Tailor Assessment Tools to support Aboriginal Student Learning, Realize that Language is Important, Provide Training Opportunities for Youth.

Traditional Knowledge: Include Emotionality, Intuition and Spirituality, Share Best Practices, Explore Belief Systems, Identify Relationships with the Whole, Include Indigenous Environmental Law, Utilize Traditional Knowledge Keepers, Bridge World Views (ex. western and Aboriginal world views), Acknowledge the Creator.

IPRMP Delivery Model Preference: Experiential Learning, 2 Week Delivery will work for Students who work full-time, for other students the ITEP model delivered through Regional Colleges may work better.

Membertou First Nation, Nova Scotia - May 30, 2012

The Indigenous Peoples Resource Management Program was invited to participate in a Membertou Governance Committee Training Session being provided by the National Aboriginal Lands Manager Association. The training session focussed on land management. The committee provided time within their 4 day agenda for a two hour session where we worked on the questions and surveys with the committee and community members. There were 10 representatives from the Membertou First Nation. This consisted of the Membertou Governance Committee members, Membertou citizens and elders from the Membertou First Nation.

Program Themes: Remediation of Soils in relation to Agricultural and Tar Sands, First Nation Land Management Act in relation to the Indian Act, Ecological Diversity, The Marshall Decision, The Bernard Decision, Treaty Rights, Copyright Laws, Intellectual Property, Research and Research Guidelines, Patent Laws, Food Security, Environmental Degradation, Aboriginal History.

Relationship Building: The Unama'ki College was identified as a potential partner, Membertou First Nation is interested in working with the University of Saskatchewan to develop novel programs and/or learning opportunities.

Student Support: Teach the Youth and Elders Traditional Seasons Model, Comprehensive Integrated Values with Experiential Learning, Address Admission Barriers, Tutoring in Science and Math, Prepare High School Students, Enable students to reference community examples, Document Oral History.

Traditional Knowledge: Elders should be a part of the learning process, Cape Breton University has a course on Integrated Aboriginal Science, Teach the Two-Eyed Seeing Model, Understanding the different types of knowledge (traditional knowledge and academic), Share Knowledge, Language = Culture, Elders and Traditional Knowledge mixed with Science.

IPRMP Delivery Model Preference: Hands On, Opportunity with Unama'ki College identified.

File Hills Qu'Appelle Tribal Council, Touch Wood Agency Tribal Council, Unaffiliated First Nations - Fort Qu'Appelle - June 19, 2012

The 20 First Nations belonging to the File Hills Qu'Appelle Tribal Council, Touch Wood Agency Tribal Council and Unaffiliated First Nations were invited to the meeting. There were 8 representatives from the Muskowekan First Nation, Standing Buffalo Dakota Nation, Ochapowace First Nation, White Bear First Nation, and Peepeekisis First Nation that attended.

Program Themes: Agriculture, Pasture Management, Land Regimes which include the Regional Land and Environment Program, 53-60 Delegation, First Nation Land Management Act, Protection of Inherent Rights, Treaty Land Entitlement, Land Designation, Leases, Mapping and Geographic Information System, "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum", Limitations of the Indian Act, Limits of Federal legislation, Treaty and Non-treaty Bands, Natural Resource Transfer Agreements, "How to challenge the status quo and assert rights", Indian Oil and Gas Laws, Land Disputes and Settlement.

Relationship Building: "Free, Prior and Informed Consent to the whole community when reaching out", "Work with Chief and Council to get community consent", Building Awareness, "We need to know how programs fit our needs and why take them?", "Economic Development officer would benefit", "Chief and Council would benefit from taking IPRMP", Build an agreement with bands so there is support for the model, "Can U of S do Level 2 (PLMCP) at a regional scale?"

Student Support: Native Housing in Saskatoon for Students, Adopt a Student, Space on Campus, Hold Regular Meetings.

Traditional Knowledge: Utilize elders and teachings, "knowledge of natural laws is completely lacking from the program as it is now", utilize elders and traditional knowledge keepers, "Traditional Knowledge is important for instructors as well – contradictions of worldview", "Learn about Canadian Laws as well as First Nation Laws".

IPRMP Delivery Model Preference: Video Delivery, "Video conferencing may be a challenge", "I like IPRMP the way it is", "Locations in other areas of Saskatchewan such as Carleton Train, Treaty 4 Building, SIIT".

Meadow Lake Tribal Council and Unaffiliated First Nations - Meadow Lake - June 28, 2012

The 10 First Nations belonging to the Meadow Lake Tribal Council and Unaffiliated First Nations were invited to attend the meeting. This meeting was an anomaly, as there was only 1 person from the Flying Dust First Nation that attended. The College of Agriculture and Bioresources had committed to revisit the communities in the future to provide an overview of Aboriginal programming.

Program Themes: Leasing and Sub-Leasing, Laws and Regulations specific to Federal and Provincial governments and where they apply to lands management, Plant Life, Canadian Environmental Assessment Act and Reserve Lands, Water Quality, Duty to Consult, Traditional Territories, Bill C-38, First Nation Land Management Act.

Relationship Building: Build relationship with Meadow Lake Tribal Council Lands Department, "Stay in touch for future meetings".

Student Support: Two Day Introduction to cover basics of course material, introduction to university life, the program and what it means to be a student.

Traditional Knowledge: no comments.

IPRMP Delivery Model Preference: "IPRMP is good as it is but the hands on activities are the best", "Could be easy to take at Northwest Regional College".

Ile-a-la Crosse and Metis Nation Saskatchewan – Ile-a-la Crosse - June 29, 2012

The meeting was set up as an initial meeting to set the stage for future meetings with Metis communities. The Mayor of Ille La Crosse, Ille La Crosse community members, and the Metis Nation of Saskatchewan attended the meeting.

The community is working on the development of a Northern Governance Institute. The meeting focussed primarily on an overview of the concept of the Northern Governance Institute. However, discussion of a potential pilot training program delivered within the community of Ille-a-la Crosse was discussed. Interest in training related to lands and resources was expressed by the meeting attendees.

The following structure was discussed.

The Northern Village of Ille-a-la Crosse			
Board of Directors (Representatives from Village)			
Northern Governance Institute (Research and Development Unit)			
University of Saskatchewan – College of Medicine	*Sakitawak Development Corporation*	*University of Saskatchewan -Land and Resources*	*Cameco*
Research Areas			
Health and Doctor Retention Research / *Economic Development Research*	*Land and Resources Research* / *Community Planning Research*	*Education Training and Research*	*Culture and Recreational Research*
Community Development Plan			
Rossignol Elementary and High Schools	*Ille-a-la Crosse Village Council*	*Ille-a-la Crosse Friendship Center*	*Sakitawak Development Corporation*

Note: The diagram illustrates a hierarchical organizational structure with the horizontal rows defined by function.

Relationship Building: The Village of Ile-a-la Crosse expressed interest in working with the College of Agriculture and Bioresources in the area of lands and resources. This interest is inclusive of potential academic programming and research related activities.

University of Saskatchewan - Internal Stakeholders - Saskatoon - October 3, 2012

Colleges and Departments delivering Aboriginal focussed programing were invited to share their experiences and best practices. The participants were provided with an overview of the AES meetings to date. The questions for this group were changed to reflect the difference in audience.

Program Themes: School of Environment and Sustainability – What links exist?, "ITEP starts with the sacredness of the land – community based expertise rather than university based expertise", "Land Management, does this lead to partnerships with fire sciences, park rangers programs offered by SIAST?", "What is the employability?", Regulations related to Waste Management, Animal Sciences, Cattle, Pastures, Source Water Protection, Environment and Land Preservation, Sacredness of the Land, Indigenous Food Sovereignty.

Relationship Building: Build relationship with the Indian Teacher Education Program (ex. six IPRMP courses used as electives towards four year degree), Build a relationship with School of Environment and Sustainability.

Student Support: Teaching is Secondary and Student Support is First, ITEP follows a Human Community Capacity Model, Student poverty is an issue, Establish senior student mentorship programs, Parents, grandparents and community are key elements to success, Establish learning communities, Form a community within the Program, Students need to feel supported and need to feel connected, Invite parents and children to orientation to create an understanding, 53% of students at Oskayak High School do not have parents so therefore have no support system, Utilize technology to connect with Aboriginal community, Arrange labs for field work, Incorporate traditional eco-tourism camps offered in the North.

Traditional Knowledge: Utilize the Science Ambassadors Program, Utilize the Cradleboard Project, Contextualize the land/people relationship at the Graduate level (ex. Indigenous Research Methodologies, story-telling, relationships, Indigenizing curriculum), Education leads to Resource Management and Resource Management leads to Economic Development, Academics need to be willing to Change and Include Content, Build the Class around the Subject not the Instructor, Address Conflict of Interest in the Classroom (ex. Western World View needs to Move Towards Inclusive Education), A Traditional Knowledge base can help students to encompass university education.

IPRMP Delivery Model Preference: Environmental Leadership Program for Youth, Ladder the Program into a degree program, Utilize Technology, Utilize Wanuskewin.

Saskatoon Tribal Council and Unaffiliated First Nations - Saskatoon - October 4, 2012

The eight First Nations belonging to the Saskatoon Tribal Council, and Unaffiliated First Nations were invited to attend the meeting.

There were nine representatives from the Onion Lake First Nation, Mistawasis First Nation, Beardys First Nation, Pelican Lake First Nation, One Arrow First Nation, Muskoday First Nation, Yellow Quill First Nation, and Whitecap Dakota First Nation.

Program Themes: Traditional Plants, GPS, GIS, Environmental Training, Land Use Planning, Law and Justice in Aboriginal Communities, Concepts of Ownership, Negotiation, Land Classifications, Determining Rental Rates for Farm Land, Experiential Learning with Mock Scenarios (ex. Lease negotiations), History and Information on how lands are being managed by different First Nations (ex. North – Forestry, South – Agriculture), Public Works (ex. water and sewer management), Management Skills (ex. team management, time management, human rights), Human Resources, Environmental Sustainability Plans, Office Management Skills.

Relationship Building: Possibilities for Partnerships with First Nations University of Canada, Saskatchewan Indian Institute of Technology and Lakeland College, U of S land adjacent to Whitecap Dakota First Nation (ex. field work, visit land offices at Whitecap Dakota First Nation), Build a Lands and Resource Network (ex. revitalize a technical table, Steering Committee based on Common Ground Values and Treaties), Duty to Consult, Regulatory relationships with Federal and Provincial governments.

Student Support: Large classes are a barrier (ex. classes with more than 20 students), Integration Process (ex. university life, city life, need a welcoming system, interpersonal skills, PAWS training), Being the only Aboriginal student is challenging, Partner with Saskatoon Tribal Council (ex. access to housing for students).

Traditional Knowledge: Respect land as a gift of Creator.

IPRMP Delivery Model Preference: Two weeks away from your job = two weeks away from your family, Lack of community support while student is away for two weeks, Northern Saskatchewan, The on-line delivery model is not considered eligible for First Nation post-secondary funding.

University of Saskatchewan Student Groups, Oskayak High School - Saskatoon - October 17, 2012

The Aboriginal Law Students Association, Aboriginal Graduates Students Association, Indigenous Students Council, ITEP Student Executive Council, Suntep/GDI Student Representative Council, and Oskayak High School were invited to attend. At the end of the day, there were 10 students from Oskayak High School that participated in the meeting.

Program Themes: Treaty Land Entitlement, Water Protection, Wildlife, Forestry, Develop Diverse Programming to address Diverse Community Needs, Traditional Classes (ex. Aboriginal Language, Ceremonies), Experiential Learning, Create Knowledge about Treaties for Aboriginal peoples and for the general public, Construction Training, Conservation (ex. animals, plants, water, air), Environment, Alternate Energy Sources, Police Training, Programs specifically for Aboriginal Peoples, Law for Aboriginal Peoples, Environment, Land Management "Camps for Youth".

Relationship Building: Build relationships with Schools On-reserve, Build a relationship with Oskayak High School.

Student Support: Create Opportunities for Success (ex. transportation, daycare, alternate class hours), Elder Support (ex, smudge ceremony, feast, gatherings focussed on traditional teachings), Understand that some students do not have opportunity to seek support from Community, Create reachable Opportunities for Students to Look Forward To, Provide Academic Support, A Cultural Approach is Important, Supply Brain Food, Motivate People to become Self-Dependent to Finish a Class, Keep it Short and Sweet.

Traditional Knowledge: Elder Support for Urban Aboriginal Students (ex. Many urban Aboriginal students have no opportunity to go home and seek support from community).

IPRMP Delivery Model Preference: Monday to Friday Preference, A set amount of Weeks or Months, Direct Entry from High School would be Overwhelming, Project Based Courses, Deliver in Semester or Block Delivery Models.

Prince Albert Grand Council and Agency Chiefs Tribal Council - Prince Albert - October 30, 2012

The 15 First Nations belonging to the Prince Albert Grand Council and the Agency Chiefs Tribal Council were invited to attend the meeting. There were four representatives from the Witchekan Lake First Nation, Big River First Nation, and Shoal Lake First Nation that attended.

Program Themes: Source Water Protection, Duty to Consult, Technical Aspects of Farming, Forestry, Contract Law, Environmental Regulations, Fire Fighting, Agroforestry.

Relationship Building: Big River expressed interested in having IPRMP delivered in their Community.

Student Support: Students need to know what kind of Programming is available and what kind of job will result as part of taking training.

Traditional Knowledge: Elders at Big River do not allow dissection of Animals, Recognize that Aboriginal communities have their own Teachings, Learning about Natural Laws is Important.

IPRMP Delivery Model Preference: ITEP Module in Big River (ex. for some classes instructors SKYPE from Prince Albert to Big River), IPRMP needs more Advertising, Diversity of Program is Key.

Feedback received from Aboriginal Communities – Grouped by Theme

Novel Program Development

Aboriginal communities identified the following topic areas as important to Aboriginal communities. The feedback has been listing in three different ways. The first is by topic areas included in current Aboriginal programming. Many of the topic areas currently included in Aboriginal programming can either be expanded upon or the focus of one particular course can be dedicated to a single topic area. As an example, one course could be dedicated to the topic area of land use planning in Aboriginal communities.

The second listing is by topic areas that are not currently found in existing programming. If the topic area is included in course curriculum it is included on a limited basis. This listing forms the basis for new course development.

The third listing includes feedback from Aboriginal communities which provides suggestions or important reminders when developing courses/programs targeted for Aboriginal communities. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Course Content currently included in Aboriginal Programming: Soil Science, Treaty Land Entitlement (subject area requires expansion), Land Suitability, Environment , Water (Water Policy and Source Water Protection), Agriculture, Mapping, Duty To Consult (subject area requires expansion), Land Use Planning (subject area requires expansion), Negotiation, Land Classifications, Forestry (Fire Fighting, Agroforestry), Aboriginal History and Treaty Rights (Protection of Inherent Rights, Treaty and Non-treaty Bands) (subject area requires expansion), Research and Research Guidelines, Land Management (Land Designations, Leases, Sub-Leases), Contract Law.

Content not included in Aboriginal Programming: Treaty Land Entitlement, Comprehensive and Specific Claims (Policy and Process), Canadian Environmental Assessment Act (Triggers related to management of Federal Reserve lands, Food Security), Environment (Federal Environmental Regulations related to Waste Management on Federal Reserve lands, Public Works Functions on Reserve, Environmental Sustainability Plans, Environmental Degradation, Protection of Lands), Remediation of Soils (Agriculture, Tar Sands), Ecological Diversity, Law (Indigenous Environmental Law, Copyright Laws, Intellectual Property, Patent Laws, Law and Justice in Aboriginal Communities), Food Security, Federal Land Regimes (Regional Land and Environment Program, 53-60 Delegation, First Nation Land Management Act), Geographic Information System Limits of Federal legislation (Indian Act, Bill C-38), Natural Resource Transfer Agreements, Indian Oil and Gas Laws, Land Disputes and Settlement, Plant Life, Traditional Territories, Animal Science (Cattle, Pastures, Pasture Management), Indigenous Food Sovereignty, Traditional Plants, Concepts of Ownership, Determining Rental Rates for Farm Land, History and Information on how lands are being managed by different First Nations (ex. North – Forestry, South – Agriculture), Management Skills (team management, time management, human rights), Human Resources (employment legislation that applies on Federal Reserve lands, Office Management Skills), Wildlife, Construction Training, Conservation (animals, plants, water, air), Alternate Energy Sources, Police Training.

Advice to Consider when building Aboriginal Programs: Consider "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum", Teach the skills regarding "How to challenge the status quo and assert rights", Build programming that provides an overview of laws and regulations specific to Federal and Provincial governments and where they apply to lands management, Adopt a respectful approach, for example "ITEP starts with the sacredness of the land – community based expertise rather than university based expertise".

Advice to Consider when building Aboriginal Programs: How will programming tie into other programs, for example, "Land Management, does this lead to partnerships with fire sciences, park rangers programs offered by SIAST?", Ensure ties to employment, "What is the employability?", Ensure that there exists an understanding of the Sacredness of the Land, Include Experiential Learning with Mock Scenarios (ex. Lease negotiations), Develop Diverse Programming to address Diverse Community Needs, Include Traditional Classes (ex. Aboriginal Language, Ceremonies), Be inclusive by creating Knowledge about Treaties not only for Aboriginal peoples but for the general public as well, Continue to Build Programs specifically for Aboriginal Peoples, Law for Aboriginal Peoples is important, Experiential learning is important, create Land Management "Camps for Youth".

Relationship Building

The following organizations were identified as potential external and internal partnerships who could potentially work with the College of Agriculture and Bioresources in the area of Aboriginal program development. The feedback collected also illustrates best practices for building relationships with Aboriginal communities. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

External Partnerships: Unama'ki College, Membertou First Nation, Schools On-Reserve, Aboriginal Leadership, Meadow Lake Tribal Council Lands Department, Village of Ile-a-la Crosse, Oskayak High School, First Nations University of Canada, Saskatchewan Indian Institute of Technology, Lakeland College, Whitecap Dakota First Nation, Big River First Nation.

Internal Partnerships: Indian Teacher Education Program – University of Saskatchewan, School of Environment and Sustainability – University of Saskatchewan.

Best Practices for Building Relationships with Aboriginal communities: Foster a connection to the University of Saskatchewan by establishing relationships with schools on-reserve, Facilitate relationships by hosting engagement driven science courses for Aboriginal youth, Oskayak High School, Sakewew High School, and On-reserve schools, Develop a traditional and western based approach to science, Understand the concepts of Free, Prior and Informed Consent when working with Aboriginal communities, Work in collaboration with Chief and Council to establish a MOU to obtain community consent and support for programming, Build awareness of how academic programs fit the needs of Aboriginal communities and demonstrate how programming is linked to strengthening a community and links to jobs, Build a Lands and Resource Network (ex. revitalize a land and resources Steering Committee based on Common Ground Values and Treaties), Incorporate and be aware of the Duty to Consult when dealing with Aboriginal communities.

Student Support

Aboriginal communities provided feedback that emphasized student support critical for a positive and supportive post-secondary experience. Communities also shared their knowledge on best practices related to student support. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Student Support leading to a positive and supportive post-secondary experience: Provide Academic Support, Understand that a Cultural Approach is Important, Understand the barriers to post-secondary for Aboriginal students (53% of students at Oskayak High School do not have parents, therefore have no support system, student poverty is an issue, supply brain food, elder support for urban Aboriginal students is important because there is no opportunity to go home and seek support from community), Create a welcoming environment for Aboriginal students (space on campus, parents/grandparents and community are key elements to success, invite parents/children to orientation to create an understanding of the time commitment required to succeed in a post-secondary environment), Address admission barriers (ex. there are no science courses offered at schools on-reserve), Create Opportunities for Success (ex. transportation, daycare, alternate class hours), Realize that language retention is important.

Student Support leading to a positive and supportive post-secondary experience: Create an awareness of what housing options exist in Saskatoon (Native Housing in Saskatoon for Students), Mentor a student (adopt a student program, establish senior student mentorship programs, establish learning communities), Understand that teaching is secondary and that student support is first (students need to feel supported and need to feel connected), Keep it Short and Sweet, Students need to know what kind of Programming is available and what kind of job will result as part of taking training , Create reachable Opportunities for Students to Look Forward To, Motivate People to become independent to Finish a Class, Tailor assessment tools to support Aboriginal student learning (ex. Aboriginal people are visual learners), Provide experiential learning (incorporate traditional eco-tourism camps offered in the North), Provide Training Opportunities for Youth, Prepare High School Students (ex. Two Day Orientation to cover basics of course material, introduction to university life, the program and what it means to be a student), Hold regular meetings with Aboriginal Students (ex. a constant support system based on communication).

Best Practices: Providing support by tutoring in science and math, Teach the Youth and Elders Traditional Seasons Model, Comprehensive Integrated Values with Experiential Learning, Enable students to reference community examples (ex. Document Oral History), ITEP follows a Human Community Capacity Model, Utilize technology to connect with Aboriginal community (U of S Nursing Program), Elder Support (ex. smudge ceremony, feast, gatherings focussed on traditional teachings).

Traditional Knowledge

Aboriginal communities provided direction on: How to Incorporate Traditional Knowledge into the Learning Experience and What aspects of Traditional Knowledge to Incorporate into Curriculum. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

How to incorporate Traditional Knowledge into the Learning Experience: Utilize Elders and Traditional Knowledge Keepers, Academics willingness to change and include content (Build the class around the subject not the instructor, address conflict of interest in the classroom, western world view needs to move towards inclusive education), Identify Relationships with the Whole, Share Best Practices, Explore Belief Systems, Bridge World Views (ex. western and Aboriginal world views), Acknowledge the Creator, Elders should be a part of the learning process (Utilize elders and teachings), Teach the Two-Eyed Seeing Model (Cape Breton University has a course on Integrated Aboriginal Science), Understanding the different types of knowledge (traditional knowledge and academic), Share Knowledge, Contextualize the land/people relationship at the Graduate level (ex. Indigenous Research Methodologies, story-telling, relationships, Indigenizing curriculum), Utilize the Science Ambassadors Program, Utilize the Cradleboard Project.

Aspects of Traditional Knowledge to Incorporate into Curriculum: Emotionality, Intuition and Spirituality, Understand that Language = Culture, A meaningful learning experience will ensure that the teachings from Elders and Traditional Knowledge are balanced with western Science, Natural Laws, Respect land as a gift of Creator, Recognize that Aboriginal communities have their own Teachings (Elders at Big River do not allow dissection of Animals).

Blended Delivery Model (Two-week intensive training modules)

Aboriginal communities provided feedback that illustrated the pros and cons of a two-week intensive training module, shared their preferences for in-community delivery and their opinions regarding the use of technology for delivery of post-secondary training. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Pros of a Two-week Intensive Training Module: Two Week Delivery will work for students who work full-time, Monday to Friday preference for some, A set amount of Weeks or Months is preferred, Potential to ladder the program into a degree program, Utilize Wanuskewin, Could work well for Northern Saskatchewan, Deliver in Semester or Block Delivery Models.

Cons of a Two-week Intensive Training Module: Two weeks away from your job = two weeks away from your family, Lack of community support while student is away for two weeks, Direct entry from high school would be overwhelming.

Preferences for In-Community Delivery: For other students the ITEP model delivered through Regional Colleges may work better, Explore the Union of Nova Scotia Indians, Unama'ki College and University of Saskatchewan Partnership, Examine potential locations in other areas of Saskatchewan - Carleton Train, Treaty 4 Building, Saskatchewan Indian Institute of Technology, Northwest Regional College, Find out about the Environmental Leadership Program for Youth, Examine the potential for Project Based Courses

Use of Technology: Explore Video Delivery (Utilize technology, video conferencing may be a challenge), Understand that with on-line delivery the student will not qualify for funding, Consider the ITEP Module in Big River (ex. for some classes instructors SKYPE from Prince Albert to Big River).

Survey Questions – Amalgamated

The survey questions provide the following direction: provide a listing of jobs identified as existing in Aboriginal communities, identifies that both short term and long term training is required, identifies priority areas for what is important to managing resources in Aboriginal communities, identifies that internet is a barrier is some Aboriginal communities but is also accessible by community members in other areas, identifies the types of short term and long term subject areas that would build capacity for the development of economic development projects, and identifies that most Aboriginal communities have a learning center close enough to their home community that members can access post-secondary. **See Appendix A**.

Next Steps

The College of Agriculture and Bioresources is arranging a meeting on September 5, 2013. The meeting will take place at the College of Agriculture and Bioresources. Individuals that attended the initial Aboriginal Engagement Meetings last year will be invited to participate.

The purpose of the meeting will be to provide a summary of the feedback collected at the Aboriginal Engagement Meetings and to verify that the feedback as recorded is reflective of what the community provided as feedback. There will also be discussion of the development of an Aboriginal Advisory Group. At the September 5, 2013, the College will identify individuals interested in working on Aboriginal program development.

Appendix A

What kinds of jobs are in your community?	•oil and gas, ranching, agriculture, health care, educators, environment, petroleum, administrative, public works, land managers, nursing, band office, casino, golf course, facilities management, child and family services
What type of short term training or degree program would help in assisting individuals to be competent in these positions?	•accounting, land management, environmental science, reclamation and restoration, mapping and GIS, traditional knowledge, safety and security training, business management, stress management, occupation health and safety, sustainable air, land and water management training, tourism
What do we need to know about managing our resources?	•environmental assessment, inherent rights and jurisdictions, land regimes on reserve land, cost of harvesting, cultivating, mining and other uses of Aboriginal resources
Where can student's access internet in your home community?	•community access is available at Portal in administrative center, all schools and education department, band office, ABES-T building, training center, drop in centers
Would internet access be a barrier to students participating/utilizing distance delivery models in your home community?	•internet is definitely a barrier in the North Battleford area, some access and/or limited access in other areas, Fort Qu'Appelle post-secondary coordinator utilizes internet course delivery with Brandon University, SIIT and Red River College
What subject areas or types of classes would assist in the process of developing economic development in Aboriginal communities?	• land use plan, business plan development, GIS ,GPS, valuation of land for leasing, Water Protection, Species at Risk, Recreation, Protected areas and tourism, Impact Benefit Agreements, Northern Resource Development, Managing a cattle operation, Land Suitability
Other than your home community, what is the most convenient location to obtain a post-secondary education?	• Lloydminster, Prince Albert, Saskatoon, North Battleford, Regina, Yorkton, Estevan, Carlyle, Moosomin, Fort Qu'Appelle, Brandon, Whitewood
Any other comments or suggestions?	•Very informative community engagement sessions, information on the Treaty Land Entitlement process would be helpful, information on the First Nation Land Management act would be helpful, Aboriginal teachings need to be incorporated into existing programming

MEMORANDUM OF UNDERSTANDING (MOU)

BETWEEN

NATIONAL ABORIGINAL LANDS MANAGERS ASSOCIATION (NALMA)
CURVE LAKE, ONTARIO

AND

COLLEGE OF AGRICULTURE AND BIORESOURCES
UNIVERSITY OF SASKATCHEWAN

UNIVERSITY OF
SASKATCHEWAN

College of Agriculture
and Bioresources

This MOU is a partnership between the National Aboriginal Lands Managers Association (NALMA) and the College of Agriculture and Bioresources, University of Saskatchewan (College of AgBio) to facilitate the following:

(a) The College of AgBio, University of Saskatchewan, will accept 6 of NALMAs Professional Land Management Certification Program (PLMCP) Courses as a "restricted block transfer" towards academic programming within the College of Agriculture and Bioresources, University of Saskatchewan.

(b) The National Aboriginal Land Managers Association will recognize the 6 Indigenous Peoples Resource Management Program (IPRMP)- [renamed Kanawayihetaytan Askiy (KA)] courses as satisfying the post-secondary level-one requirements of the Professional Land Management Certification (PLMCP). Further, IPRMP/KA graduates will be eligible to register in the PLMCP Level Two: Technical Training developed and delivered by NALMA.

Recognizing their common interests in capacity building, education and collaborative initiatives in lands and resource management for Aboriginal communities, and

Valuing institutional cooperation, and

Wanting to promote such cooperation in a more structured fashion.

Agree as follows:

ARTICLE 1   OBJECTIVES

The objective of this Memorandum of Understanding is to outline the understandings on which the College of Agriculture and Bioresources, University of Saskatchewan, Saskatoon, Saskatchewan and NALMA, Curve Lake, Ontario will develop and carry out collaborative activities and formalize the agreement between the two organizations regarding a "restricted block transfer".

Restricted block transfer is defined as follows:

Approval of the "restricted block transfer" (equivalent to 18 credit units) towards educational programs within the College of Agriculture and Bioresources requires that a student complete the 6 NALMA Level 2 Technical courses. Substitution of other courses will not be accepted.

As of June 2015, NALMA will be working towards a redesign of the Professional Land Management Certification Program. The NALMA technical courses will be reviewed and potentially changed. It is understood by the U of S, that once the redesign occurs, the organizations will review the "restricted block transfer" arrangement.

Professional Land Management Certification Program, NALMA is defined as follows:

NALMA's Professional Lands Management Certification Program (PLMCP) was created for the purpose of recognizing the accomplishments of professionals working in First Nation lands and environment disciplines. Certification establishes professional credibility at a national level, formally recognizes and verifies skills and knowledge, and enhances marketability for a First Nation. It assures that an individual meets specific criteria, remains current in the field of discipline and maintains a professional code of ethics. This represents both an achievement and a responsibility for the individual.

The PLMCP consists of two levels of training: Level 1 Post-Secondary requirement and Level 2 NALMA Technical Training.

ARTICLE 2   SCOPE OF ACTIVITIES

The scope of collaboration on academic activities under this MOU may include, but is not limited to, the following:

1. The College of Agriculture and Bioresources will grant students who have successfully completed **Level 2 Technical Courses - Professional Land Management Certification Program, NALMA** a "restricted block transfer" of 18 credit units towards academic programming within the College of Agriculture and Bioresources, University of Saskatchewan.

The courses will be comprised of the following existing courses. The following courses will be reviewed by NALMA and may change, at that point in time, the "restricted block transfer" will be reviewed by both organizations:

Level 2 Technical Courses - Professional Land Management Certification Program, NALMA

    I.   NALMA 101 History and Legislation
    II.   NALMA 201 Fundamentals
    III.   NALMA 301 Collective and Individual Interests
    IV.   NALMA 401A Leasing 1
    V.   NALMA 401B Leasing 11
    VI.   NALMA 501 Permits

2. NALMA will grant IPRMP/KA, U of S, graduates 6 courses (18 credit units) towards the Level 1 Post Secondary component of the Professional Land Management Certification Program. The courses will be comprised of the following existing courses.

The courses are currently being redesigned and will change in the 2016 academic year, at that point in time, the "restricted block transfer" will be reviewed by both organizations:

Indigenous Peoples Resource Management/Kanawayihetatan Askiy Certificate Courses – University of Saskatchewan

    I.   IPRM 100 – Introduction to Legal Concepts in Resource Management (ASKI 102)
    II.   IPRM 101 – Introduction to Management Issues (ASKI 104)
    III.   IPRM 102 – Environmental Studies – Economics and Planning (ASKI 105)
    IV.   IPRM 103 – Resource and Environmental Studies (ASKI 101)
    V.   IPRM 200 – Legal Process and Instruments in Resource Management (ASKI 103)
    VI.   IPRM 210 – Resource Management Project Assessment (CAPSTONE) (ASKI 201)

3. Course Review: Each organization will commit to a yearly review to ensure a) that the Level 2 Technical courses, PLMCP, NALMA continue to meet "restricted block transfer" requirements of the College of Agriculture and Bioresources, University of Saskatchewan and b) that the IPRMP/KA courses meet the Level 1 Post-secondary requirement of the PLMCP, NALMA.

4. Development of collaborative programs or projects of mutual interest and benefit, particularly those intended to support Aboriginal students, strengthen services for these students and Aboriginal communities, and share information on best practises that can be applied to the delivery of education programs;

ARTICLE 3   CONTRIBUTION BY ALL PARTIES

Signature of the MOU does not entail any material, financial or other obligation for either of the institutions. Specific initiatives are to be considered and agreed upon, on a case-by-case basis, including the contributions and obligations of each institution. Subsidiary agreements are to be signed as required.

Each institution will designate an individual as a regular point of contact, and each institution agrees to meet regularly, no less than annually, to review, and evaluate activities undertaken through this agreement. Such discussions may give rise to new initiatives.

The designated point of contact for NALMA will be: Executive Director, NALMA, the designated point of contact for U of S will be: Program Co-ordinator, Aboriginal Programming, College of Agriculture and Bioresources, U of S.

ARTICLE 4   AMENDMENT AND DURATION OF THE AGREEMENT

This MOU is effective from the date of signature. This MOU may be terminated by either party subject to the delivery of six months advance notice, in writing.

Signed on behalf of:

UNIVERSITY OF SASKATCHEWAN   **NALMA**

Dean, Mary Buhr   Gino Clement, Chair, NALMA Board of
College of Agriculture and Bioresources   Directors

2016-05-27   2016 05 27
Dated   Dated

National Aboriginal Lands Managers Association
Association nationale des gestionnaires des terres autochtones

May 12th, 2016

Fran Walley
Associate Dean (Academic)
College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive
Saskatoon, SK, S7N 5A8

Dear Mrs. Walley

Re: Letter of Support - Kanawayihetaytan Askiy (KA) diplomas proposal - Diploma in Aboriginal Resource Management and Diploma in Aboriginal Land Governance -- University of Saskatchewan

On behalf of the National Aboriginal Lands Managers Association (NALMA) it is my pleasure to write a letter of support for the Kanawayihetaytan Askiy (KA) diplomas proposal (Diploma in Aboriginal Resource Management and Diploma in Aboriginal Land Governance) University of Saskatchewan.

NALMA has been working in partnership with the College of Agriculture and Bioresources over the past 10 years to provide First Nation communities with the necessary knowledge and skill to effectively manage their Reserve Lands. Through our partnership we certified 143 First Nations Lands Managers.

The KA diploma program provides an opportunity for First Nations to obtain a higher education in resource management and land governance. With this advanced programming, First Nations are able to progress their communities into greater levels of autonomy. To that end, we strongly support the program and look forward to continuing our productive partnership.

In good spirit,

Gino Clement
NALMA Chair

#99

April 23, 2015

Dr. Daniel J. Pennock
Acting Associate Dean (Academic)
College of Agriculture and Bioresource
51 Campus Drive
Phone: (306) 966-6852
Email: dan.pennock@usask.ca

Dear Dr. Pennock,

Please accept this letter as support for the ongoing efforts of the Indigenous People's Resource Management Program and the work on transforming the certificate program in to a full diploma and/or degree-granting program.

As a member of the inaugural graduating class from IPRM in 2007, the knowledge a student gains from post secondary institutions in this area is very important. There are not many continuing education opportunities for people who work in the lands sector on First Nations in Canada, but their jobs are so paramount to their individual communities. It is said that life is a journey of learning, and being able to become more professionally engaged in your vocation opens doors not only in the job world, but helps a person grow as well.

I am proud to be a part of the advisory committee for this process and it has my full support going forward.

Respectfully,

Dean Bear
Director
Muskoday Lands, Resources & Environment
TLE Acquisition

Dr. Daniel J. Pennock
Acting Associate Dean (Academic)
College of Agriculture and Bioresource
51 Campus Drive
Phone: (306) 966-6852
Email: dan.pennock@usask.ca

Dear Dr. Pennock,

It is my pleasure to write a letter in support of the Aboriginal Program Development,
Kanawaytaytan Aski at the University of Saskatchewan. I have been involved with the
Committee meetings for the past three years with the Aboriginal Program Advisory Group and
have had great experience in getting involved in the planning and see the good that is going to
come of this with the College of Agriculture and Bioresources.

In conclusion, I fully support the efforts of the IPRMP as they seek to establish a program to
train Aboriginal peoples in the area of lands and resources.

Sincerely,

Leona Tootoosis

Aboriginal Program Advisory Member

Letter of Support

March 30, 2015

To Whom It May Concern,

I am writing this letter in support of the Aboriginal Program, Lands and Resource Diploma, and Governance Diploma development.

I have just finished the IPRM program and the chance to pursue a diploma would be a great opportunity for many students including myself.

Thank You,

Norman Allard Jr
Community Planner - Lower Kootenay Band
norma@lowerkootenay.com
250-428-4428 ext.227

From: Ken Cossey [mailto:Ken.Cossey@songheesnation.com]
Sent: Friday, February 27, 2015 12:12 PM
To: Pete, Candice
Subject: RE: Support Letter for Diploma Development

Ms. Pete,

Thank you for your e-mail. As a professional community planner with over 27 years of community planning/land development experience I have had a chance to review the attachments sent to me on the proposed distance delivery program. In my professional capacity, I would highly recommend that the full distance delivery diploma courses be implemented. The timing of these programs is perfect in that as many First Nations are taking advantage of the First Nations Lands Management Act, there is a requirement to ensure that well qualified individuals are able to assume positions of lands and governance at the First Nation level. The proposed courses will ensure that highly trained aboriginal individuals will be available to assist their Nation on moving forward.

Cheers

Page 1 of 3

Ken Cossey, MCIP, RPP
Songhees Nation
Director of Local Government Services
1100 Admirals Road
Victoria, BC, V9A 2P6
Phone (250) 386 1043 ext 208
Fax (250) 386 4161

May 11, 2016

Native Law Centre

To whom it may concern:

I am acting director of the Native Law Centre and I am pleased to write this letter in support of the two new diplomas proposed for the Kanawayihetaytan Askiy Program of the College of Agriculture and Bioresources, namely the diplomas in Aboriginal Resource Management and Aboriginal Lands Governance, on behalf of the Native Law Centre of the College of Law, University of Saskatchewan.

The Native Law Centre was founded in 1975 in order to facilitate legal education for Indigenous peoples, promote the development of the Canadian legal system in ways which better accommodate the advancement of Indigenous peoples, and disseminate information concerning Indigenous peoples and the law. The Centre's focus is on preparing Indigenous students for law school and pursuing research and publications directed at legal scholars and practitioners; in other words, our focus is on making contributions directly to the law, the legal profession and the greater legal community. However, we recognize that law is not the exclusive province of lawyers and legal academics. The Canadian legal system impacts each and every one of us in this country on a daily basis and has unique and complex impacts on the daily lives of Indigenous peoples in Canada. We are therefore pleased to see Kanawayihetaytan Askiy's focus on contributing to legal education opportunities for Indigenous students that plan to pursue careers outside the traditional legal profession that could nevertheless greatly benefit from better fluency in legal concepts, such as careers in governance or resource management.

Aboriginal law is one of the most complex and rapidly evolving areas of Canadian law, which makes continued education all the more important for those working for or with Indigenous communities. Indigenous people in Canada also frequently face unique barriers in accessing up-to-date legal information and education opportunities of relevance to them due to factors such as the geographic isolation of many communities and scarcity of funding to pursue education outside those communities. We are therefore pleased to see Kanawayihetaytan Askiy's focus on continuing education for Indigenous students being accomplished through distance education courses.

Sincerely,

Chris Lafleur
A/Director, Native Law Centre

cc   Candice Pete

Subject: Re: KA diploma

Date: Sunday, 1 May, 2016 8:24:34 PM Central Standard Time

From: Turner, Jill

To: Walley, Fran

Dear Dr. Walley
The Distance Education Unit (DEU) welcomes the opportunity to support an initiative that targets Aboriginal students and brings value to Aboriginal communities. We have no significant concerns in the creation or the delivery of the new diplomas. DEU is always pleased to be involved in the creation of new programming and have an extensive history in this area.
For the past year, DEU has been involved in the discussions acting as a collaborative partner in both development of the new courses and also in the future delivery of the courses. We have played an important role as consultants on the distance education course development, budgeting and course delivery. For the development of the new courses DEU is providing *in kind* support of Instructional Designers well as financial support for the hiring of the Subject Matter experts. DEU is also collaborating on marketing initiatives and lending administrative support.

Sincerely, Jill Turner
Program Manager
Distance Education Unit
University of Saskatchewan
473 - 221 Cumberland Ave. N
Saskatoon, SK S7N 1M3
306.966.1382
306.966.5590

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

Title: Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Resource Management

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

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

1 Is this a new degree, diploma, or certificate?   Yes [X] No [ ]

   Is an existing degree, diploma, or certificate being renamed?   Yes [ ] No [X]

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

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

   Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Resource Management

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

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

   degree level

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?   Yes [X] No [ ]

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be: KAMT [In KA Dip Aborig Rescrce Mgmt]. NEED 4 character code!

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

   Credential Code = 6 characters max - KAMGMT

   Credential Short Description = 30 characters max - KA Dip Aboriginal Resrce Mgmt

   Credential Long Description = 75 characters max - Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management

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

   Agriculture and Bioresources

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

   No

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

One major is required on all programs [4 characters for code and 30 characters for description]
KAMG - Aboriginal Resource Management

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

n/a

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

1 Is this a new program?   Yes [X] No [ ]

Is an existing program being revised?   Yes [ ] No [X]

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

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

Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Resource Management

3 What is the name of this new program?

Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Land Governance
Program Code = 12 characters (KANASK-MGMT) - suggested
Program Description = 32 characters - Kanawayihetaytan Askiy Dip Mgmt

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

n/a

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

College of Agriculture and Bioresources [AB] / AGBIO (Dean's Office) [AB]

6 Is this a replacement for a current program?   Yes [ ] No [X]

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

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

n/a

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?   Yes [ ] No [X]

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada) ☐

International Mobility (one jurisdiction is outside of Canada) ☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Degree ☐

Dual Degree ☐

Professional Internship Program ☐

Faculty-Led Course Abroad ☐

Term Abroad Program ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?   Yes ☐   No ☐

4 Please state the full name of the agreement that the U of S is entering into.

_____

5 What is the name of the external partner?

_____

6 What is the jurisdiction for the external partner?

_____

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?   Yes ☐   No ☒   Revised ☐

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

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

_____

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

_____

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

_____

5

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

_____

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?   Yes ☐   No ☒   Revised ☐

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

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

> [ ]

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

> [ ]

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

> [ ]

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?   Yes [ ] No [X]
  Is an existing college, school, center, or department being renamed?   Yes [ ] No [X]
  If you've answered NO to each of the previous two questions, please continue on to the next section.

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

> [ ]

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

> [ ]

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

> [ ]

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

> [ ]

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

> [ ]

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

> [ ]

Section 7: Course Information

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

> No - using existing subject areas (with standard AB rate of TC13 and standard AR rates of TC01 and TC08)

2

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

> n/a

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

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

   If NO, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY01, YYYY05, and YYYY09

3 Does this impact enrollment?

Anticipate 15 new students/year enrolled in the program

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

Refer to the College of Agriculture and Bioresources

5 Can classes towards this program be taken at the same time as another program?

Yes

6 What is the application deadline?

Same as existing AB programs

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weight average of 60%, OR Completion of the Indigenous Peoples' Resource Management Certificate and completion of INDG 107.3 with a final grade of at least 60%

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

NA

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

Special (mature) admission criteria

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

On-line application for admissions, same process as Certificate

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

Admissions office

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

Standard

13 Will the standard application fee apply?

No, as returning student

14 Will all applicants be charged the fee or will current, active students be exempt?

Current, active students will be exempt

Section 9: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	X
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

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

Yes - TC13 (AB courses), TC01 (AR courses - Arts) and TC08 (AR courses - Science)

3 Will students outside the program be allowed to take the classes?

Yes

4 If YES, what should they be assessed? (This is especially important for program based.)

Standard Undergraduate per credit

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

Yes

6 Do standard cancellation fee rules apply?

Yes

7 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

8 Has IPA Been Consulted?

Yes

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 10: Government Loan Information

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

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

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

Yes

Section 11: Convocation Information (only for new degrees)

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

No

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

Fall Convocation 2017

4

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

30

Section 12: Schedule of Implementation Information

1 What is the start term?

201705 [May 2017]

2 Are students required to do anything prior to the above date?   Yes ☐   No ☒

If YES, what and by what date?

Section 13: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?

Year 2

2 Will students register themselves?   Yes **X** No ☐

  If YES, what priority group should they be in?

As per current set up

Section 14: Academic History Information

1 Will instructors submit grades through self-serve?   Yes **X** No ☐

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

As per current set-up

Section 15: T2202 Information (tax form)

1 Should classes count towards T2202s?   Yes **X** No ☐

Section 16: Awards Information

1 Will terms of reference for existing awards need to be amended?   Yes ☐ No **X**

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

Yes

Section 17: Program Termination

1 Is this a program termination?   Yes ☐ No **X**

  If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?   Yes ☐ No ☐

  If yes, what courses?

4 Are there currently any students enrolled in the program?   Yes ☐ No ☐

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

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

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

Section 18: SESD – Information Dissemination (internal for SESD use only)

		Yes	No
1	Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?		
2	Has SESD, Admissions, been informed about this new / revised program?		
3	Has CGSR been informed about this new / revised program?		
4	Has SESD, Transfer Credit, been informed about any new / revised courses?		
5	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?		
6	Has the Library been informed about this new / revised program?		
7	Has ISA been informed of the CIP code for new degree / program / major?		

8 What is the highest level of financial approval required for this submission? Check all that apply.

   a. None - as it has no financial implications

   <u>OR</u>

   b. Fee Review Committee

   c. Institutional Planning and Assessment (IPA)

   d. Provost's Committee on Integrated Planning (PCIP)

   e. Board of Governors

   f. Other

SIGNED

Date: _May 16, 2016_

Registrar (Russell Isinger): _Russell Isinger_

College / Department Representative(s): _Fran Walley_

Catalogue Entry

Diploma in Aboriginal Resource Management, Dip.(K.A.Ab.R.M.)

The Diploma in Aboriginal Resource Management provides students with a broad background in resource management for Aboriginal communities. The diploma builds on the Kanawayihetaytan Askiy certificate and prepares students to become land managers in their communities and to provide leadership in local, provincial, and national settings. The program teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making. The diploma is entirely offered through a combination of on-line and condensed (i.e., one-week) delivery courses, although students may also opt to take face-to-face courses. Students enrolling in the diploma would normally complete the Kanawayihetaytan Askiy (KA) Certificate before enrolling in the diploma. Transfer credit may also be given for the Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association. Please contact the college for further information.

Admission Requirements:

The diploma builds on the existing Kanawayihetaytan Askiy certificate. The graduation requirements of the Kanawayihetaytan Askiy Certificate are harmonized with the college standards. Admission requirements are as follows:

- Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, **OR**
- Completion of the Indigenous Peoples' Resource Management Certificate Program and completion of INDG 107.3 with a minimum average of 60%

Diploma Requirements (60 credit units):

*Please note that a maximum of 12 credit units of transfer credit can be used for credit toward this diploma if block transfer credit is being applied.

Required Courses:

Kanawayihetaytan Askiy Certificate (21 credit units)

- INDG 107.3
- ASKI 101.3
- ASKI 102.3
- ASKI 103.3
- ASKI 104.3
- ASKI 105.3
- ASKI 201.3

Kanawayihetaytan Askiy Core Requirements (21 credit units)

- GEOG 120.3
- GEOG 280.3
- GEOG 386.3

- NRTH 101.3
- PLAN 329.3
- SLSC 232.3

Choose 3 of the following one-credit unit courses:

- EVSC 204.1
- RRM 201.1
- SLSC 205.1

Restricted Electives (15 credit units**)**

Please note that BIOL 204 and 207 are recommended for students who intend to ladder into the B.Sc. RRM programs.

- AGRC 111.3
- AGRC 112.3
- ANBI 475.3
- BIOL 204.3 offered by Athabasca University
- BIOL 207.3 offered by Athabasca University
- ENVS 361.3 offered by Athabasca University
- EVSC 380.3 or SLSC 480.3
- GEOG 381.3
- GEOG 385.3
- INDG 210.3
- INDG 221.3
- INDG 241.3
- INDG 264.3
- NRTH 331.3
- POLS 323.3
- PLSC 234.3
- RRM 301.9

Open Electives (3 credit units**)**

Block Transfer Credit:

Please note that completion of the following can be used to meet 15 credit units of the restricted electives and 3 credit units of the open elective requirements in this program:

- The Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association

Please contact the College of Agriculture and Bioresources for more information on block transfer credit.

Supporting Notes:

- College purview to all transfer credit, as long as it doesn't exceed the 50% maximum, as outlined in item 1.1 of our Articulation and Transfer Credit Policy (http://policies.usask.ca/policies/academic-affairs/articulation-and-transfer-credit-policy.php).
- The effective date of the program is 201705
- Note that multiple-counting is required in laddering from certificate to diploma to B.S.A.; this fits within our Nomenclature laddering definition; multiple counting is within college purview

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: June 23, 2016

SUBJECT: Kanawayihetaytan Askiy ("Let us take care of the Land") Diploma in Aboriginal Lands Governance

DECISION REQUESTED:

It is recommended:
That Council approve the Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance, effective May 2017

PURPOSE:

The purpose of the two-year Kanawayihetaytan Askiy (KA) diploma in Aboriginal Lands Governance is to allow students who have completed the KA certificate of proficiency the opportunity to achieve broad background in governance, management, administration and political science as they relate to Aboriginal communities.

CONTEXT AND BACKGROUND:

The College of Agriculture and Bioresources has been offering the Indigenous Peoples Resource Management program (recently renamed the Kanawayihetaytan Askiy (KA) program) since 2006. Its certificate of proficiency for Aboriginal land managers has seen high demand. The College is strongly committed to working with indigenous communities, who strongly support the KA program. Consultation with these communities revealed a demand for additional training. The proposed two-year diploma program would allow students to further enhance their knowledge and skills.

This diploma builds on the existing Kanawayihetaytan Askiy certificate and prepares students for roles in governance in their communities and leadership in local, provincial, and national settings. The program has a strong focus on experiential learning. It teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making in this area.

The depth of relevant knowledge and expertise in the College positions it to develop and offer a diploma in Aboriginal Lands Governance. This diploma, along with the proposed KA diploma in Aboriginal Resource Management, will enhance our ability to attract Aboriginal students and will help meet the needs of Aboriginal communities by providing advanced relevant programming. It will also provide new routes for Aboriginal students

to enter our AgBio degree programs, as students who successfully complete the KA diploma in Aboriginal Lands Governance may potentially ladder into the B.Sc. Renewable Resource Management degree program in the College of Agriculture and Bioresources.

IMPLICATIONS:

The majority of courses required for this diploma program are currently available online and do not require additional resources other than to facilitate higher student enrolment. Existing faculty and administrative resources that are in place for the KA certificate program and Aboriginal student support will be utilized for the two proposed KA diploma programs.

The anticipated enrolment is a total of 15 students, some with block transfer from the KA certificate program and others without. Students will be accommodated within the existing courses and structures of the College.

CONSULTATION:

The College of Agriculture and Bioresources consulted with Planning and Priorities Committee in March of 2015. Consultation during development of the proposed diploma was undertaken with the Native Law Centre, the Department of Indigenous Studies in the College of Arts and Science, and the Distance Education Unit in the development this proposal, as well as with many external partners. This proposal was reviewed by APC at its June 8, 2016 meeting, when it was recommended to Council for approval.

FURTHER ACTION REQUIRED:

Tuition for this program will require review and approval by the Board of Governors and will be presented at its December 2016 meeting.

ATTACHMENTS:

1. KA Diploma in Aboriginal Lands Governance Proposal

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Kanawayihetaytan Askiy (English translation: Let Us Take Care of the Land): Proposal for the Development of Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance, College of Agriculture and Bioresources, University of Saskatchewan

Program(s):
Diploma: Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: Agriculture and Bioresources

Contact person(s) (name, telephone, fax, e-mail):
Dr. Fran Walley
Associate Dean (Academic), College of AgBio
966-4064
fran.walley@usask.ca

Proposed date of implementation: First offering in 2017-18

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 College of AgBio has been offering the Indigenous Peoples Resource Management (IPRM) program—recently renamed the Kanawayihetaytan Askiy (KA) program—since 2006. In the past 10 years more than 200 Aboriginal land managers have successfully completed the certificate. The IPRM program was originally designed to train land managers from First Nations that were entering the Regional Land Environment and Management Program (RLEMP) under the auspices of the Federal Government. At that time Aboriginal Affairs and Northern Development Canada (AANDC) required First Nations entering into the RLEMP land regime to have a certified land manager in place, and the IPRM program was developed to meet one component of the certification training. Specifically, certification occurs in two steps: 1) Level 1 - completion of the IPRM certificate at the University of Saskatchewan; and 2) Level 2 - completion of technical training, delivered by the National Aboriginal Land Managers Association (NALMA). In 2013, AANDC removed the certification requirement, and opted for a training requirement that is defined in a less rigorous manner. Although the need for certification is no longer driven by AANDC requirements, NALMA continues to offer the certification program with the UofS as it's partner, and the demand for the certification program remains strong. According to NALMA's (http://www.nalma.ca/) mandate, the purpose of certifying land managers is to promote professional accountability and to identify to the public and professional peers that certified land managers have met specific professional standards. The UofS KA certificate continues to be a successful component of the certification process, with 23 students registered in the current 2016-17 KA certificate program.

The need for reevaluation of College of AgBio Aboriginal programming was apparent at the time that the college's 3rd Integrated Plan was formulated, and the plan included a statement that "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs." Based on this commitment, the college developed and implemented an Aboriginal Engagement Strategy in 2012. College staff met with First Nations communities across Saskatchewan to assess their needs regarding post-secondary education. Murray Drew [Associate Dean (Academic)], Candice Pete (Coordinator, Aboriginal Programs), and Sheryl Mills (Program and Curriculum Development Specialist, Gwenna Moss Centre for Teaching Effectiveness) attended the meetings. Overall, a total of 75 Aboriginal community members from 23 First Nations and Metis organizations contributed to these consultations. Based on these consultations, it was clear that there was continued support for the IPRM certificate program, although revisions to the certificate were suggested and subsequently implemented. These revisions included renaming the IPRM certificate the Kanawayihetaytan Askiy (Let Us Take Care of the Land) certificate. The demand for IPRM/KA certificate graduates is high and nearly one hundred percent of the graduates have current employment or confirmed employment as land managers. Importantly the consultations identified the need to create additional training in the form of a two-year diploma program that would allow students to further enhance their knowledge and skills, and potentially ladder into the B.Sc. Renewable Resource Management (Resource Economics and Policy major) degree program in the College of AgBio. The proposed diploma builds on the existing KA certificate, providing students with bridging options from the certificate to a diploma to a degree. A full report on the consultation is attached.

The College of Agriculture and Bioresources is strategically placed to develop and teach the proposed diploma in Aboriginal Lands Governance because of the depth of knowledge and expertise within the college in agribusiness management, environmental and resource economics and applied environmental sciences, and its history as a college with interdisciplinary

teaching and research. Moreover, developing the diploma in Aboriginal Lands Governance, and providing new routes for Aboriginal students to enter our AgBio degree programs will enhance our ability to attract Aboriginal students, and will help meet the needs of Aboriginal communities—as identified in our consultations—by providing advanced relevant programming.

    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.

The proposed diploma falls within the university signature area "Aboriginal People: Engagement and Scholarship." In particular, the proposed diploma recognizes the challenges that Aboriginal students face when considering further education, and provides a mechanism by which additional credentials (in this case, a 60 cu diploma) can be obtained without leaving their home communities following completion of the KA certificate. Moreover, the diploma provides a potential "bridge" into a degree program (B.Sc. Renewable Resource Management, Resource Economics and Policy major) in the College of AgBio.

The proposed diploma is consistent with the AgBio 3rd Integrated Plan (see excerpts attached). The plan recognized the need for novel programming for Aboriginal students. The plan states "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs." This proposal is the product of that consultation and delivers on the commitment to develop novel programs.

Finally, the 3rd AgBio Integrated Plan states that the college will "Explore and evaluate, in collaboration with CCDE and other colleges, alternative delivery formats such as web-based, remote, blended." The proposed diploma features an innovative mix of on-line and condensed delivery courses (i.e., via the KA certificate), and we will be working closely with the Distance Education Unit (DEU) to develop this model.

    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)

The program specifically targets Aboriginal students who are interested in Aboriginal land management. First Nations communities deal with complex land management issues. Some of these issues include land use planning, legal issues such as the Duty to Consult, reserve land transactions, community-based land transactions, natural resource transactions, environmental management, compliance and other issues. There are over six hundred First Nations and Metis communities across Canada.

The issues facing Aboriginal peoples are among the most complex and important in Canada today. As Aboriginal peoples increasingly move to self-government, it is important that public institutions support this process through research and education. This will assist the development of knowledge, human capital and new governance structures.

The issue of Aboriginal lands governance is very important for our province. Saskatchewan has the largest population of Aboriginal peoples and the largest area of reserve lands in Canada. Initiatives that will enhance the governance and management of this land resource and assist in economic, social, and governance for Aboriginal peoples will benefit all provincial residents.

Offering an academic program in Aboriginal Lands Governance will allow the University to work with Aboriginal communities to address identified needs and at the same time will create a sustainable base of academic activity that will address a broad set of resource governance related issues. The diploma has been designed to allow students to complete the diploma (following the completion of the KA certificate) either fully on-line or through a combination of condensed delivery courses (offered by NALMA) and face-to-face and on-line course delivery. This allows students across Canada to further their studies without leaving their home communities for long periods of time.

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

Comparable undergraduate certificate and diploma programs available in Canada are shown in Table 1. The combination of condensed on-campus courses and on-line courses is not available in any of these programs.

Table 1: Survey of land management and governance programs:

Province	Institution	Program
B.C.	Nicola Valley Institute	Aboriginal Community Economic Development
		First Nations Public Administration
	Northwest Community College	Sustainable Tourism, Sustainable Communities Specialization
Nunavut	Nunavut Arctic College	Management studies concentration in community Economic development
		Environment Management, Water Resource Management, Wildlife Conservation
New Brunswick	UNB	First Nations Business Administration Certificate
Nova Scotia	Cape Breton U	Professional Development Certificate
Saskatchewan	SIIT	Aboriginal Community Development Program
Manitoba	Assinibione Community College	First Nations Governance Program
Alberta	U Lethbridge	Community Economic Development Program
	University College of the North	Environmental Assessment and Restoration, Natural Resource Compliance, Renewable Resource Management,
	Medicine Hat College	Iniskim Trail Program with Imperial Oil
	Mount Royal University Calgary	Aboriginal University and College Preparation

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

The diplomas build on the existing Kanawayihetaytan Askiy certificate, to which students are accepted under Special (Mature) Admission. The graduation requirements of the Kanawayihetaytan Askiy Certificate are harmonized with the college standards. Specifically the average required for graduation from the Kanawayihetaytan Askiy Certificate is 60%; the former IPRM certificate required only a 50% average for graduation. The 60% average is consistent with the sessional average required for promotion for students with 0 to 18 credit units in the college. The promotion and graduation requirements for the proposed diplomas will the same as for the existing diplomas in AgBio. Specifically the average required for graduation will be 60%.

3. Description of the program

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

The Diploma in Aboriginal Lands Governance provides students with a broad background in governance, management, administration and political science as they relate to Aboriginal communities. The diploma prepares them for roles in governance in their communities and leadership in local, provincial and national settings. The program has a strong focus on experiential learning. It teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making. The diploma is entirely offered through a combination of on-line and condensed (i.e., one to two-week) delivery courses, although student may also opt to take face-to-face courses. Students enrolling in the diploma are required to complete the Kanawayihetaytan Askiy (KA) Certificate before enrolling in the diploma. Transfer credit may also be given for the Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association (http://www.nalma.ca/professional-development/plmcp) and the Accredited Certificate Program in First Nation Applied Economics from the Tulo Centre of Indigenous Economics (http://www.tulo.ca/first-nation-applied-economics/).

   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 general teaching philosophy relevant to the programming for the diploma in Aboriginal Lands Governance diploma is to provide students with sufficient options in terms of distance (i.e., on-line), and condensed delivery (i.e., the KA certificate and block transfer from NALMA or Tulo) to complete their diploma such that the commitment to leave their home communities is not a deterrent to enrolling.

The diploma comprises 60-cu, which is consistent with other diplomas offered in the College of AgBio (i.e., Diploma in Agronomy and Diploma in Agribusiness):

   • 21 cu from the Kanawayihetaytan Askiy Certificate (or 18 cu from the IPRM certificate plus INDG 107.3)
   • 21 cu of required courses
   • 15 cu of restricted electives chosen from a list of courses
   • 3 cu of open electives

Importantly, 18 cu block transfers from either NALMA or Tulo can be used to fulfill the 15 cu restricted electives and 3 cu of open electives.

The foundation for the diploma—the KA certificate—provides significant experiential learning. For example, INDG 107 (Introduction to Canadian Native Studies) and ASKI 101 (Field Studies in the Environment) are delivered in tandem, and include experiences both on campus and in the field. With the exception of ASKI 105, which is being developed as an on-line course, the remaining ASKI courses in the foundational certificate are delivered face-to-face using a condensed delivery format (approx. two week delivery mode), followed by completion of course requirements (i.e., assignments and assessment) via distance. By incorporating the certificate into the diploma, students become familiar with the UofS policies and procedures such that they are well prepared for transitioning into the on-line diplomas, having already established valuable connections with student support and instructors at the UofS. Following completion of the KA certificate, the 21 cu of required courses can be completed fully on-line. The on-line delivery includes three (of five) new 1-cu courses that provide targeted training in current issues. The 15 cu of restrictive electives and 3 cu of open electives include both on-line and face-to-face delivery, although there are sufficient on-line course choices (11 courses) such that students can opt to complete these requirements fully on-line.

> c. *Provide an overview of the curriculum mapping.*

Completion of the KA certificate is the first step in completing the diploma, and provides focused education in areas specific to the management of lands and resources for First Nations communities. The name of the program, Kanawayihetaytan Askiy, is from the Cree words for "Let us take care of the land". This program examines basic environmental, legal and economic aspects of land and resource management in Aboriginal communities. The KA certificate also provides students with the opportunity to increase skill levels in communications, computers, time management, leadership, research and project management. Importantly, the certificate also provides important experiences in navigating university procedures, practices and policies.

The proposed diploma has the same basic requirements as the two diplomas currently offered by the College of AgBio (i.e., 60 cu in total). The diploma programs have a long history in AgBio and are designed to offer an academic credential to students in a focused area without the time commitment required to complete the full bachelor's degree. In the case of the proposed Aboriginal Lands Governance diploma, the training in resource and lands governance will be significantly enhanced beyond that provided in the IPRM/KA certificate. The diploma does not, however, include the breadth requirement that is part of our full degree-level offerings. Hence students meet the requirement for focused training in a compressed format, which is consistent with our existing diploma offerings.

Consultations with Aboriginal communities identified content within the IPRM certificate program that needed to be enhanced and strengthened. Specifically, Traditional Knowledge was identified as an area to be strengthened. A need to provide students with a foundational background to provide context for contemporary Aboriginal issues and events also was identified. Consequently, the 1-cu courses with foci on current issues, and the range of courses offered as both required courses and restricted electives reflect the various needs identified during consultation.

The on-line courses consist of courses currently offered or being developed by the Distance Education Unit (DEU) or by Athabasca University. The courses have been selected to ensure that all pre-requisites are met through the course selection.

Diploma in Aboriginal Lands Governance (60 cu) Requirements:

Kanawayihetaytan Askiy Certificate (21 cu)	
Introduction to Canadian Native Studies	INDG 107
Field Studies in the Environment	ASKI 101 (IPRM 103)
Introduction to Legal Concepts in Resource Management	ASKI 102 (IPRM 100)
Legal Process and Instruments in Resource Management	ASKI 103 (IPRM 200)
Introduction to Management Issues	ASKI 104 (IPRM 101)
Economics and Planning	ASKI 105 (IPRM 102)
Resource Management Project Assessment	ASKI 201 (IPRM 210)
KA Core (21 cu)	
Required Courses (21 cu)	
Introduction to Political Science II	POLI 278
Introduction to Political Science I	POLI 277
Aboriginal Governance and Politics	POLS 222
Aboriginal Management and Administrative Systems	POLS 322
Aboriginal Policies and Programs	POLS 323
Aboriginal People and Canadian Politics	INDG 264
Introductory issues (1 cu courses) [‡]	Three 1-cu courses
Restricted Electives (15 cu)	
Introduction to Environmental Systems	GEOG 120
*Indigenous Ways of Knowing (Regular Session)	INDG 210
Development in the Canadian North: Issues and Challenges	GEOG 381
Environmental Geography	GEOG 280
Contemporary Issues in Circumpolar World I	NRTH 331
*Field Studies in Arctic Ecosystem and Aboriginal Peoples (Field Work)	ANBI 475
Introduction to Circumpolar World or The Canadian North	NRTH 101 or GEOG 302
Aboriginal Development Strategies	POLS 422
Environmental Impact Assessment or Environmental Studies	GEOG 386 or ENVS 305
The Politics of Ecology	ENVS 361
Canadian Environmental Policy and Politics	POLI 325
*Canadian Public Administration and Administrative Law (Regular Session)	POLS 225
*Canadian Public Policy (Regular Session)	POLS 226
Analysis of Environmental Management and Policy Making	GEOG 385
Integrated Water Resource Planning	PLAN 329
Open elective (3 cu)	

[‖] The NALMA or Tulo block transfers (18 cu) can be used to meet the 15 cu RE and 3 cu OE requirements.
[‡] Currently ASKI 203.1 Introduction to Duty to Consult and ASKI 202.1 Introduction to Land Management Frameworks and RRM 201.1 Geographical Information Systems. Additional 1 cu courses will be developed in the future.

¥ Underlined courses are taught by Athabasca University. Note that introductory political science courses are currently under development for on-line delivery throughthe UofS DEU, and will replace the Athabasca offerings.

* denotes courses that are not available on-line; BIOL 204 and 207 should be taken by students who plan on laddering into the B.Sc. RRM program.

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

Opportunities for a variety of learning outcomes exist throughout the program. Specifically, ASKI 201.3 Resource Management Project Assessment serves as a capstone experience for the KA certificate with specific emphasis on synthesizing materials for problem solving applications. Students apply knowledge gained throughout the certificate to a real-world problem, typically associated with their home community. Similar opportunities to synthesize and apply knowledge and skills occur in the suite of 1 cu courses. Required courses in both programs provide opportunities to research scholarly publications, synthesize information and reference information sources in a scholarly manner.

    e. Explain the comprehensive breadth of the program.

The Aboriginal Lands Governance diploma will prepare students for careers as Aboriginal land managers, Aboriginal land and economic development staff, Aboriginal leadership and staff, federal and provincial government staff. The diploma is focused on providing a broad range of topic areas specific to the governance of lands and resources. The Aboriginal Lands Governance diploma examines basic environmental, legal, economic and governance aspects of land and resource management in Aboriginal communities. The diploma also provides students with the opportunity to increase skill levels in communications, computers, time management, leadership, research and project management.

The promotion and graduation requirements for the proposed diploma are the same as for existing diplomas in AgBio. Specifically the average required for graduation will be 60%. Consequently, the proposed diploma can be laddered into the existing B.Sc. Renewable Resource Management (Resource Economics and Policy major) in the College of AgBio.

  4.
    a. 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.

The proposed 60 cu diploma allows students to further enhance their knowledge and skills in the areas of Aboriginal Lands Governance. The diploma offers training largely at the 100-, 200- and 300-level, and thus is not considered comprehensive. However, the diploma is structured to provide a broad base of knowledge, such that students have an appreciation of the breadth and extent of issues facing First Nations communities, and provides introductory level training with a focus on governance issues. Additionally, as a collective, the courses provide students with the learning skills needed to identify and access information beyond the scope of the specific courses themselves, and thereby supports the aspirations of life-long learning.

Discovery Goals – The wide-range of subject matter, together with specific skill development and knowledge acquisition, provides students with opportunities to apply critical thinking to solve a variety of problems relevant to Aboriginal Lands Governance. Students participate in face-to-face delivery of course materials while completing the first 21 cu of the diploma (i.e., the KA

certificate), including completing a capstone project directly relevant to their own home community. They further enhance their knowledge by completing a suite of on-line courses chosen to highlight areas of concern for Aboriginal communities, as identified in consultations with First Nations communities.

Knowledge Goals – The proposed diploma offers an introductory level learning experience such that students have the appropriate tools to address Aboriginal Lands Governance issues, together with an awareness of the limitations of their training. Specifically, they develop a broad understanding of the many issues that Aboriginal communities currently are facing, and develop skills for seeking out further knowledge and information.

Integrity Goals – Students learn and practice academic integrity by completing course assignments and assessments. Courses such as ASKI 102.3 Introduction to Legal Concepts in Resource Management and ASKI 103.3 Legal Process and Instruments in Resource Management provide an introduction to legal issues and processes relevant to Aboriginal land management. Additionally, ASKI 203.1 Introduction to Duty to Consult and ASKI 202.1 Introduction to Land Management Frameworks provide introductions to governance related issues and processes relevant to Aboriginal lands management.

Skills Goals – The diploma includes hands-on skill training including field skills (soil and land assessment, GIS, and understanding and interpreting maps) and administrative skills (best management practices, understanding and reading legal documents, report preparation).

Citizenship Goals - The program specifically targets Aboriginal students who are interested in Aboriginal land management. First Nations communities deal with complex land management issues. Some of these issues include land use planning, legal issues such as the duty to consult, reserve land transactions, community-based land transactions, natural resource transactions, environmental management, compliance and other issues. There are over six hundred First Nations and Metis communities across Canada. The diploma is designed to provide training for Aboriginal land managers, Aboriginal land and economic development staff, Aboriginal leadership, urban and rural Aboriginal youth, federal and provincial government staff and individuals interested in working with Aboriginal communities. Ultimately, the ability of these individuals to bring new knowledge and skills back to their communities will be enhanced.

b. *Describe how students can enter this program from other programs (program transferability).*

The diploma builds on the existing Kanawayihetaytan Askiy certificate. The graduation requirements of the Kanawayihetaytan Askiy Certificate are harmonized with the college standards. Admission requirements are as follows:
- Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR
- Completion of the Indigenous Peoples' Resource Management Certificate Program and completion of INDG 107.3 with a minimum average of 60%

Additionally, completion of the following can be used to meet 15 credit units of the restricted electives and 3 credit units of the open elective requirements in this program:
- The Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association
- The Accredited Certificate Program in First Nation Applied Economics from the Tulo Centre of Indigenous Economics

c. 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 a success if we meet and sustain our enrolment target (15 students per year) within the first two years of launching the diplomas. We have received many enquiries over the years regarding the possibility of obtaining additional credentials beyond the KA certificate so we are optimistic that the enrolments goal for the proposed diploma will be met relatively quickly.

d. 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.

Currently, certification is provided by NALMA for students completing both the KA certificate (Level 1) and technical training delivered by the NALMA (Level 2). The proposed diploma is not associated with additional NALMA certification.

5. 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 diploma provides a new opportunity for Aboriginal students to enter the College of AgBio in a stepwise manner. Foundational to the proposed diploma is the KA certificate, which was explicitly designed as a bridging program, allowing mature Aboriginal students to enter the university along a non-traditional pathway. The courses that comprise the KA certificate are 100- and 200-level three-cu courses, based on the same expectations of all other three-cu courses at the University. Following completion of the certificate, students can move to the diploma.

A novel feature of the proposed diploma is the development of a suite of one-cu courses focused on relevant issues and skills required by students. These courses will allow specific topics that were identified during the consultation to be included in the diploma. Currently five courses have been approved and are being developed for online delivery, as follows:

ASKI 203.1 Introduction to the Duty to Consult
ASKI 202.1 Introduction to Land Management Frameworks
RRM 201.1 Geographical Information Systems
SLSC 205.1 Introduction to field descriptions of soils
EVSC 204.1 Soil Sampling: Design and Implementation

The first three courses are required in the Aboriginal Lands Governance diploma, whereas SLSC 205.1 or EVSC 204.1 can be taken as open electives. These 1 cu courses are expected to be of interest to students within existing AgBio programs and consequently have been approved by faculty and have gone through course challenge. There has been considerable interest expressed from Aboriginal land managers across Canada in these courses to be taken as non-credit offerings. It is expected that the governance courses (ASKI 203.1 and ASKI 202.1) will be of interest for students in many of the AgBio programs, and discussions are underway for identifying room to accommodate 1 cu courses in existing programs. Finally, interest already

has been expressed by environmental consultants to take courses of this nature to upgrade skills, post graduation.

Additional topics for future 1 cu course development identified in the consultation process include:
- Land suitability classification and mapping
- Water policy and protection
- Forest fire management
- Canadian Environmental Assessment Act
- Federal Environmental Regulations related to waste management on Federal research Lands
- Remediation of soils
- Indigenous food sovereignty
- Concepts of ownership
- Pasture management

We expect to develop additional 1 cu offerings consistent with these topic areas following approval of the diploma.

>   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.*

Planning and Priorities Committee of Council
The college presented a Notice of Intent for this program to the Planning and Priorities of Council on March 18, 2015. The letter from Dr. Lisa Kalynchuk stated "In summary, the committee is very supportive of the new direction you are taking with these programs." The full letter is presented in Appendix 2 of this submission.

Additional units consulted include the Native Law Centre, Arts and Science (Indigenous Studies), and the Distance Education Unit.

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

See attached.

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

As described above, a total of 75 Aboriginal community members from 23 First Nation and Metis organizations were consulted prior to the development of these diplomas. A full report on the consultation is given in Appendix 1 of this submission.

Letters of support from NALMA, and other stakeholders are attached.

6. 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).*

With the exception of the 1 cu courses that are being newly developed for this program, all other courses are currently available on-line and do not require additional resources other than to accommodate higher student enrolment. The 1 cu courses currently are being developed by the Distance Education Unit, in collaboration with subject experts hired for this purpose.

The KA certificate uses faculty resources, but these resources already are assigned and are part of the regular teaching activities within the College of AgBio. Additionally, the department of Indigenous Studies has committed an instructor to the KA certificate. The certificate represents the first 21 cu of the new diploma.

  b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

None.

  c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

Prof. Melissa Arcand recently was hired into the Department of Soil Science, College of AgBio into a newly created position, with a focus on Aboriginal programming. The KA program was identified as a component of her regular teaching assignment.

  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).*

The College of AgBio is committed to enhancing Aboriginal student engagement. The College of AgBio recently created a new Undergraduate Program Assistant/Advisor position specifically to provide support for Aboriginal students and the KA program. There are no new space issues, classroom availability, etc. issues associate with the diplomas.

  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.*

With the exception of the costs associated with the newly created Undergraduate Program Assistant/Advisor, all costs of program delivery will be borne by the students through the Distance Education Unit.

  f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

This program involves both Indigenous Studies and the College of Law. The Department of Indigenous Studies supports this program by providing a faculty member to teach IND 107. The

College of Law is involved in a consultative role but there is no pool of resources currently available for further support.

    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?*

Students will be eligible to apply for any AgBio scholarships and bursaries to which they meet the award criteria. Specific scholarships include CIBC Aboriginal Student Grants (number and amount varies depending on the application in a given year - the total allocation is approximately $14,000 per year) and the Agrium Aboriginal Student Award ($1,000).

    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).*

All ASKI classes and classes associated with it will be charged the standard AgBio tuition which is Category 13 at $200.60 per cu or $601.80 per 3 cu class. Any Arts and Science course used for the certificate and diploma will be charged either Category 1 for Arts classes (INDG 107) which is $193.00 per cu or $579.00 per 3 cu class, or Category 8 for Science classes (GEOG 120) which is $203.90 per cu or $611.70 per 3 cu class.

    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)*

In the absence of a working TABBS model, we reviewed the enrolment in existing course offerings and did not identify any incremental instructional costs.

    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?*

Enrolment targets:
- 10 students enrolled in the diploma without block transfer; students will complete 39 cu for diploma over 4 years.
- 5 students enrolled in the diploma with block transfer; students will complete 24 cu over 2 years.
- Anticipated retention rate of 80% between years.

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?

Unit*	Core	Breadth	Total
AgBio		1,571	1,571
DEU	36,498	12,092	48,590
Other UofS college	2,765	9,069	11,834
Total UofS	39,263	22,732	61,995

* any courses taken outside of the University of Saskatchewan are not included in revenue calculations.

All revenue is considered to be incremental.

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?

Other than administrative costs, any increase in enrolment should be at least cost neutral, and in most cases would contribute additional revenue to the unit offering the course.

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).

Given the modest enrolment targets and breadth of courses, there are limited incremental instructional costs for the participating colleges. With the exception if the core course INDG 107, incremental enrolment in AgBio and other college course averages two students and they can be absorbed in existing sections. INDG 107 is projected to have an additional five students per year starting in year 2.

There will be administrative costs associated with managing the program and providing student support.

	Annual Cost
Program coordinator	13,500
Academic support	8,625
Clerical support	3,625
Materials and supplies	250
Promotion	625
Total	**26,625**

The courses offered through the Distance Education Unit (DEU) will see up to 12 additional students in required courses and an average of two additional students in restricted electives.

Distance courses are typically able to absorb additional students and fund instructors on a per student basis from the incremental revenue.

> 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*

The College of Agriculture and Bioresources will fund the identified administrative costs of $26,625 per year. Funds have been designated for this purpose over the next five years with the goal that program tuition, including sharing of net proceeds from DEU courses, will contribute thereafter.

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 (see attached letter from Dean Mary Buhr)

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

Described in 1 a, above. Briefly, AgBio's 3rd Integrated Plan stated "AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs". Based on this commitment, the College of Agriculture and Bioresources developed and implemented an Aboriginal Engagement Strategy in 2012 that set out a consultation process with First Nation communities across Saskatchewan to assess their needs regarding post-secondary education. These consultations identified the need to create additional training in the form of two-year diploma programs that would allow students to further enhance their knowledge and skills, and potentially ladder into degree programs.

The proposal for the new diploma was discussed at the College's Undergraduate Affairs Committee, and then approved at AgBio Faculty Council in May, 2015. Additionally, the new 1 cu course proposals were approved at AgBio Faculty Council in March, 2016. Discussions at the College of AgBio Faculty Council were highly supportive of both the diploma programs and the new courses.

- Summary of issues that the College discussed and how they were resolved

No significant issues have immerged regarding the proposed diplomas. Faculty and highly supportive, and there is an interest and desire to enhance Aboriginal programming within the College of AgBio.

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

APPENDICES

Excerpts from the College Plan and Planning Parameters

COLLEGE OF AGRICULTURE AND BIORESOURCES PLAN FOR THE THIRD PLANNING CYCLE, 2012-2016

Page 7

Aboriginal Engagement: Relationships, Scholarship, Programs – Section 1 of 3
AgBio embraces the opportunity to enrich its research and training capacity in the signature area of Aboriginal Engagement, recognizing that enhanced interactions with Indigenous peoples are critical to local and global food security and community well being. During IP3, the college will foster and further its successful work in Aboriginal land management introduced during IP1 and IP2. These programs include the Certificate in Indigenous Peoples Resource Management (IPRM); graduate programs and ongoing research through the Indigenous Land Management Institute (ILMI), a Type B centre; BSc Renewable Resource Management (RRM) and the postgraduate diploma in Aboriginal Agriculture and Land Management for those with a non-agricultural degree. Additionally, AgBio will undertake careful consultation in order to introduce Aboriginally appropriate undergraduate programs .

The college will enhance present Aboriginal programming, increase the number of Aboriginal students in programs and engage more with Aboriginal communities. This will be achieved through existing programs and development of novel programming, as outlined below.

1) **Indigenous Peoples Resource Management (IPRM)**
Since it was started in 2006, the IPRM program has achieved a completion rate of 79% of 104 students. Funding for the program is through Aboriginal Affairs and Northern Development Canada (AANDC, formerly INAC); AgBio assigns faculty and staff support and the College of Law contributes to teaching. Up to 20 adult land managers from across Canada are selected annually by AANDC. In 2011, the college opened 15 additional seats for students not sponsored by AANDC. Present funding from AANDC will terminate in 2013. During IP3, the college will:
- Seek permanent funding
  - Work with Provost's Office and SESD to develop funding and tuition model
  - Adjust IPRM curriculum to meet advanced education needs of AANDC and related partners
- Stabilize number of open-seat registrants
  - Co-ordinate recruitment efforts
  - Provide appropriate academic and financial support for students
- Establish advertising and support programs for alumni of IPRM to transition into more advanced programs
  -
  -
  -

4) **Novel Programming**
Building on the experience and success of the Aboriginally-focused programs described above, and new undergraduate degree offerings developed during IP2, AgBio will consult extensively with Indigenous communities to ascertain their interests and needs for undergraduate level programs in AgBio discipline areas. We will develop effective partnerships and design and initiate appropriate programs.

AgBio intends to create a suite of academic, research and training options that not only seamlessly integrate within the college, but that also co-ordinate, complement and make use of other programs and infrastructure on and off campus. Integration will require extensive consultation in the design and development phase. The Assistant Dean (Aboriginal Affairs) and the assistant director of ILMI will play key roles in this process, which will proceed sequentially:
- Fundraise to undertake thorough consultation, program design and implementation
  - Fundraising campaign of $2M is anticipated
- Consult on-campus to learn from others' experience and explore possible partnerships

- Consult province-wide, within anticipated time frame of approximately eight months, with selected band councils, community groups, high schools, agencies and community colleges
  - o Identify academic interests and needs; explore incorporation of Aboriginal knowledge
  - o Determine support necessary for success: financial, social, learning, capacity to access programs
  - o Identify preferred delivery format(s): blended, multi-site, lecture, experiential
  - o Identify Aboriginal partner in curriculum/course design
- Curriculum design led by Associate Dean (Academic) and Assistant Dean (Aboriginal Affairs)
  - o Anticipated time frame 12 months
  - o Compilation and review of consultation results will be circulated to college curriculum committees
  - o Curriculum and course design by team including Aboriginal partner, with input from departments, faculty, on-campus partners
  - o Budget preparation, consultations on sources, impacts on existing programs
  - o Circulate draft for comments on and off-campus; incorporate revisions
  - o Prepare final draft for university processes and approvals
- Implementation of new programs
  - o Anticipated time frame 24 – 36 months

Page 9

Innovation in Academic Programs and Service – Section 1 of 3
Innovation in programming in the College of Agriculture and Bioresources is guided by our teaching mission: We impart knowledge, encourage creativity, develop life and career skills, and instill an attitude of life-long learning through innovative and effective teaching. The world increasingly needs young leaders with the skills and drive to improve efficient production and provision of food and bio-based products, and the college is committed to offering the best possible inquiry-based learning.

The academic programs in AgBio are very well positioned to prepare students for the greatly expanded role of the agbio sector over the next 40 years. The Bachelor of Science in Agriculture (BSA) and the Agronomy Diploma (revised 2007/08) have a core focus on plant and animal production and the conversion of these products to food. The Bachelor of Science in Agribusiness (new in 2005) and the AgBusiness Diploma (new in 2007) concentrate on developing economically viable systems of food processing, marketing and distribution on local and global scales. The Bachelor of Science in Renewable Resource Management (RRM; new 2007) has a broader focus on the sustainability of plant and animal production systems and the interaction of agricultural production with other competing land uses. Finally, the Certificate in Indigenous Peoples Resource Management focuses on land-related issues for First Nations in Canada. Revisions to the Majors in Agronomy, Horticulture Science, Crop Science, Applied Plant Ecology and Food & Bioproduct Sciences (2008-10) have ensured that the college's curricula reflect tomorrow's agricultural bioresource production needs and the knowledge-based bioeconomy.

These programs have resulted in a 14% increase in student headcount. It is noteworthy that this increase has occurred despite the decrease in AgBio's core student recruitment pool in rural Saskatchewan. The increases have, however, put many of these programs at or close to capacity. A thorough review of our programs by the five college program committees in 2011 indicates that current resources can support an UG enrolment target of 800 students by 2016, compared to approximately 750 in 2011-12. This 6% numerical increase would equal approximately 4,350 in 2016 3-cue equivalents.

To achieve the above noted increase we propose:
-
-
-

Excerpts from the College Plan and Planning Parameters

3) Establishment of additional agreements that facilitate transfer of diploma and certificate students from elsewhere to AgBio degree programs.

4) Explore additional transfer agreements with international partners and develop procedures to sustain and enhance success in existing partnerships.

-
-
-

6) Explore development of new educational offerings in Aboriginal management of agbio resources (specifics to be developed in consultation with Aboriginal partners). (For details, see section IIb: Aboriginal Engagement)

7) Maintain or increase student retention by academic and support initiatives, including:
   - Enrolment management measures for high demand programs (e.g. Agribusiness)
   - Review and revision of first-year experience for students in all AgBio programs
   - Expansion of current work experience and research opportunities for students
   - Development of distance course /innovative teaching methods; enhanced distance learning methods will support the possible development of specialized post-degree certificates (e.g., restoration ecology).

Page 10

Culture and Community – Our Global Sense of Place – Section 1 of 3

-
-
-

AgBio will increase its engagement with Aboriginal communities and international partners, while improving the efficacy of our interactions with established Saskatchewan and Canadian communities. We will accomplish this through our teaching, research and engagement activities.

1) **Teaching**
   - Continue the Indigenous Peoples Resource Management (IPRM) program with stable funding sources, both external and student-growth driven
     - Maintain established relationships with AANDC, National Aboriginal Land Managers Association and First Nations
     - Improve accessibility to non-AANDC students
       -
       -
       -
     - Identify potential partners, including international agencies and academic institutions, local and international business, other U of S colleges
       -
       -
       -
   - Focused undergraduate programming (Innovation in Programs and Aboriginal Engagement)
     -
     -
     -
   - Explore and evaluate, in collaboration with CCDE and other colleges, alternative delivery formats such as web-based, remote, blended

UNIVERSITY OF SASKATCHEWAN

College of Agriculture and Bioresources:
Summary of Aboriginal Engagement Meetings

Contents

Executive Summary

This report is a summary of the Aboriginal Engagement Meetings that took place between May and October of 2012. The meetings took place at various locations across Saskatchewan, with the exception of one meeting that took place at the Membertou First Nation in Cape Breton, Nova Scotia.

Aboriginal groups invited included all First Nations in Saskatchewan and the Metis community of Ille-a-la Crosse. The invitation to attend the Aboriginal Engagement Meetings was distributed broadly at the community level. The invitations were sent to Chief and council, post-secondary councilors, land managers, directors of education, Aboriginal youth and community members.

Overall, a total of 75 Aboriginal community members from 23 First Nation and Aboriginal organizations contributed to these consultations. The objectives of the Aboriginal Engagement Meetings were to meet the goals as set out in the Aboriginal Engagement Strategy. The goals and their outcomes are as follows:

1. Conduct meaningful engagement sessions with Aboriginal communities.

As part of the planning process, it was decided that meetings would be held in Aboriginal communities or in close proximity to where Aboriginal communities were located. In order to demonstrate a high level of commitment to this process, it was decided that a team inclusive of senior management would attend the meetings. As a result, the Associate Dean (Academic) College of Agriculture and Bioresources, Director (IPRMP), Program Staff (IPRMP) and Faculty (IPRMP), and staff from the Gwenna Moss Center (facilitator) attended the meetings.

2. Establish relationships with Aboriginal communities.

The initial Aboriginal Engagement Meetings have set the stage for future meetings and for the continued development of partnerships with Aboriginal communities. Meeting participants emphasized that these types of meetings are important to relationship building and that regular meetings would be beneficial towards building long term relationships. Participants welcomed the opportunity to provide feedback and stressed the importance of an educational experience that meets the needs of Aboriginal peoples.

3. Identification of potential funding and/or delivery partnerships with Aboriginal communities and/or organizations.

Participants from Aboriginal communities and/or organizations expressed interest in working with the College of Agriculture and Bioresources in the area of Aboriginal program development. A follow-up meeting will be held for participants who attended last year's Aboriginal Engagement meetings. The purpose of the follow-up meeting will be to discuss the feedback received from the Aboriginal Engagement Meetings. Also, one of the goals of this follow-up meeting will be to establish an Aboriginal program advisory group. The role of the Aboriginal program advisory group will be to review feedback, establish priority areas, and provide recommendations in the area of course development and delivery.

4. Data collected will assist in the redesign (if necessary) of the Indigenous Peoples Resource Management Program (delivery model, course content).

The feedback received from Aboriginal communities regarding the type of delivery model and course content currently being offered as part of the Indigenous Peoples Resource Management was indicated as being adequate and meeting the needs of First Nation land managers.

The feedback also illustrates both the pros and cons of the two week blended delivery model. It is was stated by Aboriginal communities that the two week blended delivery model is well suited for Aboriginal students who do not wish to relocate to Saskatoon, who are very much interested in gaining a post-secondary credential, who are interested in building their skills and knowledge, who have a high level of commitment to their jobs and are also committed to building capacity within their own communities.

Feedback from communities also consisted of suggestions that would reduce the two week in-person delivery from two weeks to one week by incorporating technological solutions, such as video conference into course delivery. An important suggestion put forth by communities was the preference for in-community delivery, as a result, the ITEP model was mentioned on numerous occasions.

5. Feedback collected will lead to Novel program development.

The feedback received from Aboriginal communities will provide direction in the following areas: the development of courses that will build capacity in Aboriginal communities, the type of student support required to provide a positive and meaningful post-secondary experience for Aboriginal students, how to build meaningful relationships with Aboriginal communities, how to incorporate traditional knowledge into curriculum and how to ensure that post-secondary education is made accessible to Aboriginal communities with the use of different delivery models.

The feedback has been listed in two different ways: Geographic Region to illustrate the diversity in the needs of Aboriginal communities by geographic area, and by Theme to provide an amalgamated version of the feedback specific to the type of question posed. The feedback listed by theme has also been broken down into different sub-categories. As an example, the novel program feedback has been split into different subcategories to illustrate what the College of Agriculture and Bioresources currently offers as part of Aboriginal programming, to identify potential topic areas that require expansion and lastly to identify which topic areas can form the basis for new course development.

6. Feedback collected will identify potential Professional Development opportunities (e.g. skill building workshops, Aboriginal Executive Training, etc.).

The feedback received from Aboriginal communities was extensive. The feedback confirms that there are many subject areas that fall outside of lands and resource that need to be explored. Many topic areas, such as Treaty Land Entitlement, were identified by communities as being critical to the capacity development of staff and/or leadership working for Aboriginal communities. It was indicated that these types of policy and/or subject areas are critical to the effective management of lands and resources and that it would be useful to develop two or three day workshops focussed on skill building for those that may not be interested in full time enrolment in a post-secondary program.

7. Answer the question: How can traditional knowledge inform our programming?

Aboriginal communities acknowledge that many faculty do not have experience in the area of Traditional Knowledge. It was stated by Aboriginal communities that they recognize that faculty are not in the position and/or may not be comfortable with incorporating Traditional Knowledge into course curriculum. Based on this understanding, Aboriginal communities provided suggestions for how the University of Saskatchewan can incorporate Traditional Knowledge into the post-secondary learning experience for both Aboriginal and Non-aboriginal students. As an example, faculty can utilize elders and traditional knowledge keepers to incorporate Traditional Knowledge into curriculum. In addition, it was mentioned that the University of Saskatchewan teaching and learning environment should learn to tolerate other world views, and that faculty should learn to facilitate and resolve tensions that arise from the expression of differing world views in the classroom.
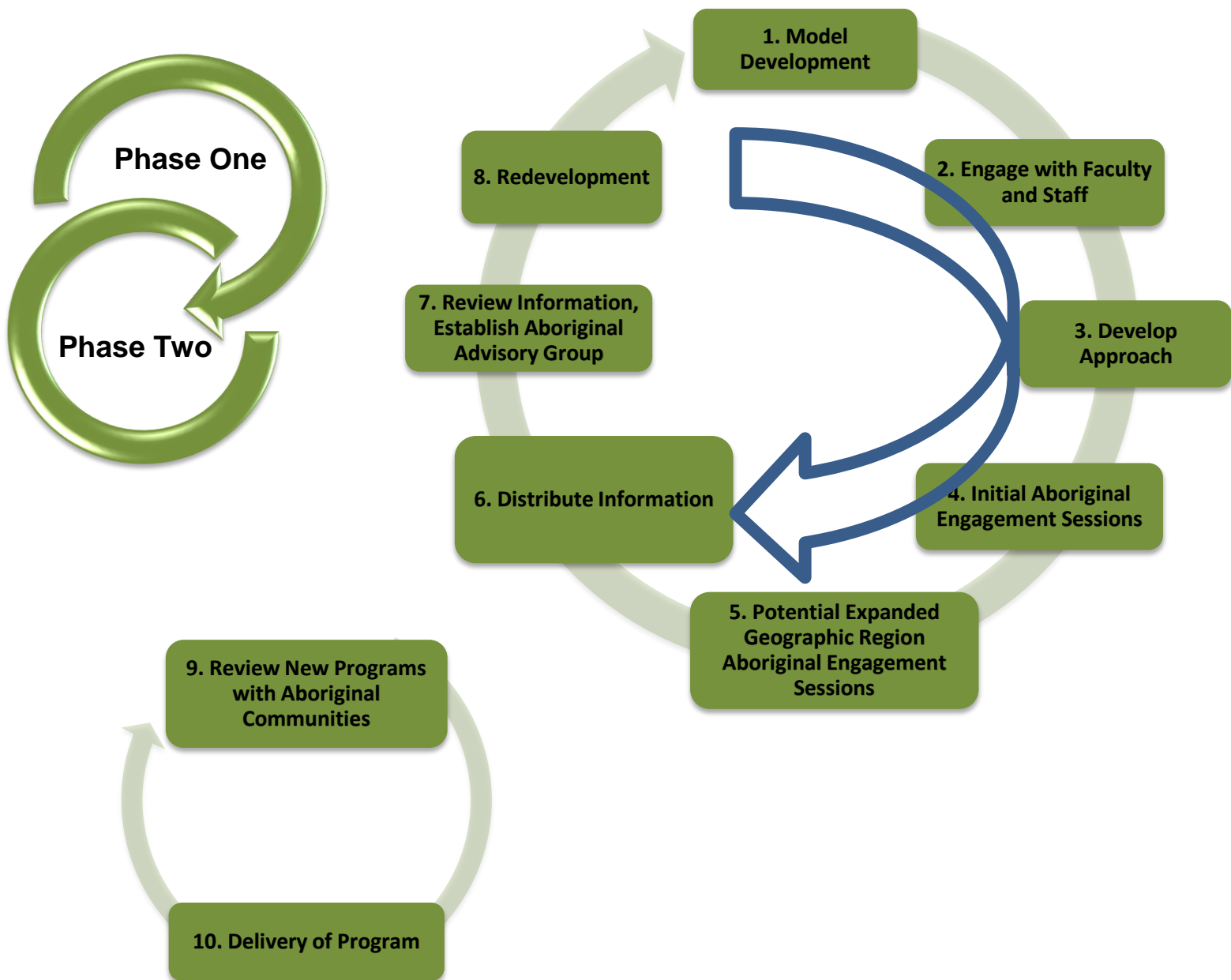
8. Identify if there is a need for natural resource management training outside of lands (e.g. environment, food security, water, etc.)?

It was evident that there are a multitude of options for course development outside of lands. The resounding topic areas were: Treaty Land Entitlement, Law, Environment, Aboriginal Rights and Treaties, Duty to Consult, all accompanied by the message "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum" (Fort Qu'Appelle Meeting, June 19, 2012).

Status of the Aboriginal Engagement Strategy

As illustrated with the diagram below, the College of Agriculture and Bioresources have completed stages one through five of Phase I. The College of Agriculture and Bioresources is currently working on preparing the feedback for distribution to Aboriginal communities and to the University of Saskatchewan community.

A fall meeting is being planned for the purpose of reviewing the feedback collected from last year's Aboriginal Engagement meetings. One of the objectives will be to establish an Aboriginal Program Advisory Group. The role of the Aboriginal Program Advisory Group will be to review the feedback, establish priority areas, and to provide recommendations on course development and delivery.

Phase One

Phase Two

1. Model Development

2. Engage with Faculty and Staff

3. Develop Approach

4. Initial Aboriginal Engagement Sessions

5. Potential Expanded Geographic Region Aboriginal Engagement Sessions

6. Distribute Information

7. Review Information, Establish Aboriginal Advisory Group

8. Redevelopment

9. Review New Programs with Aboriginal Communities

10. Delivery of Program

Questions by Theme and Survey

The themed questions developed are open-ended and were designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. The feedback was gathered anonymously during round table discussions.

The survey questions developed are close-ended and are conclusive in nature. The feedback will inform decision making in the following ways: what skill sets will meet the needs of employers, is short or long term training preferred, what is important to managing resources, is internet accessible within Aboriginal communities, what courses enable economic development and what is the closest location where individuals access post-secondary education.

Questions by Theme

1. Program Themes: Plants and Animals, Environment and Ecology, Food, Feed and Bioproducts, Business and Applied Economics: What other programs could we develop? What other classes should we offer?

2. Relationship Building: Would you or your community be interested in the possibility of working with us to develop novel programs and/or learning opportunities of interest to Aboriginal communities?

3. Student Support (youth and mature): How can we support students to achieve success?

4. Traditional Knowledge: How can we incorporate traditional knowledge in programming?

5. Delivery of IPRMP: What should the new delivery model look like?

Survey Questions

1. What kinds of jobs are in your community?

2. What type of short term training or degree program would help in assisting individuals to be competent in these positions?

3. What do we need to know about managing our resources?

4. Where can student's access internet in your home community?

5. Would internet access be a barrier to students participating/utilizing distance delivery models in your home community?

6. What subject areas or types of classes would assist in the process of developing economic development projects in Aboriginal communities? A check box is provided for each option.
   How to develop a Land Use Plan, How to build a Business Plan, Working with GIS and GPS – Building maps, Legal Land Descriptions, How to determine the value of land for leasing activities – Federal and Provincial lands, Protection of Water, Species at Risk, Recreation, Protected Areas and Tourism, How to create and manage Impact Benefit Agreements, Northern Resource Development – E.g. Mining, Forestry, etc., Managing a small to large scale cattle operation, Determine land suitability – how to determine the best use of lands based on the type of soil classification?

7. Other than your home community, what is the most convenient location to obtain a post-secondary education?

8. Any other comments or suggestions?

The Engagement Meetings – Grouped by Meeting Location

The information presented is inclusive of all feedback collected at the Aboriginal Engagement meetings. The feedback as presented remains unedited, repetition of a single topic area has been removed (as one person may have mentioned one item more than once) and the feedback collected was provided anonymously by participants. The feedback and comments are not listed in order of importance or priority.

Battlefords Agency Tribal Council, Battlefords Tribal Council and Unaffiliated First Nations - North Battleford - May 15, 2012

The 9 First Nations belonging to the Battlefords Agency Tribal Council, Battlefords Tribal Council and Unaffiliated First Nations were invited to attend the meeting. There were 15 representatives from the Moosomin First Nation, Red Pheasant First Nation, Sweetgrass First Nation, Little Pine First Nation, and Mosquito First Nation, as well as representatives from the North West Education Council.

Program Themes: Soil Science, Treaty Land Entitlement, Comprehensive and Specific Claims, Land Suitability, Environment, Environmental Assessment, Water, Food Security, Waste Management.

Relationship Building: Build relationships with Schools On-Reserve, Foster a Connection to the University of Saskatchewan, Facilities and Equipment can be used to build Relationships.

Student Support: Know and address the barriers to post-secondary, Provide Experiential Learning, Create a Welcoming Environment for Aboriginal Students, Tailor Assessment Tools to support Aboriginal Student Learning, Realize that Language is Important, Provide Training Opportunities for Youth.

Traditional Knowledge: Include Emotionality, Intuition and Spirituality, Share Best Practices, Explore Belief Systems, Identify Relationships with the Whole, Include Indigenous Environmental Law, Utilize Traditional Knowledge Keepers, Bridge World Views (ex. western and Aboriginal world views), Acknowledge the Creator.

IPRMP Delivery Model Preference: Experiential Learning, 2 Week Delivery will work for Students who work full-time, for other students the ITEP model delivered through Regional Colleges may work better.

Membertou First Nation, Nova Scotia - May 30, 2012

The Indigenous Peoples Resource Management Program was invited to participate in a Membertou Governance Committee Training Session being provided by the National Aboriginal Lands Manager Association. The training session focussed on land management. The committee provided time within their 4 day agenda for a two hour session where we worked on the questions and surveys with the committee and community members. There were 10 representatives from the Membertou First Nation. This consisted of the Membertou Governance Committee members, Membertou citizens and elders from the Membertou First Nation.

Program Themes: Remediation of Soils in relation to Agricultural and Tar Sands, First Nation Land Management Act in relation to the Indian Act, Ecological Diversity, The Marshall Decision, The Bernard Decision, Treaty Rights, Copyright Laws, Intellectual Property, Research and Research Guidelines, Patent Laws, Food Security, Environmental Degradation, Aboriginal History.

Relationship Building: The Unama'ki College was identified as a potential partner, Membertou First Nation is interested in working with the University of Saskatchewan to develop novel programs and/or learning opportunities.

Student Support: Teach the Youth and Elders Traditional Seasons Model, Comprehensive Integrated Values with Experiential Learning, Address Admission Barriers, Tutoring in Science and Math, Prepare High School Students, Enable students to reference community examples, Document Oral History.

Traditional Knowledge: Elders should be a part of the learning process, Cape Breton University has a course on Integrated Aboriginal Science, Teach the Two-Eyed Seeing Model, Understanding the different types of knowledge (traditional knowledge and academic), Share Knowledge, Language = Culture, Elders and Traditional Knowledge mixed with Science.

IPRMP Delivery Model Preference: Hands On, Opportunity with Unama'ki College identified.

File Hills Qu'Appelle Tribal Council, Touch Wood Agency Tribal Council, Unaffiliated First Nations - Fort Qu'Appelle - June 19, 2012

The 20 First Nations belonging to the File Hills Qu'Appelle Tribal Council, Touch Wood Agency Tribal Council and Unaffiliated First Nations were invited to the meeting. There were 8 representatives from the Muskowekan First Nation, Standing Buffalo Dakota Nation, Ochapowace First Nation, White Bear First Nation, and Peepeekisis First Nation that attended.

Program Themes: Agriculture, Pasture Management, Land Regimes which include the Regional Land and Environment Program, 53-60 Delegation, First Nation Land Management Act, Protection of Inherent Rights, Treaty Land Entitlement, Land Designation, Leases, Mapping and Geographic Information System, "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum", Limitations of the Indian Act, Limits of Federal legislation, Treaty and Non-treaty Bands, Natural Resource Transfer Agreements, "How to challenge the status quo and assert rights", Indian Oil and Gas Laws, Land Disputes and Settlement.

Relationship Building: "Free, Prior and Informed Consent to the whole community when reaching out", "Work with Chief and Council to get community consent", Building Awareness, "We need to know how programs fit our needs and why take them?", "Economic Development officer would benefit", "Chief and Council would benefit from taking IPRMP", Build an agreement with bands so there is support for the model, "Can U of S do Level 2 (PLMCP) at a regional scale?"

Student Support: Native Housing in Saskatoon for Students, Adopt a Student, Space on Campus, Hold Regular Meetings.

Traditional Knowledge: Utilize elders and teachings, "knowledge of natural laws is completely lacking from the program as it is now", utilize elders and traditional knowledge keepers, "Traditional Knowledge is important for instructors as well – contradictions of worldview", "Learn about Canadian Laws as well as First Nation Laws".

IPRMP Delivery Model Preference: Video Delivery, "Video conferencing may be a challenge", "I like IPRMP the way it is", "Locations in other areas of Saskatchewan such as Carleton Train, Treaty 4 Building, SIIT".

Meadow Lake Tribal Council and Unaffiliated First Nations - Meadow Lake - June 28, 2012

The 10 First Nations belonging to the Meadow Lake Tribal Council and Unaffiliated First Nations were invited to attend the meeting. This meeting was an anomaly, as there was only 1 person from the Flying Dust First Nation that attended. The College of Agriculture and Bioresources had committed to revisit the communities in the future to provide an overview of Aboriginal programming.

Program Themes: Leasing and Sub-Leasing, Laws and Regulations specific to Federal and Provincial governments and where they apply to lands management, Plant Life, Canadian Environmental Assessment Act and Reserve Lands, Water Quality, Duty to Consult, Traditional Territories, Bill C-38, First Nation Land Management Act.

Relationship Building: Build relationship with Meadow Lake Tribal Council Lands Department, "Stay in touch for future meetings".

Student Support: Two Day Introduction to cover basics of course material, introduction to university life, the program and what it means to be a student.

Traditional Knowledge: no comments.

IPRMP Delivery Model Preference: "IPRMP is good as it is but the hands on activities are the best", "Could be easy to take at Northwest Regional College".

Ile-a-la Crosse and Metis Nation Saskatchewan – Ile-a-la Crosse - June 29, 2012

The meeting was set up as an initial meeting to set the stage for future meetings with Metis communities. The Mayor of Ille La Crosse, Ille La Crosse community members, and the Metis Nation of Saskatchewan attended the meeting.

The community is working on the development of a Northern Governance Institute. The meeting focussed primarily on an overview of the concept of the Northern Governance Institute. However, discussion of a potential pilot training program delivered within the community of Ille-a-la Crosse was discussed. Interest in training related to lands and resources was expressed by the meeting attendees.

The following structure was discussed.

The Northern Village of Ille-a-la Crosse			
Board of Directors (Representatives from Village)			
Northern Governance Institute (Research and Development Unit)			
University of Saskatchewan – College of Medicine	*Sakitawak Development Corporation*	*University of Saskatchewan -Land and Resources*	*Cameco*
Research Areas			
Health and Doctor Retention Research / *Economic Development Research*	*Land and Resources Research*	*Community Planning Research*	*Education Training and Research* / *Culture and Recreational Research*
Community Development Plan			
Rossignol Elementary and High Schools	*Ille-a-la Crosse Village Council*	*Ille-a-la Crosse Friendship Center*	*Sakitawak Development Corporation*

Note: The diagram illustrates a hierarchical organizational structure with the horizontal rows defined by function.

Relationship Building: The Village of Ile-a-la Crosse expressed interest in working with the College of Agriculture and Bioresources in the area of lands and resources. This interest is inclusive of potential academic programming and research related activities.

University of Saskatchewan - Internal Stakeholders - Saskatoon - October 3, 2012

Colleges and Departments delivering Aboriginal focussed programing were invited to share their experiences and best practices. The participants were provided with an overview of the AES meetings to date. The questions for this group were changed to reflect the difference in audience.

Program Themes: School of Environment and Sustainability – What links exist?, "ITEP starts with the sacredness of the land – community based expertise rather than university based expertise", "Land Management, does this lead to partnerships with fire sciences, park rangers programs offered by SIAST?", "What is the employability?", Regulations related to Waste Management, Animal Sciences, Cattle, Pastures, Source Water Protection, Environment and Land Preservation, Sacredness of the Land, Indigenous Food Sovereignty.

Relationship Building: Build relationship with the Indian Teacher Education Program (ex. six IPRMP courses used as electives towards four year degree), Build a relationship with School of Environment and Sustainability.

Student Support: Teaching is Secondary and Student Support is First, ITEP follows a Human Community Capacity Model, Student poverty is an issue, Establish senior student mentorship programs, Parents, grandparents and community are key elements to success, Establish learning communities, Form a community within the Program, Students need to feel supported and need to feel connected, Invite parents and children to orientation to create an understanding, 53% of students at Oskayak High School do not have parents so therefore have no support system, Utilize technology to connect with Aboriginal community, Arrange labs for field work, Incorporate traditional eco-tourism camps offered in the North.

Traditional Knowledge: Utilize the Science Ambassadors Program, Utilize the Cradleboard Project, Contextualize the land/people relationship at the Graduate level (ex. Indigenous Research Methodologies, story-telling, relationships, Indigenizing curriculum), Education leads to Resource Management and Resource Management leads to Economic Development, Academics need to be willing to Change and Include Content, Build the Class around the Subject not the Instructor, Address Conflict of Interest in the Classroom (ex. Western World View needs to Move Towards Inclusive Education), A Traditional Knowledge base can help students to encompass university education.

IPRMP Delivery Model Preference: Environmental Leadership Program for Youth, Ladder the Program into a degree program, Utilize Technology, Utilize Wanuskewin.

Saskatoon Tribal Council and Unaffiliated First Nations - Saskatoon - October 4, 2012

The eight First Nations belonging to the Saskatoon Tribal Council, and Unaffiliated First Nations were invited to attend the meeting.

There were nine representatives from the Onion Lake First Nation, Mistawasis First Nation, Beardys First Nation, Pelican Lake First Nation, One Arrow First Nation, Muskoday First Nation, Yellow Quill First Nation, and Whitecap Dakota First Nation.

Program Themes: Traditional Plants, GPS, GIS, Environmental Training, Land Use Planning, Law and Justice in Aboriginal Communities, Concepts of Ownership, Negotiation, Land Classifications, Determining Rental Rates for Farm Land, Experiential Learning with Mock Scenarios (ex. Lease negotiations), History and Information on how lands are being managed by different First Nations (ex. North – Forestry, South – Agriculture), Public Works (ex. water and sewer management), Management Skills (ex. team management, time management, human rights), Human Resources, Environmental Sustainability Plans, Office Management Skills.

Relationship Building: Possibilities for Partnerships with First Nations University of Canada, Saskatchewan Indian Institute of Technology and Lakeland College, U of S land adjacent to Whitecap Dakota First Nation (ex. field work, visit land offices at Whitecap Dakota First Nation), Build a Lands and Resource Network (ex. revitalize a technical table, Steering Committee based on Common Ground Values and Treaties), Duty to Consult, Regulatory relationships with Federal and Provincial governments.

Student Support: Large classes are a barrier (ex. classes with more than 20 students), Integration Process (ex. university life, city life, need a welcoming system, interpersonal skills, PAWS training), Being the only Aboriginal student is challenging, Partner with Saskatoon Tribal Council (ex. access to housing for students).

Traditional Knowledge: Respect land as a gift of Creator.

IPRMP Delivery Model Preference: Two weeks away from your job = two weeks away from your family, Lack of community support while student is away for two weeks, Northern Saskatchewan, The on-line delivery model is not considered eligible for First Nation post-secondary funding.

University of Saskatchewan Student Groups, Oskayak High School - Saskatoon - October 17, 2012

The Aboriginal Law Students Association, Aboriginal Graduates Students Association, Indigenous Students Council, ITEP Student Executive Council, Suntep/GDI Student Representative Council, and Oskayak High School were invited to attend. At the end of the day, there were 10 students from Oskayak High School that participated in the meeting.

Program Themes: Treaty Land Entitlement, Water Protection, Wildlife, Forestry, Develop Diverse Programming to address Diverse Community Needs, Traditional Classes (ex. Aboriginal Language, Ceremonies), Experiential Learning, Create Knowledge about Treaties for Aboriginal peoples and for the general public, Construction Training, Conservation (ex. animals, plants, water, air), Environment, Alternate Energy Sources, Police Training, Programs specifically for Aboriginal Peoples, Law for Aboriginal Peoples, Environment, Land Management "Camps for Youth".

Relationship Building: Build relationships with Schools On-reserve, Build a relationship with Oskayak High School.

Student Support: Create Opportunities for Success (ex. transportation, daycare, alternate class hours), Elder Support (ex, smudge ceremony, feast, gatherings focussed on traditional teachings), Understand that some students do not have opportunity to seek support from Community, Create reachable Opportunities for Students to Look Forward To, Provide Academic Support, A Cultural Approach is Important, Supply Brain Food, Motivate People to become Self-Dependent to Finish a Class, Keep it Short and Sweet.

Traditional Knowledge: Elder Support for Urban Aboriginal Students (ex. Many urban Aboriginal students have no opportunity to go home and seek support from community).

IPRMP Delivery Model Preference: Monday to Friday Preference, A set amount of Weeks or Months, Direct Entry from High School would be Overwhelming, Project Based Courses, Deliver in Semester or Block Delivery Models.

Prince Albert Grand Council and Agency Chiefs Tribal Council - Prince Albert - October 30, 2012

The 15 First Nations belonging to the Prince Albert Grand Council and the Agency Chiefs Tribal Council were invited to attend the meeting. There were four representatives from the Witchekan Lake First Nation, Big River First Nation, and Shoal Lake First Nation that attended.

Program Themes: Source Water Protection, Duty to Consult, Technical Aspects of Farming, Forestry, Contract Law, Environmental Regulations, Fire Fighting, Agroforestry.

Relationship Building: Big River expressed interested in having IPRMP delivered in their Community.

Student Support: Students need to know what kind of Programming is available and what kind of job will result as part of taking training.

Traditional Knowledge: Elders at Big River do not allow dissection of Animals, Recognize that Aboriginal communities have their own Teachings, Learning about Natural Laws is Important.

IPRMP Delivery Model Preference: ITEP Module in Big River (ex. for some classes instructors SKYPE from Prince Albert to Big River), IPRMP needs more Advertising, Diversity of Program is Key.

Feedback received from Aboriginal Communities – Grouped by Theme

Novel Program Development

Aboriginal communities identified the following topic areas as important to Aboriginal communities. The feedback has been listing in three different ways. The first is by topic areas included in current Aboriginal programming. Many of the topic areas currently included in Aboriginal programming can either be expanded upon or the focus of one particular course can be dedicated to a single topic area. As an example, one course could be dedicated to the topic area of land use planning in Aboriginal communities.

The second listing is by topic areas that are not currently found in existing programming. If the topic area is included in course curriculum it is included on a limited basis. This listing forms the basis for new course development.

The third listing includes feedback from Aboriginal communities which provides suggestions or important reminders when developing courses/programs targeted for Aboriginal communities. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Course Content currently included in Aboriginal Programming: Soil Science, Treaty Land Entitlement (subject area requires expansion), Land Suitability, Environment , Water (Water Policy and Source Water Protection), Agriculture, Mapping, Duty To Consult (subject area requires expansion), Land Use Planning (subject area requires expansion), Negotiation, Land Classifications, Forestry (Fire Fighting, Agroforestry), Aboriginal History and Treaty Rights (Protection of Inherent Rights, Treaty and Non-treaty Bands) (subject area requires expansion), Research and Research Guidelines, Land Management (Land Designations, Leases, Sub-Leases), Contract Law.

Content not included in Aboriginal Programming: Treaty Land Entitlement, Comprehensive and Specific Claims (Policy and Process), Canadian Environmental Assessment Act (Triggers related to management of Federal Reserve lands, Food Security), Environment (Federal Environmental Regulations related to Waste Management on Federal Reserve lands, Public Works Functions on Reserve, Environmental Sustainability Plans, Environmental Degradation, Protection of Lands), Remediation of Soils (Agriculture, Tar Sands), Ecological Diversity, Law (Indigenous Environmental Law, Copyright Laws, Intellectual Property, Patent Laws, Law and Justice in Aboriginal Communities), Food Security, Federal Land Regimes (Regional Land and Environment Program, 53-60 Delegation, First Nation Land Management Act), Geographic Information System Limits of Federal legislation (Indian Act, Bill C-38), Natural Resource Transfer Agreements, Indian Oil and Gas Laws, Land Disputes and Settlement, Plant Life, Traditional Territories, Animal Science (Cattle, Pastures, Pasture Management), Indigenous Food Sovereignty, Traditional Plants, Concepts of Ownership, Determining Rental Rates for Farm Land, History and Information on how lands are being managed by different First Nations (ex. North – Forestry, South – Agriculture), Management Skills (team management, time management, human rights), Human Resources (employment legislation that applies on Federal Reserve lands, Office Management Skills), Wildlife, Construction Training, Conservation (animals, plants, water, air), Alternate Energy Sources, Police Training.

Advice to Consider when building Aboriginal Programs: Consider "Building a program that is not necessarily AANDC related/relevant, a program with a broader spectrum", Teach the skills regarding "How to challenge the status quo and assert rights", Build programming that provides an overview of laws and regulations specific to Federal and Provincial governments and where they apply to lands management, Adopt a respectful approach, for example "ITEP starts with the sacredness of the land – community based expertise rather than university based expertise".

Advice to Consider when building Aboriginal Programs: How will programming tie into other programs, for example, "Land Management, does this lead to partnerships with fire sciences, park rangers programs offered by SIAST?", Ensure ties to employment, "What is the employability?", Ensure that there exists an understanding of the Sacredness of the Land, Include Experiential Learning with Mock Scenarios (ex. Lease negotiations), Develop Diverse Programming to address Diverse Community Needs, Include Traditional Classes (ex. Aboriginal Language, Ceremonies), Be inclusive by creating Knowledge about Treaties not only for Aboriginal peoples but for the general public as well, Continue to Build Programs specifically for Aboriginal Peoples, Law for Aboriginal Peoples is important, Experiential learning is important, create Land Management "Camps for Youth".

Relationship Building

The following organizations were identified as potential external and internal partnerships who could potentially work with the College of Agriculture and Bioresources in the area of Aboriginal program development. The feedback collected also illustrates best practices for building relationships with Aboriginal communities. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

External Partnerships: Unama'ki College, Membertou First Nation, Schools On-Reserve, Aboriginal Leadership, Meadow Lake Tribal Council Lands Department, Village of Ile-a-la Crosse, Oskayak High School, First Nations University of Canada, Saskatchewan Indian Institute of Technology, Lakeland College, Whitecap Dakota First Nation, Big River First Nation.

Internal Partnerships: Indian Teacher Education Program – University of Saskatchewan, School of Environment and Sustainability – University of Saskatchewan.

Best Practices for Building Relationships with Aboriginal communities: Foster a connection to the University of Saskatchewan by establishing relationships with schools on-reserve, Facilitate relationships by hosting engagement driven science courses for Aboriginal youth, Oskayak High School, Sakewew High School, and On-reserve schools, Develop a traditional and western based approach to science, Understand the concepts of Free, Prior and Informed Consent when working with Aboriginal communities, Work in collaboration with Chief and Council to establish a MOU to obtain community consent and support for programming, Build awareness of how academic programs fit the needs of Aboriginal communities and demonstrate how programming is linked to strengthening a community and links to jobs, Build a Lands and Resource Network (ex. revitalize a land and resources Steering Committee based on Common Ground Values and Treaties), Incorporate and be aware of the Duty to Consult when dealing with Aboriginal communities.

Student Support

Aboriginal communities provided feedback that emphasized student support critical for a positive and supportive post-secondary experience. Communities also shared their knowledge on best practices related to student support. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Student Support leading to a positive and supportive post-secondary experience: Provide Academic Support, Understand that a Cultural Approach is Important, Understand the barriers to post-secondary for Aboriginal students (53% of students at Oskayak High School do not have parents, therefore have no support system, student poverty is an issue, supply brain food, elder support for urban Aboriginal students is important because there is no opportunity to go home and seek support from community), Create a welcoming environment for Aboriginal students (space on campus, parents/grandparents and community are key elements to success, invite parents/children to orientation to create an understanding of the time commitment required to succeed in a post-secondary environment), Address admission barriers (ex. there are no science courses offered at schools on-reserve), Create Opportunities for Success (ex. transportation, daycare, alternate class hours), Realize that language retention is important.

Student Support leading to a positive and supportive post-secondary experience: Create an awareness of what housing options exist in Saskatoon (Native Housing in Saskatoon for Students), Mentor a student (adopt a student program, establish senior student mentorship programs, establish learning communities), Understand that teaching is secondary and that student support is first (students need to feel supported and need to feel connected), Keep it Short and Sweet, Students need to know what kind of Programming is available and what kind of job will result as part of taking training , Create reachable Opportunities for Students to Look Forward To, Motivate People to become independent to Finish a Class, Tailor assessment tools to support Aboriginal student learning (ex. Aboriginal people are visual learners), Provide experiential learning (incorporate traditional eco-tourism camps offered in the North), Provide Training Opportunities for Youth, Prepare High School Students (ex. Two Day Orientation to cover basics of course material, introduction to university life, the program and what it means to be a student), Hold regular meetings with Aboriginal Students (ex. a constant support system based on communication).

Best Practices: Providing support by tutoring in science and math, Teach the Youth and Elders Traditional Seasons Model, Comprehensive Integrated Values with Experiential Learning, Enable students to reference community examples (ex. Document Oral History), ITEP follows a Human Community Capacity Model, Utilize technology to connect with Aboriginal community (U of S Nursing Program), Elder Support (ex. smudge ceremony, feast, gatherings focussed on traditional teachings).

Traditional Knowledge

Aboriginal communities provided direction on: How to Incorporate Traditional Knowledge into the Learning Experience and What aspects of Traditional Knowledge to Incorporate into Curriculum. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

How to incorporate Traditional Knowledge into the Learning Experience: Utilize Elders and Traditional Knowledge Keepers, Academics willingness to change and include content (Build the class around the subject not the instructor, address conflict of interest in the classroom, western world view needs to move towards inclusive education), Identify Relationships with the Whole, Share Best Practices, Explore Belief Systems, Bridge World Views (ex. western and Aboriginal world views), Acknowledge the Creator, Elders should be a part of the learning process (Utilize elders and teachings), Teach the Two-Eyed Seeing Model (Cape Breton University has a course on Integrated Aboriginal Science), Understanding the different types of knowledge (traditional knowledge and academic), Share Knowledge, Contextualize the land/people relationship at the Graduate level (ex. Indigenous Research Methodologies, story-telling, relationships, Indigenizing curriculum), Utilize the Science Ambassadors Program, Utilize the Cradleboard Project.

Aspects of Traditional Knowledge to Incorporate into Curriculum: Emotionality, Intuition and Spirituality, Understand that Language = Culture, A meaningful learning experience will ensure that the teachings from Elders and Traditional Knowledge are balanced with western Science, Natural Laws, Respect land as a gift of Creator, Recognize that Aboriginal communities have their own Teachings (Elders at Big River do not allow dissection of Animals).

Blended Delivery Model (Two-week intensive training modules)

Aboriginal communities provided feedback that illustrated the pros and cons of a two-week intensive training module, shared their preferences for in-community delivery and their opinions regarding the use of technology for delivery of post-secondary training. The topics listed are not listed in order of importance and are an amalgamation of the feedback gathered at all meetings.

Pros of a Two-week Intensive Training Module: Two Week Delivery will work for students who work full-time, Monday to Friday preference for some, A set amount of Weeks or Months is preferred, Potential to ladder the program into a degree program, Utilize Wanuskewin, Could work well for Northern Saskatchewan, Deliver in Semester or Block Delivery Models.

Cons of a Two-week Intensive Training Module: Two weeks away from your job = two weeks away from your family, Lack of community support while student is away for two weeks, Direct entry from high school would be overwhelming.

Preferences for In-Community Delivery: For other students the ITEP model delivered through Regional Colleges may work better, Explore the Union of Nova Scotia Indians, Unama'ki College and University of Saskatchewan Partnership, Examine potential locations in other areas of Saskatchewan - Carleton Train, Treaty 4 Building, Saskatchewan Indian Institute of Technology, Northwest Regional College, Find out about the Environmental Leadership Program for Youth, Examine the potential for Project Based Courses

Use of Technology: Explore Video Delivery (Utilize technology, video conferencing may be a challenge), Understand that with on-line delivery the student will not qualify for funding, Consider the ITEP Module in Big River (ex. for some classes instructors SKYPE from Prince Albert to Big River).

Survey Questions – Amalgamated

The survey questions provide the following direction: provide a listing of jobs identified as existing in Aboriginal communities, identifies that both short term and long term training is required, identifies priority areas for what is important to managing resources in Aboriginal communities, identifies that internet is a barrier is some Aboriginal communities but is also accessible by community members in other areas, identifies the types of short term and long term subject areas that would build capacity for the development of economic development projects, and identifies that most Aboriginal communities have a learning center close enough to their home community that members can access post-secondary. **See Appendix A**.

Next Steps

The College of Agriculture and Bioresources is arranging a meeting on September 5, 2013. The meeting will take place at the College of Agriculture and Bioresources. Individuals that attended the initial Aboriginal Engagement Meetings last year will be invited to participate.

The purpose of the meeting will be to provide a summary of the feedback collected at the Aboriginal Engagement Meetings and to verify that the feedback as recorded is reflective of what the community provided as feedback. There will also be discussion of the development of an Aboriginal Advisory Group. At the September 5, 2013, the College will identify individuals interested in working on Aboriginal program development.

Appendix A

What kinds of jobs are in your community?	• oil and gas, ranching, agriculture, health care, educators, environment, petroleum, administrative, public works, land managers, nursing, band office, casino, golf course, facilities management, child and family services
What type of short term training or degree program would help in assisting individuals to be competent in these positions?	• accounting, land management, environmental science, reclamation and restoration, mapping and GIS, traditional knowledge, safety and security training, business management, stress management, occupation health and safety, sustainable air, land and water management training, tourism
What do we need to know about managing our resources?	• environmental assessment, inherent rights and jurisdictions, land regimes on reserve land, cost of harvesting, cultivating, mining and other uses of Aboriginal resources
Where can student's access internet in your home community?	• community access is available at Portal in administrative center, all schools and education department, band office, ABES-T building, training center, drop in centers
Would internet access be a barrier to students participating/utilizing distance delivery models in your home community?	• internet is definitely a barrier in the North Battleford area, some access and/or limited access in other areas, Fort Qu'Appelle post-secondary coordinator utilizes internet course delivery with Brandon University, SIIT and Red River College
What subject areas or types of classes would assist in the process of developing economic development in Aboriginal communities?	• land use plan, business plan development, GIS ,GPS, valuation of land for leasing, Water Protection, Species at Risk, Recreation, Protected areas and tourism, Impact Benefit Agreements, Northern Resource Development, Managing a cattle operation, Land Suitability
Other than your home community, what is the most convenient location to obtain a post-secondary education?	• Lloydminster, Prince Albert, Saskatoon, North Battleford, Regina, Yorkton, Estevan, Carlyle, Moosomin, Fort Qu'Appelle, Brandon, Whitewood
Any other comments or suggestions?	• Very informative community engagement sessions, information on the Treaty Land Entitlement process would be helpful, information on the First Nation Land Management act would be helpful, Aboriginal teachings need to be incorporated into existing programming

MEMORANDUM OF UNDERSTANDING (MOU)

BETWEEN

NATIONAL ABORIGINAL LANDS MANAGERS ASSOCIATION (NALMA)
CURVE LAKE, ONTARIO

AND

COLLEGE OF AGRICULTURE AND BIORESOURCES
UNIVERSITY OF SASKATCHEWAN

UNIVERSITY OF SASKATCHEWAN

College of Agriculture
and Bioresources

This MOU is a partnership between the National Aboriginal Lands Managers Association (NALMA) and the College of Agriculture and Bioresources, University of Saskatchewan (College of AgBio) to facilitate the following:

(a) The College of AgBio, University of Saskatchewan, will accept 6 of NALMAs Professional Land Management Certification Program (PLMCP) Courses as a "restricted block transfer" towards academic programming within the College of Agriculture and Bioresources, University of Saskatchewan.

(b) The National Aboriginal Land Managers Association will recognize the 6 Indigenous Peoples Resource Management Program (IPRMP)- [renamed Kanawayihetaytan Askiy (KA)] courses as satisfying the post-secondary level-one requirements of the Professional Land Management Certification (PLMCP). Further, IPRMP/KA graduates will be eligible to register in the PLMCP Level Two: Technical Training developed and delivered by NALMA.

Recognizing their common interests in capacity building, education and collaborative initiatives in lands and resource management for Aboriginal communities, and

Valuing institutional cooperation, and

Wanting to promote such cooperation in a more structured fashion.

Agree as follows:

ARTICLE 1   OBJECTIVES

The objective of this Memorandum of Understanding is to outline the understandings on which the College of Agriculture and Bioresources, University of Saskatchewan, Saskatoon, Saskatchewan and NALMA, Curve Lake, Ontario will develop and carry out collaborative activities and formalize the agreement between the two organizations regarding a "restricted block transfer".

Restricted block transfer is defined as follows:

Approval of the "restricted block transfer" (equivalent to 18 credit units) towards educational programs within the College of Agriculture and Bioresources requires that a student complete the 6 NALMA Level 2 Technical courses. Substitution of other courses will not be accepted.

As of June 2015, NALMA will be working towards a redesign of the Professional Land Management Certification Program. The NALMA technical courses will be reviewed and potentially changed. It is understood by the U of S, that once the redesign occurs, the organizations will review the "restricted block transfer" arrangement.

Professional Land Management Certification Program, NALMA is defined as follows:

NALMA's Professional Lands Management Certification Program (PLMCP) was created for the purpose of recognizing the accomplishments of professionals working in First Nation lands and environment disciplines. Certification establishes professional credibility at a national level, formally recognizes and verifies skills and knowledge, and enhances marketability for a First Nation. It assures that an individual meets specific criteria, remains current in the field of discipline and maintains a professional code of ethics. This represents both an achievement and a responsibility for the individual.

The PLMCP consists of two levels of training: Level 1 Post-Secondary requirement and Level 2 NALMA Technical Training.

ARTICLE 2   SCOPE OF ACTIVITIES

The scope of collaboration on academic activities under this MOU may include, but is not limited to, the following:

1. The College of Agriculture and Bioresources will grant students who have successfully completed Level 2 Technical Courses - Professional Land Management Certification Program, NALMA a "restricted block transfer" of 18 credit units towards academic programming within the College of Agriculture and Bioresources, University of Saskatchewan.

The courses will be comprised of the following existing courses. The following courses will be reviewed by NALMA and may change, at that point in time, the "restricted block transfer" will be reviewed by both organizations:

Level 2 Technical Courses - Professional Land Management Certification Program, NALMA

- I. NALMA 101 History and Legislation
- II. NALMA 201 Fundamentals
- III. NALMA 301 Collective and Individual Interests
- IV. NALMA 401A Leasing 1
- V. NALMA 401B Leasing 11
- VI. NALMA 501 Permits

2. NALMA will grant IPRMP/KA, U of S, graduates 6 courses (18 credit units) towards the Level 1 Post Secondary component of the Professional Land Management Certification Program. The courses will be comprised of the following existing courses.

The courses are currently being redesigned and will change in the 2016 academic year, at that point in time, the "restricted block transfer" will be reviewed by both organizations:

Indigenous Peoples Resource Management/Kanawayihetatan Askiy Certificate Courses – University of Saskatchewan

- I. IPRM 100 – Introduction to Legal Concepts in Resource Management (ASKI 102)
- II. IPRM 101 – Introduction to Management Issues (ASKI 104)
- III. IPRM 102 – Environmental Studies – Economics and Planning (ASKI 105)
- IV. IPRM 103 – Resource and Environmental Studies (ASKI 101)
- V. IPRM 200 – Legal Process and Instruments in Resource Management (ASKI 103)
- VI. IPRM 210 – Resource Management Project Assessment (CAPSTONE) (ASKI 201)

3. Course Review: Each organization will commit to a yearly review to ensure a) that the Level 2 Technical courses, PLMCP, NALMA continue to meet "restricted block transfer" requirements of the College of Agriculture and Bioresources, University of Saskatchewan and b) that the IPRMP/KA courses meet the Level 1 Post-secondary requirement of the PLMCP, NALMA.

4. Development of collaborative programs or projects of mutual interest and benefit, particularly those intended to support Aboriginal students, strengthen services for these students and Aboriginal communities, and share information on best practises that can be applied to the delivery of education programs;

ARTICLE 3 CONTRIBUTION BY ALL PARTIES

Signature of the MOU does not entail any material, financial or other obligation for either of the institutions. Specific initiatives are to be considered and agreed upon, on a case-by-case basis, including the contributions and obligations of each institution. Subsidiary agreements are to be signed as required.

Each institution will designate an individual as a regular point of contact, and each institution agrees to meet regularly, no less than annually, to review, and evaluate activities undertaken through this agreement. Such discussions may give rise to new initiatives.

The designated point of contact for NALMA will be: Executive Director, NALMA, the designated point of contact for U of S will be: Program Co-ordinator, Aboriginal Programming, College of Agriculture and Bioresources, U of S.

ARTICLE 4 AMENDMENT AND DURATION OF THE AGREEMENT

This MOU is effective from the date of signature. This MOU may be terminated by either party subject to the delivery of six months advance notice, in writing.

Signed on behalf of:

UNIVERSITY OF SASKATCHEWAN

Dean, Mary Buhr
College of Agriculture and Bioresources

2016-05-27

Dated

NALMA

Gino Clement, Chair, NALMA Board of Directors

2016 05 27

Dated

National Aboriginal Lands Managers Association
Association nationale des gestionnaires des terres autochtones

May 12th, 2016

Fran Walley
Associate Dean (Academic)
College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive
Saskatoon, SK, S7N 5A8

Dear Mrs. Walley

Re: Letter of Support - Kanawayihetaytan Askiy (KA) diplomas proposal - Diploma in Aboriginal
        Resource Management and Diploma in Aboriginal Land Governance – University of
        Saskatchewan

On behalf of the National Aboriginal Lands Managers Association (NALMA) it is my pleasure to write a letter of support for the Kanawayihetaytan Askiy (KA) diplomas proposal (Diploma in Aboriginal Resource Management and Diploma in Aboriginal Land Governance) University of Saskatchewan.

NALMA has been working in partnership with the College of Agriculture and Bioresources over the past 10 years to provide First Nation communities with the necessary knowledge and skill to effectively manage their Reserve Lands. Through our partnership we certified 143 First Nations Lands Managers.

The KA diploma program provides an opportunity for First Nations to obtain a higher education in resource management and land governance. With this advanced programming, First Nations are able to progress their communities into greater levels of autonomy. To that end, we strongly support the program and look forward to continuing our productive partnership.

In good spirit,

Gino Clement
NALMA Chair

Lands, Resources and TLE

Box 99, Muskoday, SK. S0J 3H0
Telephone: (306) 764-1282
FAX: (306) 764-7272
TOLL FREE 1-877-687-5632
mfn.lands@sasktel.net

April 23, 2015

Dr. Daniel J. Pennock
Acting Associate Dean (Academic)
College of Agriculture and Bioresource
51 Campus Drive
Phone: (306) 966-6852
Email: dan.pennock@usask.ca

Dear Dr. Pennock,

Please accept this letter as support for the ongoing efforts of the Indigenous People's Resource Management Program and the work on transforming the certificate program in to a full diploma and/or degree-granting program.

As a member of the inaugural graduating class from IPRM in 2007, the knowledge a student gains from post secondary institutions in this area is very important. There are not many continuing education opportunities for people who work in the lands sector on First Nations in Canada, but their jobs are so paramount to their individual communities. It is said that life is a journey of learning, and being able to become more professionally engaged in your vocation opens doors not only in the job world, but helps a person grow as well.

I am proud to be a part of the advisory committee for this process and it has my full support going forward.

Respectfully,

Dean Bear
Director
Muskoday Lands, Resources & Environment
TLE Acquisition

Muskoday Lands, Resources & TLE

Dr. Daniel J. Pennock
Acting Associate Dean (Academic)
College of Agriculture and Bioresource
51 Campus Drive
Phone: (306) 966-6852
Email: dan.pennock@usask.ca

Dear Dr. Pennock,

It is my pleasure to write a letter in support of the Aboriginal Program Development, Kanawaytaytan Aski at the University of Saskatchewan. I have been involved with the Committee meetings for the past three years with the Aboriginal Program Advisory Group and have had great experience in getting involved in the planning and see the good that is going to come of this with the College of Agriculture and Bioresources.

In conclusion, I fully support the efforts of the IPRMP as they seek to establish a program to train Aboriginal peoples in the area of lands and resources.

Sincerely,

Leona Tootoosis

Aboriginal Program Advisory Member

Letter of Support

March 30, 2015

To Whom It May Concern,

I am writing this letter in support of the Aboriginal Program, Lands and Resource Diploma, and Governance Diploma development.

I have just finished the IPRM program and the chance to pursue a diploma would be a great opportunity for many students including myself.

Thank You,

Norman Allard Jr
Community Planner - Lower Kootenay Band
norma@lowerkootenay.com
250-428-4428 ext.227

From: Ken Cossey [mailto:Ken.Cossey@songheesnation.com]
Sent: Friday, February 27, 2015 12:12 PM
To: Pete, Candice
Subject: RE: Support Letter for Diploma Development

Ms. Pete,

Thank you for your e-mail. As a professional community planner with over 27 years of community planning/land development experience I have had a chance to review the attachments sent to me on the proposed distance delivery program. In my professional capacity, I would highly recommend that the full distance delivery diploma courses be implemented. The timing of these programs is perfect in that as many First Nations are taking advantage of the First Nations Lands Management Act, there is a requirement to ensure that well qualified individuals are able to assume positions of lands and governance at the First Nation level. The proposed courses will ensure that highly trained aboriginal individuals will be available to assist their Nation on moving forward.

Cheers

Page 1 of 3

Ken Cossey, MCIP, RPP
Songhees Nation
Director of Local Government Services
1100 Admirals Road
Victoria, BC, V9A 2P6
Phone (250) 386 1043 ext 208
Fax (250) 386 4161

Confidentiality: This message, in its entirety, including any attached documents, files or other materials, is confidential, and may be privileged. It is for the intended and original recipient(s) only. It may not be copied, reproduced, distributed, published or otherwise shared without the express written permission of the Songhees First Nation. If you receive this message in error, please notify me immediately by contacting the number above, and destroy all copies of the original message. Thank you.

Native Law Centre

To whom it may concern:

I am acting director of the Native Law Centre and I am pleased to write this letter in support of the two new diplomas proposed for the Kanawayihetaytan Askiy Program of the College of Agriculture and Bioresources, namely the diplomas in Aboriginal Resource Management and Aboriginal Lands Governance, on behalf of the Native Law Centre of the College of Law, University of Saskatchewan.

The Native Law Centre was founded in 1975 in order to facilitate legal education for Indigenous peoples, promote the development of the Canadian legal system in ways which better accommodate the advancement of Indigenous peoples, and disseminate information concerning Indigenous peoples and the law. The Centre's focus is on preparing Indigenous students for law school and pursuing research and publications directed at legal scholars and practitioners; in other words, our focus is on making contributions directly to the law, the legal profession and the greater legal community. However, we recognize that law is not the exclusive province of lawyers and legal academics. The Canadian legal system impacts each and every one of us in this country on a daily basis and has unique and complex impacts on the daily lives of Indigenous peoples in Canada. We are therefore pleased to see Kanawayihetaytan Askiy's focus on contributing to legal education opportunities for Indigenous students that plan to pursue careers outside the traditional legal profession that could nevertheless greatly benefit from better fluency in legal concepts, such as careers in governance or resource management.

Aboriginal law is one of the most complex and rapidly evolving areas of Canadian law, which makes continued education all the more important for those working for or with Indigenous communities. Indigenous people in Canada also frequently face unique barriers in accessing up-to-date legal information and education opportunities of relevance to them due to factors such as the geographic isolation of many communities and scarcity of funding to pursue education outside those communities. We are therefore pleased to see Kanawayihetaytan Askiy's focus on continuing education for Indigenous students being accomplished through distance education courses.

Sincerely,

Chris Lafleur

A/Director, Native Law Centre

cc   Candice Pete

Subject: Re: KA diploma

Date: Sunday, 1 May, 2016 8:24:34 PM Central Standard Time

From: Turner, Jill

To: Walley, Fran

Dear Dr. Walley
The Distance Education Unit (DEU) welcomes the opportunity to support an initiative that targets Aboriginal students and brings value to Aboriginal communities. We have no significant concerns in the creation or the delivery of the new diplomas. DEU is always pleased to be involved in the creation of new programming and have an extensive history in this area.
For the past year, DEU has been involved in the discussions acting as a collaborative partner in both development of the new courses and also in the future delivery of the courses. We have played an important role as consultants on the distance education course development, budgeting and course delivery. For the development of the new courses DEU is providing *in kind* support of Instructional Designers well as financial support for the hiring of the Subject Matter experts. DEU is also collaborating on marketing initiatives and lending administrative support.

Sincerely, Jill Turner
Program Manager
Distance Education Unit
University of Saskatchewan
473 - 221 Cumberland Ave. N
Saskatoon, SK S7N 1M3
306.966.1382
306.966.5590

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

Title: Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance

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

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

1 Is this a new degree, diploma, or certificate?   Yes [X] No [ ]

Is an existing degree, diploma, or certificate being renamed?   Yes [ ] No [X]

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

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

Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Land Governance

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

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

degree level

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?   Yes [X] No [ ]

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code/description will be: KAGO [In KA Dip Aborig Lands Govr]. NEED 4 character code!

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

Credential Code = 6 characters max - KAGOBR
Credential Short Description = 30 characters max - KA Dip Aboriginal Lands Govr
Credential Long Description = 75 characters max - Kanawayihetaytan Askiy Diploma in Aboriginal Land Governance

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

Agriculture and Bioresources

9 programs.

No

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

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

KAGV - Aboriginal Lands Governance

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

n/a

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

1 Is this a new program?   Yes [X]   No [ ]

   Is an existing program being revised?   Yes [ ]   No [X]

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

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

Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance

3 What is the name of this new program?

Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Aboriginal Lands Governance

Program Code = 12 characters (KANASK-GOVR) - suggested

Program Description = 32 characters - Kanawayihetaytan Askiy Dip Govr

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

n/a

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

College of Agriculture and Bioresources [AB] / AGBIO (Dean's Office) [AB]

6 Is this a replacement for a current program?   Yes [ ]   No [X]

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

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

n/a

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?   Yes [ ]   No [X]

   If yes, choose one of the following?

   Domestic Mobility (both jurisdictions are within Canada)   [ ]

   International Mobility (one jurisdiction is outside of Canada)   [ ]

2 Please indicate the mobility type (refer to Nomenclature for definitions).

   Joint Degree   [ ]

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?   Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?   Yes ☐ No ☒ Revised ☐

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

2 each.

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

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

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?   Yes ☐ No ☒ Revised ☐

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

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

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

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

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?   Yes ☐ No ☒
   Is an existing college, school, center, or department being renamed?   Yes ☐ No ☒
   If you've answered NO to each of the previous two questions, please continue on to the next section.

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

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

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

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

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

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

Section 7: Course Information

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?
   No - using existing subject areas (with standard AB rate of TC13 and standard AR rates of TC01 and TC08)

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

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

4 Does the program timetable use standard class time slots, terms, and sessions?   Yes ☐ No ☒
   If NO, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY01, YYYY05, and YYYY09

3 Does this impact enrollment?

Anticipate 15 new students/year enrolled in the program

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

Refer to the College of Agriculture and Bioresources

5 Can classes towards this program be taken at the same time as another program?

Yes

6 What is the application deadline?

Same as existing AB programs

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weight average of 60%, OR Completion of the Indigenous Peoples' Resource Management Certificate and completion of INDG 107.3 with a final grade of at least 60%

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

NA

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

Special (mature) admission criteria

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

On-line application for admissions, same process as Certificate

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

Admissions office

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

Standard

13 Will the standard application fee apply?

No as returning student

14 Will all applicants be charged the fee or will current, active students be exempt?

Current, active students will be exempt

Section 9: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit X

Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

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

Yes - TC13 (AB courses), TC01 (AR courses - Arts) and TC08 (AR courses - Science)

3 Will students outside the program be allowed to take the classes?

Yes

4 If YES, what should they be assessed? (This is especially important for program based.)

Standard Undergraduate per credit

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

Yes

6 Do standard cancellation fee rules apply?

Yes

7 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

8 Has IPA Been Consulted?

Yes

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 10: Government Loan Information

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

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

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

Yes

Section 11: Convocation Information (only for new degrees)

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

No

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

Fall Convocation 2017

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

30

Section 12: Schedule of Implementation Information

1 What is the start term?

201705 [May 2017]

2 Are students required to do anything prior to the above date? Yes ☐ No ☒

If YES, what and by what date?

Section 13: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?

Year 2

2 Will students register themselves? Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set up

Section 14: Academic History Information

1 Will instructors submit grades through self-serve? Yes ☒ No ☐

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

As per current set-up

Section 15: T2202 Information (tax form)

1 Should classes count towards T2202s? Yes ☒ No ☐

Section 16: Awards Information

1 Will terms of reference for existing awards need to be amended? Yes ☐ No ☒

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

Yes

Section 17: Program Termination

1 Is this a program termination?   Yes ☐   No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?   Yes ☐   No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?   Yes ☐   No ☐

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

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

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

Section 18: SESD - Information Dissemination (internal for SESD use only)

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?   Yes ☐   No ☐
2 Has SESD, Admissions, been informed about this new / revised program?   Yes ☐   No ☐
3 Has CGSR been informed about this new / revised program?   Yes ☐   No ☐
4 Has SESD, Transfer Credit, been informed about any new / revised courses?   Yes ☐   No ☐
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?   Yes ☐   No ☐
6 Has the Library been informed about this new / revised program?   Yes ☐   No ☐
7 Has ISA been informed of the CIP code for new degree / program / major?   Yes ☐   No ☐
8 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications   ☐

<u>OR</u>

b. Fee Review Committee   ☐

c. Institutional Planning and Assessment (IPA)   ☐

d. Provost's Committee on Integrated Planning (PCIP)   ☐

e. Board of Governors   ☐

f. Other   ☐

SIGNED

Date: *May 16, 2016*

Registrar (Russell Isinger): *[signature]*

College / Department Representative(s): *[signature]*

Catalogue Entry

Diploma in Aboriginal Lands Governance, Dip.(K.A.Ab.L.G.)

The Diploma in Aboriginal Lands Governance provides students with a broad background in governance, management, administration and political science as they relate to Aboriginal communities. The diploma prepares them for roles in governance in their communities and leadership in local, provincial and national settings. The program has a strong focus on experiential learning. It teaches students the skills required for future employment as land managers as well as the scientific and traditional knowledge required for research and decision-making. The diploma is entirely offered through a combination of on-line and condensed (i.e., one-week) delivery courses, although student may also opt to take face-to-face courses. Students enrolling in the diploma would normally complete the Kanawayihetaytan Askiy (KA) Certificate before enrolling in the diploma. Transfer credit may also be given for the Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association and the Accredited Certificate Program in First Nation Applied Economics from the Tulo Centre of Indigenous Economics. Please contact the college for further information.

Admission Requirements:

The diploma builds on the existing Kanawayihetaytan Askiy certificate. The graduation requirements of the Kanawayihetaytan Askiy Certificate are harmonized with the college standards. Admission requirements are as follows:

- Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, **OR**
- Completion of the Indigenous Peoples' Resource Management Certificate Program and completion of INDG 107.3 with a minimum average of 60%

Diploma Requirements (60 credit units):

*Please note that a maximum of 12 credit units of transfer credit can be used for credit toward this diploma if block transfer credit is applied.

Required Courses:

Kanawayihetaytan Askiy Certificate (21 credit units)

- INDG 107.3
- ASKI 101.3
- ASKI 102.3
- ASKI 103.3
- ASKI 104.3
- ASKI 105.3
- ASKI 201.3

Kanawayihetaytan Askiy Core Requirements (21 credit units)

- INDG 264.3
- POLI 277.3 offered by Athabasca University

- POLI 278.3 offered by Athabasca University
- POLS 222.3
- POLS 322.3
- POLS 323.3

Choose 3 of the following one-credit unit courses:

- ASKI 202.1
- ASKI 203.1
- RRM 201.1

Restricted Electives (15 credit units)

- ANBI 475.3
- ENVS 361.3 offered by Athabasca University
- GEOG 120.3
- GEOG 280.3
- GEOG 381.3
- GEOG 385.3
- GEOG 386.3 or ENVS 305.3 offered by Athabasca University
- INDG 210.3
- NRTH 101.3 or GOEG 302.3 offered by Athabasca University
- NRTH 331.3
- PLAN 329.3
- POLI 325.3 offered by Athabasca University
- POLS 225.3
- POLS 226.3
- POLS 422.3

Open Electives (3 credit units)

Block Transfer Credit:

Please note that completion of the following can be used to meet 15 credit units of the restricted electives and 3 credit units of the open elective requirements in this program:

- The Professional Lands Management Certificate Program from the National Aboriginal Land Manager's Association
- The Accredited Certificate Program in First Nation Applied Economics from the Tulo Centre of Indigenous Economics

Please contact the College of Agriculture and Bioresources for more information on block transfer credit.

Supporting Notes:

- College purview to all transfer credit, as long as it doesn't exceed the 50% maximum, as outlined in item 1.1 of our Articulation and Transfer Credit Policy (http://policies.usask.ca/policies/academic-affairs/articulation-and-transfer-credit-policy.php).
- The effective date of the program is 201705
- Note that multiple-counting is required in laddering from certificate to diploma to B.S.A.; this fits within our Nomenclature laddering definition; multiple counting is within college purview

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: June 23, 2016

SUBJECT: French Common Law Option, College of Law

COUNCIL ACTION: For information only

SUMMARY:
The French Common Law Option was approved by the Academic Programs Committee at its June 8, 2016 meeting.

The Academic Programs Committee approved a French Common Law Option in the College of Law, which will be offered in partnership with the University of Ottawa French Common Law Program. Initially, students from the U of S will be enrolled in courses taught remotely by the University of Ottawa prior to the term they will spend in residence in Ottawa. If subscription to the option warrants in the future, the College of Law anticipates being able to offer the courses in French at the U of S.

This option demonstrates an innovative approach to offering an important area of academic study to U of S Law students. Legal research and writing in Canada is in some circumstances impacted by French language text (such as statutes and case law). Legal writing conventions and legal research tools differ in French and English. The French Common Law Option has been developed to facilitate equipping bilingual law students with the tools to conduct legal research and legal writing in French, and specifically to provide in-depth knowledge of Canadian Language Rights. Both of these objectives are consistent with the College of Law's mission.

A student admitted into this option must be a U of S College of Law student, and must be able to read and write French fluently.

ATTACHMENTS:
   1. Proposal for French Common Law Option in the College of Law

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: French Common Law Option

Degree(s):   **Juris Doctor (J.D.)**

Field(s) of Specialization: n/a

Level(s) of Concentration: n/a

Option(s): **French Common Law Option**

Degree College: College of Law

Contact person(s) (name, telephone, fax, e-mail):
Doug Surtees
Associate Dean Academic
College of Law
University of Saskatchewan
15 Campus Drive
Saskatoon, SK   S7N 5A6
(306) 966-5242

Proposed date of implementation: May 2017 (students would begin taking courses September 2016).

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.*

Canada has two Official Languages: English and French. All federal statutes are in both Official Languages. Each iteration of the law is equally authoritative; therefore, it is advantageous for individuals working in law to be able to conduct legal research in French and to be able to undertake legal writing in French. Language Rights (English and French) are guaranteed in Canada's Constitution, making Language Rights a recognized subset of Canadian Constitutional law.

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.*
This option demonstrates an innovative approach to offering an important area of academic study to our students. Academics, lawyers, judges and students create new legal knowledge through research, writing and problem solving. Legal research and writing is in some circumstances impacted by French language text (such as statutes and case law). Legal writing conventions and legal research tools differ in French and English. This option has been developed generally to facilitate equipping the bilingual law student with the tools to conduct legal research and legal writing in French, and specifically to provide in depth knowledge of Canadian Language Rights. Both of these objectives are consistent with the College of Law's mission.

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)*
The demographic this option will appeal to is bilingual (French-English) law students.

d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*
There are no similar competing programs in Saskatchewan or in Canada. This option is the result of a unique collaboration between the College of Law at the University of Saskatchewan and the College of Law at the University of Ottawa.

2. Admissions
a. *What are the admissions requirements of this program?*
The admission requirements are that applicants must be a U of S College of Law student, and must be able to read and write French fluently.

3. Description of the program
a. *What are the curricular objectives, and how are these accomplished?*
The specific curricular objectives of this program are for graduates to be competent researching, learning, analyzing and communicating law in French. In addition, graduates should be able to understand and articulate (in French) the policy and principles involved in Language Rights disputes, legislation and statutes.

As FCLO students are all in the J.D. program, all the curricular objectives of the J.D. program apply.

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 program. The primary language of instruction for all of the 30 credit units required for this option is French. Initially we anticipate teaching some classes through audiovisual link up with the University of Ottawa.

c. *Provide an overview of the curriculum mapping.*
In order to successfully complete the FCLO, students must take 30 credit units in French. Of these 30 credit units, 15 will be taken while attending an outside common law College of Law offering a substantial proportion of courses in French. Normally this will be the common law program of the University of Ottawa. Constitutional Law and Language Rights will typically be delivered in a traditional lecture based format. French Legal Writing and Research is typically delivered in a more 'hands-on' manner with students conducting legal research and completing a number of writing assignments. The internship and moot portions of the Option are experientially based. The remaining courses taken in French will be selected by the student and will represent the full variety of methods of delivery available at a College of Law.

Current JD requirements:

Year 1	Year 2	Year 3
LAW 201.6 LAW 204.6 LAW 208.6 LAW 212.6 LAW 231.3 LAW 233.3	30 credit units (15 cu per term) including: Minor paper Major paper (Year 2 or 3) Seminar class (Year 2 or 3) Law 340.3 Law 421.3 (Year 2 or 3) One of Law 326.3, Law 361.3, or Law 463.3 (Year 2 or 3)	30 credit units (15 cu per term) including: Major paper (if not completed in Year 2) Seminar class (if not completed in Year 2) Law 421.3 (if not completed in Year 2) One of Law 326.3, Law 361.3, or Law 463.3 (if not completed in Year 2)

Proposed JD French Common Law Option requirements:

Year 1	Year 2	Year 3

| LAW 201.6
LAW 204.6
LAW 208.6
LAW 212.6
LAW 231.3
LAW 233.3 –
in French (if
English,
student
completes 3
additional cu
in Y2 or Y3) | 30 credit units (15 cu per term)
including:

Minor paper
Major paper (Year 2 or 3)
Seminar class (Year 2 or 3)
Law 340.3
Law 421.3 (Year 2 or 3)
One of Law 326.3, Law 361.3, or
Law 463.3 (Year 2 or 3)
Law 3443.3* (Year 2 or 3)
Law 345.3* (Year 2 or 3)
Law 350.3* (Year 2 or 3)
Law 362.3* (Year 2 or 3) | 30 credit units (15 cu per term)
including:

Major paper (if not completed Year 2)
Seminar class (if not completed Year 2)
Law 340.3
Law 421.3 (if not completed Year 2)
One of Law 326.3, Law 361.3, or
Law 463.3 (if not completed Year 2)
Law 344.3 (if not completed Year 2)
Law 345.3 (if not completed Year 2)
Law 350.3 (if not completed Year 2)
Law 362.3 (if not completed Year 2) |

*LAW 344.3 French Legal Writing and Research
*LAW 345.3 Language Rights
*LAW 350.3 French Language Internship (x1 or 2)
*LAW 362.3 French Language Moot

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
The case study method utilized at law schools aims to have all students engage in synthesis, analysis, application, critical thinking and problem solving. When learning an area of law, including Language Rights, students must synthesize the statute law and common law related to the area. Students must think critically about the relevant public policy, and the intention of the legislator or decision makers involved in creating the relevant law. In applying the law to novel situations, students are engaging in problem solving by determining what the law requires or does not require in a specific situation.

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.

g. *Describe how students can enter this program from other programs (program transferability).*
This Option will only be available to students enrolled in the College of Law, University of Saskatchewan.

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 after 3 years a minimum of 5 students per year enrol and complete the Option.

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 approval is not required for this program proposal, as it exists within the current J.D. program.

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?*
    This Option will only be available to students of the College of Law. Completion of this Option does not lead to other programs.

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.*
    Other than the Library, no units were consulted.

c. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
    Email to Greg Wurzer and Rachel Sarjeant-Jenkins, with reply from Greg Wurzer is attached.

d. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*
    Federation of Law Societies approval is not required.

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 instructors will be required for the 15 credit units taken at a French language common law College of Law. This aspect of the option will function like an exchange.

    One instructor per course will be required for each of the 5 courses offered at the College of Law, University of Saskatchewan. Initially, when enrolment is predicted to be low, the first year course (Law 233 – Charter) will be

taught through an electronic audio-visual link up with the University of Ottawa College of Law. It would be possible to also teach LAW 343.3 French Legal Writing and Research and LAW 345.3 Language Rights in the same manner if the option suffers from extremely low enrollments.

When fewer than five of our students attend a University of Ottawa class using audio visional hookup, we have agreed with the University of Ottawa that we will reimburse University of Ottawa on a per student basis at the amount per credit unit that we charge our students. This makes the cost the same as a student taking a course at another institution on a Letter of Permission. Where five or more of our students attend a University of Ottawa class using audio visional hookup, we have agreed with the University of Ottawa that we will reimburse University of Ottawa on a per course basis at the amount that we pay our sessional lecturers. This makes the cost the same as a hiring a sessional lecturer.

I would note here that in the event we have low enrollment (5 students or fewer per year), we need not offer each of the upper year courses more often than once every two years. (This is because our upper year students can take the courses together). Students will be able fulfill all the requirements of the program provided that we make first year Constitutional Law available every year, and the four upper year available every other year. Three instructors would be required to do this. This would allow students to complete all 5 courses in their 3 years at law school.

As enrolment increases, we expect to be able to offer all courses (except for the 15 credit units taken at a French language common law College of Law), annually through our College of Law. At this stage, running this option would require instructors for 5 courses.

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. However, since the College of Law has a fixed number of law students each requiring 60 upper year credit units, an increase in the number of our students taking these courses (or any other newly introduced course) means a decrease in the number of our students taking other courses. The College of Law routinely monitors course enrollment, and determines that some low enrollment courses will be offered less frequently. Therefore, it is possible that as a result of introducing these courses some low enrollment courses would be offered less often, including potentially not at all.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*
It is anticipated that the courses will be taught by sessional lecturers. Initially some courses will be taught by utilizing distance education techniques, including linking up classrooms with the University of Ottawa.

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. Existing facilities are sufficient to offer the FCLO. Once the option receives approval, and the new courses become part of the University system, no additional administrative support is required. The Associate Dean Academic and affiliated staff currently plan the timetable and exam schedule, and use software to monitor each JD student's progress and completion of required courses. This would continue, with the only difference being additional required courses for students enrolled in this option.

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 have been identified at this time.

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).*
There are no tuition implications. Courses taught at the College of Law, University of Saskatchewan are subject to the usual College of Law 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 target enrolment is 10 students per year. The minimum enrolment required to be considered successful is five students per year. We will evaluate whether

this has been achieved in the third year. There is no hard and fast maximum enrolment, but it would become more difficult to offer the program with more than 20 students.

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 are no additional revenues as students will take these credit units within the existing J.D. 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?*
    There are no additional revenues as students will take these credit units within the existing J.D. program. If we have more than 5 students per year the suite of courses will (in the third year) average 10.8 students per year (6 in the first year course and 12 in in each of the upper year courses which would be offered every second year). Although the College of Law does not have a specific cut-off for low enrolment courses, we generally consider an average of 10 students per year to be acceptable for a low enrolment course.

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).*

    In this option students take 30 credit units of specific courses, in French. The total number of credit units they take is the same as all other JD students. These French courses are no more expensive to offer than any other courses offered by the College of Law. Therefore the real incremental cost implication presented by this option is the risk that these courses turn out to be very low enrollment courses, and the College of Law continues to offer all its existing courses as well as these additional courses. The College of Law has developed a plan to mitigate costs in the event of low enrollment in these courses.

    First year students enrolled in the FCLO will take one existing 3 credit unit course (Charter - Law 233). They will take this course in French. Initially we will offer this course through an audiovisual linkup with the University of Ottawa College of Law. When fewer than five of our students attend a University of Ottawa class using audio-visual link up, we have agreed with the University of Ottawa that we will reimburse University of Ottawa on a per student basis at the amount per

credit unit that we charge our students. This makes the cost the same as a student taking a course at another institution on a Letter of Permission. Where five or more of our students attend a University of Ottawa class using audio-visual linkup, we have agreed with the University of Ottawa that we will reimburse University of Ottawa on a per course basis at the amount that we pay our sessional lecturers. This makes the cost the same as a hiring a sessional lecturer.

In the event we have low enrolment (5 or fewer per year) we need only offer each of the upper year courses once every two years. (This is because our upper year students can take the courses together). Students will be able fulfil all the requirements of the program provided that we make first year Constitutional Law available every year, and the four upper year courses made available every second year. This means we could offer this option by offering as few as three additional courses (nine credit units) per year, in addition to the 15 credit unit term at a law school teaching common law in French. In a worst case scenario, for example a single student registering each year, we could allow registered students to complete the option by taking courses through the University of Ottawa College of Law, by using an audio-visual linkup. The cost for these 15 credit units would be limited to the amount we charged the student for the 15 credit units. This is highly unlikely to occur. If demand were so low, we would allow the registered student(s) to complete and simply not allow any additional students to register for the option. In the more realistic low enrolment scenario of say three to four students per year, we could offer the option by offering the upper year courses every second year. In this scenario we would presumably continue to offer first year Charter through distance education, thereby limiting the cost to the tuition charged for three credit units per student. In year two we could offer the three to four upper students two of the upper year courses. In year three we would offer the (now six to eight) upper year students the other two courses, and continue to alternate. Under this scenario, our cost for the upper year students would be limited to the cost of using existing faculty or hiring two sessionals, to teach the courses. The additional cost of two sessionals would (at today's rates) be approximately $13,400.

If the option is as successful as we anticipate, and approximately ten students per year opt in, the result may well be that that some unrelated low enrolment courses at the College of Law will be or offered less often. If this occurs, it would offset the additional expenditures.

The option of allowing students to take the upper year courses through a distance education course with the University of Ottawa is not a preferred or anticipated scenario in the long run. It is however an option the College of Law has in the event student enrolment is so low that we cannot justify hiring instructors, or in the highly unlikely event we were unable to find instructors.

The final cost aspect of this option relates to the 15 credit unit term to be taken at another College of Law. We have agreed with the University of Ottawa College of Law that they will accept our students who are in the FCLO on an exchange basis, without requiring that an equal number of their students attend our College of Law. This is to say, our students will continue to pay our tuition to us, but Ottawa will provide the 15 credit units. In return, we will offer to make spaces available in our existing courses available to uOttawa law students (who would pay their tuition to uOttawa). Therefore our College of Law incurs no additional expenditures (and retains the tuition revenue) for our students completing the 15 credit unit term at uOttawa.

In summary, the costs associated with the implementation of the FCLO will be very small if the enrolment is very small. As the enrolment increases, costs will increase as sessional lecturers are hired (or faculty assigned to teach the courses). Since we have a fixed number of law students each requiring 60 upper year credit units, an increase in the number of our students taking these courses means a decrease in the number of our students taking other courses. Therefore the cost of adding new courses is offset by the saving of reducing other less subscribed courses.

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 have been identified. It is possible that we may be able to attract new student scholarship funds in the future.

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 (attached)
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red (attached)

Required for all new courses:
- New Course Proposal forms (attached)
- Calendar-draft list of new and revised courses (attached)

Required if resources needed:
- Information Technology Requirements form n/a
- Library Requirements form email attached
- Physical Resource Requirements form n/a
- Budget Consultation form n/a

Juris Doctor

The program of studies leading to the degree of Juris Doctor (J.D.) requires three years of study in the College of Law at the University of Saskatchewan.

In order to obtain the degree of Juris Doctor, a student must satisfy the requirements for admission; register annually for the prescribed courses; pay the required fees; attend classes and participate in the first year orientation and Dispute Resolution week; pass examinations as prescribed; successfully complete the requirements in upper year which include a minor paper, a major paper, and a seminar. Students must complete a minor or major paper in second year. Normally, second year students will undertake the minor paper and then complete the major paper and seminar in third year; however, students may choose to do the major paper and seminar in second year and leave the minor paper to third year, or may choose to do all three requirements in second year. Students may not take additional courses in other faculties without the permission of the Associate Dean, Academic.

Students in the Juris Doctor (J.D.) program may complete the regular program, or they may choose to complete the J.D. program with an option in French Common Law. While both programs require the completion of a total of 90 credit units, the French Common Law Option prescribes specific French courses. Please see the requirements for each program below.

Read more

Students in their second year must complete "Administrative Law" (LAW 340.3). In their second or third year, students must also take "Legal Ethics and Professionalism" (LAW 421.3) as well as one of three other courses, "Business Organizations I" (LAW 361.3), "Trusts" (LAW 326.3) or "Fiduciary Obligations" (LAW 463.3).

These changes were implemented in order to comply with competency requirements established by the Federation of Law Societies of Canada for graduates with common law degrees who intend to apply for entry to provincial bars and law societies as of 2015.

Students are required to attend classes in courses in which they are registered. Persistent failure to attend may lead to exclusion from the examinations.

The faculty believes that success in the study of law requires full-time application by the student; therefore, a student is advised to avoid outside employment during the term.

A leave of absence arising during the school year is not permitted except in unusual circumstances. Students who complete with approval only one term are considered part-time students for promotion or supplemental purposes. Students who withdraw from the College can return (1) if first year students - by applying for re-admission in competition with other students applying for admission in that year; (2) if second or third year students - with permission of the Associate Dean, Academic.

Students ordinarily must complete the J.D. requirements within six years in order to receive that degree. However, students wishing to complete the J.D. requirements beyond this period must obtain permission from the Dean. A leave of absence of up to two years is permitted with approval of the

Associate Dean, Academic before the commencement of the academic year. An absence for a third year requires approval of the Board of Examiners.

Information on academic requirements for promotion and graduation may be found in the *College of Law Assessment Regulations*.

Program Requirements

Juris Doctor (J.D.) (90 credit units)

Year 1
During first year, students must also complete a "Legal Research and Writing" (LAW 243.0), in which students must receive a grade of 60% or better.

- LAW 201.6
- LAW 204.6
- LAW 208.6
- LAW 212.6
- LAW 231.3
- LAW 233.3

Year 2
Students must receive a grade of 60% or better to satisfy the minor and major writing requirements.

- course load of 15 credit units per term including the following:
- minor paper
- major paper (Year 2 or Year 3)
- Seminar class (Year 2 or Year 3)
- LAW 340.3
- LAW 421.3 (Year 2 or Year 3)
- one of LAW 326.3, LAW 361.3, or LAW 463.3 (Year 2 or Year 3)
- **in special cases, a student may be given permission by the Associate Dean Academic to undertake a program involving a load in excess of 15 credit units.**

Students may be permitted to take a maximum of 6 credit units given by another College, during second and third year, for credit in the College of Law. The course(s) must be approved by the Associate Dean, Academic. Applications are assessed from the standpoint of how the outside senior-level course contributes to the applicant's understanding of the law.

Year 3
Students must receive a grade of 60% or better to satisfy the minor and major writing requirements.

- course load of 15 credit units per term including the following:
- major paper (if not completed in Year 2)
- seminar class (if not completed in Year 2)
- LAW 421.3 (Year 2 or Year 3)
- one of LAW 326.3, LAW 361.3 or LAW 463.3 (Year 2 or Year 3)

- **in special cases, a student may be given permission by the Associate Dean Academic to undertake a program involving a load in excess of 15 credit units.**

Students may be permitted to take a maximum of 6 credit units given by another College, during second and third year, for credit in the College of Law. The course(s) must be approved by the Associate Dean, Academic. Applications are assessed from the standpoint of how the outside senior-level course contributes to the applicant's understanding of the law.

French Common Law Option (30 credit units)

This program may be offered in partnership with another law school, such as the Law Faculty of the University of Ottawa. All courses taken toward this option must be approved for credit by the Associate Dean Academic. Students who choose this option will complete a total of 90 credit units, as they would in the regular J.D. program; however, they will complete 30 credit units in French. The following requirements will be taken in tandem with the J.D. program.

To be eligible to complete this option, students must submit a letter of intent written in French. Decisions will be made by the Associate Dean Academic.

Year 1 (3 credit units)

- LAW 233.3 Constitutional Law in French or an additional 3 credit unit course in second or third year, with the approval of the Associate Dean Academic. The course must relate to the practice of law in French, language rights or Constitutional law.

Year 2 and/or Year 3 (27 credit units)

Students must complete the 27 credit units of approved French coursework at the U of S or at a French language law school, such as the University of Ottawa, as approved by the Associate Dean Academic.

Required Courses (15 credit units):

Note: these courses replace 15 credit units of electives in the regular J.D. program.

- Law 344.3 or equivalent
- Law 345.3 or equivalent
- Law 362.3 or equivalent
- Law 350.3 (350.3 may be repeated with permission of the Associate Dean Academic).
- 3 credit units of French electives, as approved by the Associate Dean Academic (unless LAW 350.3 has been completed twice).

Choose 12 credit units:

Students must complete the remaining 12 credit units of approved French coursework at the U of S or at a French language common law school, such as the University of Ottawa, as approved by the Associate Dean Academic.

Supporting Notes:

New Course Proposals:

LAW ~~343.3~~ 344.3 French Legal Writing and Research

> Description: Legal Research and Writing is fundamental to legal analysis. Students in this course will work on legal problems from initial interview in French to conducting legal research in French to creating written analysis or documents in French. Students will critique each other's writing, and will develop French language written and oral legal communication skills including the appropriate usage of French language legal nomenclature.
>
> **Prerequisite: Law 243.0 – Legal Research and Writing**
>
> **Restriction: must have completed first year Law**

LAW 345.3 Language Rights

> Description: This course will examine language rights in Canada. The 'Official Languages of Canada' sections (16-22) and the 'Minority Language Educational Rights' section (23) of the *Canadian Charter of Rights and Freedom*s will be examined. The course will also examine manifestations of language policy at the federal and provincial levels, including its impact on courts and court cases, education and the provision of services generally. Examples of language regulation including Quebec's official language legislation and its regulation of commercial signs, and New Brunswick's position, as Canada's only bilingual province, will be examined.
>
> **Prerequisite: none.**
>
> **Restriction: must have completed first year Law.**

LAW 350.3 French Language Internship (x1 or 2)

> Description: A one or two term internship can be proposed by any student who wishes to further enhance his or her knowledge of a specific area of law while gaining workplace-related skills. The internship proposal must be submitted to the Associate Dean Academic for approval. Approval will only be granted if the Associate Dean Academic is satisfied that the internship is pedagogically worthwhile for the student and that the organization or individual supervising the student understands its obligation to provide the student with a professional experience which will enhance the student's legal knowledge.
>
> **Prerequisite: none**
>
> **Restriction: must have completed first year Law. One repeat allowed.**

LAW 362.3 French Language Moot

Description: This course involves preparation for and participation in a moot competition. A moot is a simulated court trial. Typically students will participate in a moot with law students from the University of Ottawa (Common Law Division) and the University of Moncton. The moot will be a French language appeal proceeding generally on a private law issue.

Prerequisite: none

Restriction: must have completed first year Law.

- Much of the option will be accomplished through transfer credit; however, the amount doesn't exceed the 50% maximum, as outlined in item 1.1 of our Articulation and Transfer Credit Policy (http://policies.usask.ca/policies/academic-affairs/articulation-and-transfer-credit-policy.php). This option must be completed as part of the J.D., therefore the transfer credit will only account for approximately 25% of the total 90 credit unit J.D. program.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: June 23, 2016

SUBJECT: Items for Information: Approval of a Special Topics
                                         Course

COUNCIL ACTION: For information only

DISCUSSION SUMMARY:

Approval of a third offering of a Special Topics Course
Academic Programs Committee has the authority to approve a third offering of a Special
Topics Course within a 5-year period. At its June 8, 2016 meeting, the Academic
Programs Committee approved a third offering of EDFT 398.3 Experiencing and
Examining Metis and First Nations Traditions and World Views for 2016-17 within a
five-year period in the College of Education. Work is being undertaken in the College of
Education to develop a proposal for a new, permanent course to take the place of EDFT
398.3 hereafter.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: June 23, 2016

SUBJECT: Item for Information: Changes to the Academic Calendar 2016-17

COUNCIL ACTION: For information only

DISCUSSION SUMMARY:

Changes to the Academic Calendar 2016-17
At its June 8, 2016 meeting, the Academic Programs Committee approved the following small changes to the Academic Calendar for 2016-17:

- August 10 was added to the dates for "Orientation for 1st year Medicine" (so the dates are now August 10, 11, and 12)
- The "last day of clinical rotations for fourth-year Veterinary Medicine" was changed from Wednesday, April 26, 2017 to Monday, April 24, 2017

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Karen Chad, Vice-President Research

DATE OF MEETING: June 23, 2016

SUBJECT: Responsible Conduct of Research Policy: Report on policy
breaches for 2015-16

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Tri-Agency Framework on Responsible Conduct of Research section 4.5c requires the
university to publish "public statistical annual reports on confirmed findings or breaches of that
policy and action taken, subject to applicable laws, included the privacy laws." As well, the
procedures of the university's Responsible Conduct of Research (RCR) Policy requires an annual
report to be provided to Council documenting the number of allegations received, the number of
those proceeding to a hearing, and the numbers and nature of findings of breaches of the policy.

DISCUSSION SUMMARY:

In 2015-16, the Associate Vice-President Research dealt with nine Responsible Conduct of
Research allegations that led to an inquiry, seven were either not breaches or were resolved
without a hearing, and two are currently at the hearing stage. There was one case from the
previous year that was in the hearing stage at the time of the report last year, and the hearing
board found no breach.

Education on the Responsible Conduct of Research

Since January 2008, all graduate students at the U of S have been required to take GSR960 in
their first term as a graduate student. In the 2015-16 academic year, the Research Services and
Ethics Office provided online research ethics and integrity training to 1405 graduate students
through the courses GSR960 (Introduction to Ethics and Integrity), GSR961 (Ethics and
Integrity in Human Research) and GSR962 (Ethics and Integrity in Animal Research).   Of the
1405 students taking the online research ethics and integrity training courses, GSR962 was
completed by 78 graduate students, and GSR961 was completed by 403 graduate students and
176 undergraduate students. In fall 2016, all students will be required to take the human and
animal ethics education training *prior* to receiving their certificate of approval for their
research.

AGENDA ITEM NO: 12.2

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Rainer Dick; Chair, Research, Scholarly, and Artistic Work Committee

DATE OF MEETING: June 23, 2016

SUBJECT: Research, Scholarly, and Artistic Work Committee Annual Report

COUNCIL ACTION: For information only

ANNUAL REPORT OF THE RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE OF COUNCIL
2015-16

Terms of Reference

1. Recommending to Council on issues and strategies to support research, scholarly and artistic work.
2. Recommending to Council on policies and issues relating to research integrity and ethics in the conduct of research, scholarly and artistic work.
3. Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
4. Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.
5. Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.
6. Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University and providing advice to the Planning and Priorities Committee of Council.
7. Receiving annual reports from the Vice-President Research and the Dean of Graduate Studies and Research.
8. Receiving and reporting to Council the University's research ethics boards' annual reports.

9. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

Committee Membership of 2015/16

<u>Council Members</u>

John Gordon	Medicine	2018
Rainer Dick (Chair)	Physics and Engineering Physics	2016

<u>General Academic Assembly Members</u>

Paul Jones	SENS	2016
Hector Caruncho	Pharmacy	2018
Garry Gable	Music	2018
Virginia Wilson	Library	2018
Laurie Hellsten	Associate Dean, Graduate Studies, Education	2017
Lorraine Holtslander	Nursing	2017
Keith Willoughby	Associate Dean, ESB	2016

<u>Other members</u>

Karen Chad	Vice-President Research *(ex officio)*
Adam Baxter-Jones	Acting Dean of Graduate Studies and Research *(ex officio)*
Felipe Del Campo	[USSU designate]
Jebunnessa Chapola	[GSA designate] VP Academic, GSA

<u>Resource members</u>

Susan Blum	Director, Research Services and Ethics
Laura Zink	Special Projects and Operations, Office of the Vice-President Research
Charlene Sorensen/Ken Ladd	University Library

<u>Administrative support</u>
Amanda Storey, Office of the University Secretary

The Research, Scholarly, and Artistic Work (RSAW) committee met 14 times during the 2015/16 year and addressed many issues related to research, scholarly work and artistic work at the University of Saskatchewan

With the implementation of the tri-agency Open Access Policy for publications arising from agency supported research, RSAW invited the University Library to speak to the committee to discuss Open Access issues and initiatives and worked with the Office of the Vice-President Research to ensure that the committee had representation on a working group looking at the U of S's approach to Open Access. Updates have been provided throughout the year from the working group as to best practice at the U of S, reputable (and disreputable) Open Access journals and the possible development of an Open Access repository for the institution or in collaboration with other post-secondary institutions in the province.

The RSAW committee was provided the opportunity to see and provide input on the new UnivRS system being implemented by the Office of the Vice-President Research. The committee was particularly interested in the CV functionality that is being developed in

UnivRS and appreciated the opportunity to ask questions and provide input into the implementation of that module.

The RSAW committee continued its discussion of artistic and scholarly work which was the focus of the committee's work in 2014/15. Early in 2015/16 the committee met with Jack Gray about his new role as Vice-Dean Research, Scholarly, and Artistic Work in the College of Arts and Science. The committee also discussed the challenges posed by this important topic at its June 8 meeting, with an agreement to take up the recommendations on artistic and scholarly work in Fall 2016 with invitations to the Vice-Dean, Research, Scholarly, and Artistic Work as well as the department heads in the fine arts departments to have a full discussion of next steps needed, with an intention to report back to Council in 2016/17.

In response to a short notification of an impending deadline for responses to a call for consultation from the Canada Foundation for Innovation (CFI), the RSAW committee discussed their request for feedback in November 2015. The request from CFI to the Canadian research community asked for comments on their fund architecture. The committee emphasized the need for maintaining accessibility to CFI funds for junior faculty members who may not hold tri-agency grants, as well as the need of operational support for existing research infrastructure. The committee also suggested to relax the matching fund requirements for provincial funding in light of the fact that CFI had received federal approval for continued funding, whereas many provinces are less well-off these days and may struggle to provide the high level of required matching from their resources. Ingrid Pickering was invited to speak to the committee about the CFI request for consultation.

The RSAW committee received presentations on the research component of the Service Design and Delivery project, funded international graduate students, Infrastructure Set-up for new faculty and researchers, the Industry Liaison Office, the University Rankings Taskforce, and the Young Investigator's program in the Office of the Vice-President, Research. The committee also had the opportunity to discuss the Research Metrics Report and the challenges of collecting and assessing data related to research and research success. The committee also received a presentation on the upcoming Blueprint for Internationalization, which was developed through the Office of the Vice-President Research and the Office of the Provost.

Two Centre proposals were reviewed by the RSAW committee in 2015/16 – The Canadian Institute for Science and Innovation Policy (CISIP)[1] and the Prairie Law Centre. Jeremy Rayner attended the discussion of the CISIP proposal, while Heather Heavin and Brea Lowenberger attended the discussion of the Prairie Law Centre proposal.

In discussing the CISIP proposal, the committee was generally supportive of the centre and its mandate, but did raise some concerns over the long-term funding plans for the centre and the ability of the centre to amass the expertise to review and analyze the varied proposals that might come through the centre. The committee also sought assurance that

[1] Subsequently renamed the Johnson-Shoyama Institute for Science and Innovation Policy (ISIP)

the centre will pursue its academic mandate without undue influence from external funders. Overall the RSAW committee felt that the CISIP had a valid academic goal and that the work of the centre filled a need not otherwise met on campus. The committee also recognized CISIP's goal of collaborative research. The Access to Justice Research Centre was discussed at the May 25 meeting and the committee was generally supportive of the mission of the centre, which they believe had a strong research focus and would almost certainly increase the research productivity of the College of Law and encourage and promote their graduate-level program. The committee recommended clarifications with respect to the centre's academic objectives and budget plan to be included with the submission of the proposal to the Planning and Priorities Committee.

At its January 6 meeting the RSAW committee had a good discussion of the challenges and the different models for interdisciplinary/ multi-disciplinary research. Toddi Steelman, executive director of the School of Environment and Sustainability (SENS) and Lisa Kalynchuk, a multi-disciplinary researcher in the College of Medicine (Neurology) attended the meeting for the discussion, which led to a good discussion of the siloed nature of academic work and the challenge for seeking funding that interdisciplinary research poses, as well as the issues with collegial recognition for such work. At the May 25 meeting, Dr. Jim Thornhill presented findings of a working group on recognition for collaborative science. Dr. Thornhill explained that the working group determined that an important first step will be for departments to look at their standards for merit and promotion and tenure to assess how they view and reward collaborative work. Dr. Thornhill stressed that while the university needs to support and encourage departments to reward collaborative science, the actual work needs to come at the department and college level, initially. The RSAW committee agreed that there are many barriers to the recognition of collaborative and interdisciplinary work and it was expressed at the meeting that any changes that we are making to the recognition and value of collaborative work needs to align with the value placed on it by the tri-agencies.

The RSAW committee received an annual update from the Tri-agency leaders Bram Noble (SSHRC), Ron Borowsky (NSERC), and Troy Harkness (CIHR) at its January 27 meeting. Committee members were interested in the success rate of applications of tri-agency funding, as well as the changes occurring at the national level with regards to the number of grants and grant sizes, particularly with the change in the federal government in October 2016. Tri-agency leaders spoke on internal work conducted to improve success rates as well as work done by U of S members on the tri-agency review boards.

At its May 4 meeting, the RSAW committee received its annual update from the research ethics board chairs. Dr. Gordon McKay spoke as the chair of the biomedical research ethics board and explained the work being done on harmonized review processes at the U of S and the Health Quality Council, the Saskatoon Health Region and the Regina-Qu'Appelle Health Region.   Dr. Michael Corcoran and Dr. Jane Alcorn represented the animal research ethics board and discussed the large number of protocols reviewed by the board as well as the strategies employed by the board and its reviewers to ensure that protocols that come to them are ready for review and that questions or concerns raised by the board are able to be promptly communicated to proponents. Dr. Scott Tunison attended in his role as vice-chair of the behavioural research ethics board and discussed the challenges faced with ensuring that faculty members are aware of the changes in tri-agency policies governing behavioural ethics. He also spoke to the work done by the

board to ensure that they are active at the national level and are leaders amongst our peers.

The service of John Gordon as a representative of RSAW on the Centres Subcommittee of Planning and Priorities Committee, the Joint Committee on Chairs and Professorships, and the New Researcher and Distinguished Researcher Awards Committee, Hector Caruncho as a representative of RSAW on the Centres Subcommittee, and Laurie Hellsten as a representative of RSAW on the Open Access Working Group is recognized. Appreciation is extended to presenters who attended the RSAW committee this year. I also want to thank Paul Jones for his service as Vice-Chair this year and acknowledge the administrative support of Amanda Storey.

Attached to this annual reports are the annual reports of the Vice-President Research and the College of Graduate Studies and Research of 2015/16.

ATTACHMENTS:

1. Annual report of the Vice President Research for 2015/16
2. Annual Report of the College of Graduate Studies and Research for 2015/16
3. Reflections from the Chair of the RSAW Committee

Report of the Vice-President Research
To the Research, Scholarly and Artistic Work Committee of Council
For the period May 1st, 2015 to April 30th, 2016

It has been my pleasure to continue to work with colleagues, researchers, students, external stakeholders and partners as we continue to advance the University of Saskatchewan's discovery mission. Over the past year we have seen tremendous success in several areas of strategic focus. We are emerging as leaders in our areas of research strength, and fostering an environment which supports faculty, staff and students in creating new knowledge that is then shared for the betterment of society and our communities.

It is my pleasure to provide the following overview of the key accomplishments and activities of the Office of the Vice-President Research for the period May 1st, 2015 to April 30th, 2016.

STRATEGIC INITIATIVES AND PORTFOLIOS

Seizing New Opportunities: Canada First Research Excellence Fund (CFREF)
- For the first competition, the U of S took a targeted approach to identifying innovation ready projects. The U of S submitted a proposal entitled, "Designing Crops for Global Food Security", and was awarded $37.2 M (from September 1, 2015 - September 1, 2022).
- An open consultative process was launched to identify the most promising research area to represent the U of S in the 2nd competition. A LOI was submitted in November 2015 followed by the March 2016 submission of a full application for $83M in funding for the proposal entitled, "Global Water Futures: Solutions to Water Threats in an Era of Global Change". Results are anticipated in summer 2016.

Enhancing Service: OVPR Reorganization
- In February 2016, the Research Services and Ethics Office moved from the National Research Council Building to the second floor of the Thorvaldsen Building.
- In March 2016, the Strategic Research Initiatives unit moved from the third to the first floor of the National Research Council Building.

Improving online support for faculty
- The University Research System (UnivRS) is a single web-based system that provides researchers a secure space to collaborate on research projects as well as being the central repository to manage all project funding and compliance activities.
  - Pre- and Post-Award modules were released campus-wide in January 2016. All faculty will be required to use the system for Pre- and Post-Award administration as of July 1, 2016.
  - In February 2016, a Research Funding Database was released campus-wide.
  - In spring 2016, there was a release of CV Activities and Publications modules, including the U of S Standard CV, Forms 1 and 2.
  - In fall 2016, there is an anticipated release of a configuration of the Human Ethics, Biosafety and Radiation Safety modules.

Supporting Funding Success: **Tri-Agency Leaders and Internal Review**
- The OVPR's Tri-Agency Leaders are highly respected faculty who are seconded to support the success of their colleagues in securing Tri-Agency support. In 2015-16 the Tri-Agency Leaders were:
    - CIHR: Troy Harkness (Anatomy and Cell Biology)
    - NSERC: Ron Borowsky (Psychology)
    - SSHRC: Bram Noble (Geography and Planning)
    - Work is underway to finalize the Tri-Agency Leaders for 2016-17

CIHR
- Success rates for the fall 2014 CIHR Open Operating Grant (OOG) competition were 14% nationally and 16% at the U of S.
- Success rates for the final CIHR Transitional OOG competition held March 2015 were 14% nationally and 10% at the U of S.
- During 2015-16, the CIHR Leader oversaw the September 2015 CIHR Foundation competition; one U of S application was submitted.
- The Pilot CIHR Project Scheme competition was held March 2016, with 35 U of S faculty submitting applications – 11 faculty officially went through the internal review program, but many more of the applicants utilized the services of the U of S Research Facilitators and external reviews from additional colleagues at other institutions.
- Workshops were held in January and February 2016 to assist applicants with the application process.
- Preparations are underway for internal reviews for the fall 2016 CIHR Foundation and 2nd CIHR Project Scheme competition.

NSERC
- The NSERC Discovery Grant internal review process encouraged applicant-suggested reviewers and ongoing mentor-applicant interaction, and had a ~52% participation rate.
- The Grants Repository was well received (>350 downloads of the 24 documents prior to the internal review deadline), and has been expanded to accommodate the other Tri-Councils as well; new grant awardees have been encouraged to share their grants (10 new documents since April 9, 2016). NSERC has suggested we encourage other universities to follow our lead and network with us.
- Workshops were held in July and October, and included break-out groups to facilitate networking by Evaluation Groups. This year, we are moving the first one to May to encourage earlier grant-writing and mentoring, and combining it with a luncheon to celebrate successful grantees and network applicants with them.
- President's NSERC adjudication of Research Tools and Instrumentation grants are now based on the national competition approach, and provided detailed rating-form feedback to applicants.
- Strategic Hiring of Early Career Researchers (ECR) after July 1st will allow them to benefit from 3 years of ECR status (grants awarded with one score lower than Established Researchers).
- Discovery Grants results show a 12% increase compared to last year overall (2015: 67%, 2014: 56%). Participants in our internal review process showed a 78% success rate (Early Career Researchers 90%; Established Researchers 74%; Established Researchers Not Holding a Grant 71%), which is a 31% increase when career-stages are equally weighted compared to last year (47%). Overall, our latest success rates by career-stage (with last year U of S, and national, in parentheses) were: ECRs 92% (18%, 65%), ERs 77% (72%, 82%), and ERNHG 45% (50%, 38%). Our latest RTI success rates increased by 6% (2015: 24%; 2014: 18%).
- A survey distributed to applicants prior to the competition results indicated 100% of internal review participants found it helpful, 72% found suggesting their reviewers to be helpful, and of the 61% who met with their reviewers 100% found it helpful. Revisions suggested by internal reviewers were

thought to have strengthened the application by 100% of respondents. 77% of those who used the grants repository found it helpful, and 90% of respondents indicated they would be willing to post their grant if successful. 96% of those who attended the main Discovery Grants workshop found it to helpful.

SSHRC
- Continued internal review program for SSHRC applicants.
    - 82% participation rate in internal review process for 2015 Insight Development Grant applicants.
    - 45% participation rate in internal review process for 2015 Insight Grant applicants.
- Grant workshops were provided for SSHRC Insight, Insight Development, and Partnership Development competitions.
- New President's SSHRC program was launched, providing three new funding opportunities for faculty through Insight, Connections, and Enhancement funding competitions.
- Competition Highlights:
    - Ranked 8th amongst U15 in Insight Development Grant success rates in 2015.
    - 75% success rate in SSHRC's Connections grant competitions from May 2015 – February 2016.
    - Success rate in Insight competition increased from 4% (2015) to 18% (2016), but remains below the national average.
- A committee was tasked with assessing reviewer feedback on 2015 Insight competition results and provide targeted support (external grant writer/expert) to faculty with highly ranked, but not funded applications: one faculty member accepted the offer, and was subsequently successful in the 2016 competition.

Gaining Momentum: **One Health Initiative**
The One Health Initiative, now in its third year, is a collaborative multidisciplinary effort to advance research and training to find solutions at the Animal-Human-Environment Interface. Dr. Vikram Misra was appointed to a 2-year term as the leader of this initiative in October, 2015.

One Health Congress 2018
- The U of S One Health Initiative has won the bid to host the **2018 One Health Congress** in Saskatoon, a first in North America. The 5th International Congress in Saskatoon will follow previous biennial congresses in Melbourne, Bangkok and Amsterdam.

One Health Research Symposium
- On April 29, 2016, over 100 researchers, graduate students, staff and faculty gathered to learn more about One Health research. The "*One Health Research: What's in it for you*?" event attracted guest speakers from A & M Texas University, Carleton University, University of Washington and Michigan State University.
- The four interdisciplinary research teams who were awarded One Health research group grants in 2014 presented at the symposium, explaining where they are to date with their projects. They also presented posters.
- Posters were also presented by those who were successful in securing One Health research group grants in 2015.
- Researchers at the university were invited to submit new interdisciplinary proposals to be discussed at the event. The objective was to allow researchers from a variety of disciplines to contribute to the

proposals as potential team members. Six proposals were discussed and collaborations were made with the expectation that the teams will now submit applications for the 2016 grants.

NSERC CREATE ITraP Initiative
- Since approval in January, 2015, the 6 credit unit graduate Certificate Program in One Health based on the NSERC-CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy has been implemented. This continues the NSERC-CREATE funded program in Integrated Training Program in Infectious Diseases, Food Safety and Public Policy (ITraP). The program in its fourth year and had 32 graduate students who are simultaneously pursuing their graduate degrees in a wide variety of disciplines.
- In February, 16 Canadian and International students participated in a One Health school at the ITraP partner university in Ludhiana, India, where they joined graduate students from several Indian universities in workshops on communication, career development and cooperative problem solving.

Enhancing Faculty Success: **Research Mentorship Program for New(er) Faculty**
- The Research Mentorship Program (RMP) is promoted widely via semi-annual University wide workshops for mentees and mentors, or discipline-specific presentations for college administrators and faculty, and by an increased web presence, with information available at: http://research.usask.ca/for-researchers/index.php.
- In October, 2015 a video was developed, sponsored by OVPR and Provost's Office, to illustrate the value and process of Personalized Research Mentorship Teams (PRMTs) in assisting the academic (teaching and research) success of two new faculty members in the College of Kinesiology.
- The first annual Faculty Academic (Teaching & Research) Mentorship Forum and Workshop was held on October 23, 2015, an event organized by the OVPR and the Gwenna Moss Teaching and Learning Centre. The initial forum emphasized to both mentees and established faculty the importance of mentorship to the academic success (both teaching and research) of new faculty. The subsequent workshop showed new faculty all the research and instructional supports that are present on campus in developing and implementing their teaching and research plan. The second Academic Mentorship Forum and Workshop will occur in October 2016.
- A recent online University survey of all new faculty (within the last 4 years) and their respective Department Heads and ADRs was conducted to assess the value of the University Research Program and the Personalized Research Mentorship Teams (PRMTs) established for new faculty.
  - Since July, 2012, 57% of all new hires have had Personalized Research Mentorship Teams (PRMTs) established, with 31 Department Heads or ADRs and over 125 research mentors participating.
  - On a 10 point scale (one being negative and 10 being very helpful, over 75% of new faculty said their PRMTs were very helpful, with 95% stating the PRMTs were helpful (greater than 5 rating).
  - Importantly, over 75% of new faculty felt their research program has greater support when their respective Department Head and /or ADR is part of their PRMT.
  - When asked how their PRMT helped them, responses, in rank order were: understanding Departmental, College, University research cultures; development of research plan; setting research expectations; providing teaching and mentorship guidance; assessing mentees research strengths and weaknesses; implementation of their research plan; networking locally , nationally and internationally.

Fostering Interdisciplinary Collaboration: **Team Science**

- The U of S led one of the panel discussions at the annual Science of Team Science (SciTS) conference in Washington, DC, June 2-5, 2015. Panel discussion centred on lessons learned at the University of Saskatchewan over 10 years of team science initiatives in the Health Sciences.
- Our University was asked to write a chapter entitled "Health Science research at the University of Saskatchewan: The Role of Changing Space Utilization in Fostering Research Collaboration" for an upcoming book discussing the many factors involved with establishing and sustaining Team Science success.
- The Social Sciences Research Laboratory (SSRL) has completed a University wide, online survey and focus group discussions on the questions noted above, with an environmental scan of how other institutions are recognizing and rewarding collaborative research initiatives of faculty. SSRL is currently analysing the data and writing its report. The University Team Science Steering Committee will begin its draft of the Concept paper in May, with follow up discussions to their draft report of the Concept paper by key stakeholder groups in the upcoming months, with the revised draft then presented to the Vice President Research. It is envisioned that the Concept paper on the Rewards and Recognition of Collaborative Research will be discussed by University Council in the fall 2016.
- A Working Group has been asked to address how to appropriately recognize and reward faculty contributions in team settings, including a review of how existing promotion, tenure and merit guidelines recognize individual faculty efforts in collaborative projects. This report will:
  - o identify barriers in conducting collaborative research on campus;
  - o identify effective practices of other universities for rewarding collaborative research endeavors by faculty; and
  - o provide recommendations of how our University can better recognize team science endeavors by faculty in the future, including suggestions to our Departmental, College and University promotion, tenure and merit guidelines.

Raising National Profile for U of S Research and Partnerships

- The 2nd International Festival of Science, Technology, Engineering and Mathematics (STEMfest), was held in Saskatoon from September 27th to October 3rd 2015. The theme was "Skilling a Nation's Future - Aligning STEM education to a State's Future Human Resource Needs".
- Promoted U of S Indigenous research through the Building Reconciliation national forum held on campus November 2015.
- Profiled graduate student and PDF researchers in the Young Innovators series of Star Phoenix stories which were then picked up by federal granting agencies and used in their publications or tweeted.
- Led the second annual University of Saskatchewan Images of Research competition in March and April 2016, inviting submissions from students, faculty, staff and alumni. Nearly 100 entries depicting U of S research, scholarly and artistic work were received, while more than 5,000 visitors from over 40 countries viewed the online image gallery to vote for the viewers' choice awards. All of the winning images can be seen at http://research.usask.ca/images-of-research.php.

UNITS OF THE OFFICE OF THE VICE-PRESIDENT RESEARCH

Industry Liaison Office

The Industry Liaison Office (ILO) is a division of the University of Saskatchewan (U of S) which specializes in facilitating the commercialization of university research and knowledge, to effectively and efficiently transfer it to the public. The ILO also works to establish the foundation for entrepreneurial culture throughout the university.

The ILO happily and eagerly welcomed Johannes Dyring, as Managing Director, this past October 2015. He relocated from Sweden where he served as Chief Executive Officer of SLU Holding AB, a subsidiary of the Swedish University of Agricultural Sciences, and was responsible for providing venture capital and innovation support to researchers, employees and students at the university. Johannes brings a new vision to the ILO, in order to enhance client relations and create a pro-active approach to actively seize new opportunities. Under the leadership of the new Managing Director, the ILO has undertaken multiple projects and strategic initiatives that will inform and guide development towards a pro-active, entrepreneurial unit, while creating value in society with industry as a guiding star.

Special Projects:
- The 5th annual "Technology Venture Challenge," a business development competition for the university community, continues to grow and gain attention from the university, industry and start-up community. In comparison to last year, the number of applications more than doubled to 56. Fifteen finalists were chosen to move to the next step in the competition and will be provided mentoring and training on various entrepreneurial aspects such as market entry/pricing, investor readiness/opportunities, licensing, IP protection, financing and more.
- The ILO collaborated with Saskatchewan Polytechnic, University of Regina, and SK Indian Institute of Technology on an industry – academic researcher linkages initiative, CONNECT 2015. The focus was to match local manufacturing companies that have engineering and ICT challenges with academics that could help them with these challenges. This was an opportunity to introduce the Saskatchewan manufacturing industry to these provincial academic institutions as well as to federal funding programs that are directed to support industry research.
- In order to leverage the 132 active innovation projects the ILO is currently managing, regional leaders, funders, entrepreneurs and decision-makers have taken the lead to develop the current local ecosystem for innovations into a world-class commercialization hub. This commercialization hub comprises access to resources from talent to capital for all phases of a start-up company including networks and channels to global markets.
- The Western Canadian Innovation Office (WCIO) consortium, funded by Western Economic Diversification ($1.8 Million) over 2 years, invited joint applications from eligible institutions and industrial partners under the broad Energy Theme. It received 52 applications (U of S did not submit any application in this round) 4 of which were approved for funding with clearly defined deliverable (within 18 months). The consortium is planning to announce a second call for applications soon.
  - As part of this initiative and in partnership with Mitacs, the consortium is planning to establish a jointly funded Business Development Officer position at the U of S to assist with this endeavor. Details are being discussed.
- On September 29th 2016, the ILO is organizing Canada's first ever AUTM partnering forum, focusing on food processing and crop production. 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.
- Coordination of a joint research program between the Province of Saskatchewan, Hitachi Ltd., and Hitachi GE Nuclear Energy Ltd:
  - Four U of S R&D teams and three associated Canadian industrial R&D teams have been working with researchers from several Hitachi companies to develop efficient methods of using heat energy for industrial, agricultural and residential purposes. Research collaboration meetings were held in May in Japan and in November in Saskatoon.
  - The first group of projects is forecast to be complete in mid-year. The University, the Province and the Hitachi companies are beginning to plan the next phase of the program, projected to begin in 2017.

Startup & Spinoff Companies May 1, 2015 – April 30, 2016
- A "Startup" is a company that is based on technology owned by U of S. These companies will negotiate the rights of use for this technology. There are presently 8 companies being developed based on U of S technologies. These are from Engineering, Medicine, Computer Science and the Education College.
- A "Spinoff" is a company that is associated with the university but based on technology that is not owned by U of S. There are presently 6 companies being developed, 4 based on engineering, 1 bio-tech, and 1 health care.
- All of these companies, but one, are or have been part of the Tech Venture Challenge Competition. They are either incorporated, have a business plan, looking for funding, in prototype development, but all of them at the pre-seed revenue stage.

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

Transforming Internationalization at the U of S
- The International Office has participated in development of a blueprint for the future direction of 'international' at the University of Saskatchewan.
- In collaboration with the International Student and Study Abroad Centre, the International Office has moved data on agreements and delegations onto the MoveOn Software System for managing International Relations. This system holds great promise for streamlining reporting and the management of student exchange.
- Continued work on identifying internationalization data for measuring progress, as well as college- and department-specific data for the production of handbooks on internationalization in each college.

Country Strategy Implementation
In 2015-2016, the International Office provided leadership, logistical, and operational support for a number of initiatives related to the University's Country Strategy. The Country Strategy includes China and India, as well as other initiatives.
- As part of the China Initiative, highlights include signing agreements to establish flagship partnerships with the following institutions:
  - Renewed agreements with Jilin University;
  - New agreements with Beijing Normal University; and

- o Flagship Partnership Agreements with Huazhong Agricultural University and Xi'an Jiaotong University.
  - ▪ As part of the India Initiative, highlights include:
  - o The renewal of the partnership agreement and collaboration on a summer workshop with Malaviya National Institute of Technology.
  - o Eight U of S faculty members organized and led a summer institute on Global Health and Development for Young Researchers at Indian Institutions at the Indian Institute of Technology Gandhinagar (IITGN).
  - o The U of S hosted a one month summer immersion program for engineering students from Pandit Deedayal Petroleum University (PDPU).

Partnership Initiation and Agreement Development

- ▪ **41** new agreements were signed during this reporting period:
  - o **2** flagship partnership agreements,
  - o **6** general collaboration MOU's,
  - o **4** MOU renewals,
  - o **10** student exchange renewals,
  - o **9** new student exchange agreements,
  - o **2** dual degree agreements,
  - o **1** joint degree agreement,
  - o **2** faculty / staff exchange agreements, and
  - o **2** internship agreements.
- ▪ Migrated the international agreements data into the MoveOn Software System in 2015-2016.

Delegation Support

- ▪ Supported **22** incoming delegations, which included approximately **72** participants.
- ▪ Supported outgoing delegations in the form of briefing notes and promotional materials.

Communication and Data Collection

- ▪ First point of contact for government, international institutions, and prospective international students, replying to innumerable requests for information and assistance.
- ▪ Launched a new International Office website in April 2015.
- ▪ Continued promotion of events campus-wide in International Education Month (February) and Partnered with ISSAC and Marquis Hall for the International Street Food Fair.

International Research

- ▪ A total of $42.64M***** was awarded to U of S researchers for international research and development projects sponsored by Global Affairs Canada, International Development Research Centre (IDRC), Universities Canada, Tri-agency Institutional Programs Secretariat – Canada First Research Excellence Fund (CFREF), and various other funding agencies. **Due to the renewed definition of international research at the U of S to include the USA, this figure is not comparable with previously reported numbers.*
- ▪ The large increase in funding from the previous year is partly due to a large seven-year CFREF food security project.
- ▪ Due to the federal election and restructuring at International Development Research Centre (IDRC) this past year, there has been a delay in the review process of a few of our proposals invited by some funding agencies.

- There have been changes this year to the funding landscape. IDRC focus changed to accepting proposals only from developing countries. Global Affairs Canada (formerly DFATD) program "Partnerships for Development" and Grand Challenges Canada programs were not offered in the competitions this year.

Research Services and Ethics Office

The newly amalgamated Research Services and Ethics Office (RSEO) provides researchers with seamless services for grant, contract, and ethics review as well as ethics compliance.

Operational Metrics
- Applications for research funding from May 2015 to April 2016: **848**
    o External Funding – 777 (92%)
    o Internal Funding – 71 (8%)
- Projects Finalized from May 2015 to April 2016: **1090**
    o External Funding – 644 (59%)
    o Internal Funding – 303 (28%)
    o Other (Transfers out, CDAs, etc.) - 143 (13%)
    o Grants – 653 (60%); Contracts – 437 (40%)
- Projects for which funds were authorized from May 2015 to April 2016: **941**
    o External Funding – 636
    o Internal Funding – 305
    o Number of externally funded projects which had Institutional Costs of Research included – 172 (27%)
    o Number of funded projects which have at least one Human Ethics Approval attached – 177 (19%)
    o Number of funded projects which have at least one Animal Ethics Approval attached – 132 (14%)
    o Number of funded projects which have at least One Biosafety Permit attached – 165 (18%)

Canada Foundation for Innovation (CFI)
- Funding from the John R. Evans Leaders Fund (JELF) was received for 5 projects for a total of $990,972 in CFI funding and project costs that total $2,477,424.

Research Ethics Boards (REBs)
- The following faculty serve as Chairs and Vice-Chairs of the Research Ethics Boards:
    o University Committee on Animal Care and Supply (UCACS) and Animal Research Ethics Board: Dr. Michael Corcoran (Chair), Dr. Brenda Allan (Vice-Chair).
    o Biomedical Research Ethics Board: Dr. Gordon McKay (Chair), Dr. Ildiko Badea (Vice-Chair).
    o Behavioural Research Ethics Board: Dr. Vivian Ramsden (Chair), Dr. Scott Tunison (Co-Vice-Chair), Dr. Stephanie Martin (Co-Vice-Chair). Pastor Patricia Simonson has also taken on a larger role in providing delegated reviews.
    o University Committee on Ethics in Human Research: Dr. Valerie Thompson (Chair).

Research Ethics Boards (REBs) Applications
- Applications to the Biomedical REB were relatively unchanged (small increase of 2%) from the preceding year (362 to 371). The Behavioural REB was unchanged (479 to 477).
- The Animal REB has seen a decrease of 9% (86 to 78) for new applications; however, there was a 25% increase in the total number of protocols and amendments reviewed by the Animal REB (303

from 242) and a 45% increase in the number of amendments reviewed by the Animal REB Subcommittee (280 from 192).

Research Ethics Operations
- U of S continues to participate in the U15 working group to examine opportunities for harmonized/coordinated ethics review among the U15 for multi-jurisdictional studies. The U of S REB has taken active participation in the scripting of a common consent form for prospective research based on the forms currently in use by various Cancer cooperatives, this work is continuing. In addition, an active role in creating a common consent for optional research activity (bio-banking, biomarker and genetic testing) occurred and is currently in the final review process. This initiative was spearheaded by the N2 Network and has a National agenda.
- Provincial research ethics review harmonization continues between the U of S, U of R, and Regina Qu'Appelle Health Region with 96 applications handled through harmonized review in 2015-16 representing over 11% of studies submitted to the U of S Human REBs (a 22% decrease over the last reporting year).
- The U of S Research Ethics Boards (REBs) continue as the Boards of Record for the Saskatchewan Cancer Agency, Saskatoon Health Region, Sunrise Health Region, and Five Hills Health Region. Cypress Hills has requested the U of S REB consider taking on a similar position for this health region.
- Significant updating of various forms has occurred in 2015, including new forms for Renewal of Prospective and Retrospective Research and Closure of Research. A new application for the Use of Existing Biological Materials in Research was created to facilitate active research programs with the Canadian Light Source. Applications for both retrospective personal health data and prospective research are under constant review especially in light of the pending launch of UnivRS.

Research Ethics Education
- Of the 1405 students taking the online research ethics and integrity training courses, the animal care training was completed by 78 graduate students.
- Electronic self-study modules have become an important addition to the animal user practical skills training offered by the University Animal Care Committee (UACC).
- The UACC provided 153 students with practical skills training in 2015 (62 basic rodent handling; 47 introduction to anaesthesia; 17 basic surgical skills; 27 advanced techniques). In 2015, UACC training courses were offered for no charge to U of S participants which has made a positive difference in the number of registrations.
- A new UACC Bird Euthanasia Techniques course will be offered in spring 2016.
- Of the 1405 students taking the online research ethics and integrity training courses, the CORE tutorial was completed by 403 graduate students and 176 undergraduate students.

Care and Management of Animals
- In June 2015, the University Animal Care Committee (UACC) implemented an on-line system for central ordering, purchasing, and reporting use of animals. The online order system also allows animal users to submit a surplus tissue/animal request and surplus tissue/animal donation forms.
- The UACC Surplus Animal/Tissue Share Databank is available to reduce the number of animals used by providing researchers with surplus animals or tissue and blood from animals that are euthanized from other projects. RSEO plans to make a current inventory of the databank readily accessible to researchers through a new page on the Animal Ethics Sharepoint site.

- As of January 2016, Dr. Jason Raine was appointed as the new Senior Advisor for Aquatic Research Facilities. Dr. Raine reports to the University Veterinarian and will oversee the management of all fish facilities on campus. A new page devoted to Animal Research Facilities will be added to the Animal Ethics Sharepoint site, allowing fish researchers' access to upload monitoring sheets and other information required by the UACC.
- The RJF Smith Centre for Aquatic Ecology was reopened January 2016; renovations will continue into spring and early summer 2016.
- In March 2016, the UACC completed a project to integrate the online animal ethics training (through Blackboard) with Safety Resource's Health, Safety & Environment database resulting in Certificates of Completion automatically e-mailed (in PDF format) to students within 24 hours of their successful completion of the course. Students also now self-register for one of the five online animal ethics courses directly through the Safety Resources website.
- In April 2016, the UACC Facility Inspection Committee and Safety Resources toured and commissioned the Facility for Applied Avian Research (FAAR). Birds are expected to be housed in this new facility in spring/summer 2016.
- The Canadian Council of Animal Care will conduct an interim assessment visit of the University's animal care and use program from May 10-12, 2016. Assessment visits are conducted every 3 years as a requirement for the U of S to maintain a Good Animal Practice (GAP) certificate.
- A FRAME (Fund for the Replacement of Animals in Medical Experiments) Training School will be held at the University in spring 2017. Plans are underway with tutors in the UK to coordinate this experimental design and statistics workshop (first time offered in North America). Additionally, a proposal to the CCAC Board of Directors was successful in October 2015. The 2017 National CCAC Workshop will be held June 3, 2017 following the FRAME training school.

Responsible Conduct of Research
- There were 9 Responsible Conduct of Research (RCR) allegations that led to an inquiry, 7 were either not breaches or were resolved without a hearing, and 2 are currently at the hearing stage. There was one case from the previous year that was in the hearing stage at the time of the report last year, and the hearing board found no breach.

Monitoring Visits/Audits/Inspections
- *Canada Foundation for Innovation*
- November 2015: CFI conducted a Mapping and Measuring Investments to Impacts – Agriculture visit. The report has not yet been released.
- February 2016: CFI conducted a Monitoring Visit. The report is expected in late spring.

Biomedical Research Ethics
- May 2015: NRG Oncology site audit. NRG oncology is inclusive of the National Surgical Adjuvant Breast and Bowel Project (NSABP), the Radiation Therapy Oncology Group (RTOG), and the Gynecologic Oncology Group (GOG). The report has not yet been released.
- October 2015: Saskatoon Cancer Centre Canadian Clinical Trials Group (CCTG) site audit. CCTG audit outcome was 'acceptable'.
- February 2016: Health Canada completed an audit of an industry-funded clinical trial. No significant findings. Health Canada commented, "The site is as good as it gets".

Behavioural Research Ethics
- September 2015: Directed audit initiated by REB on research study at the university – report is pending.

- November 2015: Internal audit by Audit Services on Behavioural REB processes and compliance - report is pending.

Animal Research Ethics
- November 2015: Internal audit by Audit Services on Animal REB processes and compliance - report is pending.
- University Animal Care Committee Facility Inspection Committee conducted internal inspections of each animal facility to ensure compliance with Canadian Council Animal Care guidelines and policies. These reports are provided to the UACC and included in the CCAC pre-assessment documentation.

Research Profile and Impact Unit
Promoted U of S research in a wide variety of areas through numerous successful media pitches to national media and highlighted many research successes with the U.S. NewsWise news distribution service.
- Showcased more than 20 U of S researchers and students at the Canadian Science Writers' Association conference which was organized on campus by the Research Profile and Impact unit, and provided research communication workshops for students at the conference.
- Promoted U of S research in a wide variety of areas through numerous successful media pitches to national media and highlighted many research successes with the U.S. NewsWise news distribution service.
    o Advertisements in the Globe and Mail to celebrate our new Royal Society Fellows and CFREF success last summer.
    o Participated in a CFI-led supplement in the Globe and Mail featuring the Canadian Light Source and our biomedical imaging cluster.
    o Highlighted U of S research through the "Knowledge is Beautiful" national advertising campaign which included ads in the Research Infosource supplement in the National Post and in University Affairs.
- Highlighted the U of S bioscience cluster and the Global Institute for Food Security at a Universities Canada event with federal government politicians and bureaucrats in January 2016.
- Highlighted in a Research Impact report to the federal government the history of U of S pulse crop research that led to today's burgeoning pulse crop industry.
- Highlighted U of S stroke research in a Research Canada publication.

Strategic Research Initiatives
The Strategic Research Initiatives (SRI) unit supports researchers in the development of large-scale collaborative grants and initiatives as well as coordinates programs of strategic importance to the university, including awards facilitation and the Undergraduate Research Initiative.

Support for Large-Scale Grants
- The SRI unit supported the development of:
    o Applications submitted to the Canada First Research Excellence Fund: **1**.
    o Submission of Canada Excellence Research Chair (CERC) and associated CFI-JELF applications: **1**.
    o Submission of a Senior NSERC Industrial Research Chair application: **1**.

- o Applications submitted to Genome Canada's competitions:
    - o 2015 Large-Scale Applied Research Project Competition: Genome Canada funded 11 projects – **3** of which are U of S-led projects. No other university received 3 awards.
    - o 2015 Bioinformatics and Computational Biology: **2**.
- o NSERC's Collaborative Research and Training Experience program (CREATE)
    - o Letters of Intent (LOI) submitted (2015): **4**.
    - o **2** LOIs were invited to full application and both were awarded. Only 13 total grants were awarded nationally. The successful U of S applications were Dr. Kathryn McWilliams' "Technologies for Exo-Planetary Science (TEPS)" and Dr. Regan Mandryk's "SWaGUR: Saskatchewan-Waterloo Games User Research".
    - o Letters of Intent (2016): **1** due May 2nd.
- o SSHRC Partnership Development Grant: **2.**
- o CIHR Foundations application (2016): **1**.
- o CIHR Training Grant: Indigenous Mentorship Network Program Letters of Intent (LOIs) submitted (2016): **2**. Both LOIs were successful; full applications due October 2016.
- o Networks of Centres of Excellence 2017 International Knowledge Translation Platforms Initiative Competition: **1** Letter of Intent.
- o Alberta Innovates: **1**. (awarded)
- o Large-scale Canadian Foundation for Innovation Applications:
    - o Major Science Initiatives (MSI): **4** U of S facilities submitted Notices of Intent and all **4** were accepted; **3** facilities submitted full proposals. Results will be released in summer 2016.
    - o Innovation Fund (IF): **8** Expressions of Interest were brought forward to the CFI Advisory Committee and **5** were recommended to move forward to the full proposal stage. **5** non-U of S led proposals were also brought forward, and **4** were supported by the Committee. The U of S has a CFI institutional envelope of $17.7M. The deadline for full proposals is October 2016.

Canada Research Chairs (CRC)
- ▪ Coordination of CRC applications:
    - o **1** new nomination (with associated CFI-JELF-CRC application) and **3** renewal applications were submitted in October 2015. Results are anticipated in May 2016.
    - o **2** renewal applications were submitted in April 2016. Results are anticipated in November 2016.

Research Connections Cafés
- ▪ SRI continues to host a permanent series of "Research Connections Cafés". These events are held regularly to help connect researchers and identify research clusters demonstrating the greatest potential to move forward on the national and international stage. SRI work with these groups, mentoring their further development to ensure they are "innovation-ready" for large-scale funding opportunities and supporting their development into vibrant communities of engagement and creativity. SRI has held two Research Cafés:
    - o Canada First Research Excellence Fund (CFREF) Café – April 14, 2015 – University Club: Nearly 50 people attended, including faculty heading research clusters, deans, associate deans research, research facilitators, and others involved in supporting research on campus. Karen Chad, Vice President Research, provided a CFREF presentation followed by a Q&A.

- Musculoskeletal Research Cluster Café – February 2, 2016 – University Club: Nearly 40 people attended. The intent of this meeting is to establish a Musculoskeletal Research Cluster on campus (MSK-U of S) in order to submit a CFI Innovation Fund application. The Café was facilitated by Dr. David Cooper, Associate Professor & Tier II Canada Research Chair, Department of Anatomy and Cell Biology.
- Upcoming Research Cafés will include:
  - Mental Health
  - Aboriginal Scholarship
  - Institutional Instrumentation Strategy: mass spectrometry

Undergraduate Research Initiative
- Over **1800** students experienced course-based undergraduate research in the 2015-2016 academic year, an increase of 25% participation over the previous year or 19 class sections in 5 colleges (Agriculture and Bioresources, Arts & Science, Education, Edwards School of Business, and Kinesiology). Each included students sharing their findings through poster exhibits, class presentations, newsletter or website.
- Continued partnership with the University Library resulted in:
  - Peer mentor facilitated "How to Research" workshops reaching 100 students (Peer Assisted Learning Program (PAL) with Student Learning Service (SLS) across multiple disciplines).
  - 6 events highlighting the U of S Research Signature Areas with 25 faculty, graduate and undergraduate research panelists or moderators and 60 attendees.
  - 16 peer-reviewed articles and two artists' statements published in the University of Saskatchewan's Undergraduate Research Journal (USURJ) this academic year.
- A projected number of 85 matched Undergraduate Student Research Assistantships (USRA) for this summer across all academic units.
  - 14 videos capturing 2015 USRA experiences.
- Increased image and student story driven web presence through Facebook, Twitter and our website with four distinct student stories profiled this year. These, and our event photos, correlate strongly to internet traffic:
  - 7 USRA video logs posted to the U of S YouTube channel
  - CaNoRock: Rocket Launch at the Andoya Space Centre
  - USRA Student Address from August's Summer Social
  - Urban Planning and Community Building: Canadian Roots Exchange
  - Classis and Medieval Studies: Road to Inquiry into Female Gladiators in Rome

Awards Facilitation
SRI provides direct support for identifying candidates and developing competitive nominations for national and international awards and prizes.
- **42** new nominations along with **7** updates to previous nominations were submitted in 2015-16. Many decisions are still outstanding.
- Recent successful nominations include:
  - **5** applications for NSERC Banting Postdoctoral Fellowships were submitted to the Banting Secretariat; **2** were successful. The U of S success rate for this prestigious competition was 40%. NSERC gave out just 23 Banting Postdoctoral fellowships nationally and the success rate was 10%.

- o Professor Ken Coates (Johnson-Shoyama School of Public Policy) and Professor Jeffrey McDonnell (School of Environment and Sustainability and the Global Institute for Water Security) were elected Fellows of the Royal Society of Canada, bringing the U of S total of Fellows to **19**.
- o Professor Jeffrey McDonnell's 2016 IAHS-UNSESCO-WMO International Hydrology Prize. This award is given to one recipient annually in recognition of outstanding contributions to hydrological science. The prize ceremony will take place this June in Paris at the UNSECO Headquarters.
- o In partnership with the President's Office, the Awards office led nominations to the YWCA Women of Distinction Awards. **10** nominations were submitted to each category offered by the YWCA. Professor Maureen Reed was named the 2016 winner of the YWCA's Lifetime Achievement Award.

Office of Associate Vice-President Research

The Office of the Vice-President Research would like to sincerely thank Dr. Jim Basinger for his many accomplishments as Associate Vice-President Research (AVPR) over the last eight years. Dr. Basinger's term ends on June 30, 2016. During his time in office, he has made tremendous contributions and helped to raise the research agenda and profile of the U of S. We thank him for his dedication and will miss him in this role. A search is currently underway to fill the position.

In addition to participating in diverse governing and management bodies of the university, the AVPR provides support and leadership to institutional programs, including the Canada Research Chairs Program (shared with the Office of the Vice-Provost, Faculty Relations) and the Canada Foundation for Innovation (reported elsewhere), and has served as the institutional point of contact for Western Economic Diversification. The AVPR has contributed to implementation of UnivRS, and to the Service Design and Delivery initiative.

During 2015-16, the AVPR also represented the U of S as co-chair on the SK Ministry of Agriculture Livestock and Forage Steering Committee, securing commitments from the Province and the University for financial support for a Livestock and Forage Centre of Excellence, and served on the organizing committee for STEMfest. During the past year, the AVPR has served as chair of steering committees tasked with development of institutional facilities, including Canadian Feed Research Centre, Rainer Dairy Research Facility, Beef Cattle Research and Teaching Facility, Cow-Calf and Forage Research and Teaching Facility, the Mine Overlay Site Testing Facility, the Facility for Applied Avian Research, and the Phytotron.

The AVPR Office has taken over responsibility for all research-related data and metrics. The revised unit was formed through the readjustment of reporting lines with the goal of effectively addressing the increased demand for reliable research data. Research data management and metrics continue to provide transparent and reputable reports to both the university Board and public, reinforcing the quality and value of research.

Data Management & Metrics
- ▪ Comprehensive Research Metrics Report was completed in November 2015, and presented to the OVPR Executive, as well as committees including Associate Deans of Research and Research, Scholarly and Artistic Work Committee of Council. This report provided information for the past 10-

year period, including analysis on annual basis as well as comparisons between the two most recent 5-year terms.

- Participated as member of both the Indicators Working Group and Information Technology Working Group on Ministry of Advanced Education Post-Secondary Indicators Project. This initial year was the pilot year of 5-year project and involves the Ministry, University of Saskatchewan, University of Regina and Saskatchewan Polytechnic. Indicators in all areas, including research, are being developed. Participation will be expanded out to the other provincial post-secondary institutions in future years.
- Further enhancements have been completed to the uView Report Portal, which is the primary tool used to access research information in the University Data Warehouse (UDW). New functionality includes information on application submission and enhancements on querying on expanded parameters such as agency source and agency program. Extensive development work has been completed on viewing research activity in relation to faculty rank and academic home (where faculty hold tenure). In addition, the access framework has been expanded to provide more comprehensive permissions to a broader group of users.
- Supported the development of the institution's Performance Indicator Framework, as it relates to research activity, led by the Institutional Planning and Assessment office.
- Numerous data clean-up initiatives have been completed and others started, aided by the addition of a position (Research Data Specialist) all in support of the UnivRS implementation and increased attention directed at the importance of data accuracy (entry and completeness).
- Contributed leadership and functional expertise to the continued UnivRS development, particularly within the areas of report development, user role development, user access and business support.
- Significant number of data requests were delivered, including the provision of various analyses. Information was required or provided benefit/value to institutional initiatives, and these included U15 comparisons, college reviews, large scale proposals, Tri-Agency Leader initiatives, institutional projects (e.g. Service Design and Delivery), committee requirements and freedom of information requests.

Strategic Projects Team

- Originally introduced during IP2, the Strategic Projects Team consists of recognized experts from the academy who are asked to help address emergent and strategic opportunities. 2015-16 Strategic Project members:
  - o Kevin Schneider (Computer Science) provided support to the UnivRS project, explored strategies for improved ICT resources/services for researchers, and facilitated development of ICT research.
  - o Vikram Misra (Western College of Veterinary Medicine) with respect to the One Health Initiative and are leading the U of S' effort to support researchers in this signature area.
  - o Jim Thornhill has provided expert guidance to the Research Mentorship Program and the Team Science Initiative.

2016 Annual Report to the Research, Scholarly and Artistic Work Committee of Council

CGSR RSAW 2016 Report

⬒ Table of Contents

⬛ College News

Graduate Administration Concept paper

In October 2015, the CGSR administration concept paper was submitted by the University Council's Planning and Priorities Committee to University Council for information. As no issues were identified with the report, the Provost instructed CGSR to move forward with implementation of the recommendations within that paper. The first three recommendations have now been implemented: (1) that graduate studies remain centralized; (2) that college status be retained; and (3) that there be a name change. The name change was approved by CGSR's executive (January 2016), CGSR Council (February 2016) and University Council (March 2016). As of January 1st 2017, the College will be renamed the *College of Graduate and Postdoctoral Studies (CGPS)*. CGSR is working diligently with the Registrar's office, and in particular Student Information Services, to ensure all required changes will be in place by the end of December 2016. New graduate students will be admitted into *CGPS* in the fall of 2017. Staff in CGSR are working on updating all forms; taking the opportunity when available to move to online versions. With regards to the recommendation to add a 'vice-provost' title to the established Deanship, a decision will be made by the Provost office.

CGSR New Location

Discussions are ongoing, as presented in the Provost's report to University Council in January 2016, with regards plans for CGSR/CGPS to move location. It is presently anticipated that this move could occur as early as the summer of 2017, but this date has still to be confirmed.

Streamlining of Admission Process

Streamlining of the admission process is ongoing. Phase 1 of the Banner Document Management System is complete and Phase II is underway. This project will allow applicants to upload their documents electronically at the time of application; thus documents will be shared simultaneously with CGSR and the unit. Ms. Jennifer Baier has been hired to train graduate chairs and graduate staff to use the new system. The objective is to have everything in place by the fall term 2016-2017. It has not been possible to adapt the current Banner Admissions form to suite various units' prescreening requirements. To resolve this issue, it is hoped that the introduction of a new software, the Relationship Management System (RMS), will accommodate these needs.

Electronic Defense Documentation

It is expected that the online administrative function SharePoint will be introduced by the fall term 2016-2017 to handle defense documentation; starting with PhD defenses.

Online Membership Nomination Forms

Discussions are ongoing with the Vice-Provost, Faculty Relations Office and ICT to introduce online membership nomination forms, which will be able to be completed by Faculty Search Committees and others.

Staffing

Figure 1 displays CGSR's organizational structure and current incumbents of positions.

Figure 1: 2015-2016 CGSR Organizational structure
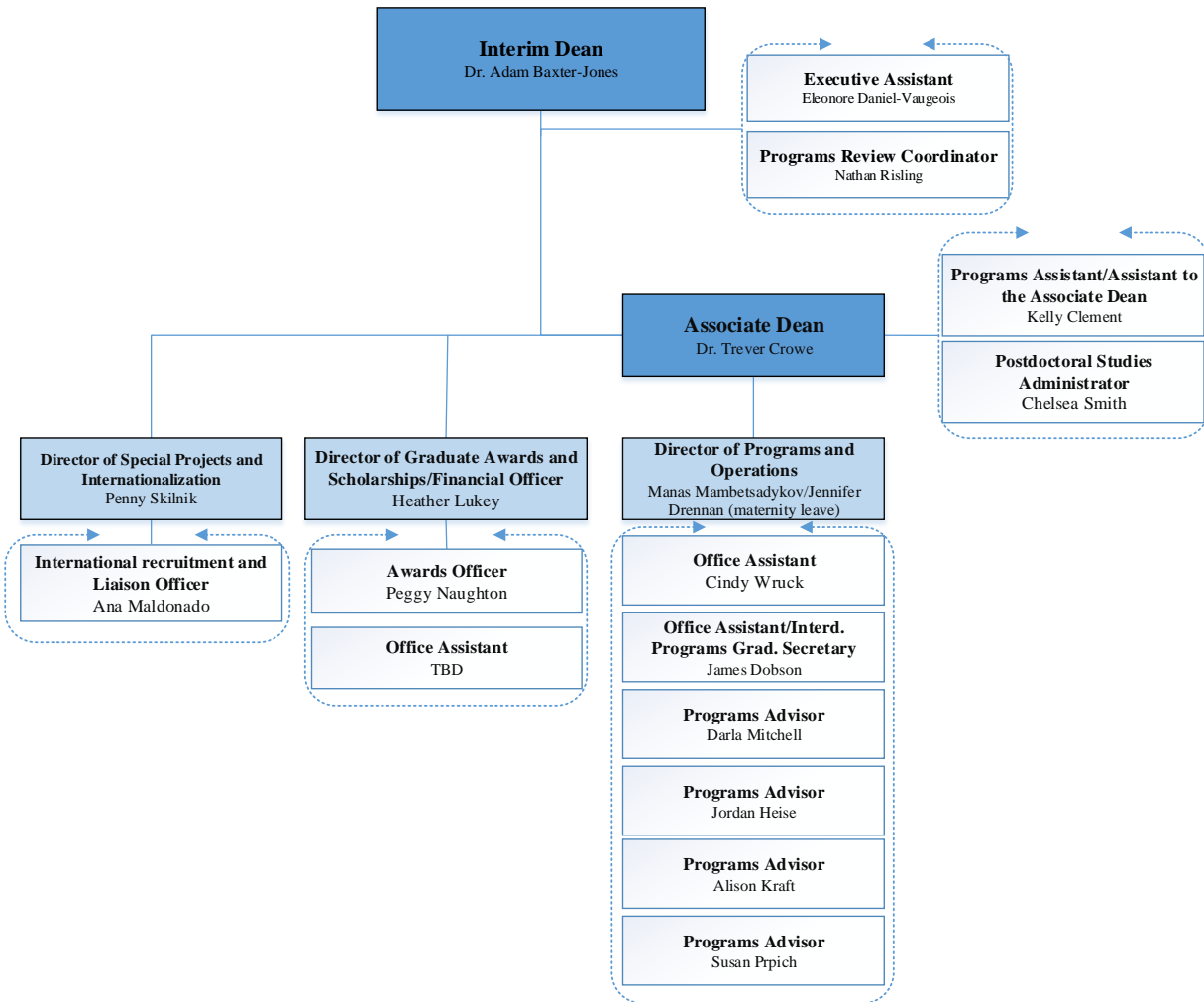
Dean's Office

This year saw the retirement of the Dean's secretary Ms. Bea Reid after over 30 years of dedicated service to the institution. The position has been changed to an Executive Assistant to the Dean, and Ms. Eleonore Daniel-Vaugeois has taken up this role. The Interim Dean's position has been extended to June 30th 2017. There is currently a Dean's search ongoing with the aim of having a Dean of CGPS in place on or before June 30th 2017.

Associate Dean's Office

With a change in name and incorporation of the administration of postdoctoral fellows, a Postdoctoral Fellows Administrator, Ms. Chelsea Smith, has been hired and added to the Associate Dean's responsibilities.

Programs and Operations

CGSR thanks Mr. Manas Mambetsadykov for his assistance in covering our Director of Programs and Operation's maternity leave, and welcome back to the position Ms. Jennifer Drennan.

We also welcomed back from maternity leave Program Advisor Ms. Susan Prpich.

Ms. Jen Baier has joined us for the year to assist with training of university staff to use the new Banner Document Management System.

A new Interdisciplinary Studies administrator, Mr. James Dobson, has also joined the staff.

Internationalization and Recruitment

CGSR welcomed a new permanent International Graduate Recruitment and Liaison Officer, Ms. Ana Maldonado.

Graduate Awards and Scholarships

Ms. Lillian Tu has left the position of Awards Officer and a replacement is being sought.

CGSR Memberships

As of May 13th 2016, 1054 faculty held a membership in CGSR; there were 48 new faculty added, of the 603 adjunct professors, 51 were new this year. Nine new professional affiliates were appointed, taking the total to 168.

College Committees

The call for nominations for 2016-2017 committee membership went out on May 5th and new committee memberships will be finalized in June.

▪ Graduate Enrolment
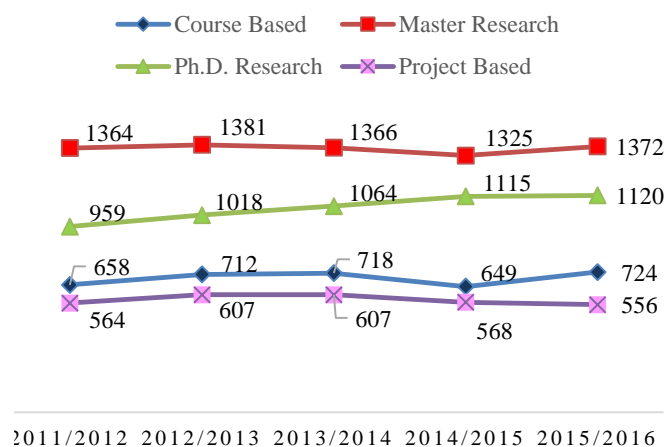
Graduate Academic Enrolment

In 2015-2016, graduate academic enrolment was up by 2% to 3,920, surpassing the previous high of 3,902 in 2013-14 (Figure 2).

Figure 2: Graduate Enrolment by Headcounts
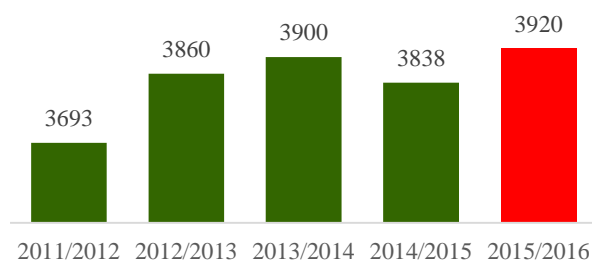
This year, as shown in Figure 3, 1,120 students were enrolled in a Ph.D. research program (increase of 0.4% compared to 2014-2015); 1,372 were enrolled in a Master Research program (increase of 4%); 724 were enrolled in a coursed-based program (increase of 12%), and 556 were enrolled in a Project-Based program (decrease of 2%).

Figure 3: Graduate Enrolment by Program Type

Graduate Academic Enrolment of International Students

Enrolment of international graduate students grew by 0.2% this year (Figure 4). Indeed, 32% percent of students in 2015-2016 were international students (n=1246), which is the same proportion as last year. These students were from various countries: 21% were from China, 12% India, 9% Iran, 8% Nigeria, 5% Bangladesh and 5% USA. The remainder came from Ghana, Pakistan, Sri Lanka, Brazil and other countries.

Figure 4: Graduate International Enrolment by Headcounts
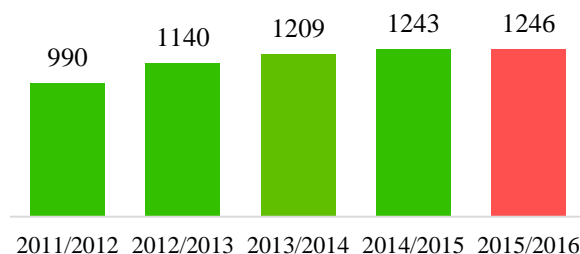
Graduate Academic Enrolment of Self-Declared Aboriginal Students

As shown in Figure 5, 270 graduate students self-declared as Aboriginal students in 2015-2016, which marks an increase of 13% compared to the same period last year. Self-declared Aboriginal students represent 7% of our whole graduate student body.

Figure 5: Graduate Academic Enrolment of Self-Declared Aboriginal Students by Headcounts
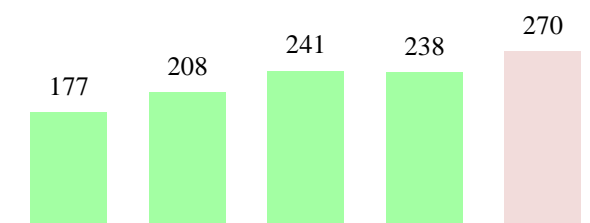
International Visitors

One of the major issues over the last 12 months was to ensure that international visitors to the institution received the correct invitations enabling them to apply for and receive the appropriate Citizenship and Immigration Canada (CIC) certification. *Visiting Scholars* applications, along with *Visiting Professors*, are now handled by the Vice-Provost, Faculty Relations Office.

Visiting Research Students

It is now recommended that all visiting international graduate students be enrolled as *Visiting Research Students.* This is a non-degree program which allow students to visit the university for up to 6 months. There are no tuition or language requirements and only a minimal fee is applied. Being registered in a program at the U of S allows the student to be eligible for a student visa. For students requiring stays of longer than 6 months, it is suggested they register in the *Joint Sandwich Program.*

Scholarships and Awards

CGSR is grateful to the Committee chair, Dr. Darrell D. Mousseau, and all the Committee members for taking on this difficult task and for reviewing the vast numbers of applications, supported ably by CGSR staff members. Highlights this year include the awarding of 2 Vanier-Graduate Scholarships (both NSERC), 2 Banting Postdoctoral fellowships, 7 SSHRC fellowships, 2 SSHRC Canada Graduate Scholarships, 3 Alexander Graham Bell Canada Graduate Scholarships, and 6 NSERC Postgraduate Scholarships. At the Masters level, 13 NSERC, 5 CIHR and 17 SSHRC Canadian Graduate Scholarships (CGSM) were awarded. The committee noted that although quota's were filled, success rate was low, suggesting CGSR should work with students and faculty to improve the quality of the applications.

The number of Dean's Scholarships awarded increased by 18% from 60, in 2014-2015, to 71 (22 Master's and 49 PhD students) in 2015-2016. This year, the government funding of the Saskatchewan Innovation and Opportunity Scholarship (SIOS) program was cut. However, the institution added additional funds to make up the shortfall. This created a 94% increase in the number of scholarships; from 37 (3 Masters and 34 PhD) held in in 2015-2016 to 72 (24 Masters and 48 PhD) to be held in 2016-2017.

CGSR Student Financial Aid

The institution recognizes that it fall behind its U15 peers in the amount of student aid provided to graduate students. For the 2016-2017 academic year, the institution is providing an additional $1.5 million in permanent funding. In addition, a permanent $1.0 million is being provided to support the International Deans Scholarship; replacing the current funding by the international differential fee. CGSR has been working on creating an Aboriginal Leadership Postgraduate Award, details of which will be forthcoming during the 2016-2017 academic year.

◾ Graduate Program Reviews

This year a further 12 units completed the Graduate Program Review (GPR) process; Archaeology and Anthropology, Economics, Geography and Planning, Indigenous Studies, Large Animal Clinical Sciences, Political Studies, Small Animal Clinical Sciences, Sociology, Psychology, Veterinary Biological Sciences, Veterinary Microbiology, Veterinary Pathology. Final reports are currently being collated, and CGSR is in the process of working with the Provost Office to provide letters of response to the units from the University. Scheduled for review in 2016-2017 are graduate programs in: English, History, Philosophy, Religion and Culture, Writing, Kinesiology, Physical Therapy and Nursing. The GPR has currently been using data from a graduate student exit survey. However, this information has been shown to be redundant as it is replicated in the graduate student interviews. The Current Students and Alumni surveys will remain. Discussions are being held to determine the need for a CGSR student exit survey

◾ Internationalization

International Blue Print
International education has been identified as critical to Saskatchewan's future. It is at the heart of our provincial prosperity, underlying our capacity to compete and innovate in order to enhance the health and wellbeing of Saskatchewan. The University of Saskatchewan recognizes that Internationalization is one of the most important components of a 21st century education. To address this issue, an International Blue Print is currently being prepared by a steering committee lead by the VP Research and International, the VP Teaching and Learning and the Dean of CGSR. The aim is to internationalize our learning environment, to diversify our university community, to strengthen our global impact through discovery and grow our global citizenship and international community service.

CGSR International Activities
In the last year, CGSR was actively recruiting in Asia and Latin America, and, continues to collaborate with the Language Centre, SESD and the International Office to coordinate efforts for international engagement and student recruitment. Sustaining ongoing relationships with existing partners, and developing new agreements with potential partners to facilitate the admission of fully funded international graduate students into our programs continues to be a priority. Several key international partnerships were renewed, including one with the Vietnamese government facilitating the recruitment of students who hold VIED fellowships. The University recently purchased a student relationship management system (RMS) that should improve and coordinate communications with potential applicants, and enhance the efforts of recruiters to attract top qualified candidates. The system will be rolled out in stages and the College is working with ICT, SESD, the Language Centre to implement the first phase of the system "Recruiter".

An assessment of the program delivery and student outcomes for the GSR 981: Canadian Academic Acculturation and Literacy for International Graduate Students was completed. The students and faculty surveyed reported that the program was very beneficial in helping new international graduate students make the transition to the Canadian academic culture, and, student outcomes indicated that participants averaged 2% to 3% higher GPA than new international graduate students who did not take the course. The College provides tuition bursaries for 50 seats in this program and the next intake begins August 16, 2016.

International Students

In the April 21st 2016 Minutes of University Council (6. Report of the Provost) it was minuted;

"*In response to the invitation for questions, requests were made for an analysis of the quality of institutions international graduate students previously attended prior to attending the U of S and a request for data on time to completion in program.*"

Unfortunately, no electronic data exists on graduate student's previous academic institutions. To answer this question each students transscripts would have to be retrieved from their files and a ranking of the institution recorded. With the introduction of RSM and BDM such information should be able to be recorded in the future.

Instead CGSR has looked at the quality of international students versus domestic students by making comparisons with regards to entry GPA, exit GPA and time in program (Appendix 6). It was found that entrance averages were comparable between domestic and international students: The entrance average for domestic students was ~ 80%, while the entrance average for international students was ~ 82%. Domestic and international students took approximately the same time to complete their program; Domestic students took ~ 2.4 years to complete a master degree and international students took ~ 2.6 years to complete a master degree. Domestic students took ~ 4.8 years to complete a PhD compared to international students who to ~ 4.5 years to complete.

Appendix 1: Report of the Graduate Academic Affairs Committee

COLLEGE OF GRADUATE STUDIES AND RESEARCH

Report of the Graduate Academic Affairs Committee

May 2015 – April 2016

Committee Composition

Dr. Joel Bruneau, Jebunnessa Chapola (GSA Representative), Dr. Ravindra Chibbar, Kelly Clement (Secretary), Dr. Trever Crowe (Associate Dean, CGSR), Dr. Maud Ferrari, Dr. Bonnie Janzen, Dr. James Johnston, Dr. Veronika Makarova (to June 2015), Dr. Laureen McIntyre (Chair), Dr. Paul Orlowski (to June 2015), Dr. Chanchal Roy (to June 2015), Dr. Kara Somerville, Dr. Khan Wahid

Nature of business conducted by the Graduate Academic Affairs Committee 2014-2015

➢ New Course Proposals
➢ Graduate Course Modifications
➢ Special-Case Admissions
➢ Course Deletions
➢ Policy Review and Revision
➢ Allegations of Academic Misconduct
➢ Appeals

Please note:

* indicates approval during May – August 2015 (after publication of the 2014-2015 report to Graduate Faculty)

New Course Proposals

➢ ANSC 802.3: *Advanced Animal Metabolism* *
➢ ANSC 818.3: *Advanced Monogastric Nutrition* *
➢ CHEP 816.3: *Population Health Intervention Research*
➢ ECUR 822.3: *REpresenting Families in Schools*
➢ ECUR 823.3: *Engaging Parents in Teaching and Learning*
➢ EFDT 824.3: *Reconsidering Experience: Narratives of Time, People, and Place*
➢ ENVS 828.3: *Stable Isotopes in the Biosphere* *
➢ FREN 850.3: *Advanced Studies in French Works of the Canadian Prairies* *
➢ KIN 818.3: *Data Analysis and Research Decision-Making as Applied to the Social Psychology of Health, Exercise, and Sport* *

➢ LAW 888.3: *Advanced Studies in Taxation Policy* *
➢ ME 868.3: *Advanced Topics in Fire Protection Engineering*

- ➢ PHAR 833.3: *Synchrotron Techniques in Nanomedicine*
- ➢ PUBH 814.3: *Applied Health Economics* *
- ➢ VBMS 826.3: *Advanced Endocrinology*
- ➢ VSAC 855.3: *Physics of Radiation Oncology*

Graduate Course Modifications

- ➢ CHEP 800.3: *Epidemiology* (change to title, catalogue description, and pre-requisites)
- ➢ CHEP 813.3 *Embodied Inequities: Social and Structural Determinants of Population Health* (title and pre-requisite change)
- ➢ CMPT 820.3: *Topics in Learning and Intelligent Systems* (change to title and content) *
- ➢ CMPT 826.3: *Data and Process Modeling and Analytics* (change to title and content) *
- ➢ CMPT 835.3: *Foundations of Concurrent Programming* (remove pre-requisite)
- ➢ CMPT 876.3: *Image and Animation Synthesis* (change to pre-requisite)
- ➢ ECUR 805.3: *Trends and Issues in Curriculum Research and Development* (add pre-requisites)
- ➢ EE 820.3: *Electrical Materials Science* (change to catalogue description)
- ➢ EE 829.3: *Selected Topics from Optoelectronics and Photonics* (change to title and catalogue description)
- ➢ EE 840.3: *Mathematical Methods in Engineering* (change to catalogue description)
- ➢ ENG 805.3: *Topics in Individual Authors: Virginia Woolf* (exam exemption for course offering)
- ➢ GSR 982.0: *Mentored Teaching* (change to content) *
- ➢ GSR 984.0: *Thinking Critically Professional Skills for Global Citizens* (change to content) *
- ➢ GSR 989.0: *Philosophy and Practice in University Teaching* (change to content) *
- ➢ ME 820.3: *Experimental Methods in Texture Research* (change to title and catalogue description)
- ➢ NURS 879.3: *Advanced Diagnostic Reasoning* (change pre-requisite)
- ➢ NURS 880.3: *Practicum 1 Advanced Nursing Practice in Primary Care* (correct pre-requisite)
- ➢ PLSC 865.3 *Plant Abiotic Stress* (pre-requisite change)
- ➢ PTH 808.3: *Lifespan I* (change course description)
- ➢ PTH 829.3: *Lifespan II* (change course description)
- ➢ PTH 845.6: *Neurology I* (change to catalogue description)
- ➢ PTH 847.6: *Neurology II* (change to catalogue description)
- ➢ PTH 848.2: *Neurology III* (change to catalogue description)
- ➢ SOC 841.6: *Advanced Methodology* (exam exemption for course offering)
- ➢ VTMC 842.3: *Cellular and Molecular Techniques in Immunology* (title change, credit and content reduction)

Course Deletions

- ➢ PSY 822.3: *Pro-seminar in Psychology*

Special-Case Admissions

- ➢ Admission of 1 student to PhD in Law
- ➢ Admission of 1 student to PhD in Linguistics

Policy Review and Revision

- ➢ 4.1: Language Requirement (minor revision to be considered by Graduate Council)
- ➢ 6.4.2: Probationary Status Admission (minor revision to be considered by Graduate Council)

➢ 14: Requirement to Discontinue (minor revision to be considered by Graduate Council)

Allegations of Academic Misconduct

➢ The Committee formed two subcommittees to hear allegations of academic misconduct made against nine students. (Members of the Graduate Council helped form misconduct hearing committees.)

Appeals

➢ The Committee formed two subcommittee to hear two academic appeals.

Appendix 2: Report of the Graduate Programs Committee

COLLEGE OF GRADUATE STUDIES AND RESEARCH

Report of the Graduate Programs Committee

May 2015 – April 2016

Committee Composition

Kelly Clement (Secretary), Dr. Ron Cooley (to June 2015), Dr. Trever Crowe (Associate Dean, CGSR), Dr. Michel Desjardins, Dr. Ralph Deters, Dr. Bruce Eglington, Dr. Ali Honaramooz, Dr. Jafar Soltan Mohommadzadeh (to June 2015), Dr. Dionne Pohler (Chair), Dr. Louise Racine, Mr. H. Shahadu (GSA Representative), Dr. Cheryl Waldner, Dr. Susan Whiting

Nature of business conducted by the Graduate Programs Committee 2015-2016

- ➤ Name changes
- ➤ New Degree-Level Fields of Specialization
- ➤ Program modifications
- ➤ Program terminations
- ➤ New Program-level options
- ➤ Assisted the Graduate Academic Affairs Committee to form hearing boards for allegations of academic misconduct cases.

Please note:

* indicates approval during May – August 2015 (after publication of the 2014-2015 report to Graduate Faculty)

Name Changes

- ➤ Bioresource Policy, Business and Economics (BPBE)*
  - o Now: Agricultural and Resource Economics (AREC)
  - o Changes were to the department name and the course labels

New Degree-Level Fields of Specialization

- ➤ Doctor of Philosophy in Education (cross-departmental)
- ➤ Master of Education in Leadership in Post-Secondary Education

New Program Options

- ➤ Formalized requirements to transfer from the Master of Nursing program to the Doctor of Philosophy program

➢ Master of Public Health – new thesis-based option
➢ Master of Science in Veterinary Pathology – new concentration in Diagnostic Pathology
➢ Master of Business/Juris Doctor – new option to complete programs concurrently

Program Modifications

➢ Graduate Certificate in One Health
  o Minor change to selection criteria *
➢ Graduate Professional Skills Certificate
  o Minor changes to requirements, learning outcomes, and time requirements
➢ Master of Fine Arts in Studio Art
  o Minor change to restricted electives
➢ Master of Governance and Entrepreneurship in Northern and Indigenous Areas
  o Minor update to elective options
➢ Master of Arts in Economics
  o Implement Graduate Record Exam (GRE) requirement
➢ Master of Education in Educational Technology and Design
  o Minor modification to restricted electives
➢ Master of Science in Nutrition
  o Minor credit unit reduction
➢ Master of Arts in Political Studies – project option
  o Minor credit unit reduction
➢ Master of Science in Soil Science
  o Minor re-labelling for clarity
➢ Master of Nursing – thesis option
  o Minor change to required courses
➢ Master of Science in Small Animal Clinical Sciences
  o Minor credit unit reduction
➢ Master of Science in Community and Population Health Science
  o Minor course and editorial changes
➢ Master of Physical Therapy
  o Minor changes to required courses
➢ Master of Science and Doctor of Philosophy in Psychology (Clinical Psychology concentration)
  o Minor changes to program requirements

Program Terminations

➢ Project option in the Master of Public Administration degree *
➢ Veterinary Microbiology field of study for the Master of Veterinary Science degree

Allegations of Academic Misconduct

➢ The Committee helped form two subcommittees to hear allegations of academic misconduct made against two students. (Assisted the Graduate Academic Affairs Committee.)

Appendix 3: CGSR Awards Committee Report

UNIVERSITY OF
SASKATCHEWAN

COLLEGE OF GRADUATE STUDIES AND RESEARCH

CGSR Awards Committee Report

2015-2016

Committee work as of May 4th, 2016:

1. Membership

- Darrell D. Mousseau, Dept. of Psychiatry (Chair)
- Avi Akkerman, Dept. of Geography & Planning
- Angela Bedard-Haughn, Dept. of Soil Science
- Jim Clifford, Dept. of History
- Tony Kusalik, Dept. of Computer Science
- Alexander Moewes, Dept. of Physics and Engineering Physics
- Kalyani Premkumar, Community Health and Epidemiology
- Additional University Faculty or graduate student acting as invited reviewers in specific competitions are identified.

2. Awards Staff

- Heather Lukey, Director of Graduate Awards and Scholarships, CGSR
- Peggy Naughton, Awards Officer, CGSR

3. Activities

3.1 Introduction

The Awards Committee of the College of Graduate Studies and Research (CGSR) reviews and adjudicates applications for scholarships and graduate thesis awards. Committee membership is chosen to provide representation across the tri-council funding streams. Externally funded competitions adjudicated by the committee included the Vanier Scholarship as well as SSHRC Doctoral, NSERC Doctoral, CIHR-Canada Graduate Scholarships-Master's, and NSERC Undergraduate Summer Research Awards. Internally funded competitions included the CGSR Dean's Scholarship (1st round in December, 2015; 2nd round in February 2016) and the University Graduate Scholarship (non-devolved) competitions.

There was a significant increase in the number of applications in all competitions; this likely is a reflection of the changes in funding at the National level and, in part, due to diminishing success rates in National competitions due to an ever increasing demand on those funds. With respect to

the some of the competitions adjudicated by the CGSR i.e. the Vanier or the Dean's Scholarship, the entire Awards Committee reviewed the applications. To accommodate the increased volume in tri-council-specific competitions, sub-committees were convened. Sub-committee membership is highlighted with the description of the individual competitions for the 2015-2016 academic year. Note that CGSR Awards representatives (i.e. Lukey and Naughton) were present for each and every adjudication.

These competitions, listed in chronological order, were:

3.2 Vanier-graduate scholarships (November 03, 2015)

Full committee – D. Mousseau (Chair), A. Akkerman, A. Bedard-Haughn, J. Clifford, T. Kusalik, A. Moewes, K. Premkumar, Sandra Moore (Graduate student representative and Vanier Scholar).

The number of Vanier scholarship applications reviewed at this university was 19. The University quota for this year was newly assigned by Vanier – CIHR had a quota of 2, NSERC a quota of 4, with 1 floating nomination that can be used in any year, and SSHRC a quota of 3 candidates. The committee ranked candidates based on academics (33%) and research potential (33%) as well as leadership (33%) –i.e. record of and future potential. The latter category usually does not get weighted in the ranking for most scholarship competitions. As such, this highly prestigious scholarship is in recognition of Canada's best graduate students, and the applicant and their application must be of the highest standards. Based on applications meeting sufficient quality to be competitive at the national level and numbers of applications, the CGSR Awards Committee nominated for further consideration by the national committee two applications received in the CIHR pool, four applications in the NSERC pool and three for the SSHRC pool. Some of the applications were not particularly strong and the quotas were not filled in all cases. This year, the University received two Vanier Awards, both from the NSERC pool.

3.3 Alexander Graham Bell Canada Graduate Scholarships (CGS) and NSERC Postgraduate Scholarships (PGS) (November 20, 2015)

Sub-committee – A. Bedard-Haughn (Chair), T. Kusalik, A. Moewes, and Jonathan Doering (Graduate student representative).

The CGSR Awards Committee received 28 applications for the NSERC PGS competition. These were evaluated using NSERC's evaluation criteria. The University's quota was 26. As above, only those applications that were deemed by the sub-committee to be of high enough quality were forwarded. Of the 25 applications forwarded, 9 were awarded scholarships (3 CGS-D, 6 PGS-D and 4 others are on the alternate list for PGS-Ds).

3.4 SSHRC Doctoral & Canada Graduate Scholarships-PhD (December 17, 2015)

Sub-committee – J. Clifford (Chair), A. Akkerman, S. Murphy, Sandra Moore (Graduate student representative).

The University quota for nominations to be considered at the federal level for the SSHRC doctoral competition was 17. The committee reviewed 39 applications and, of the 17 forwarded to the national level for consideration for SSHRC doctoral awards, nine were awarded. Seven were SSHRC fellowships (valued at $20,000 per year) and two were awarded at the higher level SSHRC Canada Graduate Scholarship-PhD (valued at $35,000 per year).

3.5 Dean's Scholarship (1ˢᵗ round: December 15, 2015; 2ⁿᵈ round: February 24, 2016)

Full committee – D. Mousseau (Chair), A. Akkerman, A. Bedard-Haughn, J. Clifford, T. Kusalik, A. Moewes, K. Premkumar, David Bennett (GSA student representative).

Given the number and the breadth of disciplines involved, the Dean's Scholarships were considered by the full CGSR Awards Committee. Two competitions were held. Departmental rankings, publications/presentations as well as academic standing were taken into consideration when forming the composite rankings. Of approximately $2,992,000 to be awarded in the Dean's scholarship competitions, 25% was awarded in the December competition and 75% in the February competition. The domestic and international applicants were considered in separate pools, with 2/3 of the money awarded to domestic applicants and 1/3 to international applicants. Departmental rankings were considered, as was entrance and/or current GPA, summary of the proposed project, and productivity (publications or conference presentations) along with academic standing and reference letters as part of the determination of rank.

In the December 2015 competition, 98 applications were considered. Of these, 36 were from domestic students and 62 from international students (last year's Round 1 included applications from 19 domestic and 29 international student, for a total of 48 applications; thus, this year saw a 100% increase in the number of applications). For the first competition, the CGSR Awards Committee offered 5 Master's and 13 PhD Dean's Scholarships. In the March 2016 competition, 173 applications (62 from domestic students and 111 from international students) were considered. For this second competition, the CGSR Awards Committee offered 17 Master's and 46 PhD Dean's Scholarships. Award counts for the Dean's scholarship are not finalized until all scholarships offered are officially accepted by students and all students have determined how they fared in tri-council competitions, where applicable.

3.6 MacKenzie King Scholarship (February 19, 2016)

Full committee – D. Mousseau (Chair), A. Akkerman, A. Bedard-Haughn, J. Clifford, T. Kusalik, A. Moewes, K. Premkumar.

This competition is open to graduates of any Canadian university who propose to engage in full-time post-graduate studies in any field, in Canada or elsewhere. Ranking is based on high academic achievements, personal qualities, and demonstrated aptitudes.

Twelve applications were received and two were forwarded to the national competition.

3.7 Robson Bursary for Graduate Students (February 23, 2016)

Full committee – D. Mousseau (Chair), A. Bedard-Haughn, T. Kusalik, A. Moewes.

This competition is open to students entering and/or continuing studies in a graduate degree program in an area related to land and resource management with an emphasis on sustainability and ecologically sound management practices. Ranking is based on high academic achievements, personal qualities, and demonstrated aptitudes.

Nineteen applications were received and the CGSR awarded one scholarship.

3.8 NSERC Undergraduate Student Research Awards (USRA) (March 7, 2016)

Sub-committee – A. Bedard-Haughn (Chair), T. Kusalik, A. Moewes, Nick Randall (Graduate student representative).

The quota for USRA awards at this university was 62 awards. This year, 126 applications were submitted for the competition, which was just slightly more than the 109 application received last year. These applications were ranked based on academic standing, research potential and the proposed project. After ranking the top 64 applications (including two aboriginal recipients), the committee also approved the remaining applicants as a reserve list in the event that any awards were declined.

3.9 NSERC, CIHR & SSHRC Canada Graduate Scholarships-Master's (CGSM) Program

NSERC Sub-committee (March 17, 2016) – A. Bedard-Haughn (Chair), T. Kusalik, A. Moewes, Nick Randall (Graduate student representative).

CIHR Sub-committee (March 15, 2016) – D. Mousseau (Chair), K. Premkumar, and joined by Wolfgang Walz (Psychiatry).

SSHRC Sub-committee (March 24, 2015) – A. Akkerman (Chair), J. Clifford and joined by Allison Muri (English) and Sandra Moore (Graduate student representative)

The University has been allocated a fixed number of CGSM scholarships for each tri-agency to be awarded based solely on the ranking of the CGSR awards committee (i.e. these applications are not adjudicated at the federal level). Each university was able to set their own guidelines for determining awards. There were 58 applications for the NSERC-CGSM competition, 25 applications for the CIHR-CGSM competition, and 64 applications for the SSHRC-CGSM competition. The applications received were ranked in full accordance with each tri-agency's guidelines. This university was allocated 13 CGSM for the NSERC pool, 5 for the CIHR pool and 17 for the SSHRC pool based on an average of several previous years' numbers of awardees. Offers of award were sent out April 1, 2016 and at the time of this report the CGSR is still waiting on 2 students to accept (i.e. to decide whether they will hold the CGSM at the U of S). If any offer is rejected, the CGSR Awards office then moves down the reserve list to make any remaining offers.

3.10 University Graduate Scholarships (UGS), Non-devolved (March 30, 2016)

Full committee – D. Mousseau (Chair), A. Akkerman, A. Bedard-Haughn, J. Clifford, T. Kusalik, A. Moewes, K. Premkumar.

There were 38 applications to consider for the non-devolved scholarship competition. After ranking, the committee awarded 12 scholarships (8 Master's and 4 doctoral). Departmental rankings were considered along with academic standing and reference letters as part of the determination of rank.

3.11 CAGS/UMI Distinguished Dissertation Awards (March 22, 2016)

Full committee – D. Mousseau (Chair), A. Akkerman, A. Bedard-Haughn, J. Clifford, T. Kusalik, A. Moewes, K. Premkumar, David Bennett (Graduate Student representative).

The CAGS/UMI Distinguished Dissertation Awards recognize doctoral dissertations from a Canadian Institution that have made highly significant and original contributions to their academic field. The Awards Committee received ten nomination packages to review – seven that fall under Engineering, Medical Sciences, and Natural Sciences; and three that fall under Fine Arts, Humanities, and Social Sciences. One dissertation from each category, as prescribed, was nominated for the national competition.

3.12 The Saskatchewan Innovation and Opportunity Scholarship (SIOS) program (in partnership with the province of Saskatchewan) (April 20, 2016)

A. Baxter-Jones (Dean, CGSR), D. Mousseau (Awards Committee Chair), H. Lukey (Director of Graduate Awards and Scholarships, CGSR)

The SIOS was established to provide support for students in emerging fields of study where innovative work is being done. The scholarship includes two components: innovation and academic/research excellence, and targets disciplines as diverse as, but not limited to, mining, biotechnology, environment, engineering, medicine and science programs. Furthermore, the projects must align with one of the six Signature Areas of the UofS, which are (a) Aboriginal

Peoples (Engagement and Scholarship); (b) Agriculture (Foods and Bioproducts for a Sustainable Future); (c) Energy and Mineral Resources (Technology and Public Policy for a Sustainable Future); (d) One Health (Solutions at the Animal-Human-Environment Interface); (e) Synchrotron Science (Innovation in Health, Environment, and Advanced Technologies); and, (f) Water Security (Stewardship of the World's Freshwater Resources).

This year, the CGSR offered 72 awards (i.e. 24 at the Master's level; 48 at the PhD level), with a value of Master's set at $16,000 for one year and value of PhD set at $20,000 for one year. Almost, $500,000 of this year's SIOS funding envelope was used for top-ups for national award holders (again, recognizing excellence and innovation).

3.13 Governor's Gold Medal & University of Saskatchewan Thesis Awards 2015 (May 5, 2016)

Full committee – D. Mousseau (Chair), A. Akkerman, A. Bedard-Haughn, J. Clifford, T. Kusalik, A. Moewes, K. Premkumar.

The CGSR Awards Committee received applications for the Governor's Gold Medal & University of Saskatchewan Thesis Awards at the Master's and at the PhD level. At the Master's level, packages from the Humanities and Fine Arts (2), Life Sciences (1), Physical and Engineering Science (4) and the Social Sciences (8) have been received. At the PhD level, packages from the Humanity and Fine Arts (1), Life Sciences (4), Physical and Engineering Science (4) and the Social Sciences (1) have been received. There were also three nominations for the Harry Toop Memorial Prize (scientific writing). At the time of this report, these thesis awards had not yet been adjudicated.

3.14 Teacher-Scholar Doctoral Fellowships (May 12, 2016)

Committee – D. Mousseau and Kim West (University Learning Centre)

There were also 19 applications for this Fellowship (based on commitment to teaching enhancement). At the time of this report, the adjudication panel had not yet convened.

Conclusions and observations of the committee Chair

The membership of the CGSR Awards Committee is chosen to provide the most transparent and equitable review of applications, with representation across campus and from disciplines that fall within each of the tri-council funding agency mandates. Adjudication and the weighting of factors (e.g. GPA, productivity, project objectives and goals etc.) is in compliance with agency rules, where applicable, and follows similar rubric's for other competitions, i.e. the Dean's Scholarship. With changes in funding levels and changes in tri-council guidelines and quotas, the challenge faced by the CGSR Awards Committee is to identify those most qualified applicants who merit recognition. The level of funding leaves the Committee with the difficult task of identifying the cut-off between those applications that get funded and those that do not. As in previous years and as with most competitions, there are a small number of excellent applications and there are those applications that require substantially more work. The most debate by the Awards Committee often

results from ranking those applications that fall between these two extremes. If there was one conclusion that the Awards Committee could draw from our collective experience, it is that the applications that exceled were more often than not those applications where it was abundantly clear that the (proposed) supervisor invested time in reviewing, editing and helping the applicant prepare a complete and polished application.

As was the trend last year, this year also saw a significant increase in the number of applications, likely reflecting the changes in the national funding allocation for research and graduate initiatives. Every member of the Awards Committee, whether full-time or invited for a particularly panel, are to be commended for their considerable effort and time. A large portion of their effort requires reviewing applications on their own time and in preparing informative comments on the individual applications that will be used during the Committee's face-to-face review meetings when a given application's strengths and weaknesses are debated and a panel-wide consensus is made on rank.

Finally, it must be noted that the extensive groundwork put in by the CGSR Staff members, Peggy Naughton and Heather Lukey, in preparation for the individual competitions makes the demand on the Awards Committee much less onerous. By the time the Committee receives the competition-specific packages, all of the applications have been checked for completeness, basic information has been tabulated on a spreadsheet, and any grade conversion, if required, has been done. Furthermore, communications with the CGSR Awards Office is always seamless. As in previous years, they are to be commended for their diligence and tireless work ethic, and for their behind-the-scenes contribution to a positive Graduate experience on the University campus.

Report prepared on May 04, 2016, by

Darrell D. Mousseau, Chair
CGSR Awards Committee

Appendix 4: Interdisciplinary Studies Program Report

UNIVERSITY OF
SASKATCHEWAN

COLLEGE OF GRADUATE STUDIES AND RESEARCH

Interdisciplinary Studies Program Report

2015-2016

1. THE INDIVIDUAL INTERDISCIPLINARY GRADUATE PROGRAM

The College of Graduate Studies and Research offers the individual Interdisciplinary Graduate Program for M.A. M.Sc. and Ph.D. candidates whose research falls outside traditional academic boundaries. Interdisciplinary Studies is a problem-based approach where knowledge and methods from several disciplines are brought together either to solve a complex problem or address an object of study. The problem is defined externally to the disciplines involved; it is not a simple intellectual construct or abstraction. Such an approach is distinct from disciplinary research, in which problems are conceived within the knowledge and methods of the discipline. To be truly interdisciplinary, the research program must integrate at least two or more different disciplinary perspectives and methodologies that are usually considered distinct.

The Interdisciplinary Studies Committee administers the Individual Interdisciplinary Graduate Program and maintains a website (http://www.usask.ca/cgsr/grad_programs/programs/INTERD.php) that contains details on the application, procedure, scholarships, and the Interdisciplinary seminars. This website continues to be updated to serve as the key source of information for both prospective and current students enrolled in the Interdisciplinary Studies program.

The Interdisciplinary Graduate Program interacts closely with graduate programs from other departments and colleges to ensure the necessary flexibility required for students to complete an interdisciplinary program yet enjoy affiliation with an established academic unit. Such relations have enhanced the stability of the Individual Interdisciplinary Graduate Program but in no way has impinged upon or competed with these traditional programs.

As knowledge in a wide range of disciplines has advanced, scholars at the University of Saskatchewan have become increasingly aware of the need to link disciplinary fields to more fully answer critical questions, or to facilitate application of knowledge in a specific area. For students, the advantage of the Interdisciplinary program is that it is "a design your own major." An interdisciplinary major gives students the freedom to design an academic program that either serves their particular interests or allows them to prepare for a specific career requiring a broad range of knowledge. Candidates interested in the Individual Interdisciplinary Studies are responsible for developing the program proposal with assistance from the supervisor, which must be approved by the Interdisciplinary Studies Committee. To be considered "interdisciplinary," the

proposed program must integrate course work and research into a concise program that is not available within the traditional academic setting.

2. INTERDISCIPLINARY GRADUATE COURSES

INTD 898.3/899.6 -Special Topics. Topics are selected according to the student's area of interest.
INTD 990-Seminar. Students are required to attend and to present one seminar in the course of study for Masters and two for Doctoral students.
INTD 994 Students writing a Master's thesis must register in this course.
INTD 996 Students writing a Doctoral dissertation must register in this course.

All students also take interest area specific graduate courses.
Additionally, all students must take the required ethics GSR courses applicable to their program.

GSR 960.0 is a requirement for all students.
GSR 961.0 if research involves human subjects.
GSR 962.0 if research involves animal subjects.

3. THE INTERDISCIPLINARY STUDIES COMMITTEE MEMBERSHIP

The elected membership to the Committee, their affiliation with departments and interdisciplinary area.
The members for 2013-2014:
  Paul Hackett, (Graduate Chair), Geography & Planning: Medical Geography
  J. Moffatt, Engineering, Graham Centre for the Study of Communication
  Dr. Ian Stavness, Computer Science
  Joyce Davison, College of Nursing
  M. Racine, Department of Finance and Management Science
  C. Henry, College of Pharmacy and Nutrition, division of Nutrition and Dietetics
  V. Anderson, GSA Representative
  T. Crowe, Associate Dean, CGSR
  A. Baxter-Jones, Acting Dean, CGSR

4. STUDENTS AND GRADUATING CLASSES

At present there are 22 students registered in Interdisciplinary Studies Programs, all of whom are students in PhD programs. We have accepted 2 MA students for fall admission, one of whom has been awarded a Bombardier Award. We also have 2 PhDs and 1 MA under consideration for the fall.

5. INTERDISCIPLINARY SEMINARS

One of the areas of innovation has been the interdisciplinary 990 Seminar, held on a monthly basis, where numbers warrant. The seminars aim at building a community of interdisciplinary scholars and are sometimes followed by a social event. This year, there were four seminars and four presentations. Interdisciplinary student attendance and participation are required for a predetermined number of seminars over the course of the academic year and attendance is monitored. Students present their on-gong work to their peers in addition to participating faculty members during their time in program with written detailed audience feedback.

A second component to the seminar requirement is regular attendance at one or more campus seminars in the area or areas of relevance for the students program or research. As we are dealing with increasing numbers of external students we have been testing the use of Skype to have out-of-city students participate.

The committee addressed the mixed interests of students from a vast range of topics and research methodologies by adopting participatory strategies that create a more coherent dialogical seminar that garners more interaction between students and faculty. One way to create a more dialogical group of scholars was to change the presentation format. Requiring the student's supervisor to lead with introductions to the area of research and a committee member to be the respondent to the presentation has led to a more dynamic participation that extended to the personal interactions and follow-up discussions.

The graduate student presentation changed in fall 2013. The seminar entailed an elaboration on the process of research and less on the product. Students presented a brief overview of the research focus and question, the research methodology, and the interdisciplinary nature of their work followed by a discussion of how the interdisciplinary study integrates a range of perspectives, theories, and ensuing methodologies. This sharpened focus provided a more comprehensive understanding of the issues, complexities, and challenges pertinent to conducting interdisciplinary research and hopefully captured the interest of most students.

6. STUDENT ADVISORY COMMITEES

There are 30 faculty members involved with the supervision or co-supervision and 123 involved in the Student Advisory Committees (SAC) of the interdisciplinary students. These members come from a network of diverse disciplines across 32 departments at the University of Saskatchewan, one First Nation (Sakimay), and two other universities (Simon Fraser and University of Regina). Implemented in 2012 was an Annual Standard Student Progress Report that outlines the responsibilities of the student, supervisor, and Student Advisory Committee. It monitors annual SAC meetings, courses completed, timing of the comprehensive exams, years in program and deadlines for gathering of data, the writing of the thesis or dissertation, and defense date. Additionally, the report lists student activity such as the seminars attended, scholarships and sources of funding, presentations and conferences, publications and awards which are reported digitally. The Interdisciplinary committee is currently exploring mechanisms to ensure compliance with the requirement for annual meetings, with minutes, signed off by all committee members. This would ensure that student's progress is being carefully monitored.

The Interdisciplinary committee has circulated to students, supervisors, and committee members a document on comprehensive exams as there is a wide variety of procedures, wider when scholars from different disciplines serve on the student advisory committees. The document lists some alternative procedures and appears on the InterD website and has been adopted by other departments on campus as a model.

7. STUDENT SCHOLARSHIPS

Sources of student scholarship remain a challenge for students in the InterD program. Some have access to a number of opportunities for internal and external funding. Some receive funding through their supervisor, grants, or teaching fellowships. Others have received the Interdisciplinary Scholarship and Graduate Teaching Fellowship provided through the funds provided to Interdisciplinary Studies from the College of Graduate Studies and Research.
Tri-Council funding is subject specific within a wide array of disciplines such as English, Sociology, Education or History. Therefore, Interdisciplinary students find it difficult to compete when their research program crosses a number of disciplines.

8. CONCENTRATION AREAS

By nature, interdisciplinary studies are highly individualistic and the majority of students follow personal or individual programs of study. Some students enter the program with the specific aim of training in research focused around a general topic or concentration area or a group of faculty that interact quite closely. Presently, with the introduction of the schools in Public Policy, Environment & Sustainability and Public Health, there is only one concentration area as in the Centre for the Study of Cooperatives. The Interdisciplinary Committee is interested in the identification and pursuit of new concentration areas.

10. STUDENT ENVIRONMENT

The most prevailing (and longstanding) concern raised by students in the Individualized Interdisciplinary program is their feeling of isolation and lack of collegiality. Unlike departments, the students are scattered across campus as Interdisciplinary Studies does not have a "common space" on the university campus for either the students or our admin, James Dobson. This tends to detract from our attempts to create a presence for the program.

In an attempt to foster group identity and collegiality among the students, we have hosted a new Student Orientation, a Fall Social, and a Winter Gathering. Further, the Chair on behalf of the committee sends a letter of congratulations to a student who receives a scholarship, completes the comprehensive exams, or successfully defends a thesis or dissertation and a letter to the student and family on the occasion of convocation.

Periodic gatherings for students are planned for the academic year and a new website has been created that showcases students and their research

Appendix 5: Equity and International Committee Report

COLLEGE OF GRADUATE STUDIES AND RESEARCH

Equity and International Committee Report

2015-2016

The membership of the new Equity and International Committee (EIC) started operating at the December 2, 2015 meeting. During the assembly, the Director of Special Projects, Penny Skilnik, updated the committee members on several relevant initiatives of the CGSR, such as international agreements with universities and governments, GSR 981 and the Visiting Research Students (VRS) policies. At this meeting, the EIC members aimed to identify issues and select priority projects to work on.

Following a long and engaging discussion, the EIC decided to focus on two main issues to work on during the remaining of the academic year. The topics included in the EIC agenda are 1) the Dual Degree and Cotutelle Agreement and 2) the Joint-Student Program and Tuition fees.

The EIC compared the advantages and disadvantages of the Dual Degree and the Cotutelle agreements, due to the fact that several faculty members have inquired about the adoption of a similar program (Cotutelle) at the UofS. The EIC took this item for immediate action and moved forward to gather additional information on Cotutelle agreements and their use in other Canadian universities. At the same time, the Committee is reviewing the current policies and administrative practices that are in place at the UofS, which may inform the development of a cotutelle program for this University.

At the December 2, 2015, meeting Dr. Veronica Campanucci was selected to identify advantages and/or potential limitations of a cotutelle program and ultimately discuss and determine, in a forthcoming EIC meeting, whether this idea is commendable. At our last meeting held on March 9, she presented a summary of her findings and it was agreed by all members present that there was merit in further investigation. At their meeting on April 19, 2016, the EIC agreed to adopt a preliminary proxy for a Cotutelle program at the UofS and prepare a briefing for further discussion at Graduate Council. In addition, the EIC will proceed to evaluate the demand and need of such a program at the UofS and begin a series of consultations over the upcoming months with various collegial committees and individual faculty members with a vested interest.

The EIC also began a discussion on the Joint-Student Program and tuition issue. Dr. Chris Zhang is presently investigating existing policies at other universities to determine what categories of admission and fees are being applied to joint-students and which of those would be appropriate at the UofS, or, whether an alternate tuition model or the use of bench fees would be more suitable. This work is anticipated to continue through the next term and into the fall, with the intention of endorsing a briefing document to be sent to Graduate Council next fall.

Hugo Cota-Sánchez
Chair, Equity and International Committee, CGSR Department of Biology

Appendix 6: A Comparison of International and Domestic Students

Summary

A. Entrance Averages for all graduate students

Entrance averages are comparable between domestic and international students:

· The entrance average for **domestic** students is around **80%,** while the entrance average for **international** students is around **82%.**

B. Entrance averages by level of study

Entrances averages are slightly higher at the PhD level:

· The entrance average for **master domestic** students is around **80%**, while the entrance average for **master international** students is slightly higher – around **81%.**

· The entrance average for **PhD domestic** students is around **83%**, while the entrance average for **PhD international** students is slightly higher – around **85%.**

C. GPA for all graduate students

Domestic and international students maintain their averages through their curriculum. In fact:

· Leaving our programs, **domestic** students have a GPA around **83%,** while **international** students have a GPA around **82%.**

D. GPA by level of study

The highest GPAs are obtained by PhD international students. Indeed:

· Leaving our programs**, master domestic** students have a GPA around **83%**, while **international master** students have a GPA around **81.5%.**

· Domestic **PhD students** have a GPA around **84.5%,** while **international students** have a GPA around **85%.**

E. Number of years to complete program

Domestic and international students take approximately the same time to complete their program. More precisely:

· **Domestic** students take approximately **2.42** years to complete a master degree; **international** students take approximately **2.6** years to complete a master degree.

· **Domestic** students take approximately **4.8** years to complete a PhD; **international** students take approximately **4.5** years to complete a PhD.

In sum, we did not find any significant difference between the success of our domestic students and the success of our international students.

Data Analysis

A. Entrance Averages and GPA for all graduate students

As shown in Figure 1, the entrance average for domestic students is around 80%, while the entrance average for international students is around 82%.

Figure 1 Entrance Averages by Origin of Students and Academic Year
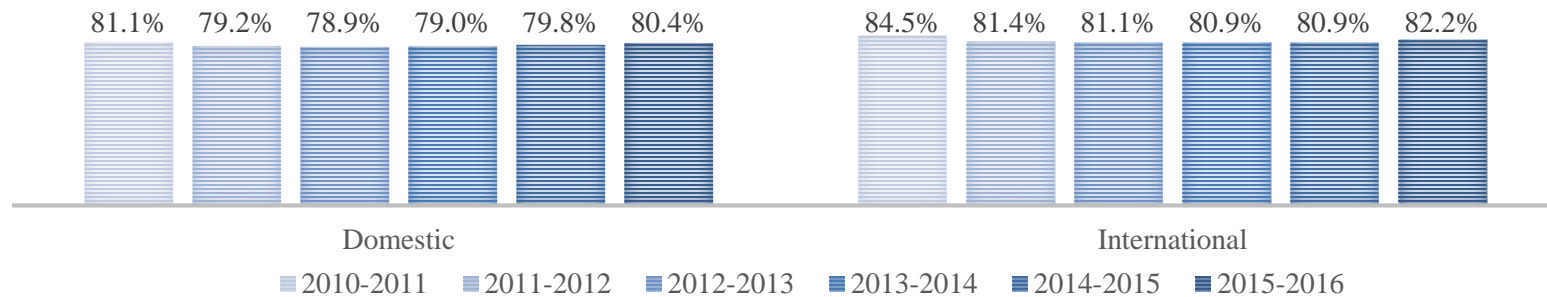
Figure 1 Entrance Averages by Origin of Students and Academic Year

Leaving our programs, domestic students have a GPA around 83%, while international students have a GPA around 82%:

Figure 2 GPA by Origin of Students and Academic Year

Figure 2 GPA by Origin of Students and Academic Year

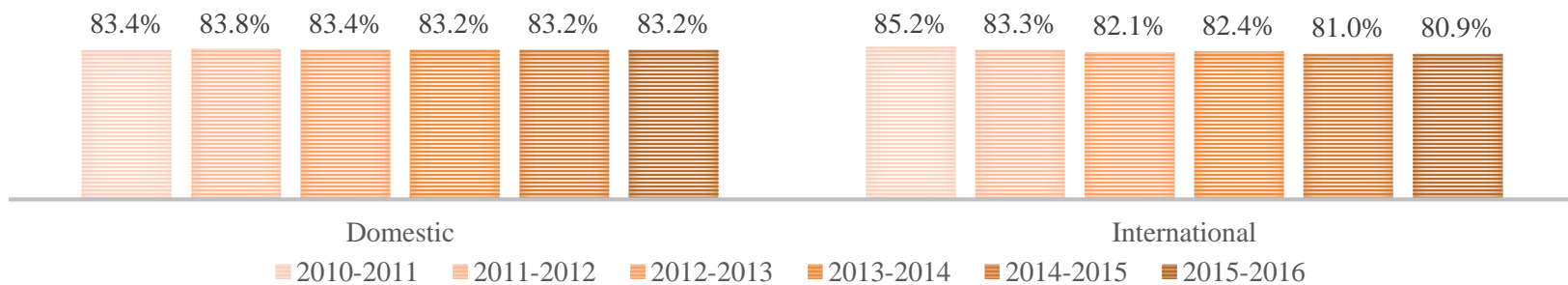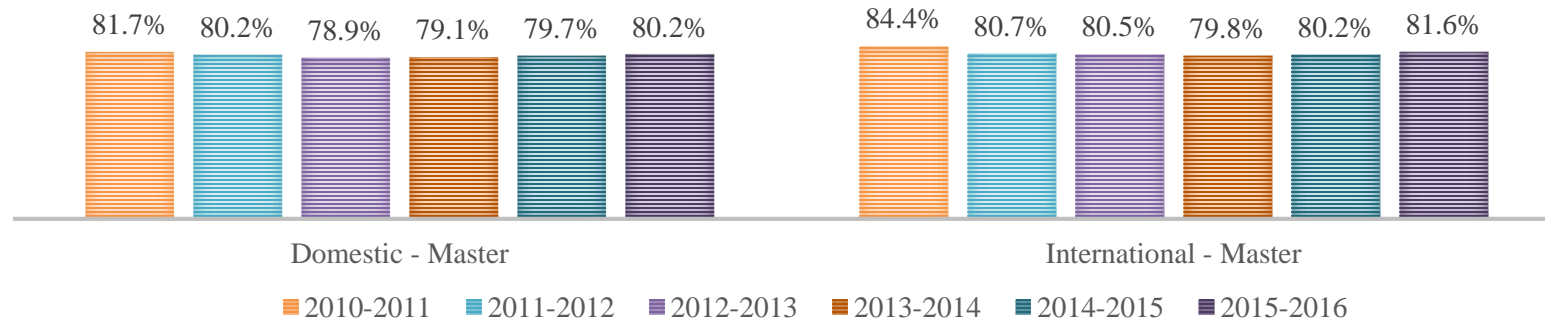## B. Entrance Averages and GPA by Level of Study

As shown in Figure 3, the entrance average for master domestic students is around 80%, while the entrance average for master international students is slightly higher – around 81%.

Figure 3 Entrance Averages for Master Students, by Origin of Students and Year
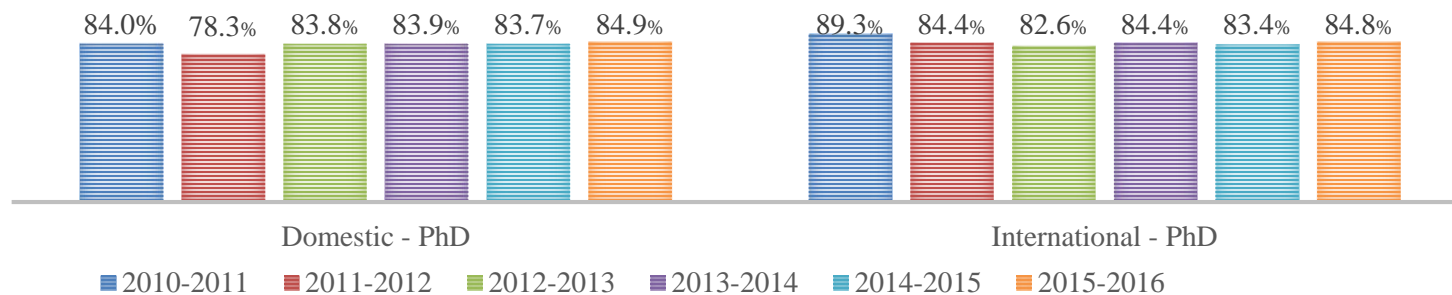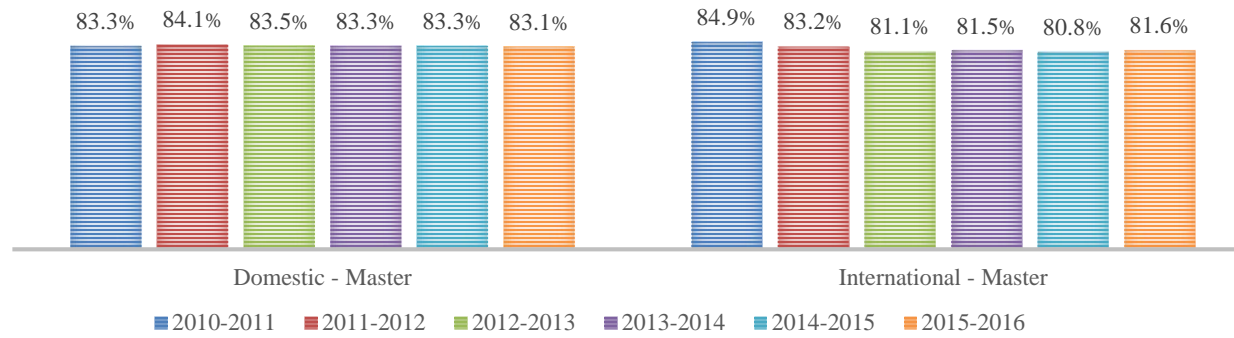

The entrance average for PhD domestic students is around 83%, while the entrance average for PhD international students is slightly higher – around 85%.

Figure 4 Entrance Averages for PhD students by Origin of Students and Year

Leaving our programs, master domestic students have a GPA around 83%, while international master students have a GPA around 81.5%:

Figure 5 GPA for Master Students by Origin of Students and Year

83.3%	84.1%	83.5%	83.3%	83.3%	83.1%	84.9%	83.2%	81.1%	81.5%	80.8%	81.6%

Domestic - Master   International - Master

■ 2010-2011 ■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015 ■ 2015-2016

Domestic PhD students have a GPA around 84.5%, while international students have a GPA around 85%:

Figure 6 GPA for PhD Students, by Origin of Students and Year

83.8%	84.6%	85.0%	87.3%	83.4%	83.7%	89.0%	84.0%	84.1%	84.9%	82.3%	85.4%

Domestic - PhD   International - PhD

■ 2010-2011 ■ 2011-2012 ■ 2012-2013 ■ 2013-2014 ■ 2014-2015 ■ 2015-2016
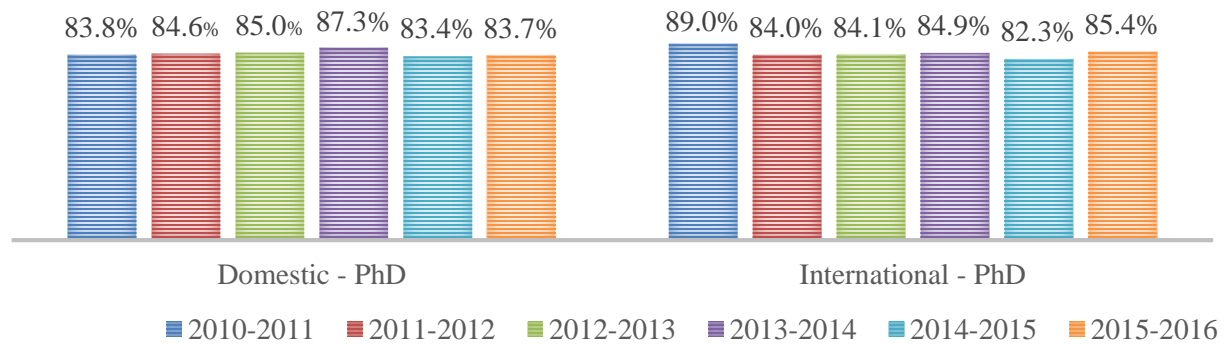
C. Average Number of Years

Domestic students take approximately 2.42 years to complete a master degree; international students take approximately 2.6 years to complete a master degree.

Figure 7 Average Number of Years to Complete Master Program, by Origin of Students and Year
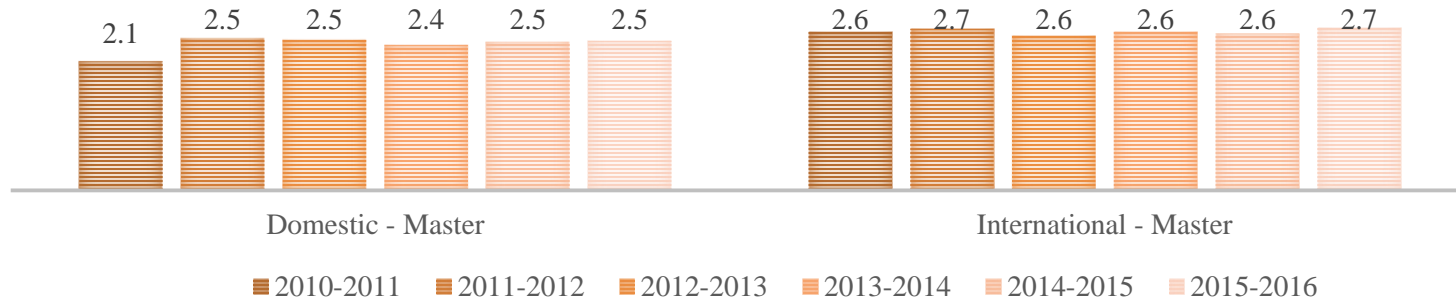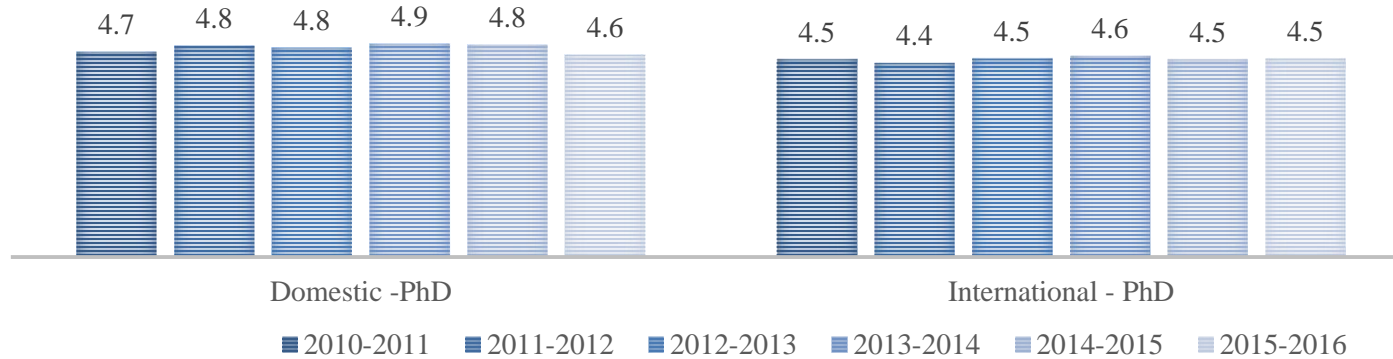

Domestic students take approximately 4.8 years to complete a PhD; international students take approximately 4.5 years to complete a PhD.

Figure 8 Average Number of Year to Complete PhD Program, by Origin of Students and Year

ATTACHMENT 3

Reflections from the Chair of the Research, Scholarly and Artistic Work Committee

After my first two years of service on the committee, first as a regular committee member and then as vice-chair under the wise counsel and leadership of Caroline Tait, I had the privilege to be called upon to serve as chair. June 30 marks the end of my three-year term, and it is with a lot of sadness that I leave the committee. Serving on Council's committees provides an amazing perspective and insights into the inner workings of the complex and amazing institution that our university is. It is a venerable institution with a rich history, but our university is also very lively and young at heart. As faculty members, we are privileged to spend a lifetime of teaching bright students and satisfying our own curiosity and aspirations in venturing ever deeper into the unknown of not yet conceived art, science, or professional applications. This is how we usually contribute to the success of our university. Work on the RSAW committee, on the other hand, affords an opportunity to hear the heartbeat of our institution, and to witness academic success far beyond the confines or our own disciplines.

Service on Council committees provides an opportunity to work with amazing colleagues from all corners of this diverse institution. I had the privilege to work with a wonderful group of people, including faculty members, administrators, staff members, and first and foremost, undergraduate and graduate students, all of whom provided invaluable help with the primarily advisory roles set out for the committee. I would like to acknowledge in particular the excellent support provided by Amanda Storey. I will miss the opportunity to work with my fellow committee members. However, I will be overdue for a sabbatical by already 30 months when I begin to focus on research for six months, starting in January 2017.

The Research, Scholarly and Artistic Work Committee is easily overlooked, due to its advisory role for both University Council and the Vice-President Research. However, the committee is at the heart of the research, scholarly and artistic mission of the university, and as such of enormous value and importance. As a rookie chair, I tried to exercise caution. I put some focus on discussions of our overall institutional performance, since this has been a lingering concern for several years now, and we need to address this as a community of scholars. However, this is a very sensitive and difficult topic that requires a lot of thought and careful analysis.

I was also pleased to learn during the deliberations of our committee that we are making progress on many fronts, and I am convinced now more than ever, that every honest assessment of our university can only conclude that we are performing very well and that we are a great source of pride, inspiration and innovation for our home province. I would urge Council members to read the reports from the Office of the Vice-President Research and from the College of Graduate Studies and Research. There is much good news there, which reflects positively on our success as a community of scholars. Nevertheless, we have to remain alert and constantly evaluate our situation and think about ways of further enhancing our success. We are living in a new reality or heightened public accountability through ongoing comparisons with our national and international peer institutions. Some of these comparisons are seriously unbalanced and biased, but we cannot be complacent about our rankings. We need to hold our ground and move up where possible.

As academic administrators, we constantly have to evaluate and seek the best means of support for our faculty members and students. As faculty members we need to keep in mind that it is our productivity, both in terms of our own works and through the mentoring of students, which determines the success and the public perception of our university. Our impact, and the respect that we command as a university, critically depend on the quality and level of achievements that we produce as a community of scholars. National and international recognition of our scholarly achievements *is important* for our students, our alumni, our province, and ultimately for the sustainability and success of our university. Indeed, if we listen closely to our colleagues and our students, we find that there is overarching consensus in our collective desire to run a university which stands out and is recognized for its successes in research, scholarly and artistic work. As usual, the devil is in the details of benchmarking, measuring success, prioritizing, and fair resource allocation. Notwithstanding the necessary, difficult, and sometimes heated debates around these issues: We are a community of aspiring or established scholars who are mostly driven by our academic ambitions. Liberating and fostering academic ambitions to the fullest is the secret of success of a great university.

Witnessing the achievements of our collective efforts through the lens of the Research, Scholarly and Artistic Work Committee is a privilege, indeed. Thank you to my fellow committee members and to University Council for having entrusted me with this very interesting and inspiring duty to serve as chair of the Research, Scholarly and Artistic Work Committee.

Respectfully submitted,

Rainer Dick

UNIVERSITY COUNCIL
INTERNATIONAL ACTIVITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Jafar Soltan, Vice-chair, International Activities Committee

DATE OF MEETING: June 23, 2016

SUBJECT: **Year-end Report to Council for 2015-16**

COUNCIL ACTION: For information only

INTERNATIONAL ACTIVITIES COMMITTEE OF COUNCIL
YEAR-END REPORT 2015-16

The committee met on ten occasions in the 2015-16 academic year.

The International Activities Committee is responsible for:
1. Recommending to Council on issues relating to international activities at the University of Saskatchewan.
2. Encouraging the development of programs and curricula that provide an international perspective on campus.
3. Promoting and expanding scholarly exchange programs for faculty, students and staff.
4. Encouraging interactions with university and education/research institutions outside Canada, thereby fostering new opportunities for University of Saskatchewan stakeholders in international teaching, learning and research.
5. Receiving an annual report on matters relating to international student, faculty and alumni activities from the International Coordinating Committee.

Committee Membership
Council Members

Jafar Soltan	Chemical and Biological Engineering	2018
Gail MacKay	Curriculum Studies	2018
Gap Soo Chang	Physics and Engineering Physics	2017
Hongming Cheng (Chair)	Sociology	2017

General Academic Assembly Members

Vikram Misra	Veterinary Microbiology	2018
Paul Orlowski	Educational Foundations	2018
Gord Zello	Nutrition	2018
Abraham Akkerman	Geography and Planning	2017
Jian Yang	Pharmacy and Nutrition	2017

Other members

Patti McDougall	[Provost designate] Vice-Provost Teaching and Learning *(ex officio)*
Diane Martz	[designate for Vice-President Research] Director, International *(ex officio)*
Kehan Fu	[USSU designate] VP Student Affairs, USSU

1

Qin Xiang	GSA designate

Resource members
Alison Pickrell	Director of Enrolment Services
Penny Skilnik	Special Project, College of Graduate Studies and Research
Derek Tannis	Director, International Student and Study Abroad Centre

Secretary: Amanda Storey, Office of the University Secretary

Issues and discussions

Monthly Updates
At each meeting, the International Activities Committee (IAC) received monthly updates from International Office, including lists of new international agreements. The committee also invited members from the College of Graduate Studies and Research (CGSR) and the Student and Enrolment Services Division (SESD) to attend meetings and provide regular updates to the committee on international activities in those units.

Subcommittee on International Metrics
This subcommittee has been on hiatus for the 2015/16 year, awaiting the development of a blueprint for action on internationalization from the Office of the Vice-President Research. Once the blueprint is received, the subcommittee will continue discussing about the initiatives stemming from the blueprint to ensure the success of internationalization at the university.

Reports Received
Internationalization in various colleges
In the first term of 2015/16 academic year, the committee heard from Baljit Singh of the Western College of Veterinary Medicine, Marc Usunier of the Edwards School of Business, and Stephan Milosavljevic of the College of Medicine regarding international activities in those colleges. In the second term of 2015/16, the committee received reports from Fred Remillard of the College of Pharmacy and Nutrition, Toddi Steelman of the School of Environment and Sustainability, Phil Woods of the College of Nursing, and Heather Heavin of the College of Law about internationalization activities in those colleges and schools.

Recurring themes that arose from discussions with the colleges was a sense of a lack of an institutional direction on international partnerships and research, and that many international partnerships, research projects, and study abroad opportunities have developed through personal connections made by our faculty members.   The IAC will complete its review of internationalization initiatives in the colleges in early 2016/17 academic year, with the aim of bringing a report to Council for information.

Other Activities
English Proficiency Policy
In September 2015, the IAC reviewed and provided input into the English Proficiency Policy, which went forward to Council in October for approval. Committee members raised concerns about the adjustment of minimum standards, as they felt it might make it more difficult for international applicants to be admitted into the University of Saskatchewan. It was clarified that

the equivalency of the most common English proficiency tests was being adjusted to ensure that all applicants' proficiency test scores are considered fairly.

Confucius Institute

Vice-President Research Karen Chad presented a briefing note to this committee on May 3, along with the draft revised agreements with both the Confucius Institute Headquarter in Beijing (Hanban) and the Beijing Institute of Technology (BIT) for the establishment and operation of the Confucius Institute at the University of Saskatchewan. Dr. Chad explained that, following concerns about the Confucius Institute and academic freedom being raised at University Council, her office established a Working Group to look at the operations of the Confucius Institute and to explore solutions. After meetings here on campus, consultation with this committee, and meetings with partners in China, the agreements that govern the operation of the Confucius Institute were revised to reflect the mission and values of the U of S, and to ensure the U of S has the needed authority with regards to personnel and operations and to ensure transparency. The committee commended Dr. Chad for her thorough and thoughtful review of the Confucius Institute and the steps already taken and those proposed to address the concerns raised at University Council.

Blueprint for Internationalization

Throughout 2015/16, the OVPR has kept this committee informed of the development of the Blueprint for Internationalization, which is still being refined. When Dr. Chad presented this item at the committee's May 3 meeting, she outlined some goals going forward, such as developing a scorecard to assess the success of the plan, as well as hosting a series of gatherings to discuss the Blueprint. In 2016/17, and likely beyond, the IAC will take an active role in helping to keep this initiative moving forward and monitoring its progress, as well as helping to communicate the initiatives stemming from the Blueprint.

Revocation Plan for International Students

In November 2015, the IAC heard from Derek Tannis, Director of the International Student and Study Abroad Centre, on the revocation plan for international students. He explained that meeting a process had been for either a voluntary revocation of our designation under the Designation Framework for International Student Program, or if our designation were to be revoked by the Government of Saskatchewan. It outlines what would happen if the U of S were no longer a designated institution for international students. This document is required for the U of S to remain a designated institution.

Acknowledgements

On behalf of the Committee, I wish to thank Jafar Soltan who acted as Vice-Chair of the committee this year and Amanda Storey of the Office of the University Secretary for her administrative support. I also thank all the members of the Committee for their thoughtful participation in the Committee's work.

Respectfully submitted,

Hongming Cheng, International Activities Committee of Council

UNIVERSITY COUNCIL

SCHOLARSHIP AND AWARDS COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Dr. Frank Klaassen
                          Chair, Scholarship and Awards Committee

DATE OF MEETING: June 23, 2016

SUBJECT: Annual Report to Council: Undergraduate and Graduate Scholarships
                          and Awards

COUNCIL ACTION: For information only

ORIGIN OF REQUEST AND ADVANCED CONSULTATION:

This report summarizes the activities of the Scholarship and Awards Committee for two overlapping time periods:

    1) 2015-2016   Annual summary of centrally administered **and** college administered
                          awards distributed to students

    2) 2015   Calendar year description of Committee Activities

The Committee has four responsibilities and this report outlines the Committee's activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility. The Student Finance and Awards Office disbursed approximately $12 million in undergraduate student awards in 2015-2016 on behalf of the Scholarships and Awards Committee of University Council, the college deans, and Huskie Athletics. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries). This annual report also includes information regarding the distribution of graduate awards for the 2015-2016 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.

DISCUSSION SUMMARY:

Part A - Undergraduate

Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.

This Committee last reported to University Council on May 26, 2015. Since that time, the Committee had five regular meetings during the 2015 calendar year and various subcommittee meetings to select undergraduate recipients for awards with subjective criteria.

Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.

Development officers within Advancement and Community Engagement and the colleges work with donors to establish new scholarships, bursaries and awards and revise Terms of Reference for previously existing awards. During the 2015-2016 fiscal year, the University of Saskatchewan signed contracts to accept donations establishing 73 new awards for undergraduate students and 15 new awards for graduate students. Of the 73 Undergraduate awards, 32 are merit-based, 6 are need-based, and 35 are a combination of merit and need. Of the 15 graduate awards, 12 are merit-based and 3 are a combination of merit and need. Three of the undergraduate awards are for Aboriginal students, three of the undergraduate awards are for women, and one undergraduate award is for an Aboriginal student or a student with a disability.

	New Awards (Graduate and Undergraduate) by College
Agriculture and Bioresources	9
Arts and Science	15
Dentistry	3
Education	7
Engineering	12
Edwards School of Business	11
Huskie Athletics	8
Kinesiology	-
Law	4
Medicine	7
Nursing	3
Pharmacy and Nutrition	1
Veterinary Medicine	5
Multi-College Awards	3
Total New Awards	**88**

Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

Entrance Awards

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.[1] There were two components to the Entrance Awards cycle in 2015-2016: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

The Guaranteed Entrance Scholarship has changed for the 2015-2016 admission cycle. Grade 12 students applying for admission during their Grade 12 year have their averages calculated twice: once at the time of admission and again following graduation. The scholarship amount is based on the higher of the two averages.

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships based on their final Grade 12 marks.

[1] *18 credit units or less of transferable credit if they have attended another post-secondary institution.*

Table 1 - Guaranteed Entrance Scholarship Distribution for 2015-2016[2]

Award Tier	Number of Recipients Paid	Total Value
$3,000 Guaranteed Entrance Scholarship (95% +)		
Agriculture and Bioresources	20	$60,000
Arts and Science	198	$594,000
Education	1	$3,000
Engineering	82	$246,000
Edwards School of Business	24	$72,000
Kinesiology	26	$78,000
Total $3,000 Guaranteed Entrance Scholarships	**351**	**$1,053,000**
$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)		
Agriculture and Bioresources	19	$38,000
Arts and Science	140	$280,000
Education	1	$2,000
Engineering	58	$116,000
Edwards School of Business	27	$54,000
Kinesiology	16	$32,000
Total $2,000 Guaranteed Entrance Scholarships	**261**	**$522,000**
$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)		
Agriculture and Bioresources	33	$33,000
Arts and Science	229	$229,000
Education	2	$2,000
Engineering	66	$66,000
Edwards School of Business	61	$61,000
Kinesiology	25	$25,000
Total $1,000 Guaranteed Entrance Scholarships	**416**	**$416,000**
$500 Guaranteed Entrance Scholarships (85 – 89.9%)		
Agriculture and Bioresources	62	$31,000
Arts and Science	353	$176,500
Education	3	$1,500
Engineering	98	$49,000
Edwards School of Business	72	$,000
Kinesiology	26	$13,000
Total $500 Guaranteed Entrance Scholarships	**614**	**$307,000**
Total Guaranteed Entrance Scholarships	**1,662**	**$2,298,000**

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but

[2] Data as of May 12, 2016.

there are several awards which are renewable if certain criteria are met each year. Prestigious renewable entrance awards include the George and Marsha Ivany - President's First and Best Scholarships, valued at $40,000 over four years, and the Dallas and Sandra Howe Entrance Award, valued at $32,000 over four years.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2015-2016. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, most college-specific awards[3] may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2015-2016[4]

	Number of Recipients[5]	Total Value
University of Saskatchewan Funded Competitive Entrance Awards		
Agriculture and Bioresources	4	$16,500
Arts and Science	32	$271,287
Education	-	-
Engineering	13	$104,000
Edwards School of Business	4	$20,500
Kinesiology	-	-
Total U of S Funded	**52**	**$358,287**
Donor Funded Competitive Entrance Awards		
Agriculture and Bioresources	17	$39,903
Arts and Science	79	$314,496
Education	1	$1,800
Engineering	35	$144,960
Edwards School of Business	21	$61,197
Kinesiology	13	$28,000
Total Donor Funded	**184**	**$590,356**
Total Competitive Entrance Awards	**236**	**$948,643**

---

[3] *College-specific entrance award recipients are selected by the Student Finance and Awards Office but are reported in Table 8 - College Administered University of Saskatchewan Undergraduate Awards.*

[4] *Rounded to the nearest dollar.*

[5] *Here and elsewhere in this document, each recipient is only counted once on a given table, regardless of the number of awards they received relevant to the table in question.*

Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 specific institutions targeted are offered Transfer Scholarships valued at $2,500.

Table 3 - Transfer Scholarship Distribution for 2015-2016

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution[6]	$2,500	2	$5,000
85% +	$2,000	26	$52,000
80-84.9%	$1,500	31	$46,500
78-79.9%	$1,000	8	$8,000
TOTAL		**67**	**$111,500**

Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units[7] or more in 2014-2015 were eligible for the 2015-2016 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (excluding the Transfer Scholarships) distributed to continuing students in 2015-2016.

---

[6] *Incentive institutions include: Athabasca University; Beijing Institute of Technology (BIT), China (Dual degree program, flagship partner institution); Briercrest College; Camosun College; Columbia College; Coquitlam College; Douglas College; Grand Prairie Regional College; Huazhong Agricultural University (HZAU), China (Dual degree program, flagship partner institution); INTI College, Malaysia; Lakeland College; Langara College; Lethbridge Community College; Medicine Hat College; Red Deer College, Saskatchewan Polytechnic; Taylor's College, Malaysia; Xi'an Jiaotong University (XJTU), China (Dual degree program, flagship partner institution). The list of institutions is reviewed annually.*

[7] *Students registered with Disability Services for Students (DSS) and approved to study on a Reduced Course Load (RCL) are required to complete 12 credit units in the previous fall and winter terms.*

Table 4 – Centrally-Administered[8] Continuing Awards Distribution for 2015-2016

	Number	Total Value
University of Saskatchewan Funded Continuing Awards		
Agriculture and Bioresources	29	$69,410
Arts and Science	340	$736,184
Dentistry	22	$42,500
Education	129	$168,300
Edwards School of Business	64	$155,970
Engineering	59	$197,000
Kinesiology	28	$74,500
Law	69	$153,540
Medicine	80	$176,910
Nursing	102	$181,710
Pharmacy and Nutrition	44	$103,000
Western College of Veterinary Medicine	37	$70,500
Graduate Studies and Research[9]	5	$4,750
Total University of Saskatchewan Funded	**1,008**	**$2,134,274**
Donor Funded Continuing Awards		
Agriculture and Bioresources	12	$44,563
Arts and Science	108	$439,031
Dentistry	14	$18,700
Education	32	$137,730
Edwards School of Business	15	$52,012
Engineering	36	$154,781
Kinesiology	4	$11,500
Law	30	$75,250
Medicine	19	$40,000
Nursing	41	$130,666
Pharmacy & Nutrition	38	$83,600
Western College of Veterinary Medicine	23	$46,400
Graduate Studies and Research[10]	3	$6,250
Total Donor Funded	**375**	**$1,240,483**
Total Continuing Awards	**1,383**	**$3,374,757**

[8] *Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). Also, the Aboriginal Achievement Book Prizes and Aboriginal Students with Dependent Children Bursaries are paid in two installments and counted as such.*

[9] *There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.*

[10] *There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.*

Saskatchewan Innovation and Opportunity Scholarship (SIOS)
The Saskatchewan Innovation and Opportunity Scholarships are part of a provincial government program that matches scholarship money raised by the university to a maximum of $2 million per year in the areas of innovation and strategic priority to the institution.

Table 5 – Saskatchewan Innovation and Opportunity Scholarships (SIOS)[11] to support undergraduate students in 2015-2016[12]

College	Total Payouts	Total Value
Agriculture and Bioresources	9	$14,000
Arts and Science	26	$65,595
Education	5	$5,195
Edwards School of Business	13	$19,150
Engineering	12	$30,050
Kinesiology	2	$5,670
Law	6	$27,910
Nursing	3	$3,750
Graduate Studies[13]	5	$9,330
TOTAL	**81**	**$180,650**

University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program
Each year $250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2015-2016, 198 applications were received. Thirteen of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2014-2015 academic year, was $251,280. Eligible applicants received $45 per credit unit they successfully completed. The 2015-2016 USFA Scholarships have not been awarded yet.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2014-2015 Distribution[14]

	Number of Recipients
Undergraduate	159
Graduate	26
Total	**185**

---

[11] *Saskatchewan Innovation and Opportunity Scholarships (SIOS) administered by SESD (including ISSAC). Additional scholarships are administered by Graduate Awards and Scholarships.*
[12] *Rounded to the nearest dollar.*
[13] *Includes the Saskatchewan Innovation and Opportunity Scholarships, which are also open to graduate students, awarded by the ISSAC Office.*
[14] *The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2014-2015 academic year.*

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund
In 2014-2015, there were 137 applications for the ASPA Tuition Reimbursement Fund. Eligible applicants received tuition reimbursement for the credit units completed during the academic year of May 1, 2014-April 30, 2015. There was $180,858.59 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received $48 per credit unit they successfully completed. The total payout for tuition reimbursements in 2014-2015 was $177,840.00. The 2015-2016 ASPA Tuition Reimbursements have not been awarded yet.

Table 7 – ASPA Tuition Reimbursement Fund 2014-2015 Distribution[15]

	Number of Recipients
Undergraduate	122
Graduate	15
TOTAL	**137**

Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.

There were two student appeals submitted to the Student Finance and Awards Office during the 2015 calendar year. Both appeals were of decisions regarding renewable awards for which the appellants had not met the renewal criteria, and were appeals based on compassionate grounds. In each case, Student Finance and Awards staff developed modified renewal criteria consistent with the aims of the awards in question, but that took into consideration the specific circumstances of the appellant, in order to allow the appellants to continue receiving their awards. In one of the two cases, the appellant was additionally unable to meet the requirements of the appellant's award that had already been received, due to that appellant having to leave their studies part way through the academic year. That appellant was allowed to keep a portion of the award that had already been used by the appellant to pay for tuition and other university expenses.

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicates the student appeals of revoked awards. If appeals are received, the Committee would regular reports on appeal activity.

The number of revocations of awards is down because of the proactive behaviour of Internal Compliance Officer, Awards and Financial Aid. The Internal Compliance Officer has been emailing students to let them know their award will be revoked unless they register in the required number of credit units. As a result of this increased communication, the number of appeals has decreased markedly.

---

[15] *According to Article 12.4 of the new Collective Agreement (May 1, 2011 – April 30, 2014), "Effective 1 May 2012, the university will provide an annual allotment of $180,000 to the TRF." Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of $360,000. The ASPA executive agreed to divide the $360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. In May 2015, $180,000 was received. The ASPA TRF is based on credit units completed in the 2014-2015 academic year.*

Additional Section: 2015-2016 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not within the purview of the Committee except the requirement that they are created and disbursed in compliance with the Undergrad Awards Policy, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

Table 8 – College-specific Awards at the University of Saskatchewan 2015-2016 [16]

College	Total Payouts	Total Value
Agriculture and Bioresources[17]	150	$323,700
Arts and Science[18]	188	$407,936
Dentistry	27	$39,125
Education	98	$127,690
Edwards School of Business[19]	259	$599,000
Engineering[20]	224	$631,575
Kinesiology	24	$17,650
Law	202	$806,300
Medicine	97	$333,329
Nursing	45	$110,561
Pharmacy and Nutrition	71	$104,310
Veterinary Medicine	142	$238,500
Huskie Athletics	288	$849,065
International Student and Study Abroad Centre[21]	200	$56,760
TOTAL	**2,015**	**$4,645,501**

[16] *Number and values reported as of May 13, 2016. Totals are rounded to the nearest dollar.*

[17] *Numbers include awards and values for College of Agriculture and Bioresources entrance awards administered by Student Finance and Awards.*

[18] *Number does not include Aboriginal Student Learning Community Award, as the fund is under the University Registrar Organization.*

[19] *Numbers reported include the Edwards Undergraduate Scholarships and other Edwards-specific entrance awards administered by Student Finance and Awards.*

[20] *Numbers include awards and values for College of Engineering entering and continuing awards administered by Student Finance and Awards.*

[21] *Numbers do not include Study Abroad awards and values that are under the Arts and Science organization fund number. Numbers include University of Saskatchewan Student Travel Awards and International Student Bursaries.*

Part B – Graduate

The College of Graduate Studies and Research administers approximately $8 million of centrally funded money for graduate student support. The majority of this funding is allocated between three major scholarship programs: Devolved, Non-Devolved and the Dean's Scholarship programs.

Funding Programs

More than $4 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined on the basis of the number of scholarship-eligible students to be funded.

Devolved Funding Program

"Devolved" refers to an arrangement whereby larger academic units receive an allocation from the College of Graduate Studies and Research to award to their graduate students at the academic unit level. To be eligible for this pool of funding, departments must have a minimum of twelve full-time graduate students in thesis-based programs on a three-year running average and been awarded two non-devolved scholarships on a three year average.

Allocations to "devolved" departments are determined by a formula created in 1997 and based on the average number of scholarship-eligible graduate students in thesis-based programs during the previous three years in each program, as a proportion of the number of graduate students in all programs averaged over the same three years. Doctoral students beyond the fourth year and Master students beyond the third year of their programs are not counted in the determination. Doctoral students are valued at 1.5 times Master students. Each academic unit participating in the devolved funding program is thus allocated a percentage of the total funds available in the devolved pool.

Allocations for Devolved Graduate Programs for 2015-2016

Graduate Program	Allocation
College of Agriculture & Bioresources	
Bioresource Policy, Business and Economics	$67,965
Animal and Poultry Science	$94,673
Plant Sciences	$122,052
Food and Bioproduct Sciences	$77,613
Soil Science	$104,680
College of Arts and Science	
Archaeology	$32,349
Biology	$149,281
Chemistry	$153,454
Computer Science	$178,805
Economics	$57,819
English	$74,518
Geography and Planning	$97,029
Geological Sciences	$88,471
History	$102,600
Mathematics & Statistics	$47,814

Physics and Engineering Physics	$112,870
Political Studies	$47,073
Psychology	$138,736
Sociology	$72,363
Edward School of Business	
Finance & Management Science	$28,764
College of Education	
Educational Administration	$91,850
Educational Foundations	$39,039
Educational Psychology and Spec. Ed.	$92,478
College of Engineering	
Biomedical Engineering	$84,492
Chemical and Biological Engineering (Chemical)	$72,003
Chemical and Biological Engineering (Biological)	$49,974
Civil and Geological Engineering	$98,548
Electrical and Computer Engineering	$146,203
Mechanical Engineering	$172,007
Interdisciplinary Studies	
Interdisciplinary Studies	$48,252
College of Kinesiology	
Kinesiology	$73,784
College of Law	
Law	$26,161
College of Medicine	
Anatomy and Cell Biology	$40,052
Biochemistry	$74,311
Community Health and Epidemiology	$93,723
Microbiology and Immunology	$39,892
College of Nursing	
Nursing	$57,325
College of Pharmacy and Nutrition	
Pharmacy and Nutrition	$106,463
College of Veterinary Medicine	
Veterinary Biomedical Sciences	$69,643
Veterinary Microbiology	$54,101
Schools	
School of Environment and Sustainability	$91,185
School of Public Health	$50,567
School of Public Policy	$61,271
Toxicology	
Toxicology	$69,708
TOTAL	**$3,651,961**

Non-Devolved Funding Program

Departments that do not qualify for the Devolved Funding Program may nominate students for consideration in the campus-wide Non-Devolved Scholarship Program. Effective 09 2013, Non-Devolved Scholarships values were increased from 15K to 16K for the Master's and 18K to 20K for the PhD.

The following awards of new and continuing awards in 2015-2016, as part of the Non-Devolved Funding Program.

Table 9 – Number and Value of Non-Devolved Funding in 2015-2016

Anthropology	2 Master's	$32,000
Art & Art History	3 Master's	$48,000
Curriculum Studies	1 Doctoral	$20,000
Environmental Engineering	1 Doctoral	$20,000
ICCC	3 Master's	$48,000
Health Sciences	2 Doctoral	$40,000
Language and Linguistics	1 Master's	$16,000
Philosophy	1 Master's	$16,000
Physiology	4 Doctoral	$80,000
Veterinary Pathology	1 Master's 4 Doctoral	$96,000
		$416,000.00

Teacher-Scholar Doctoral Fellowships

The Teacher-Scholar Doctoral Fellowships provide an annual stipend of $20,000 and a mentored teaching experience, which is made possible by partnerships with other graduate units and the Gwenna Moss Centre for Teaching Effectiveness. Twenty doctoral students across campus received this Fellowship in 2015-2016.

Graduate Teaching Fellowships Program

The College of Graduate Studies and Research allocates 47 Graduate Teaching Fellowships (GTF's) in 2015/2016 valued at approximately $17,100 each for a total of approximately $828,000. The GTF's are allocated to the 12 colleges with graduate programs based on a formula which takes into account the number of undergraduate course credits, and the number of graduate students registered, in each college.

Graduate Research Fellowships

The College of Graduate Studies introduced the Graduate Research Fellowship program several years ago funded by the Provost's Committee on Integrated Planning. This is a shared-cost program that provides $8,000 per year to thirty graduate students across campus who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts from external sources.

Dean's Scholarship Program

The Dean's Scholarship Program was created in early spring of 2005 and received an allocation of $500,000 from the Academic Priorities Fund. This program received another $500,000 of on-going budget in 2006 which brought the total allocation for this program to $1,000,000 per year.

In 2015-2016 the value of the Dean's PhD Scholarship increased to $22,000. An additional 650k from International Tuition Differential now makes the total base budget 1,650,000 per year.

In 2015/2016, there were one-time additional funds to allocate to the base budget for Dean's scholarships. At the time of this report, 22 Master's and 59 PhD students were awarded Dean's and International Dean's Scholarships in 2015-16. The PhD Dean's Scholarship is valued at $22,000 per year for three years and the Dean's Master award is valued at $18,000 per year for two years. This program requires one year of funding (either $18,000 or $22,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

3.12 The Saskatchewan Innovation and Opportunity Scholarship (SIOS) program (in partnership with the province of Saskatchewan)

The SIOS was established to provide support for students in emerging fields of study where innovative work is being done. The scholarship includes two components: innovation and academic/research excellence, and targets disciplines as diverse as, but not limited to, mining, biotechnology, environment, engineering, medicine and science programs. Furthermore, the projects must align with one of the six Signature Areas of the U of S, which are (a) Aboriginal Peoples (Engagement and Scholarship); (b) Agriculture (Foods and Bioproducts for a Sustainable Future); (c) Energy and Mineral Resources (Technology and Public Policy for a Sustainable Future); (d) One Health (Solutions at the Animal-Human-Environment Interface); (e) Synchrotron Science (Innovation in Health, Environment, and Advanced Technologies); and, (f) Water Security (Stewardship of the World's Freshwater Resources).

This year, the CGSR offered 72 awards (i.e. 24 at the Master's level; 48 at the PhD level), with a value of Master's set at $16,000 for one year and value of PhD set at $20,000 for one year. Almost, $500,000 of this year's SIOS funding envelope was used for top-ups for national award holders (again, recognizing excellence and innovation).

New Faculty Graduate Student Support Program

The College of Graduate Studies and Research created the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2015-2016, $236,000 was allocated to fourteen new tenure-track faculty across campus.

Graduate Teaching Assistantships

In 2015/2016 the College of Graduate Studies and Research allocated approximately $300,000 graduate teaching assistant support to colleges with graduate programs across campus. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual Census data. This fund was established for the purpose of providing support to Colleges for teaching or duties specifically related to teaching (e.g. marking, lab demonstrations, and tutorials).

Graduate Service Fellowships

The College of Graduate Studies and Research created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2015-2016, approximately $124,000 was allocated for various projects across campus.

Sponsored Student Agreements

The College of Graduate Studies and Research has several key agreements with foreign governments to facilitate the recruitment of international students to study at the University on scholarships provided by their own governments. Notable among these are:

- China Scholarship Council (CSC) is a government agency in China which provides scholarships to Chinese citizens for doctoral and postdoctoral studies abroad. The requirement from the CSC for any student studying abroad is that the host institution must provide a tuition bursary or tuition waiver.
- Vietnam International Education Development (VIED), an arm of the Vietnamese Ministry of Education which provides funding to junior faculty in public universities in Vietnam to go abroad for masters and doctoral programs;
- Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT), an agency within the Ecuadorian government's Ministry of Education, which provides scholarships to Ecuadorian citizens to complete graduate programs overseas.

Through graduate partnership agreements, the CGSR offers various incentives to these students such as a top-up scholarship program for CSC holders, or, a new initiative to provide a language tuition bursary program for VIED holders who attend the USLC U-Prep courses. Over the past five years, there has been over 80 graduate students recruited through these means. There is strong competition among western universities for these students, and, partnership agreements with targeted incentives for qualified students, helps the University of Saskatchewan attract top quality applicants. For 15/16 approximately $68,800 was allocated to these international scholarship programs from CGSR.