AGENDA
2:30 p.m. Thursday, May 19, 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 April 21, 2016 pp. 1-44
4. Business from the minutes
5. Report of the President pp. 45- 46
   - Report on Confucius Institute – Karen Chad pp. 47-52
6. Report of the Provost pp.53-60
   - Update on University Finances – Greg Fowler
7. Student societies
   - 7.1 Report from the USSU pp. 61-62
   - 7.2 Report from the GSA pp. 63-64
8. Planning and Priorities Committee
   - 8.1 Request for Decision – Disestablishment of the three divisions in the College of Arts and Science pp. 65-82

   It is recommended that Council approve the disestablishment of the Division 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.

8.2 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 pp. 83-132

It is recommended 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.

8.3 Report for Information – Notice of Intent for a School of Architecture and architecture Programs pp. 133-192

9. Nominations Committee

9.1 Request for Decision – Committee nominations for 2016-17 pp. 193-208

It is recommended that Council approve the nominations to University Council committees, Collective agreement committees, and other committees for 2016-17m as outlined in the attached list.

9.2 Request for Decision – Nominations to the Search Committee for the Vice-provost Indigenous Engagement pp. 209-218

It is recommended:

(1) 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.

9.3 Request for Decision – Nominations to the Joint Committee *to Review the Search and Review Procedures for Senior Administrators* pp.219-222

It is recommended 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.

10. Governance Committee

10.1 Request for decision: Nominations to the Nominations Committee for 2016/17 pp. 223-226

It is recommended 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.

10.2 Request for Input - Revisions to the *Regulations on Student Academic Misconduct* pp. 227-254

11. Academic Programs Committee

    11.1 Request for Input – Nomenclature Report pp. 255-294

    11.2 Request for Input – Changes to the Academic and Curricular Change Authority Chart pp. 295-306

    11.3 Report for Information – Annual Report to Council for 2015-16 pp. 307-312

12. Teaching, Learning and Academic Resources Committee

    12.1 Report for Information – Annual Report to Council for 2015-16 pp. 313-318

13. Joint Committee on Chairs and Professorships

    13.1 Report for Information – Annual report to Council for 2015/16 pp. 319-320

14. Other business

15. Question period

16. Adjournment

Next meeting June 23, 2016 – Please send regrets to katelyn.wells@usask.ca

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

UNIVERSITY OF SASKATCHEWAN

Minutes of University Council
2:30 p.m., Thursday, April 21, 2016
Arts Building Room 241 Neatby-Timlin Theatre

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

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

1. Adoption of the agenda

DICK/D. BRENNA*: To adopt the agenda as circulated.*

CARRIED

2. Opening remarks

Dr. 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.

The chair invited Beth Williamson, university secretary to report on the results of the recent member-at-large election. Ms. Williamson announced that Rainer Dick, Department of Physics and Engineering Physics; Lisa Kalynchuk, Department of Medicine; and Fran Walley, Department of Soil Science were the three General Academic Assembly (GAA) members elected to one-year terms on Council from July 1, 2016 to June 30, 2017. Ms. Williamson also reported that nominations have been received from seven nominees for the position of faculty member representative on the Board of Governors. Candidate profiles have been posted on the secretariat website. Ms. Williamson encouraged Council's faculty members to vote and to encourage their faculty colleagues to vote.

3. Minutes of the meeting of March 17, 2016

KALYNCHUK/GORDON: *That the Council minutes of March 17, 2016 be approved as circulated.*

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. Report of the President

President Peter Stoicheff presented the president's report to Council offering remarks in addition to his written report about the Emma Lake Kenderdine campus. Funding for a site plan and vision for

the campus has been allocated as was announced at the GAA Assembly. The president thanked Patti McDougall, vice-provost teaching and learning for her efforts to renew the campus.

The president reported that the visioning committee for the vision, mission and values document continues to conduct a full range of consultations, including a second survey. With the provincial election past and the provincial budget due to be released on June 1, budget scenarios for various operating grant increases or decreases are being developed. The president indicated he would approach the chair about the scenarios being presented at the May Council meeting.

The president indicated he continues to work diligently to ensure elected representatives and government officials understand that the university contributes to the province's economy, is efficient, and represents both excellence and distinctiveness as a discovery-led teaching and research institution and medical-doctoral university. Importantly, the university continues to collaborate with other post-secondary institutions in the province, as demonstrated by the recently announced 2 plus 2 program between the Edwards School of Business and Saskatchewan Polytechnic.

Concluding his remarks, President Stoicheff offered thanks to Jack Saddleback, University of Saskatchewan Students' Union (USSU) president and Rajat Chakravarty, Graduate Students' Association (GSA) president and their executive teams for their leadership on behalf of students.

The chair invited questions of President Stoicheff. In response, a member requested that the Kenderdine Campus be used as a home base for Indigenous research and activities, among other purposes.

6. Report of the Provost

Ernie Barber, interim provost and vice-president academic presented the provost's report to Council. Dr. Barber drew attention to the task force report on the School of Public Health and the role of the planning and priorities committee in receiving the task force report, which is the institutional response to the review. As the external reviewers' report made clear that the school was not sustainable in its current form, the task force, under the leadership of Lois Berry, interim assistant vice-provost health, provided eight recommendations about the future of the school. Key among the recommendations was that the original vision and mission of the school remains valid, that there is enthusiasm for the school, and that the school exist as a standalone unit on campus and provide a focal point for research and community engagement in public health. In response, the search for a new executive director of the school has resumed, work has begun to rebuild trust and collaboration with the Department of Community Health and Epidemiology, and a set of metrics is under development to assess if the school is on the right track. Dr. Barber urged members to read the task force report and the planning and priorities committee response to the report appended to his written report.

Dr. Barber invited Patti McDougall to present the enrolment report for the academic year 2015/2016. Dr. McDougall presented a series of slides providing enrolment data broken down by undergraduate versus graduate student enrolment, direct-entry retention rates, graduation rates, increases in Aboriginal, domestic, and international students, and strategic enrolment management targets by college. She indicated that strategic enrolment management is about creating enrolment targets and evaluating those targets in terms of types of students, diversity within student populations, recruitment objectives, retention goals, and graduation numbers.

Total enrolment increased in 2015/16 by 0.7% to 23,700 students, comprised of a 0.2% increase in undergraduate students and a 2.1% increase to 3,900 in graduate students. Through the last planning cycle, a series of enrolment targets were set with each college. In almost every case, colleges met or exceeded targets set for themselves, with the notable exception of the university's graduate student population. Three credit unit teaching activity is down slightly.

The university's out-of-province Canadian students largely come from Alberta. Overall, the number of Saskatchewan students has been falling, and the number of international students has been increasing at approximately the same rate. The top countries of origin at the undergraduate level are China, Nigeria, and India. At the graduate level, a third of the university's graduate students come from international locations. Among these, China, India, Iran, and Nigeria are the top drawing countries. There are students from over 100 countries studying at the university. The university has surpassed its IP3 international undergraduate enrolment target but did not meet its target number for international graduate students.

The university's Aboriginal student population increased in 2015/16 by 4.3% at the undergraduate level and by 13.4% at the graduate student level, meeting the university's overall target.

The number of students registering with Disability Student Services (DSS) has increased. About half of those students that register with DSS present with physical disabilities and about half present with non-physical disabilities.

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.

7. Report of the Vice-president Research

Karen Chad, vice-president research thanked Council for having her return to provide a second update this year on the activities in her office and introduced Johannes Dyring, the new managing director of the Industry Liaison Office (ILO) to report to Council on her behalf. Dr. Dyring introduced his presentation by providing his background as a researcher and his realization of his passion in exploring how to turn others' ideas or new knowledge into actionable products or processes. Dr. Dyring explained that his focus in revitalizing the ILO is to increase the flow of ideas. This involves a need to develop connection with researchers, staff, and students to understand their ideas and provide value to them in working with the ILO to bring these to an outcome that might be a new product, service, business process or other development.

In his presentation, Dr. Dyring outlined the various ways that an idea moves towards innovation and explained that the ILO works with researchers to determine the best pathway for their idea. The ILO is currently engaged in significant consultation with internal and external partners to broaden the knowledge base and resources within the office and to look at developing new funding sources and attracting good research talent. In discussing innovation, he noted that continuing to improve quality of life worldwide relies on doing more and better things with the resources that exist and that innovation is about sustainable growth and social welfare.

8. Student societies

8.1 Report from the USSU

Jack Saddleback, USSU president presented the report to Council, explaining that this would be his last attendance at Council as USSU president and thanking Council for accepting an oral rather than a written report. He explained that he had recently been to Ottawa with presidents of other student groups to advocate to government representatives about issues that are important to students. He expressed his satisfaction with the recent federal budget and the many positive points it included for students. The USSU election results for its new executive for 2016/17 have been announced and Kehan Fu is the newly elected USSU president. Mr. Saddleback concluded his report by highlighting the hard work of students on integrating Indigenous content in the curriculum and expressed his hope that the work on reconciliation continues in the same thoughtful vein.

Council thanked Mr. Saddleback for his service to Council this year.

8.2 Report from the GSA

Rajat Chakravarty, GSA president presented the GSA report to Council. The GSA has also just concluded elections for next year's executive and Ziad Ghaith will be the new GSA president. Other news is that the GSA will hold its Annual General Meeting this year in conjunction with the annual International Food Fair and will soon launch a new GSA website. Mr. Chakravarty concluded his report by thanking Council for the opportunity to attend and provide the perspective of graduate students.

Council thanked Mr. Chakravarty for his service to Council. Adam Baxter-Jones, interim dean of the College of Graduate Studies and Research (CGSR) echoed the congratulations, recognizing the hard work of the GSA executive in reorganizing the governance structure and finances of the GSA and dedicating time to CGSR committees to advocate for graduate students.

9. Academic Programs Committee

Ganesh Vaidyanathan, committee vice-chair presented the academic programs committee (APC) report to Council.

9.1 Item for Information – Combined Juris Doctor (J.D.) / Master of Business Administration (M.B.A) Program

Dr. Vaidyanathan indicated that APC approved the combined Juris Doctor/Master of Business Administration at its meeting on March 23, 2016. The J.D./MBA program is a combined program where the learning outcomes of both programs are met through a mutual agreement on credits for specific courses. The program exists at other institutions in Canada and approval of the program at the university is timely in order to remain competitive.

10. International Activities Committee

Hongming Cheng, chair of the international activities committee presented the international activities committee report to Council.

10.1 Item for Information – Templates for International Agreements

Dr. Cheng explained that the International Office has worked to develop templated agreements for both MOUs for international partnerships and bilateral student exchange agreements, along

with due diligence documents to ensure appropriate consultation is conducted when agreements are being entered into. Dr. Cheng explained that an MOU developed from this template is not legally binding, but expresses an intention by the signatories to enter into future formal agreements relating to partnerships, research, and exchange. Dr. Cheng explained that in developing templates like these, the International Office is working to streamline processes for international collaboration.

A member inquired of Dr. Cheng of when the international activities committee would be bringing an update to Council on the Confucius Institute. Dr. Chad responded that the Confucius Institute will be addressed at the next meeting of Council, when a full briefing report on the institute will be presented.

Diane Martz, director, international research and partnerships clarified that the templated agreements will work in the context of how most international relationships currently develop, which is by researchers and faculty working with their colleagues in international institutions. These agreements will not stand in the way of existing collaborations and are meant to assist in formalizing and deepening relationships with global partners.

11. Governance Committee

Louise Racine, chair of the governance committee presented the governance committee report to council.

11.1 Request for Decision – Teaching, Learning and Academic Resources Committee Amendment Terms of Reference

Dr. Racine provided the background to the small revision from the version of the teaching, learning and academic resources committee (TLARC) terms of reference seen by Council as a notice of motion at the February Council meeting. She explained that following the discussion at that meeting, the nominations committee was consulted and recommended the addition of the word "some" to qualify the statement on having expertise in Aboriginal teaching and learning on the committee. Neither the governance committee nor the nominations committee specified that this expertise reside in individuals of Aboriginal or Métis ancestry, as both committees were cognizant that this could make it difficult to populate the committee.

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

CARRIED

12. Planning and Priorities Committee

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

12.1 Request for Decision – Postponement of consideration of the Canadian Institute for Science and Innovation Policy (CISIP)

Dr. Kalynchuk recalled the concerns raised at Council in response to the proposal to establish the Canadian Institute for Science and Innovation Policy within the Johnson-Shoyama Graduate School of Public Policy. There was a call from Council at that time for the proponents to engage in further consultation and to develop a revised proposal. The committee reviewed a revised

proposal on April 6. It was clear to the committee based on the Council discussion that further revisions to the proposal and additional consultation were required. The proponents requested a delay of one month in presenting their revised proposal to Council. Dr. Kalynchuk communicated that the planning and priorities committee considered this request to be reasonable and recommended that consideration of the CISIP proposal be postponed.

> *KALYNCHUK/DE BOER: It is recommended that consideration of the motion to approve the Canadian Institute for Science and Innovation Policy (CISIP) be further postponed to the May Council meeting.*

The chair invited discussion of the motion. Concern was raised about consultation with the First Nations in Saskatchewan and with northern groups, given the focus in the proposal on northern governance and policies. The view was expressed that appropriate consultation should precede the centre working with these groups. The consultation undertaken with the First Nations University of Canada (FNUC) and the Indigenous Peoples' Health Resource Centre (IPHRC) was considered to be inadequate and not a full and broad consultation with Indigenous groups. As the university recognizes the need for truth and reconciliation to redress the legacy of residential schools for Aboriginal peoples, the belief was expressed that additional consultation with First Nations will be needed for all proposals, including centre proposals, and that this was called for to embed indigenization in all university processes.

Other members raised concerns about the influence of corporations on the proposed centre, with the request for a further revision to the proposal to explain how the centre will serve the interests and needs of the university and not the interests and needs of external groups. A member referenced the current investigations at the University of Calgary into conflict of interest, and concerns at academic institutions about corporate entities seeking partnerships with academic partners to legitimize their operations. Postponement to the May Council meeting was suggested as inappropriate given the controversy over the centre and that historically the late spring Council meetings are poorly attended.

In response to the concerns raised, the point was made that further consultations with First Nations leaders has been arranged, that the centre will be focused on policy scholarship and research as opposed to policy development for external parties, and that proponents for this centre have been presented with more stringent requirements than past centres proponents. The additional safeguards and concerns over conflict of interest for researchers in the centre were noted as potentially restricting these researchers' right to academic freedom.

A motion was made to further postpone consideration of the CISIP proposal. Debate was restricted to the amendment proposed. Points supporting postponing the decision until October included that the additional time could be well used to engage in the additional consultation suggested, and would include the opportunity to put some measures in place to address the perception of biased research and conflict of interest. Points against postponing the decision were that postponing Council's obligations to make decisions over concerns that attendance will be less at the May Council meeting is an assumption that may not hold. The belief that Council members will attend to discuss and debate important matters was asserted.

PROCEDURAL MOTION:

FINDLAY/CARD: *That consideration of the motion to approve the Canadian Institute for Science and Innovation Policy (CISIP) be further postponed to the October 2016 Council meeting.*

DEFEATED

A member called for a count for quorum. 41 members were counted; 43 members is quorum. With loss of quorum, the chair indicated that no further decisions could be made, and the meeting adjourned at 4:55 p.m.

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		
Allen, Andy	P	P	R	P	P	P	R	P		
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		
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		
Bergstrom, Don	N/A	N/A	N/A	N/A	P	P	R	P		
Bilson, Beth	P	P	A	R	P	P	P	R		
Bindle, David	A	P	P	P	R	P	P	P		
Bonham-Smith, Peta	P	P	P	P	P	P	P	P		
Bowen, Angela	P	R	R	P	R	P	R	P		
Bradley, Michael	P	R	P	P	A	P	P	P		
Brenna, Bev	P	P	P	R	P	P	P	P		
Brenna, Dwayne	P	P	P	R	P	P	P	P		
Brown, William	P	P	P	P	R	P	P	P		
Buhr, Mary	P	R	P	P	R	R	P	R		
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		
Chakravarty, Rajat	P	P	P	R	P	P	P	P	N/A	N/A
Cheng, Hongming	P	A	P	A	P	P	P	P		
Chernoff, Egan	P	R	P	P	R	R	A	R		
Chibbar, Ravindra	P	R	P	P	A	A	A	A		
Crowe, Trever	P	P	P	P	A	P	P	P		
De Boer, Dirk	P	P	P	P	P	P	P	P		
D'Eon, Marcel	P	R	P	P	P	R	P	P		
Deters, Ralph	P	P	A	P	P	P	P	A		
DeWalt, Jordyn	A	A	A	A	A	A	A	A		
Dick, Rainer	P	P	P	P	P	P	P	P		
Dobson, Roy	P	P	P	P	P	R	P	P		
Eberhart, Christian	A	A	A	A	A	A	A	A		
Ervin, Alexander	P	A	P	P	P	P	P	P		
Eskiw, Christopher	P	P	P	P	P	P	A	P		
Findlay, Len	P	P	P	P	P	R	P	P		
Flynn, Kevin	P	P	P	P	R	P	P	A		
Freeman, Douglas	R	R	P	A	R	P	R	R		
Gabriel, Andrew	R	R	A	A	A	A	R	A		
Ghezelbash, Masoud	A	P	P	P	P	P	A	P		
Gill, Mankomal	R	A	A	A	A	A	A	A		
Gobbett, Brian	A	A	A	A	A	A	A	A		
Gordon, John	P	R	A	P	P	R	P	P		
Gray, Richard	P	A	P	P	A	P	A	A		
Greer, Jim	P	A	P	P	P	P	R	P		
Gyurcsik, Nancy	P	R	P	R	P	R	P	P		
Hamilton, Murray	P	P	R	A	R	A	R	P		
Havele, Calliopi	A	A	A	A	P	P	A	P		
Hayes, Alyssa	P	P	P	R	P	P	R	P		
Honaramooz, Ali	A	A	A	P	P	A	R	A		
Horsburgh, Beth	N/A	N/A	N/A	N/A	N/A	N/A	A	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		
Johnstone, Jill	R	P	P	A	P	R	P	R		
Julien, Richard	A	A	A	A	P	A	A	A		
Kalagnanam, Suresh	P	P	R	P	A	R	R	P		
Kalra, Jay	P	P	R	P	P	P	P	P		
Kalynchuk, Lisa	P	P	A	P	P	P	P	P		
Khandelwal, Ramji	P	P	P	R	P	P	P	P		
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		
Koob, Tenielle	A	A	A	P	P	P	P	P	N/A	N/A
Krol, Ed	P	P	P	P	P	P	P	P		
Langhorst, Barbara	R	R	R	P	R	R	P	R		
Larre, Tamara	P	R	A	P	P	A	P	P		
Lindemann, Rob	A	P	A	A	A	A	A	A		
Low, Nicholas	P	P	P	P	P	P	P	P		
MacKay, Gail	P	P	A	A	A	A	A	P		
Makarova, Veronika	A	P	P	P	A	P	A	A		
Marche, Tammy	P	P	P	P	P	P	P	P		
Martz, Lawrence	A	P	P	A	R	P	P	P		
Mathews, Rosemary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
McCann, Connor	A	A	P	A	A	A	A	A		
McEwen, Alexa	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
McWilliams, Kathryn	P	R	R	R	P	P	R	P		
Muri, Allison	P	P	P	P	P	P	R	P		
Nel, Michael	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Nickerson, Michael	P	A	A	A	A	A	P	A		
Nicol, Jennifer	R	R	P	P	R	P	R	A		
Noble, Bram	P	R	P	R	R	P	P	A		
Orsak, Alanna	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/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		
Paige, Matthew	A	P	P	R	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		
Racine, Louise	P	R	P	P	P	P	P	P		
Rangacharyulu, Chary	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		
Reimer, Serena	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Rezansoff, Evan	A	A	A	A	A	A	A	A		
Rodgers, Carol	P	A	P	R	P	P	R	P		
Roesler, Bill	P	A	P	P	P	P	P	R		
Roy, Wendy	P	P	P	P	P	P	P	P		
Sarjeant-Jenkins, Rachel	P	A	P	P	P	R	P	P		
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		
Smith, Preston	P	P	P	A	P	A	P	A		
Soltan, Jafar	P	P	P	P	A	P	P	P		
Sorensen, Charlene	N/A	N/A	N/A	N/A	N/A	A	P	P		
Still, Carl	P	R	R	P	R	R	P	R		
Stiocheff, Peter	NA	NA	P	P	P	P	P	P		
Tait, Caroline	P	A	P	P	R	P	A	P		
Taras, Daphne	P	R	R	R	P	P	P	P		
Thomson, Preston	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Tyler, Robert	R	P	P	R	P	P	P	R		
Uswak, Gerry	P	R	P	R	P	R	R	R		
Waldram, James	P	P	P	P	R	P	R	A		
Wasan, Kishor	R	P	P	R	A	R	R	P		
Watson, Erin	R	P	P	P	P	P	P	P		
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		
Wilson, Jay	P	R	P	P	P	R	P	A		
Wilson, Ken	P	P	R	P	P	P	P	R		
Wotherspoon, Terry	P	P	P	P	P	P	P	R		
Yates, Thomas	R	P	P	P	P	P	P	P		
Zello, Gordon	P	P	P	P	P	P	P	R		

COUNCIL ATTENDANCE 2015-16

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	N/A	N/A
Chad, Karen	A	A	P	P	A	A	A	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		
Fowler, Greg	P	P	P	P	P	P	A	A		
Fu, Kehan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gullickson, Gary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Isinger, Russell	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		
Malinowski, Brooke										
Saddleback, Jack	P	P	P	A	P	P	P	P	N/A	N/A
Pulfer, Jim	P	P	P	R	R	R	R	P		
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		

Enrolment report

Academic Year 2015/2016

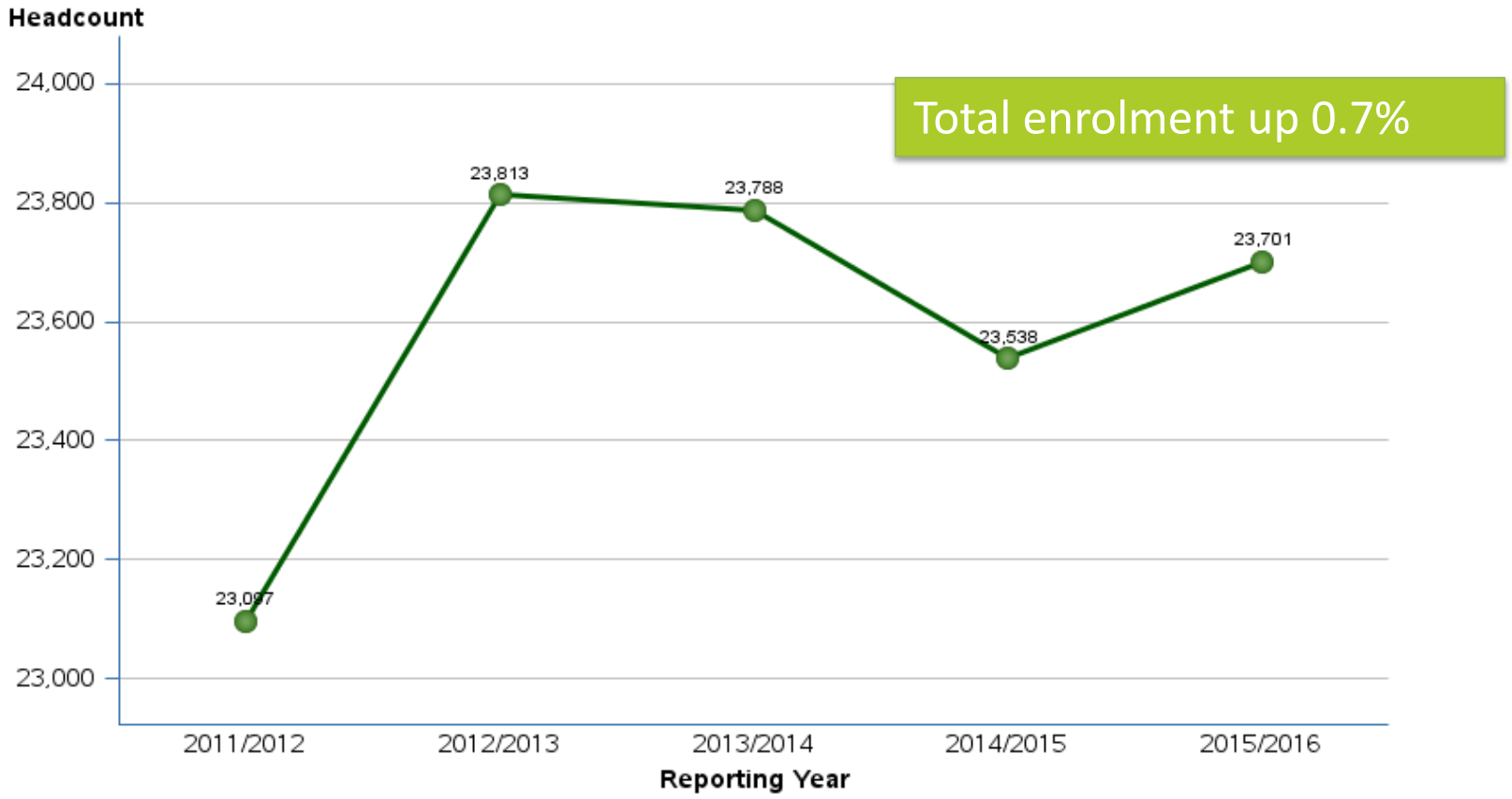
UNIVERSITY OF SASKATCHEWAN

Thinking about our enrolment numbers

- Strategically managing enrolment
- Evaluating against targets (last planning cycle – out to 2015-16)
  - Numbers of students (overall size)
    - Distribution of undergraduate versus graduate students
    - Types of graduate students (MA, Ph.D.)
    - Aboriginal students
    - International Students
  - Recruitment objectives
  - Retention goals
  - Graduation

Total Enrolment

Academic Year



Strategic Enrolment Management Targets

College	Academic Year (May-April) 2015-16	2015/16 SEM Targets (annualized)
AgBio	1,300	828
Arts and Science	9,015	8,679
Dentistry	114*	112*
Education	1,340	1,389
Edwards School of Business	1,915	1,827
Engineering	1,755	2,063
Graduate Studies	3,920	4,445
Kinesiology	549	523
Law	410	370
Medicine	397*	400*
Nursing	975	995
Pharmacy and Nutrition	450	460
Vet Med	330	320

**Excludes post-grad clinical*

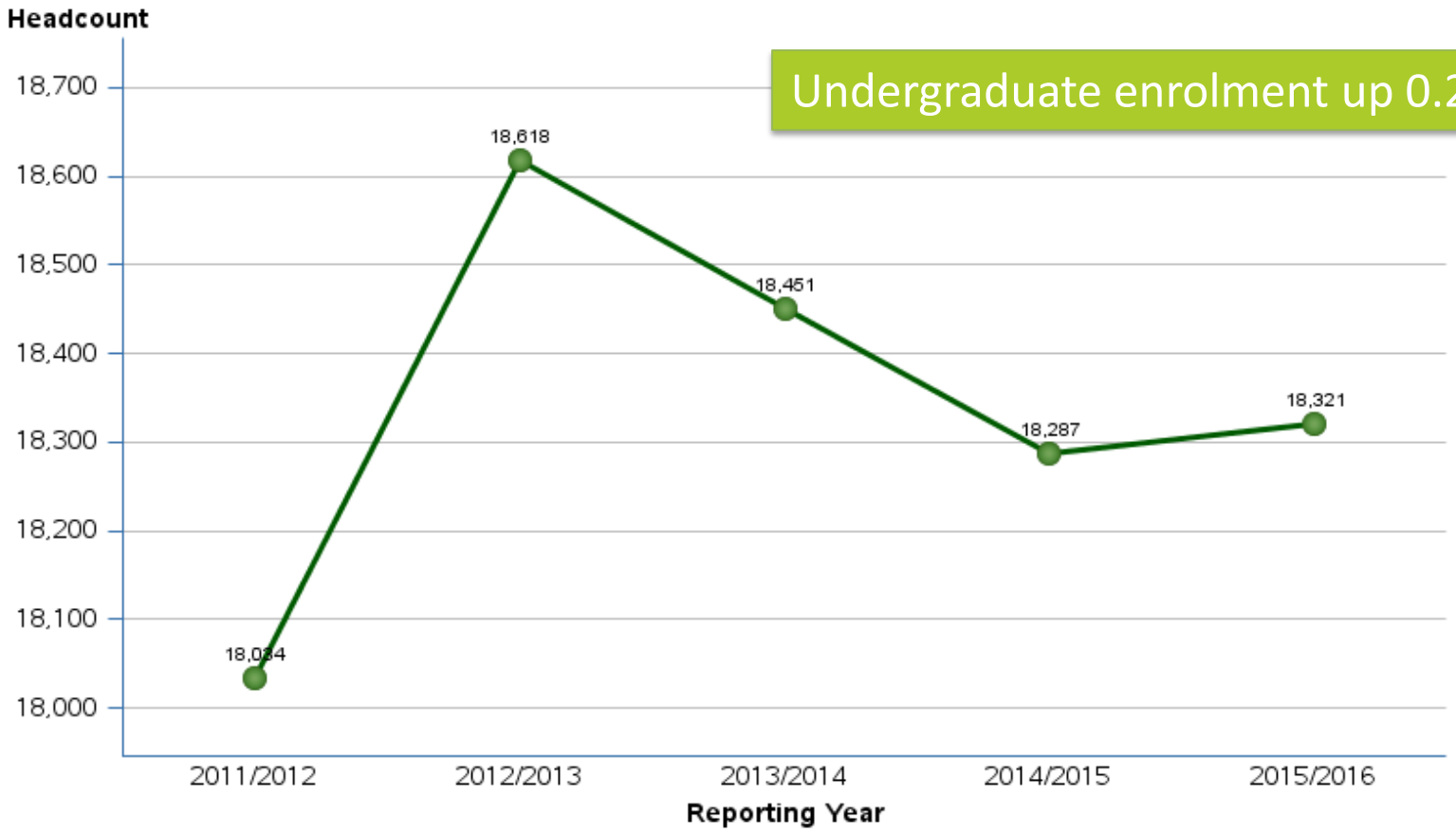
Total Enrolment

Academic Year

Graduate students up 2.1% over last year
Undergraduates up 0.2% over last year

Academic Year Enrolment

Undergraduate



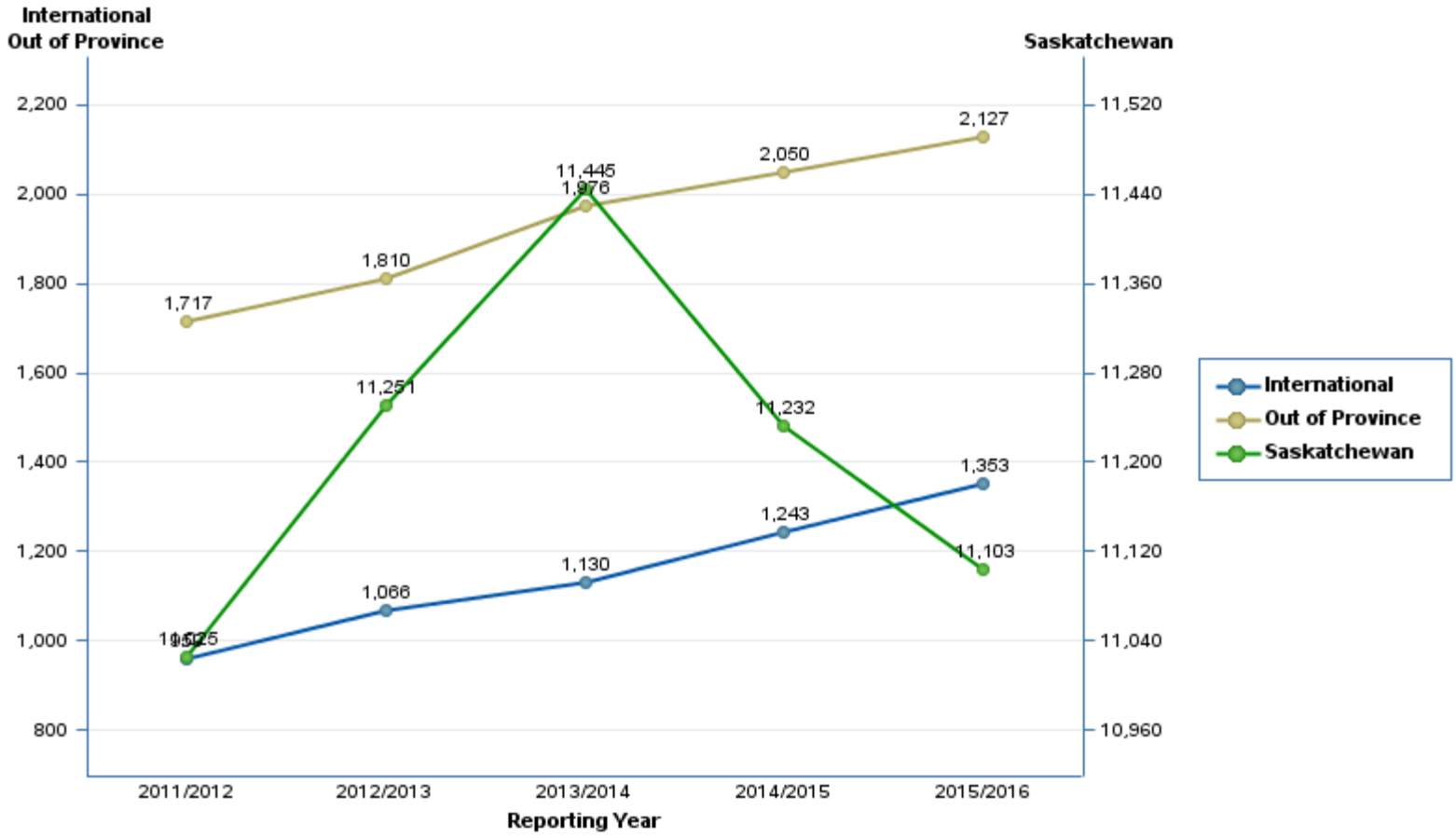
Undergraduate enrolment up 0.2%

Factors impacting our undergraduate enrolment?

- Highly competitive market for post-secondary students in Canada
- Saskatchewan high school graduates:
  - Marginal increase of 0.4% (44 students) over last year
  - Small increase of 1.9% (225 students) increase over the past five years
- Saskatchewan new direct entry UG students:
  - Marginal increase 0.6% (14 students) over last year
- Direct entry UG students
  - Slight decrease new students
  - Continuing students unchanged
  - External transfer students down slightly

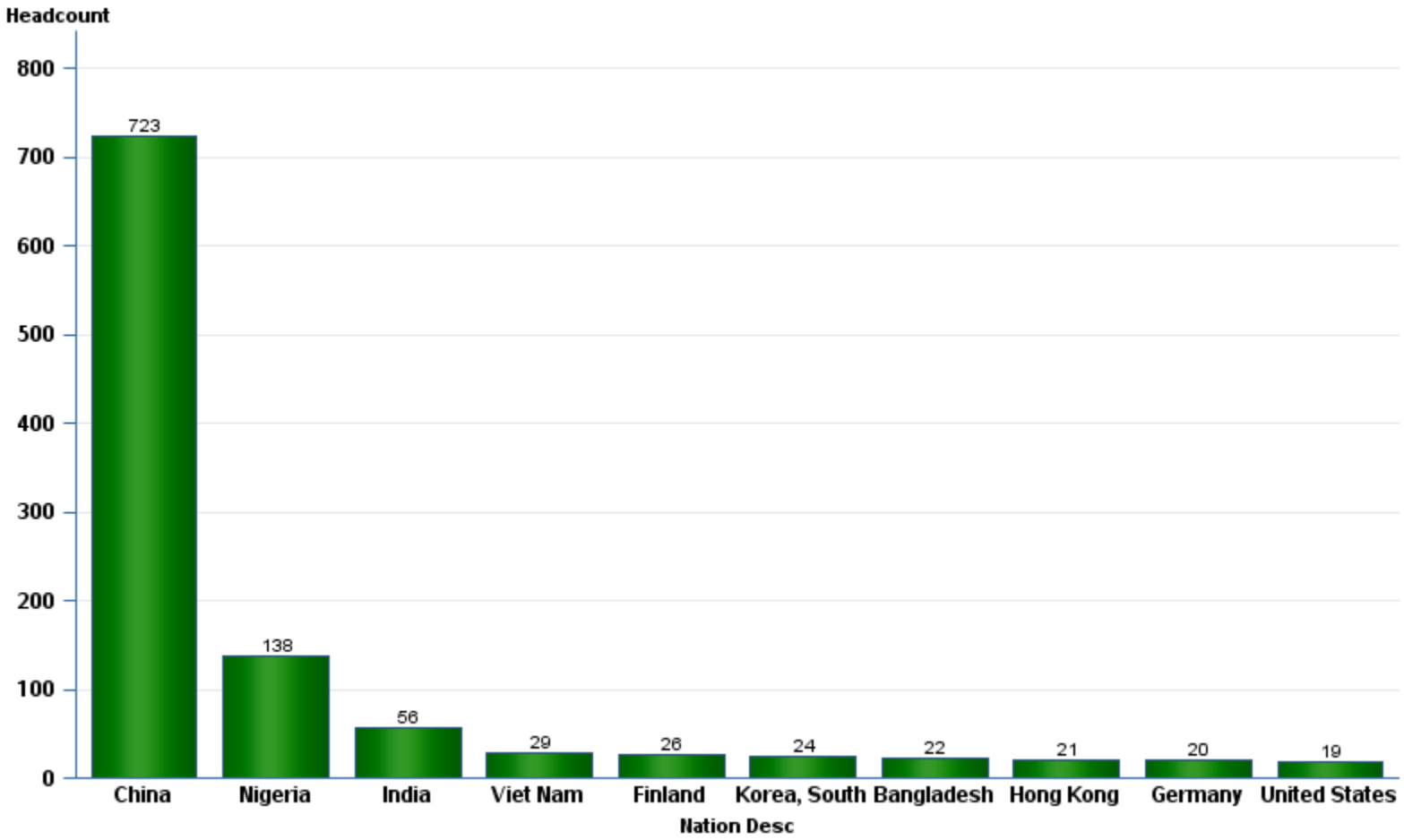
Academic Year
Where do students come from?

Direct Entry Programs



Academic Year Enrolment International Undergraduates

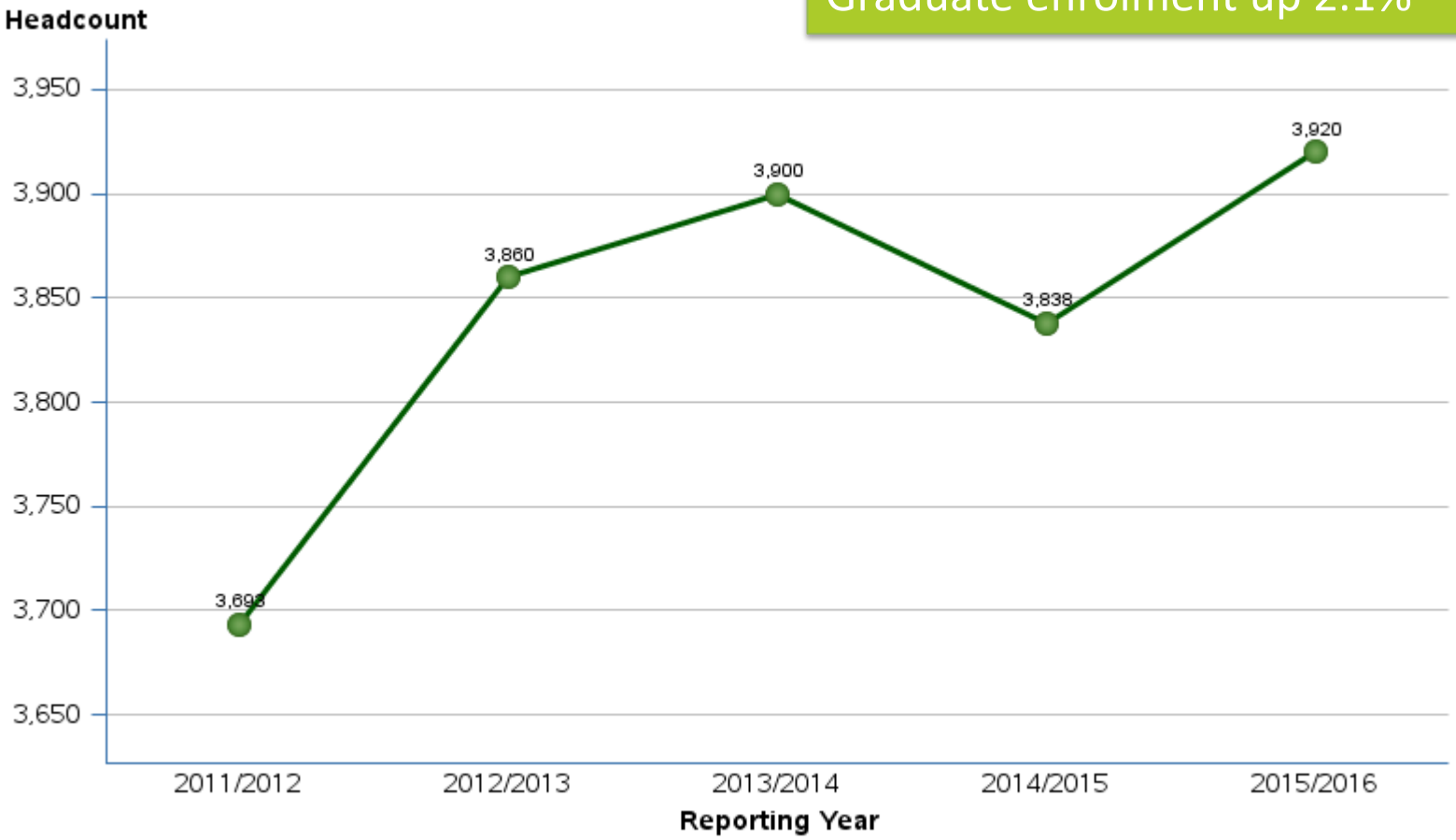
By Country



Academic Year Enrolment

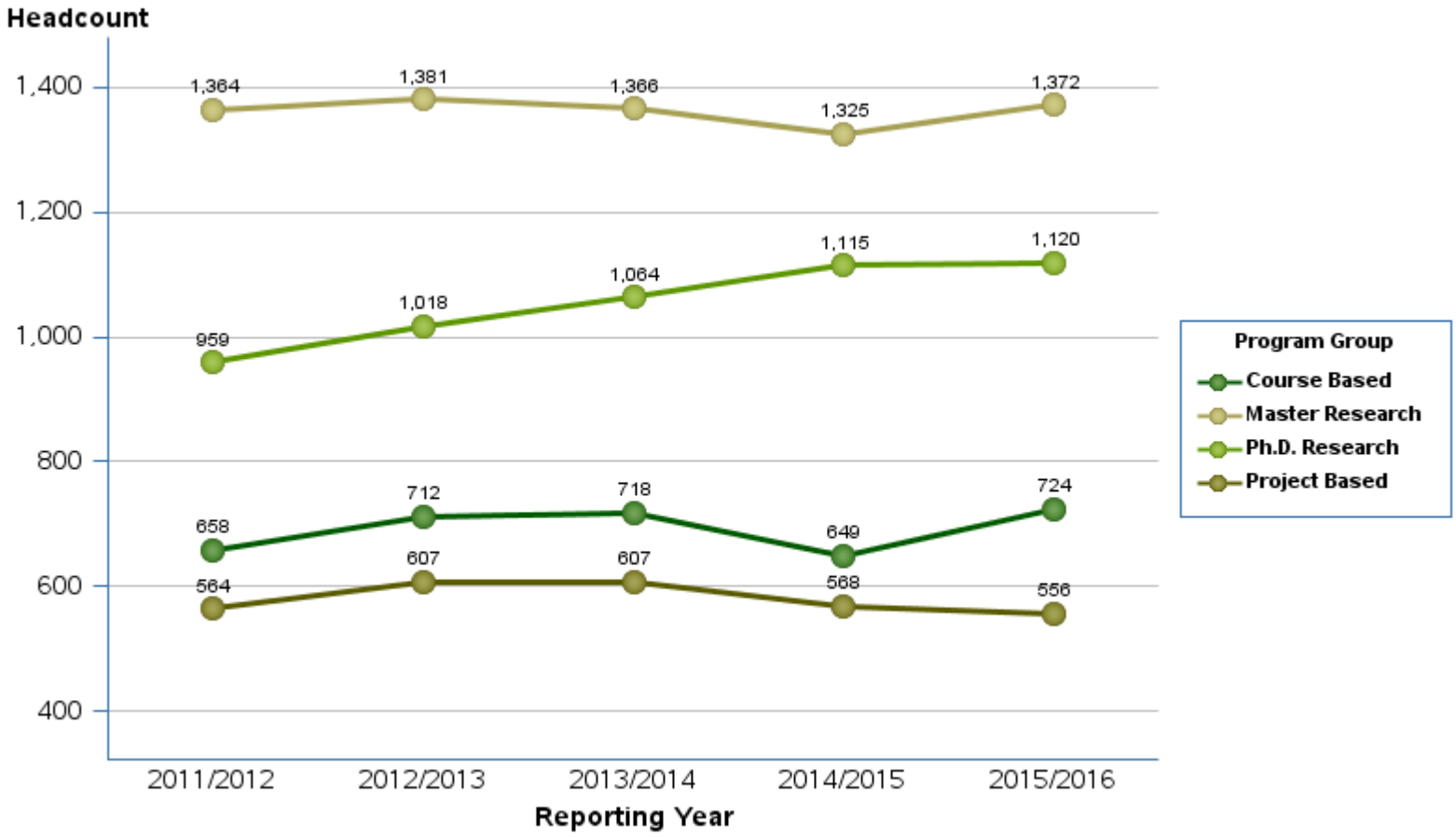
Graduate

Graduate enrolment up 2.1%



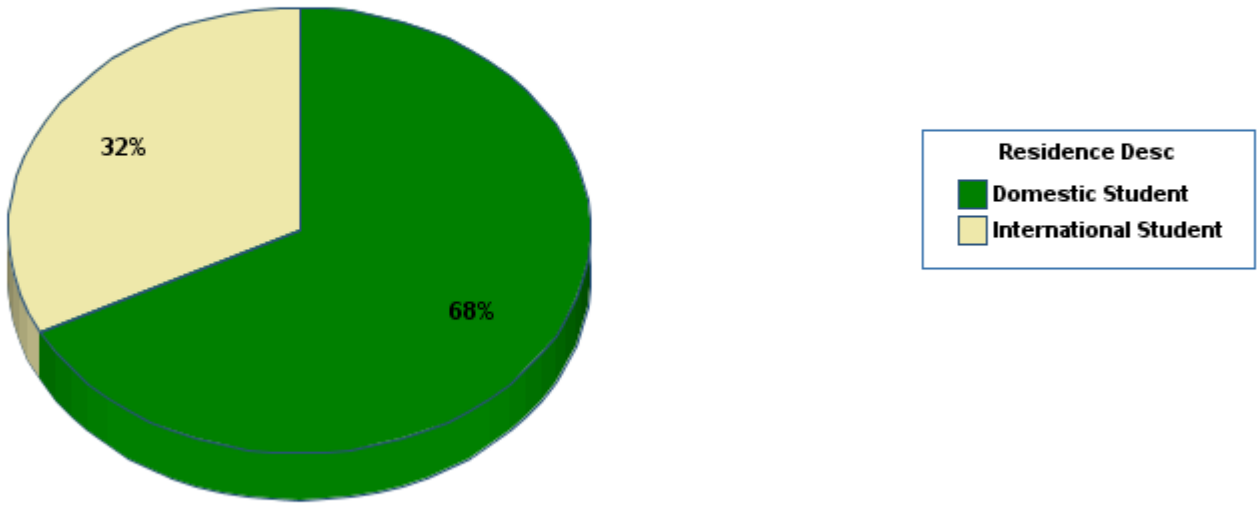
Academic Year Enrolment

Graduate, By Program Type



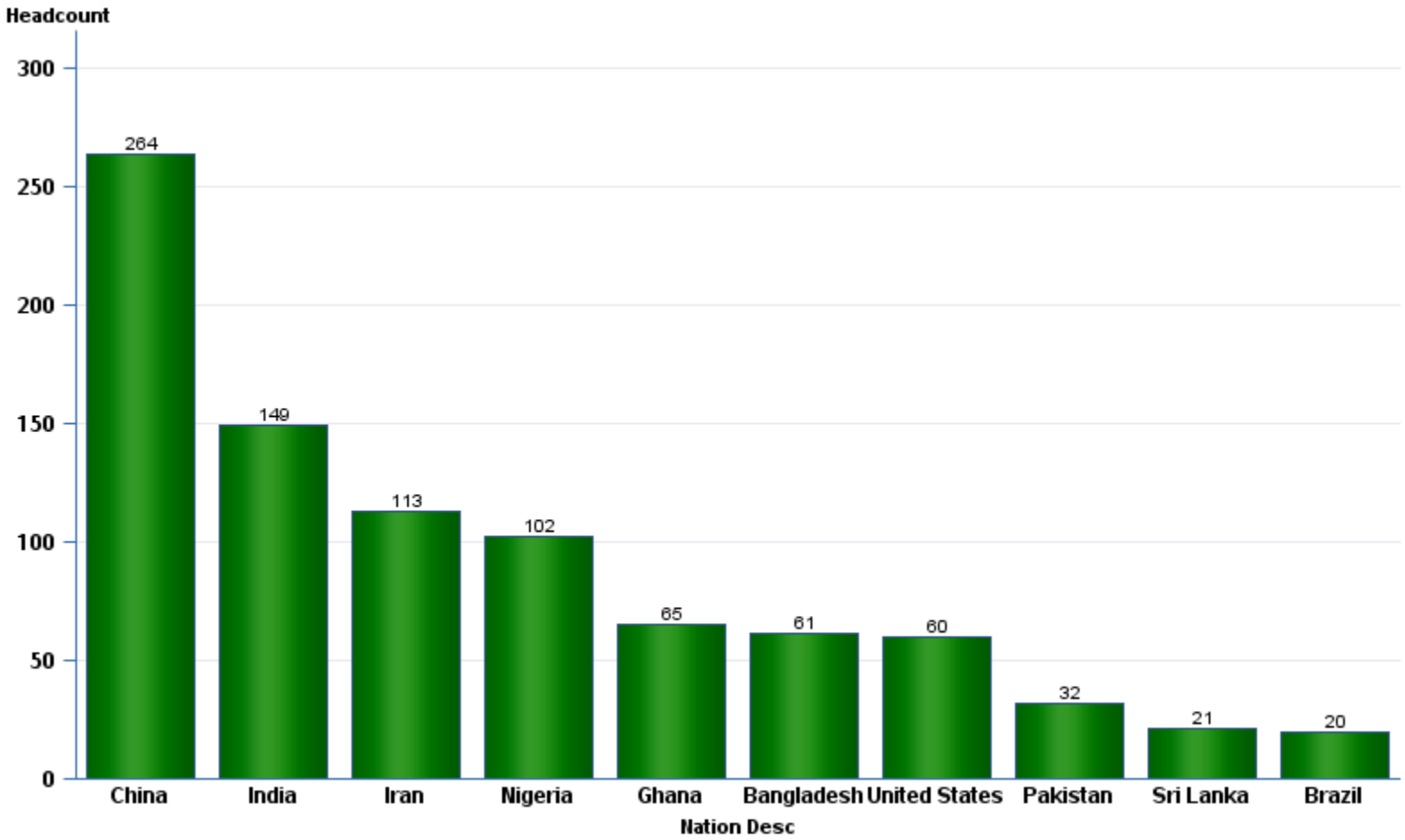
Academic Year Enrolment

Graduate Students (Domestic and International)



Academic Year Enrolment International Graduate Students

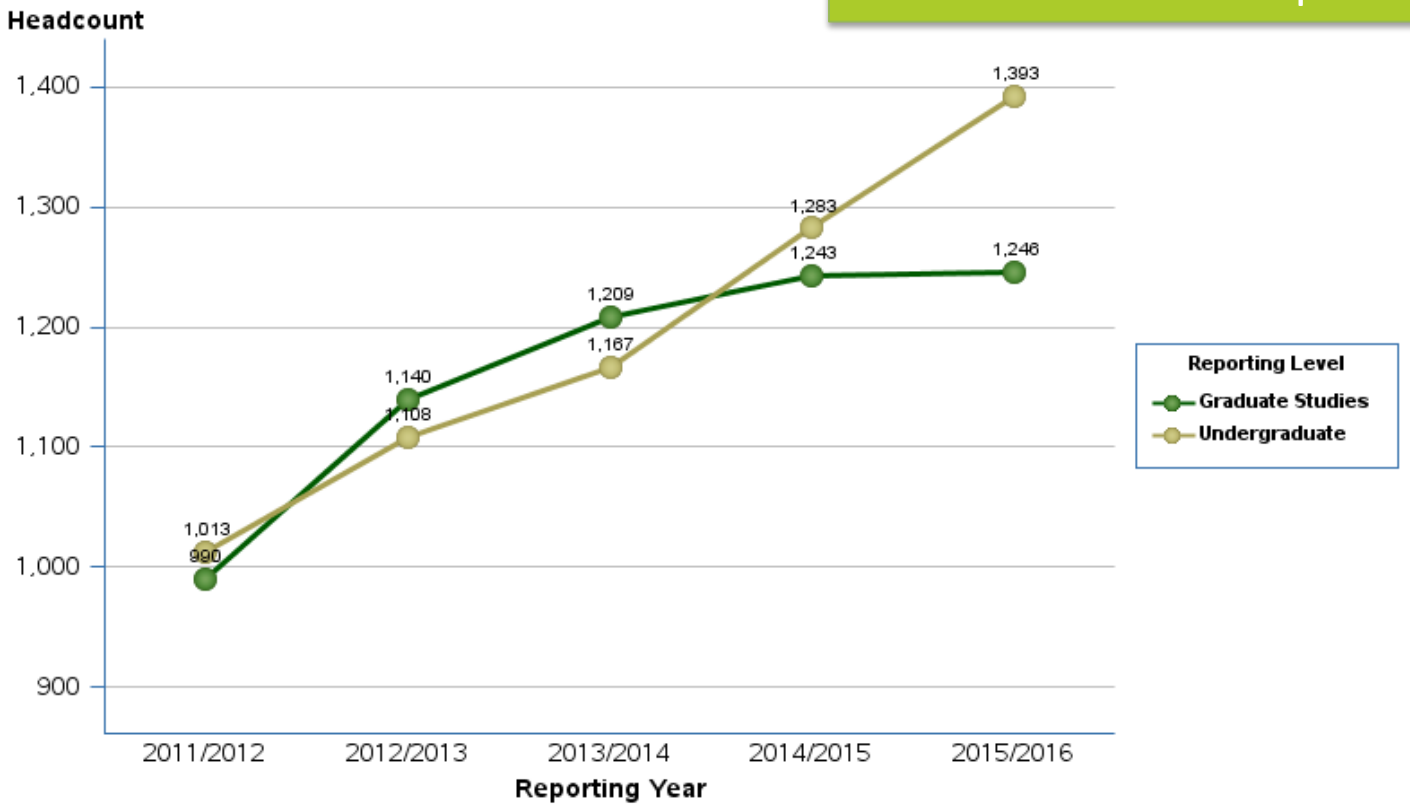
By Country



Academic Year Enrolment

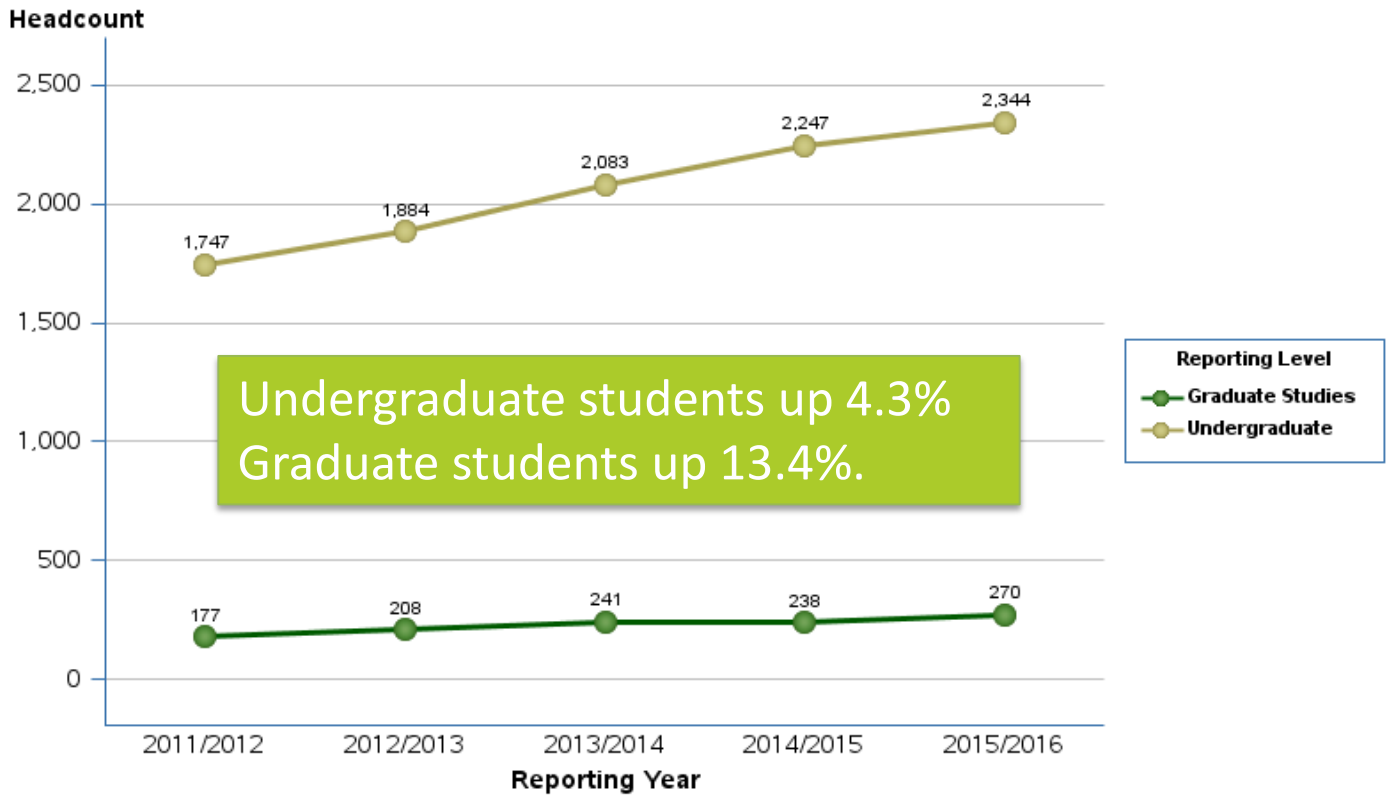
International Students (Undergraduate and Graduate)

Undergraduate up 8.6%
Graduate Students up 0.2%



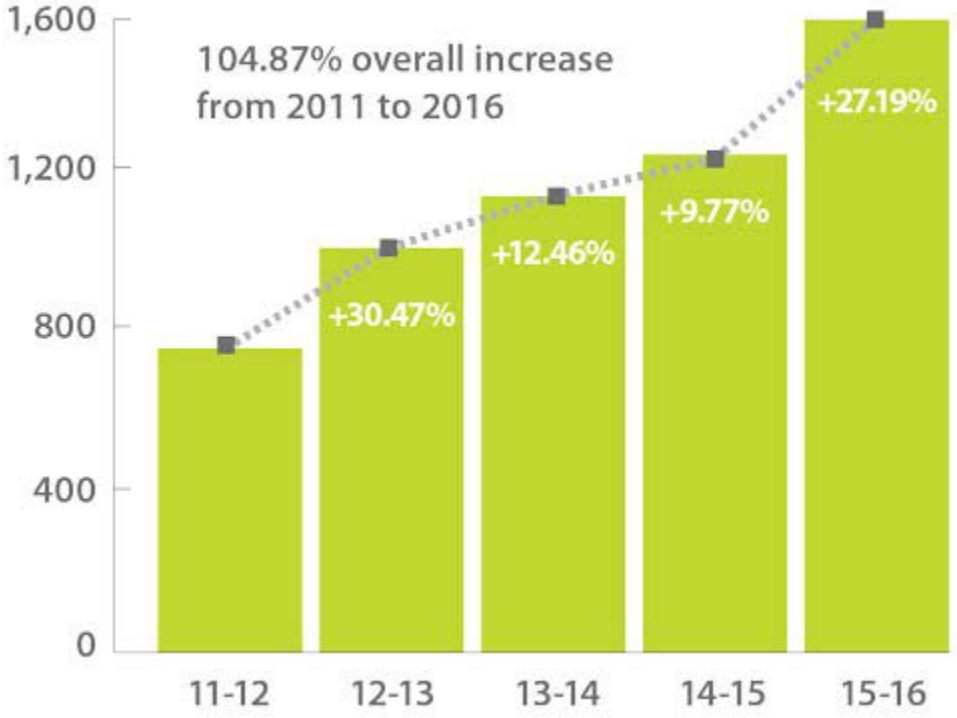
Academic Year Enrolment

Aboriginal Students (Undergraduate and Graduate)



Fall and Winter Term Enrolment

Students Registered for Disability Services (All Student Groups)



1,600 2015-16

1,258 2014-15

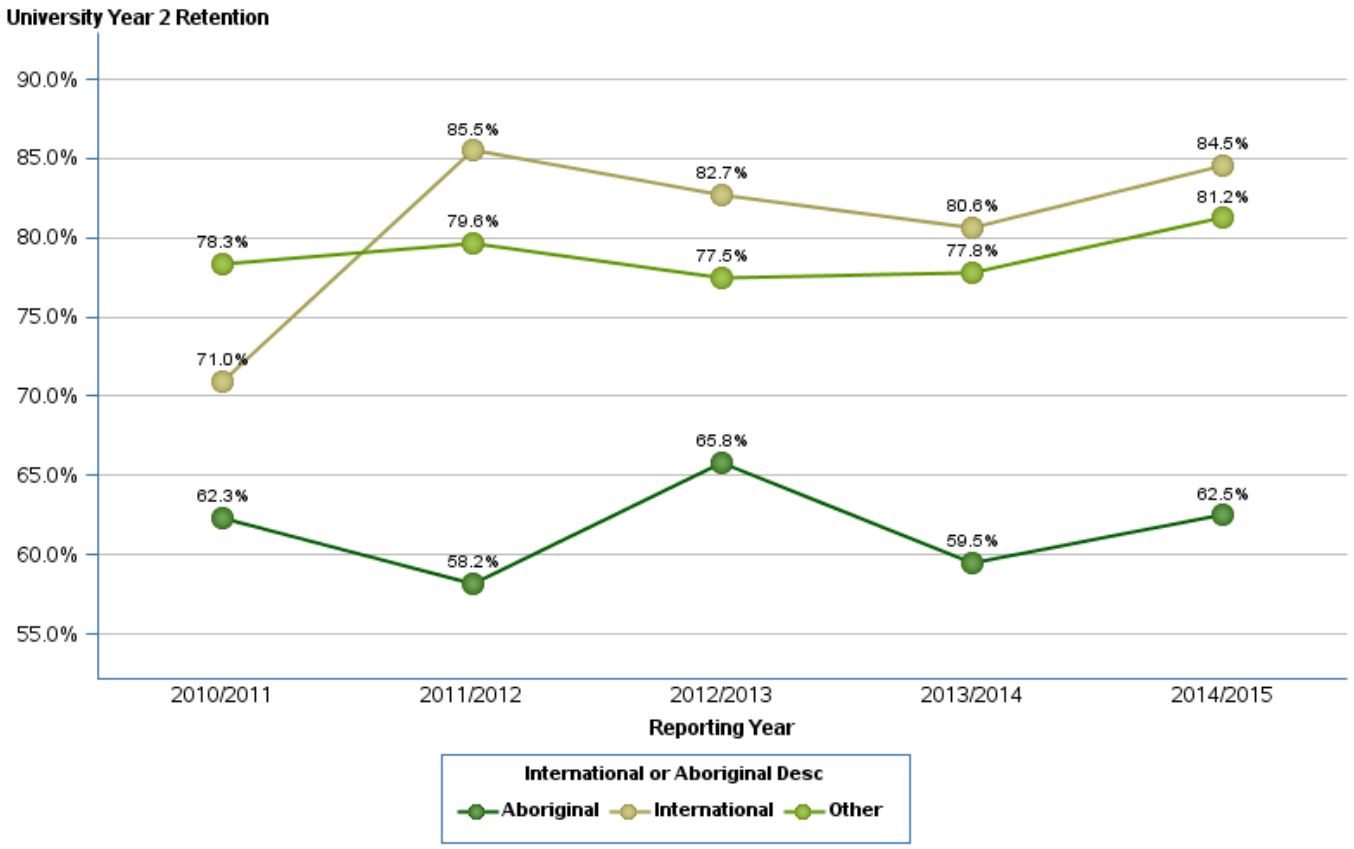
1,146 2013-14

1,019 2012-13

781 2011-12

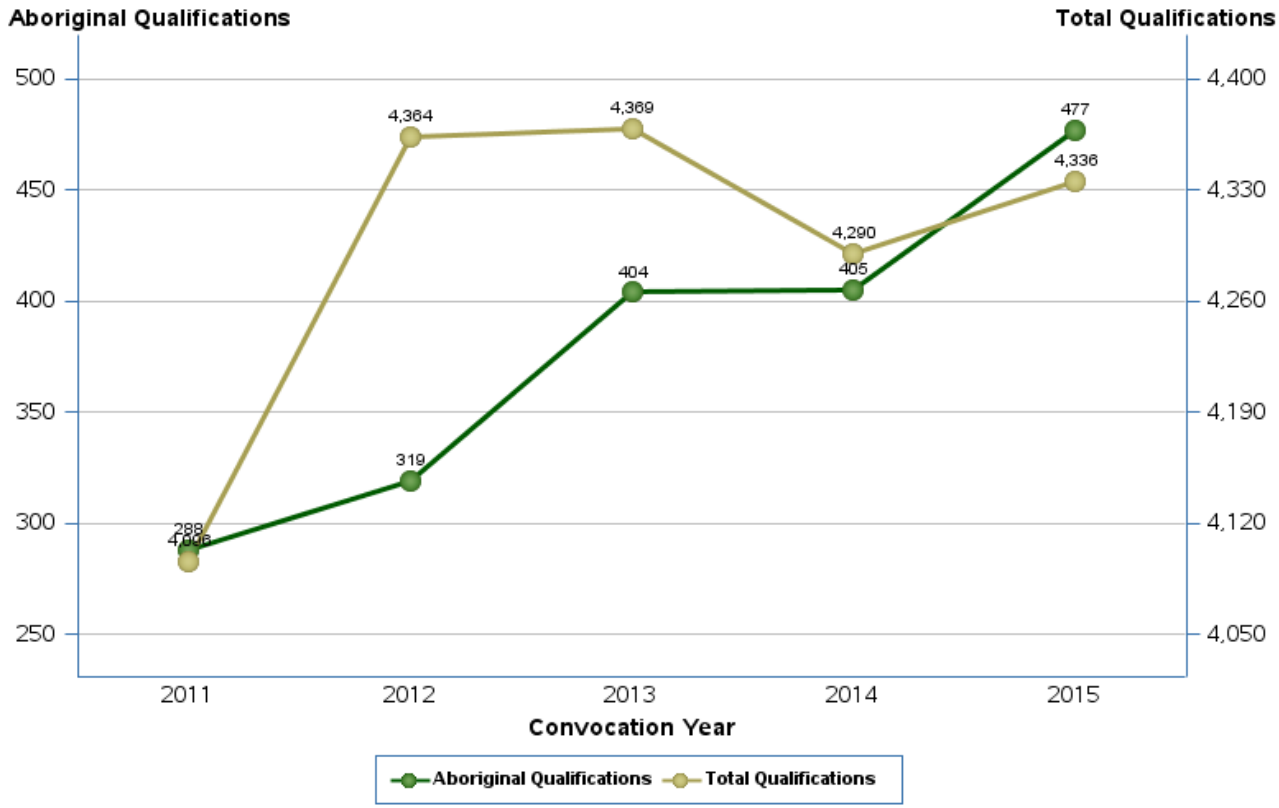
Fall Term
1st to 2nd Year Retention Rate

Direct Entry Programs



Graduation

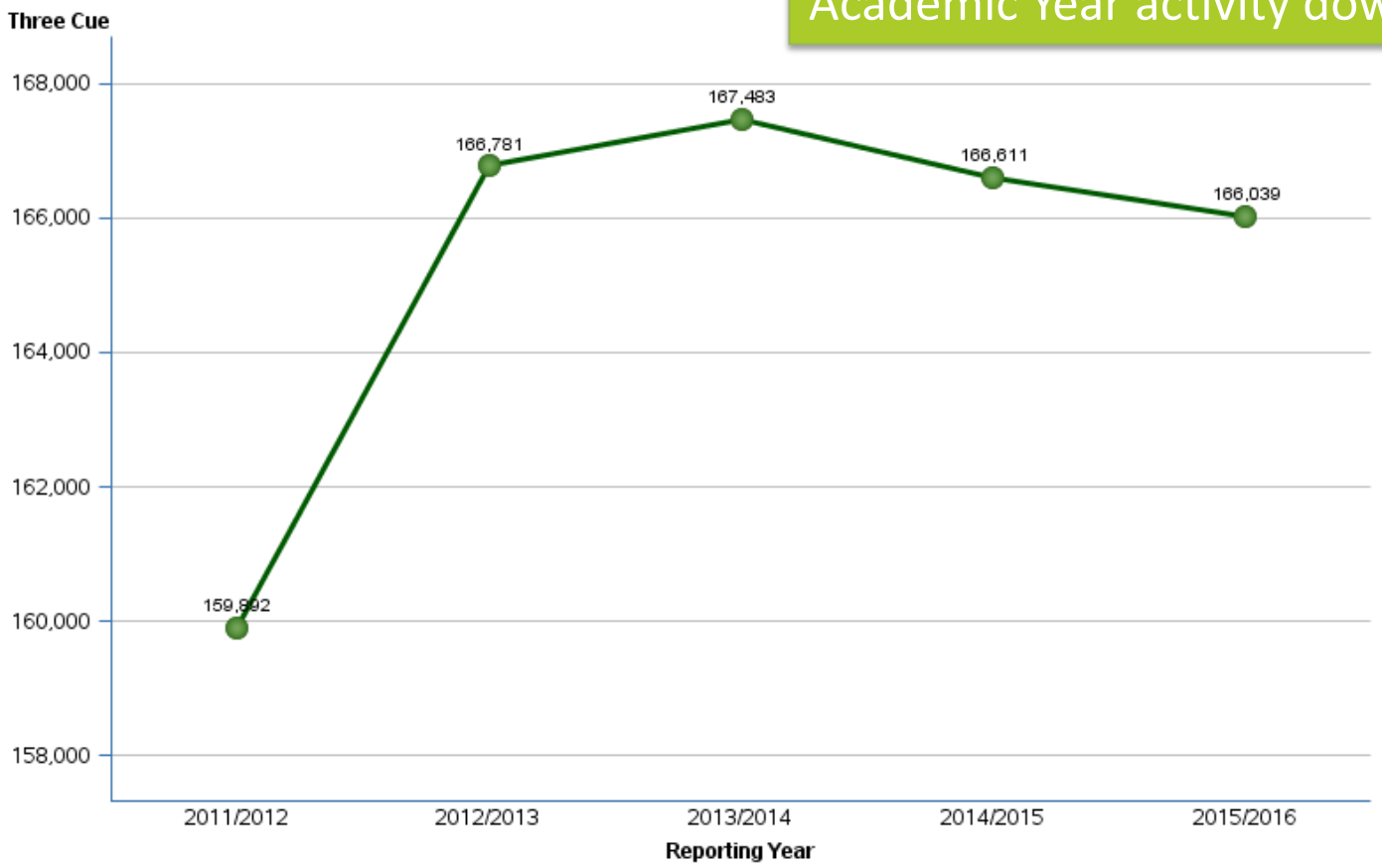
Fall and Spring Convocation



Three Credit Unit Activity

All Student Groups

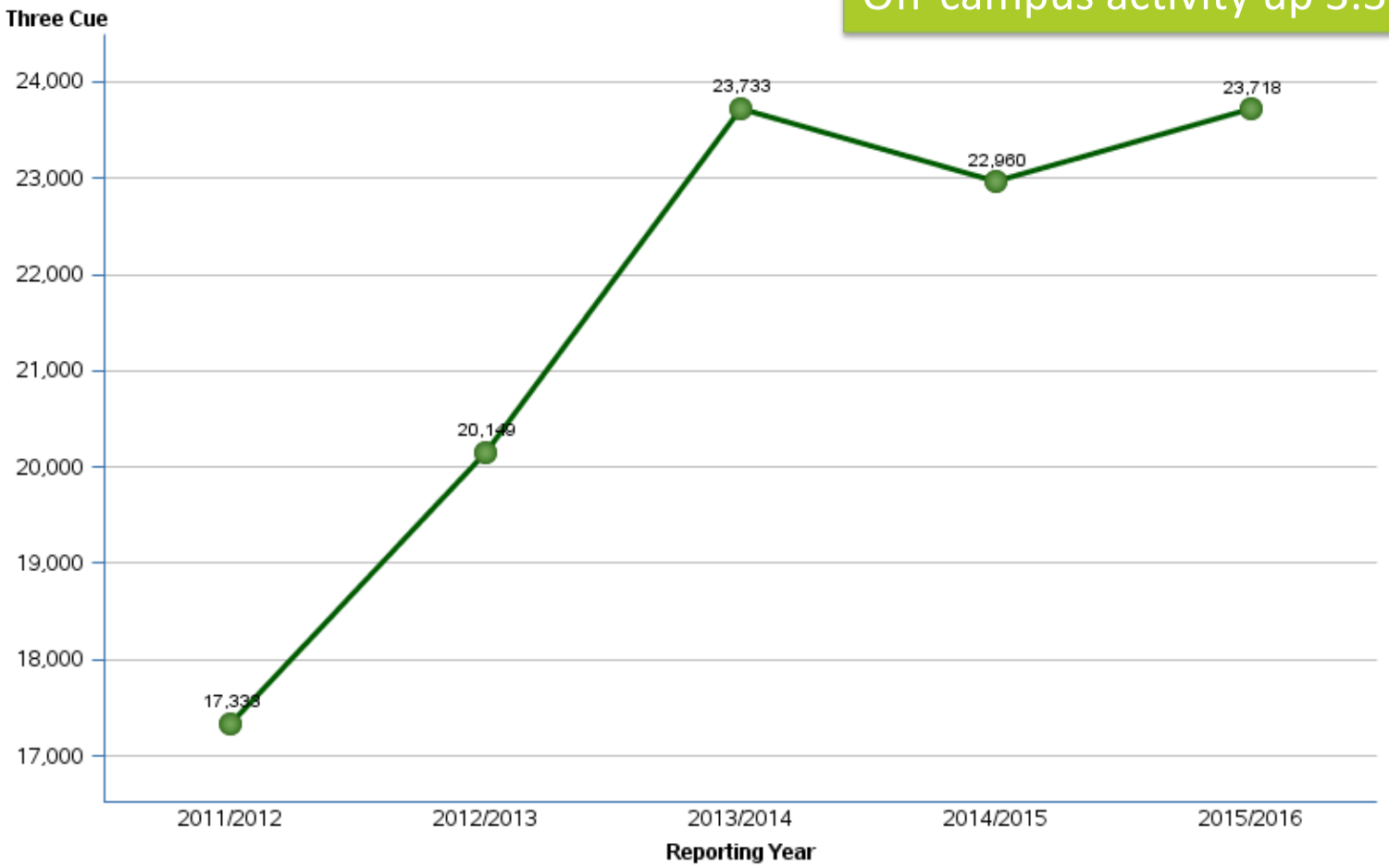
Academic Year activity down 0.3%



Three Credit Unit Activity

Off Campus, All Student Groups

Off-campus activity up 3.3%



Thank you

Questions?

The entrepreneurial Industry Liaison Office

Universities & Innovation & Entrepreneurship

Johannes M. Dyring

Managing Director, PhD

University of Saskatchewan | Creativity Commercialized | Industry Liaison Office

Challenges = Opportunities

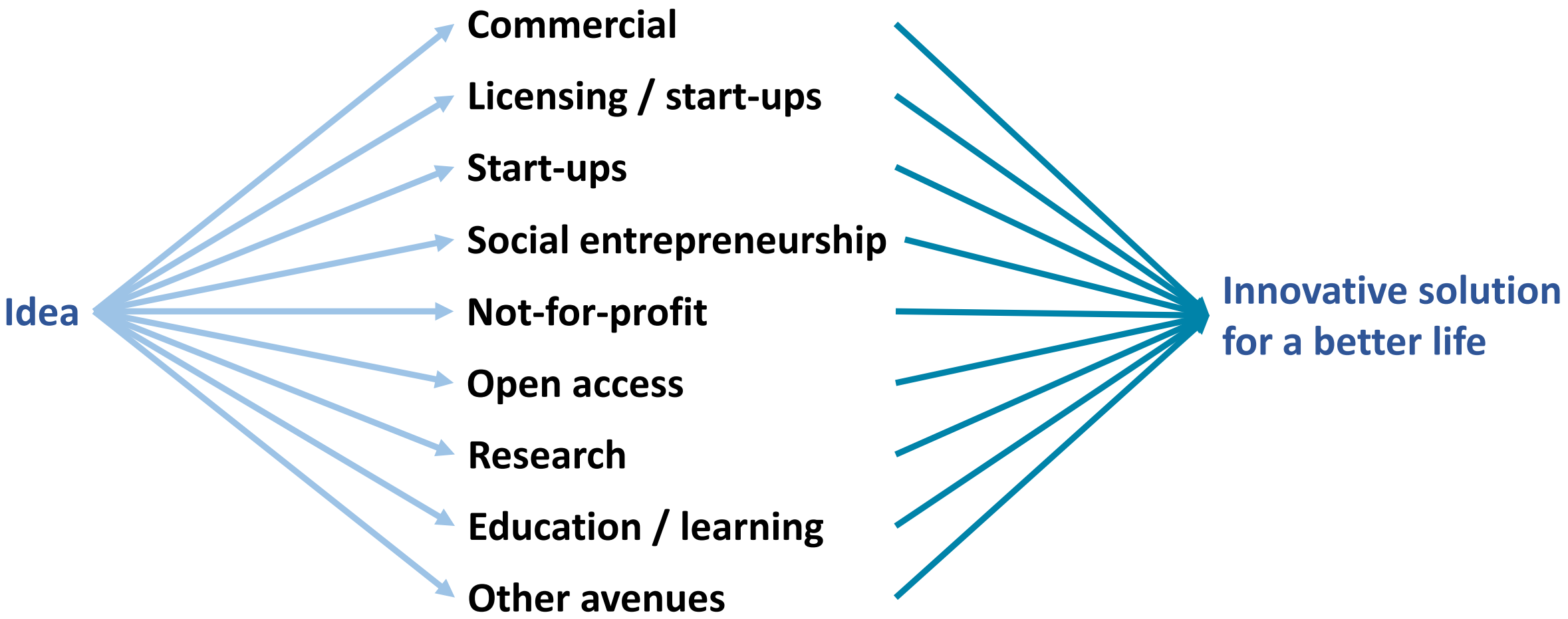
Global environmental and health issues

- Sustainable food production
- Sustainable use of natural resources
- Climate & environment
- Energy & water supply
- Human & animal health

Innovation

New products, services, business processes or other development that generate sustainable growth and social welfare.

The Economist*


Idea
Commercial
Licensing / start-ups
Start-ups
Social entrepreneurship
Not-for-profit
Open access
Research
Education / learning
Other avenues
Innovative solution
for a better life

Knowledge → Product and Services

Solution ← Need

The Entrepreneurial ILO

- Recognize and create significant, sustainable & measurable value for society, industry & UofS
- Take and manage risks
- Collaborate for synergy and shared benefits

Operations

- Initiate, support & develop, invest in & manage innovative, knowledge based solutions with high impact

Strategy

- Internal & external outreach
- Broaden and deepen knowledge base and resources

Impact

- Strengthen research, education & sustainable organizations
- New avenues for innovative solutions
- New funding sources
- Attraction of talent

Attachment 2

CURRENT TERMS OF REFERENCE SHOWING REVISIONS IN MARK-UP

TEACHING, LEARNING and ACADEMIC RESOURCES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, and among the members from the General Academic Assembly there will be some expertise in Aboriginal teaching and learning.~~.~~ Normally one of the five members of Council will be appointed chair of the committee.
One sessional lecturer
One graduate student appointed by the Graduate Students' Union
One undergraduate student appointed by the University of Saskatchewan Students' Union
Vice-provost, Teaching and Learning

Resource Personnel (non-voting)
Chief Information Officer and Associate Vice-president, ICT
Dean, University Library
Director, Distance Education Unit~~, Off-Campus and Certificate Programs~~
Director, Gwenna Moss Centre for Teaching Effectiveness~~1~~
Director, ICT Academic and Research Technologies ~~pplications~~
Director, Planning and Development, Facilities Management Division
Director, Aboriginal Initiatives

Administrative Support
Office of the University Secretary

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

1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.

2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.

3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan Integrated Plans.

4) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

5) Carrying out all of the above in the spirit of philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL May 2016

Chancellor Extending Term

The term of a chancellor at the U of S is three years and Blaine Favel's term is slated to end on June 30th. He has graciously agreed to stay on in this important role until October when our Senate can appoint his replacement. I cannot express my thanks enough for the contributions, guidance and support Blaine has provided throughout his time in the role. Blaine was instrumental in bringing together last fall's "Building Reconciliation" forum and has been key in strengthening the university's connections with Indigenous communities and leaders. The process to nominate a new chancellor will get underway in the coming weeks.

Government Relations

As communicated by the premier some weeks ago, the provincial budget is slated for release on June 1. At this May meeting of Council, I have asked our Provost and our Vice-President Finance and Resources to present to Council the work that we have been doing to prepare for this upcoming budget.

We are in a constant process of "government relations" and the budget process, although important, is only one aspect of our ongoing strategy to ensure the province appropriately recognizes our value and contributions. I look forward to reporting to Council in June on the outcomes of the provincial budget.

Alumni Association Centennial

On May 3rd, 1917, the Graduate Association (which later became the U of S Alumni Association) was established with the election of its first president, Dr. L.E. Kirk and an appointment of a committee to draft a constitution. In celebration of the centennial, there are many events planned throughout the country and the world over the coming year.

A list of planned events and activities can be found at the Association's website -- http://alumni.usask.ca/association/centennial.php.

YWCA Women of Distinction Nominees

I am proud to report that the U of S is well represented in our community by the number of university connections amongst the 55 nominees for the various YWCA Women of Distinction awards. By our count, 33 of the nominees are either staff, faculty, students or alum of the U of S. As sponsor of the YWCA's Research and Technology award, I wanted to specifically highlight all three nominees to University Council as they are all researchers at our institution.

Donna Beneteau is a research engineer in Civil and Geological Engineering. Donna is an active volunteer who promotes education and growth in the mining industry, she is a board member with Women in Mining, Women in Nuclear Saskatchewan, and the Canadian Institute of Mining and vice-chair for the Underground Mining Society.

Dr.Lalita Bharadwaj is a toxicologist with the School of Public Health, with expertise in the areas of human and environmental risk assessment. She has undertaken important research on surface and ground water with the Beardy's and Okemasis First Nations, and helped develop the Federation of Saskatchewan Indian Nations Safe Drinking Water Program, promoting self-determination and community capacity for water quality testing and management.

Dr.Julia Montgomery is currently Assistant Professor at the Western College of Veterinary Medicine. Julia co-created the Veterinary Board Games, an educational game for veterinary students. She co-founded One Health Medical Technologies, and worked with a team to develop a horse lift system. The vision of the company is to create leading edge technologies for health and well-being of animals, humans and the environment.

In addition to the nominees of the Research and Technology award, I want to also congratulate ***Dr. Marueen Reed*** as the recipient of the *Lifetime Achievement award*. Dr. Reed is a leading researcher with the School of Environment and Sustainability (SENS) and is internationally recognized for her study of the social dimensions of environmental management, particularly in UNESCO biosphere reserves.

Thank you to them all for representing the University in our community so well. The YWCA Women of Distinction awards night takes place on May 26th in Saskatoon.

Attachment 1

University of Saskatchewan Confucius Institute

Report to University Council, May 2016

(Karen Chad, Vice-President Research)

The Issue:

Confucius Institutes (CIs) operate on university campuses around the world in cooperation with Chinese partner universities and Hanban, a Chinese Ministry of Education subsidiary. While these institutes advance Chinese language training and research partnerships with Chinese universities, concerns have been raised by some in recent years that CIs advance a Chinese national state agenda in the recruitment and control of academic staff, in the choice of curriculum, and in the restriction of debate on politically sensitive topics.

Confucius Institutes have been discussed by the Canadian Association of University Teachers (CAUT), which passed the following motion at their Executive Committee (November 26-27, 2013): *FINDLAY/BAKER: The Executive recommend a motion to Council that all universities and colleges in Canada which currently host Confucius Institutes on their campuses cease doing so, and universities, and colleges currently contemplating such arrangements pursue them no further.* CARRIED, 1 abstention (Co-Chair Kobayashi). That identical motion (FINDLAY/BAKER) was subsequently passed by CAUT Council (November 29-December 1, 2013).

At the University of Saskatchewan, the International Activities Committee (IAC) of University Council received an email from Professor Len Findlay in November 2014 outlining similar concerns about university autonomy and academic freedom. The IAC was then asked by the Coordinating Committee of University Council to review the policies and agreements that led to the establishment of the CI at the University of Saskatchewan. This request was in response to concerns raised about the University of Saskatchewan having strong ties with countries known to have oppressive regimes. As such, issues of academic freedom and transparency were raised at University Council.

This briefing document: (1) summarizes the consultations and investigations of reports, documents and concerns undertaken in response to the expressed concerns; (2) on the basis of this consultation and investigation, it concludes that institutional autonomy and academic freedom are not being compromised; and (3) includes recommendations to the Vice-President Research, including revisions to existing agreements that will ensure that university autonomy, academic freedom and transparency continue to be upheld at the University of Saskatchewan.

Actions:

The IAC undertook a series of discussions to examine the concerns raised by Professor Len Findlay. The results of their investigation were orally presented to Council and summarized in their June 2015 annual report as follows: '*The committee first discussed the Confucius Institute in November 2014, when the Coordinating Committee of Council tasked the IAC to review the Centre's policy and agreements that led to the establishment of the Confucius Institute. This request was in response to concerns about having strong ties with countries known to have oppressive regimes. The committee replied to the Coordinating Committee by memo in December 2014, noting that no concern was raised about political issues in the review of the MOU signed to establish the Confucius Institute as a Type-B centre*.' It must also be noted, however, that 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.

As a follow-up to the work of the IAC, the VP Research established a CI Working Group (February 2015) to review the concerns expressed at University Council and provide her with recommendations. The VP Research directed the working group to review the origins and development of the CI at the University of Saskatchewan, the activities and achievements of the institute to date, and the national and international landscape.

In undertaking this task, the Working Group consulted with and received letters, and reviewed reports and other forms of documents from individuals and groups at the University of Saskatchewan, as well as the external

community, including public school and business community leaders and stakeholders (eg. other Canadian universities, the federal government, international ambassadors, academic colleagues, cultural community groups, etc.). The Working Group also reviewed University of Saskatchewan policy and mission-orientated documents pertaining to the establishment and development of the CI at the University of Saskatchewan, surveyed material, and had conversations with other Canadian universities in regards to CIs. The following sections highlight the outcomes of that work.

Background:

Since the first Confucius Institute (CI) was established in 2004, there are now 500 worldwide, including 109 in the US and 12 in Canada [http://english.hanban.org/node_10971.htm]. The University of Saskatchewan signed an agreement with the Chinese Confucius Institute Headquarters (Hanban) to establish the CI at the University of Saskatchewan August 26, 2011. The CI at the University of Saskatchewan was then formally co-established by the University of Saskatchewan and its flagship university partner Beijing Institute of Technology (BIT)[1] on June 18, 2012. The University of Saskatchewan's current CI agreement extends until summer of 2016.

The CI at the University of Saskatchewan is a Type B Centre with the stated purpose of serving the University of Saskatchewan and the greater community in four capacities [http://confuciusinstitute.usask.ca/]:

1. *As a Classroom – the CI offers non-credit Chinese language and cultural courses for University of Saskatchewan students, K-12 school students, and the general public.*
2. *As a Window – the CI introduces people to aspects of Chinese society and culture, including Chinese history, music and performing arts, painting, and martial arts. The CI works with local Chinese communities to engage and promote intercultural activities through cultural displays and events.*
3. *As a Platform – the CI promotes academic exchange and educational cooperation between the University of Saskatchewan and BIT, and between Canadian and Chinese scholars through seminars, public lectures, faculty exchanges, conferences, and joint research projects.*
4. *As a Bridge – the CI facilitates cross-cultural exchange and understanding, and promotes friendship between Canada and China.*

University of Saskatchewan Confucius Institute Activities/Achievements:

1. As a Classroom - The CI has been a resource for language training and cultural courses.
   a. Since its inception, the CI has provided instruction to 3,067 individuals.
   b. In 2015, the CI offered 63 different non-credit Chinese language and cultural courses, and instruction to 1,561 individuals (1,114 public school, 350 members of the general public, and 97 registered University of Saskatchewan students).
2. As a Window – The CI has introduced local people to Chinese society and culture.
   a. The CI led or participated in cultural events with more than 56,500 attendees. The CI participated in numerous cultural events including Chinese New Year celebrations, University of Saskatchewan Chinese New Year Celebration Week, Canada Day, Saskatoon Dragon Boat Festival, FolkFest, and numerous special events at public schools such as International Day, enhancing the university's profile with the local Chinese community and the public at large.

[1] Founded in 1940, BIT has a traditional focus on science and technology, but is now developing into other areas such as management and humanities. It has more than 3,500 faculty members and 25,000 full-time students (8,000 are graduate students and over 3,000 are doctoral students). BIT is ranked #51 (2015 QS World University Rankings) in Electrical and Electronic Engineering in the world.

b. Two fine arts performance groups have been established (Dragon and Lion Performing Group, and the CI Dance Group) which have performed in western Canada.
c. An ensemble of traditional Chinese instrument musicians has been established and have performed for audiences across the province.

3. As a Platform – The CI has promoted academic exchange and education cooperation, with a few examples provided below:
   a. Enabled a Flagship Partnership Grant Competition to facilitate research between the University of Saskatchewan and BIT.
      i. This year's recipients - 'Construction of CD-based ordered polymeric frameworks and investigation of their applications in contaminant absorption or volatile organic compound adsorption' - Drs. Bo Wang (BIT, China) and Lee Wilson (University of Saskatchewan, Arts & Science).
   b. Published a book of Chinese poetry 'Evening Glow in Maple Forest' by Dr. Peter Li (Department of Sociology) as a textbook/reference for Chinese poetry classes.
   c. Publishing Chinese textbooks about Aboriginal cultural and history, and Chinese language for Aboriginal audiences.
      i. 'Aboriginal Culture and Chinese Language Learning - Glimpses into Canadian West Coast First Nations History and Culture' - authors Keith Thor Carlson (Department of History) and Albert Sonny McHalsie (Aboriginal Canada's premier cross-cultural communicators and Co-manager of the Stó:lõ Research and Resource Management Centre, B.C.), and translators Chihong Xing and Haixia Zhang.
      ii. 'Chinese Language Learning for Aboriginal Students' - authors Dongyue Wang (Graduate Student, Arts and Science) and Dan Zhao (International Office, University of Saskatchewan).
   d. Facilitated publication of a series of papers from the 2013 International Conference 'Social Issues and Policy Changes in Western China: Lessons Learned and Lesson Borrowed' held at the University of Saskatchewan.
      i. 'Western China in Transition: Development and Social Governance', edited by Yanjie Bian and Li Zong, will be published by Chinese Social Science Press.

4. As a Bridge – The CI has acted as a cultural bridge between Canada and China.
   a. A University of Saskatchewan student summer camp in Beijing and Xi'an, China (June 8-22, 2015) to promote cultural exchange and understanding.
      i. Participants as well as University of Saskatchewan scholars, experienced Chinese culture, art performances, and visited tourist sites, monuments and museums.
   b. A University of Saskatchewan faculty study tour (December 6-21, 2015) of Beijing and Shanghai.
      i. University of Saskatchewan faculty visited Chinese universities, with significant progress made towards expanded academic partnerships (eg. Beijing Normal University).

Planned Activities: The 2016 CI Work plan outlines planned future activities, and envisions expanded academic activities and exchanges, including:

a. Plan and organize two international symposia.
   i. Focus on educational reform, educational equality, and internationalization of education.
   ii. Presentations and papers by invited Canadian and Chinese scholars will be selected for an edited book to be published.
b. Continue to promote student exchanges between the two universities
   i. Organize and arrange a summer study tour to Canada for BIT students.
c. Recommend qualified University of Saskatchewan students for BIT's master's program in International Chinese Education offered by the School of Foreign Languages, and provide basic Chinese language training for potential candidates.
d. Coordinate and support other international academic activities between the University of Saskatchewan and BIT.

   i. CI is currently examining the feasibility of a new joint funding opportunity directed at enhancing the role that the social science, humanities and fine arts play in tackling global issues.

e. Develop a communications plan and a vibrant website to more effectively recognize, celebrate, and publicize the cultural and academic activities, events, programs, and operations of the CI within and outside of the University of Saskatchewan.

Summary of Findings of the CI Working Group:

1. The University of Saskatchewan CI activities and accomplishments continue to be aligned with the mission of the University of Saskatchewan.
2. The vision and goals of the CI, as outlined in the Centre's original proposal, are being upheld, and progress is being made to fulfill its objectives.
3. There is no evidence of academic freedom or university autonomy being compromised, nor of control of participants, the curriculum, or other activities at the CI.
4. While the University of Saskatchewan CI is making a valuable contribution to the University of Saskatchewan and the local community, there are a number of actions the Vice-President Research should implement to further strengthen the CI, and ensure academic freedom, transparency, and the autonomy of an academic university centre.

Recommendations of the CI Working Group to the Vice-President Research:

1. To ensure that academic freedom continues to embraced and enshrined as a fundamental principle of the CI, the Vice-President Research should ensure the agreements between the University of Saskatchewan and its Chinese partners are revised to include explicit statement(s) that academic freedom is a fundamental principle be supported in all facets of the institute's activities – and that the governance of the centre regularly reviews the operations and activities to ensure this is being upheld.
2. To ensure transparency, the CI Board should ensure all agreements are posted on the CI website, along with the centre's activities and operations.
3. To continue University of Saskatchewan leadership of good governance practices, the Vice-President Research should ensure the CI has a strong and effective board governance to provide leadership for the management and activities of the CI, and address both opportunities and difficult issues that institutes such as these may encounter.
4. The CI Board should ensure there is effective operational oversight and guidance of the CI by the Management Committee, and provide a clear articulation of priorities and coordination of budget and operations so that activities continue to align with the university's academic mission, principles, and practices.
5. The Vice-President Research should ensure the CI is managed and operated by highly qualified people, accountable to the University of Saskatchewan.
6. The CI Management Committee and the University of Saskatchewan should optimize communications about the CI (its activities, accomplishments, principles and operations) among all of the partner organizations, key stakeholders and their respective internal and external communities.

Other Actions Taken to Date:

In December, 2015 the VP Research and members of the CI Board and Management Committees attended the Confucius Institute Global Conference in Shanghai, China. More than 2,000 delegates from 90 countries came to the Global Conference, with 315 university presidents in attendance. Sessions (particularly the Presidents' Forum) afforded great learnings as faculty members, senior administrators, and students discussed issues/opportunities on leadership, governance, transparency, academic freedom, partnerships, innovative academic programs and research, communications, and effective operations for CIs.

The University of Saskatchewan also held a CI Board Meeting with BIT in Beijing December 8th, 2015, with both institutions openly acknowledging issues and opportunities to be addressed, and a stated bilateral intent to address concerns and enhance academic activities and impact that align with each of our universities.

Implementation:

1. Address Academic Freedom, Responsibility, Accountability and Academic Activities in Revised Agreement - Discussions with colleagues in China over the past months and in person in December 2015 (between VP Karen Chad and Chinese partners) regarding our needs and requirements to revise the agreements were positive and well received. As such, the current CI agreements with Hanban and BIT have been revised to address transparency, academic freedom, responsibility and accountability, as well as the desire to augment academic activities and interaction. Revisions were reviewed by the CI Management Committee, the University of Saskatchewan Office of International Research and Partnerships, University of Saskatchewan legal counsel, and IAC.
2. Improved Transparency - the University of Saskatchewan requested and received written confirmation from all Chinese partners to eliminate the non-disclosure clause, and share all agreements, contracts and activities on websites, and other communication vehicles or mediums.
3. Stronger Board Governance - The CI Board was restructured (May 2015) to augment leadership and diversity, together with experience in governance, research, teaching and learning, and international perspective.
4. Effective Oversight by the CI Management Committee - The CI Management Committee was restructured (July 2015) to ensure that the membership of this committee had the expertise, qualities and competencies to provide effective oversight and strong guidance to the CI. Committee members have demonstrated expertise in finance and accounting, organization and education administration, international student exchange and activities, international partnerships and program development, teaching/learning, and research.
5. Stronger Skills/Competency of the Chinese Co-Director – A new Chinese-Co-Director was appointed, on the suggestion of the University of Saskatchewan and Hanban/BIT in late 2015 and began his formal appointment in January 2016.
6. Enhanced Communication and Engagement - Communication with internal and external audiences regarding activities, accomplishments, operations, principles, and intentions will be essential to facilitate our continued understanding and transparency of the Institute, as well as contributing to its further engagement, profile and reputation, and that of the University of Saskatchewan, and its international partners. This is a priority for the Management Committee which is reflected in its 2016 work plan. This will include the development of a communications plan, which will include the development of appropriate communication materials and resources, an effective website, and other initiatives.
7. Formal evaluation of the CI – The Vice-President Research has informed the CI Board and Management Committee that this should be undertaken on a consistent and regular basis in accordance with the new guidelines being established for all University of Saskatchewan centres (currently in development).

Reflections:

1. Though CIs have been associated with concerns related to influence by the Chinese government, there is no evidence to indicate that academic freedom has been compromised by the presence of the CI at the University of Saskatchewan, as assessed by the work of the IAC of University Council, and the Working Group reporting to the Vice-President Research, nor of control of staff, the curriculum or any of the activities conducted by and with the CI.
2. At the recent CI Global Conference, the University of Saskatchewan learned more details of the recent work completed by Carleton University and Waterloo (and other institutions around the world), which effectively

addressed and managed issues raised about CIs at their institutions, resulting in their continued support of their CIs. Examples include:

- Carleton University President Roseann O'Reilly Runte gave a highlighted opening session keynote address at the conference, and spoke to how Carleton University recently managed concerns regarding academic freedom and political interference (similar to concerns raised here), as well the value of the CI to Carleton University's mission and cultural diversity. Representatives from the University of Waterloo also shared their similar experience and commitment to continued support of their CI.
- Glenn Cartwright, Principal of Renison College, University of Waterloo, previously responded directly to CAUT with this statement: "Our agreement with Hanban ensures our complete control over the hiring, curriculum and academic practices of the CI, as well as protecting full academic freedom for the Institute's instructors".

3. The University of Saskatchewan CI has been an important mechanism for enhancing diversity (people, culture and language), and community engagement and profile. As well, the CI has achieved some innovative discovery outcomes, and has the potential to grow further as an academic platform.

   Renewal of agreements will fortify academic freedom and transparency and recent efforts to secure the kind of people and competencies needed for effective governance and leadership will minimize potential vulnerabilities, and assist the CI in continuing to contribute to the mission of the University of Saskatchewan. As well, this recent work and discussions within the University of Saskatchewan about the CI, and our commitment to intensify our international engagement across the campus, will provide greater opportunities and further vehicles to assist the CI in achieving its academic objectives and continued role in enhancing cultural diversity on our campus and within our communities.

4. The CI at the University of Saskatchewan provides an important mechanism/framework for our international activities within and outside of our institution and provides evidence of our commitment to cultural diversity (Chinese students are by far the largest group of international students on our campus), and a rich multicultural environment — key components of a globally-minded university that promotes and benefits from diversity.

5. The full potential of the CI lies in building stronger and more diverse academic ties with world-renowned universities. Our partnership with BIT, within the current framework of our CI, provides value to our academic mission and support of our faculty and students in their international activities and interest in China.

Conclusion:

The work undertaken by our colleagues (through the IAC and the Working Group established by the VPR), as well as the site visits and conversations among internal and external key stakeholders and interested people, provided an excellent opportunity for our university. It allowed us to learn from each other, to enhance our understanding, and to reflect upon how we can strengthen our current practices, programs and activities. I am grateful to all for bringing this matter my attention and to the attention of Council, which has enabled us to travel this journey and as such, identify and implement the recommendations contained above, making us indeed a better institution.

AGENDA ITEM NO: 6.0

PROVOST'S REPORT TO COUNCIL

May 2016

STUDENTS IN FORT MCMURRAY

The devastating fires in Fort McMurray directly impacted the lives of four University of Saskatchewan students who were in the city working on coop/internship placements. Three College of Engineering students and one student from the Edwards School of Business were safely evacuated from Fort McMurray. We are deeply grateful to the industry partners who took care of our students and kept them safe from danger. In addition, I extend my sincere thanks to staff in the College of Engineering and the Edwards School of Business who acted quickly to contact our students and track them to safety.

We have robust policy and procedures regarding international travel safety for students. The recent tragedy in Fort McMurray serves as a reminder that we must also work to ensure a similar approach when it comes to domestic off-campus experiential learning.

INSTITUTIONAL PLANNING

Plan for Planning

The president's visioning committee will soon release its recommended update on the mission, vision, and values of the University of Saskatchewan (U of S). A draft of the new vision will be presented for information in June to council and the Board of Governors. It will be presented for decision to the three governing bodies in the fall, in order to allow appropriate consultation with the student body. Following the presentation of the mission, vision, and values to council in June, we will embark on the development of the university's next integrated plan. The collaborative plan for planning will be shared with the campus community over the spring and summer months, and a kick-off event will take place in the fall. An update will be presented in more detail at a future council meeting by John Rigby, interim associate provost, Institutional Planning and Assessment.

Resource Allocation Update

We understand that the current economic situation creates challenges for the Government of Saskatchewan in providing the appropriate level of funding to the U of S. At this council meeting Greg Fowler, vice-president finance and resources, and I will present an update on the university's financial position, projections for 2015-16 year-end, and thoughts about the 2016-17 provincial budget and the implications for our university.

Significant economic, cultural, and social progress made in this province has had a direct tie to the U of S. We believe that we have an integral role in helping the province to regain its economic footing. We will continue to engage with the government to encourage future funding to the university at levels that are reflective of the higher value we bring to the people of the province.

School of Public Health

The School of Public Health (SPH) has embarked on a several consultations with internal and external groups who have an interest in the school. Led by Dr. George Mutwiri, interim executive director, and supported by both an external consultant and John Rigby, the interim associate provost, Institutional Planning and Assessment, the school is reaffirming its basic mission and establishing goals that will help

it measure progress toward accomplishing its mission. The sessions were helpful and optimistic in tone. It is expected that the statement of goals will lead, in turn, to the development of a strategic plan to allow the school to accomplish the stated goals.

Provost's Committee on Integrated Planning (PCIP)
PCIP met once in April. At the April 18 meeting, PCIP discussed the ongoing restructuring of the Distance Education Unit as a support unit and approved an operating budget envelope to support the new structure.

PCIP recognizes that financial responsibility for Huskie Athletics should not fall solely to the College of Kinesiology. Accordingly, the committee approved one-time funding for the purchase of a Video Scoreboard/Clock which will replace outdated technology in the PAC.

The University of Saskatchewan has had a presence in Prince Albert for a number of years. The current facility arrangements have been less than ideal for a number of years. In recognition of the importance and potential of the work PCIP approved, subject to Board of Governor's final approval, the immediate commencement of lease negotiations to acquire the space necessary to establish the Prince Albert Northern Gateway – Student Learning and Community-based Scholarship Hub

VICE PROVOST, TEACHING AND LEARNING

The Celebration of Teaching occurred on Friday, April 29. The Provost's Outstanding Teaching Awards were announced and presented at this celebration. The recipients of these awards were:

Phil Chilibeck – College of Kinesiology
Carol Bullin – College of Nursing
Gillian Muir – Western College of Veterinary Medicine
Beverley Brenna – College of Education
Holly Mansell – College of Pharmacy and Nutrition
Marcel D'Eon – College of Medicine
Felix Hoen – College of Law
James Nolan – College of Agriculture and Bioresources
Wendy Roy – College of Arts & Science (Division of Humanities and Fine Arts)
Nataniel Osgood – College of Arts & Science (Division of Science)
Joe Garcea – College of Arts & Science (Division of Social Sciences)
JD Johnston – College of Engineering
Kathryn Labelle – New Teacher Award
Vince Bruni-Bossio – New Teacher Award
Noura Sheikhalzoor – Graduate Teaching Award
Soo Kim – Graduate Teaching Award

Congratulations to all of this year's award winners!

COLLEGE AND SCHOOL UPDATES

College of Pharmacy and Nutrition

The University of Saskatchewan will launch a Doctor of Pharmacy (PharmD) program in fall 2017 to replace the Bachelor of Science in Pharmacy as the first professional degree required to practice as a licensed pharmacist.

“Pharmacists’ roles are changing and we’re proactively adapting our curriculum for these new roles,” said Kishor Wasan, dean of the College of Pharmacy and Nutrition. The new program, Wasan said, is designed to provide the skills and knowledge necessary for pharmacists to practice as their roles in the healthcare system expand.

This is a significant change compared to the current pharmacy program in which students take classes in basic sciences, such as chemistry and pharmacology, during their first two years, while pharmacy classes are scheduled in the third and fourth years. Under the new curriculum, students will be required to complete at least two years of pre-requisite classes before applying to the pharmacy program.

The new curriculum will include 40 weeks of experiential learning, with 32 weeks of advanced practice in the fourth year. The first three years of the program include two four-week practice experiences, as well as smaller weekly opportunities.

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

Attachment 1

Reputational Successes

Reed to receive YWCA Women of Distinction Award for Lifetime Achievement

Professor **Maureen Reed** (SENS) will be awarded the YWCA Women of Distinction Award for Lifetime Achievement on May 26, 2016. Professor Reed is recognized with this honour for her "many accomplishments and lifetime of work in building resilient, sustainable communities in our natural world." For further information on Professor Reed and the other YWCA nominees from the U of S, visit: *http://goo.gl/qIUN25*

Chivers honoured by the Animal Behavior Society

Professor **Doug Chivers** (Biology) was elected as a Fellow of the Animal Behaviour Society (ABS). The honour recognizes long-term accomplishments and distinguished contributions to animal behaviour research. This is the most prestigious honour given by the ABS. For more information, visit: *http://goo.gl/FVPF98*

Funding Successes

NSERC CREATE awards $3.3M for Gaming and Space Technology Research

Computer scientist **Regan Mandryk** and space scientist **Kathryn McWilliams** have each received $1.65 million over 6 years through the Natural Sciences and Engineering Research Council of Canada's Collaborative Research and Training Experience Program (NSERC CREATE). Dr. Mandryk who specializes in human-computer interactions, will be putting the funding towards SWaGUR, Saskatchewan Waterloo Games User Research initiative. Dr. McWilliams is leading the new International Space Mission (ISM) Training Program, a joint effort with partners in Canada and Norway. For more information, visit: *http://goo.gl/OJtGvX*

CFI JELF Funding Success

The Canada Foundation for Innovation (CFI) announced one successful John R. Evans Leaders Fund (JELF) proposal on April 15, 2016. **Laureen McIntyre** and **Laurie Hellsten** (both Educational Psychology & Special Education) were awarded $84,958 from CFI for "*Community-Based Observation Laboratory (COL).*" For more information, visit: *https://goo.gl/4ecf5U*

SHRF Grant

Gillian Muir (Department of Veterinary Biomedical Sciences) received $75,000 for the project "*Acute Intermittent Hypoxia to Improve Motor Function after Spinal Cord Injury.*"

SSHRC Connection

- **Steve Wormith**, (Department of Psychology) received $14,000 for the project "*16th Biennial Violence and Aggression Symposium 2016.*"
- **Kenneth Coates**, (International Centre for Northern Governance and Development) received $24,854 for the project "*The North and the First World War – Conference.*"

CIHR Patient Engagement - Collaboration Grants (SPOR)

Bonita Beatty, (Department of Indigenous Studies) received $15,000 for the project "*Northern Aboriginal Elderly Caregivers.*"

CIHR Mental Health Network

Caroline Tait, (Department of Psychiatry) is a Co-PI on the CIHR Mental Health Network ACCESS; $12,421,000 over 5 years; Led by Ashok Malla, Douglas Hospital Research Centre.

NSERC Awards Engage Grants

- **Francis Bui**, (Department of Electrical and Computer Engineering) received $25,000 for the project "*An Automated System for Computing Exposure Parameters and Triggering of the Exposure for X-ray Imaging*" with industry partner Prairie Veterinary Diagnostic Imaging.
- **Duncan Cree**, (Department of Mechanical Engineering) received $24,491 for the project "*Assess the Performance of Adhesives for Bonding and Joining Dissimilar Metals*" with industry partner Doepker Industries Ltd.
- **Ajay Dalai**, (Department of Chemical and Biological Engineering) received $25,000 for the project "*Synthesis and Techno-Economic Evaluation of Canola Bio Lubricant Production Process*" with industry partner Proveta Nutrition Ltd.
- **Ralph Deters**, (Department of Computer Science) received $25,000 for the project "*Cloud-Based Management of Distributed Sensor Networks*" with industry partner blueRover Inc.
- **Grant Ferguson**, (Department of Civil and Geological Engineering) received $22,052 for the project "*Developing Sustainable Non-Potable Groundwater Resources for Oil Field Operations in Shaunavon, Saskatchewan*" with industry partner Crescent Point Energy Corp.
- **Joyce McBeth**, (Department of Geological Sciences) received $25,000 for the project "*Microbial Community Response to Biostimulation in a Petroleum Hydrocarbon Contaminated Site in Saskatoon, SK*" with industry partner Federated Co-operatives Ltd.
- **Chanchal Roy**, (Department of Computer Science) received $25,000 for the project "*Code Reviewer Recommendation Based on Cross-Project and Technology Experience*" with industry partner VendAsta.
- **Raymond Spiteri**, (Department of Computer Science) received $25,000 for the project "*Predictive Modelling and Simulation of Treatments for Heart Disease*" with industry partner Appairy Supercomputing.

Royal University Hospital Foundation

- **Lilian Thorpe**, (Department of Community Health and Epidemiology) received $25,000 for the project "*Vitamin D Supplementation in Long-Term Care Facilities in Saskatchewan (LTCF): Effects on Hip Fractures, Depressive Symptoms and Psychotropic Medication*."
- **Melissa Denis**, (Department of Psychiatry) received $21,318 for the project "*Self-reported impairment and quality of life information form children and adolescents with psychiatric symptoms: The utility of the WHODAS-Child in the Saskatoon Health Region*."
- **Jim (Jianhua) Xiang**, (Division of Oncology) received $25,000 for the project "*Immunologic benefits of irreversible electroporation (NanoKnife) of the primary tumor and potential for therapeutic benefit to systemic disease*."
- **Roona Sinha**, (Department of Pediatrics) received $20,750 for the project "*Better Acquisition of Blood in Every Specimen (BABIES)*."
- **Jonathan Farthing**, (College of Kinesiology) received $24,983 for the project "*Clinical Application of Cross-education During Stroke Rehabilitation*."

Contract Funding Secured

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

- **Doug Degenstein** (Physics and Engineering Physics) has received $499,785 from the Canadian Space Agency for the project, "*Prototype Development of the Limb Imaging FTS Experiment (LIFE) for a Stratospheric Balloon*."
- **Rich Farrell** (Department of Soil Science) has received $353,281 from the University of Manitoba under a subcontract of Climate Change and Emissions Management Corporation funding for the project, "*A Matter of Timing and Source: Enhancing Efficiency Nitrogen Fertilizers and Products to Reduce Nitrous Oxide Emissions in the Prairie Provinces*."

- **Karl-Erich Lindenschmidt** (Global Institute for Water Security) has received $309,478 from Environment Canada for the project, "*A Water Quality Modelling System of the Qu-Appelle River Catchment for Long-Term Water Management Policy Development*."
- **Bing Si** (Department of Soil Science) has received $115,000 from Saskatchewan Pulse Growers for the project, "*Crop Water Footprints and Virtual Water Flows: A Comprehensive Evaluation of Crop Water Use in Saskatchewan*."
- **Craig Stephen** (Canadian Wildlife Health Cooperative) has received $450,000 from Parks Canada for the project, "*Delivery of Wildlife Disease Surveillance Expertise in Canada*."
- **Tom Warkentin** (Crop Development Centre) has received $175,879.85 from Saskatchewan Pulse Growers for the project, "*Marker-Assisted Introgression of Useful New Diversity into the Pea Genome for Rapid Cultivar Improvement*."
- **Lynn Weber** (Department of Veterinary Biomedical Sciences) has received $305,377 from Saskatchewan Pulse Growers for the project "*Improving Pulse Palatability and Health Benefits to Increase Pulse Market Share of Pet Foods*."
- **Chris Willenborg** (Department of Plant Sciences) has received $2,023,021 from Saskatchewan Pulse Growers for the project, "*Enhancing Weed Science in Pulse Crops: Towards a Robust Strategy for Long-Term Weed Management*."

Partnerships

International Delegations Supported

- **Outbound:** During the February break, Drs. **Randy Kutcher** (Plant Sciences) and **Hugo Cota-Sanchez** (Biology) lead a student tour to **Ecuador** to visit and interact with students and faculty at two of our partner institutions, ESPE in Quito and ESPOCH in Riobamba. Students of both countries presented their undergraduate research at a conference at each university. Visits were made to agricultural and horticultural enterprises and to indigenous farms to learn of rose production and the flower industry, quinoa production and processing and cereal crop production.
- **Inbound: Iwate University, Japan** delegation visited U of S on March 28-30, 2016. The delegates included Dr. Matsuo Uemura, Vice President of International Relations and Public Liaison, Iwate University, Dr. Jun Kasuga, Obihiro University of Agriculture and Veterinary Medicine and UGAS, and Mr. Satoshi Yoshida, Sun-Farm Ltd. Meetings took place to discuss summer internship programs. The group met with several other U of S faculty and staff, toured the Horticulture Field Facility & Plots, Patterson Gardens and Green House (U of S Fruit Program), the CLS, the Western Development Museum, and the Saskatoon Berry Barn.

International Agreements Signed

- Graduate student and faculty exchange agreement with the **Université Catholique de Louvain, Belgium**.
- University-wide undergraduate student exchange agreement with the **Universidad National Autónoma de México** and **Mahidol University International College, Thailand**.
- Cooperation agreement renewal with **Vietnam International Education Development (VIED) of the Ministry of Education and Training of Vietnam** to facilitate and promote cooperation between VIED and the U of S with a view of providing funding support and opportunities to Vietnamese students to study at the U of S.

AGENDA ITEM NO: 7.1

USSU Report to Council May 2015

Good afternoon members of University Council,

As you might have guessed, the University of Saskatchewan Students' Union has someone new stepping in the shoes of presidency. My name is Kehan Fu, and I'm entering my last year of a Political Studies degree. I'm proud to identify as the first Chinese-born president of the USSU. My journey as a student leader is entwined with the university's.

Internationalization is knocking on the doors of every college and department on campus. Improving the student experience requires more than symbolic language, it requires a commitment to concrete goals and action.

This means, providing more opportunities for learning abroad – while decreasing academic/financial barriers. This means, ensuring incoming students are treated as the same potential alumnus as domestic graduates. This means, creating a campus culture that is inclusive to diversity and adaptive to changing student demographics.

The mandate of internationalization is echoed throughout the platforms of our new executive team – Emmanuel Barker, Vice-President of Operations & Finance; Brooke Malonoski, Vice-President of Academic Affairs; and Renata Huyghebaert, Vice-President of Student Affairs.

We share many other goals and priorities for the upcoming year. The implementation of the first ever sustainability partnership grant between the USSU and the U of S; increased accessibility of essential academic services including scholarships, course curriculum, and advocacy resources; campus group engagement, and alumni engagement. More importantly, we are all committed to completing the amazing work set out by our predecessors -- a comprehensive mental health strategy; a sexual assault policy, and indigenization of all campus curriculum.

Each one of us understands the difficulties and obstacles that come with our mandate. Everything the USSU has accomplished, and everything we wish to accomplish, could not have been possible without the contributions of countless

other students. Their volunteer hours often go unnoticed and unrecognized. Their successes and achievements are often taken for granted.

And so, we urge everyone to follow the examples set out by these student leaders. Working together to build collegial identities, our campus traditions, and our alumni legacies. We are honoured by the opportunity to work with this year's University Council.

Thank you

AGENDA ITEM NO: 7.2

University of Saskatchewan - Graduate Students' Association

GSA President Ziad Ghaith's May report

The Graduate Students' Association members have recently elected a new executive team to represent the graduate students over the period 2016/17. Seven executives began their term on May 1st, 2016. The following executive team will represent the GSA in various University Committees over the above mentioned period:

President: Ziad Ghaith

VP Operations and Communications: Nafisa Absher

VP Finance: Kusum Sharma

VP Student Affairs: Shailza Sapal

VP Academic: Ali Kiani

VP External Affairs: Carolyn Gaspar

Aboriginal Liaison: Dana Carriere

The Graduate Students' Association holds a promising plan to improve the graduate students' wellness, representation and to better address our members' needs. The GSA will have three priority areas over the coming year:

- **Graduate Students' representation**

  The graduate students are underrepresented in some important University committees. This includes the Board of Governance and the Senate. Graduate students in the University of Saskatchewan represent more than 15 percent of the total student population. Improved representation of graduate students within the Board of Governors committee, along with other important University committees. The GSA looks forward in achieving this vision and aligning with the University vision to have an improved study and research environment for its students.

- **Indigenization**

  The GSA plans to promote indigenization by increasing the U of S Graduate Students' awareness of different indigenous issues, improving cooperation with the IGSC and consulting with various colleges, departments and faculty members in regards to the incorporation of indigenous content within graduate programs. The GSA would like to be a leader and an example for all the university units by assisting the University in the indigenization process.

- **Addressing Graduate Students' needs**

  One of the priority areas for the GSA is to conduct a graduate wide survey to get input from our members in order to develop a long term strategic plan to better advocate for our members and to address their urgent needs. The GSA is looking for help and guidance from different university units to support our efforts in this plan.

Ziad Ghaith, President

Graduate Students' Association

AGENDA ITEM NO: 8.1

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Lisa Kalynchuk, Chair, Planning and Priorities Committee

DATE OF MEETING: **May 19, 2016**

SUBJECT: **Disestablishment of the three divisions in the College of Arts and Science**

DECISION REQUESTED:

It is recommended:

That Council approve the disestablishment of the Division of Humanities and Fine Arts, the Division of Social Sciences, and the Division of Science 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 the divisional faculty councils.

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PURPOSE:

The College of Arts and Science seeks to dissolve the Division of Humanities and Fine Arts, the Division of Social Sciences, and the Division of Science within the college. As these are academic units, Council approval is required.

CONTEXT AND BACKGROUND:

Before the implementation of a new administrative structure in the College of Arts and Science, effective July 1, 2015, the college's senior administrative organization and the college's collegial governance structure were in alignment. Divisional vice-deans for each of the Humanities and Fine Arts, the Social Sciences, and the Sciences were responsible for each division. When a new administrative structure comprising of a vice-dean, academic; vice-dean, research, scholarly and artistic works; and vice-dean, faculty affairs was implemented, the divisional focus by disciplinary area was lost. As a result the college sought to restructure its collegial governance to align with its administrative governance.

CONSULTATION:

Governance committee

Although faculty councils approve their own faculty council bylaws, the governance committee actively encourages colleges to consult with it on any changes to faculty council bylaws. The governance committee met with Frank Klaassen, chair of the governance committee of the College of Arts and Science on January 14, 2016, to discuss the proposed changes to the College of Arts and Science Faculty Council Bylaws due to the administrative restructuring within the college and the proposed disestablishment of the three divisional faculty councils. The dissolution of the divisional faculty councils by the college is seen as an opportunity to create a more interdisciplinary, engaged, and integrated decision-making body within the college's faculty council. A fundamental problem with the college's collegial governance was apathy and the lack of engagement by faculty with poor attendance at divisional council and faculty council meetings.

Although Council approval was required to establish the divisional faculty councils, due to the sub-delegation of authority from the college's faculty council to each divisional faculty council, the disestablishment of the divisional faculty councils is a reversion of authority to the college faculty council and does not require Council approval.

Council approval is reserved for changes to memberships of faculty councils. The disestablishment of the divisional faculty councils did not result in any membership changes of the College of Arts and Science faculty council.

Planning and priorities committee

The planning and priorities committee met with Peta Bonham-Smith, interim dean of the College of Arts and Science and Peter Krebs, college secretary on May 4, 2016, to discuss the proposal to disestablish the divisions. There was little discussion as the decision was carefully planned and discussed at some length within the college, and the decision to dissolve the divisional faculty councils had already been approved at the May 9 Arts and Science faculty council meeting, effective July 1.

SUMMARY:

The planning and priorities committee supports the decision of College of Arts and Science to disestablish the Division of Humanities and Fine Arts, the Division of Social Sciences, and the Division of Science as a natural outcome of the administrative restructuring within the college. The change reflects the college's own self-reflection and desire to achieve a more effective governance model for academic decision-making.

FURTHER ACTION REQUIRED:

The November 1 date, rather than July 1, applies to the motion as the disestablishment of academic units requires Senate confirmation in addition to Board approval, as the divisions are academic units, and not solely administrative units, due to the academic plans of the divisions in IP3, the leadership of the vice-deans for the divisions, and due to the divisional faculty councils, which made academic decisions for the divisions.

The disestablishment of the divisions will be presented to the Board of Governors on

October 6 for approval and to Senate on October 15 for confirmation. All Council bylaws changes will be made as of November 1 for simplicity.

ATTACHMENTS:

Request for deletion of references to the Division of the College of Arts and Science in the University Council Bylaws

UNIVERSITY OF SASKATCHEWAN
College of
Arts and Science
ARTSANDSCIENCE.USASK.CA

April 29, 2016

To: Planning and Priorities Committee of Council

Re: Request for Recommendation to University Council
Changes to University Council Bylaws in Part Three, Section IV, 3 –
Deletion of references to Divisions of the College of Arts and Science

The College of Arts and Science requests that the Planning and Priorities Committee of Council recommends to University Council to amend specific sections in the University Council Bylaws, as follows:

UC Bylaws Part Three, Section IV, 3
– deletion of references to *Divisions in the College of Arts and Science*

1.1 Background

Until July 1 2015, the 21 departments of the College of Arts and Science were administratively clustered into three divisions: Division of Science (6 departments); Division of Social Sciences (7), and Division of Humanities and Fine Arts (8). In reference to the university's nomenclature report, these divisions in the College of Arts and Science were three instances of *"… a structure organized to facilitate administration for a group of departments or units with a recognized, distinctive commonality of purpose and practice..."*

In keeping with this definition of *Divisions*, the grouping of departments into divisions established separate **administrative** units, with similar specific **administrative** characteristics:

- Each division was headed by a vice-dean for the division, who reported directly to the college dean.
- Each division received an annual operating funding allocation for short-term instructional contracts and support for research for the departments within each division.
- The departments within each division remained autonomous academic departments, in which the department heads liaised and consulted with the respective divisional vice-deans on a variety of matters related to curriculum, infrastructure, and personnel;
- The department heads in each division reported directly to the college dean.

Chart 1A illustrates that the senior administrative leadership, before July 2015, consisted of the following:

- a dean as the chief executive officer of the college,
- three vice-deans with administrative responsibilities for the divisions of Science, Social Sciences, and Humanities and Fine Arts, respectively,
- two associate deans; Student Affairs, Aboriginal

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It needs to be noted that all academic programming was (and still is) anchored in the college departments; the divisions did not maintain distinctive divisional programs at the undergraduate or graduate level.

As of July 1 2015, the college completed its transition from the previous divisional organization of senior administrative roles and responsibilities to a functional organizational structure. The key elements of this re-organization included the definition and creation of functional portfolios for the college's vice-deans and, as a consequence, the discontinuation of the roles of the divisional vice-deans in the college. Chart 1B provides an overview of the current administrative organizational structure.

This discontinuation of the roles of divisional vice-deans required that the college abandoned its practice of maintaining identifiable, separate, administrative configurations that were called "Divisions". Following the implementation of the new organizational structure, the college remains an integrated and departmentalized college, with a community of 21 departments that are no longer grouped into intermediary administrative clusters.

1.2 Administrative Rationale

In his memo to college department heads, August 2014, former dean Peter Stoicheff provided the central arguments that support the administrative reorganization at the vice-decanal level:

Our current structure, with its confusing complexity and multiple Divisional identities, puts us out of alignment with the rest of the university, with the public that does not understand Divisions, with students who do not understand them, and with other universities, making us difficult or impossible for anyone outside the college, and some within, to understand and engage with. This does not work in our favour but instead makes our interactions with our many partners problematic or, at worst, non-existent. The current absence of an administrative position devoted to research, scholarly and artistic work is but one example of this, and it has meant that we lose out on many initiatives and opportunities afforded other units at this university and beyond it. The portfolio-defined vice-dean positions in the revised model are intended to achieve that alignment.

A move toward vice-dean positions that reflect cross-cutting portfolios addressing the crucial activities of research, scholarly and artistic work, curriculum and enrolments, and faculty complement means that the Divisionally defined vice-dean positions will no longer exist.

With the university moving to a new budget structure in 2015-16, the college must be as integrated and cohesive as it can be, with administrative positions that strengthen the most significant drivers of our future resourcing -- TriAgency funding and student enrolments -- and that concentrate attention on our main investment, our faculty complement plan. The revised administrative structure, containing a vice-dean of Research, Scholarly and Artistic Work, a vice-dean of Curriculum and Programming, and a vice-dean of Faculty Relations and Planning, is designed to capitalize on the college's potential for integration and cohesion, and to best focus its administrative attentions in a new TABBS environment.

1.2 Consultations Undertaken

Throughout 2014 and into 2015, the college intensified its internal review of organizational configuration of the senior administrative level. Former college dean Peter Stoicheff initiated a series of consultations with:

- Consultation partners in the college: *college departments; College Faculty Council; College Bylaws Committee; Arts and Science Students Association;*

- Consultation partners outside of the college: *Governance Committee of Council; Planning and Priorities Committee; Provost; University of Saskatchewan Students Union; Dean of STM; Vice-Provost of the College of Medicine; organizational change consultants; other Canadian universities with Arts and Science faculties/colleges*

After this extensive consultation, a new organizational structure was chosen and implemented, effective July 1, 2015.

1.3 Other considerations

- Direct impact on the departments

The administrative transition away from divisional vice-deans has resulted in new pathways between department heads and senior college leadership, in respect to their liaison on matters that affect the departments. Under the new organization, department heads must identify the functional vice-dean, or vice-deans, who can best provide advice and assistance in matters of departmental programming, research, or faculty development.

- Direct impact on the college, and the broader University community

Without a divisional structure, the College of Arts and Science is now better positioned to pursue its academic mission as a unified academic entity, thus abolishing the need to plan, to reconcile, and to implement its initiatives through three separate divisional entities. Like any other major academic unit at the University, the College of Arts and Science now speaks with one voice.

- Direct impact on undergraduate and graduate programs, and on research and scholarly work

The creation of new, functionally structured, vice-dean portfolios, along with the dissolution of the divisions, is expected to enhance the college's activities and outcomes in all aspects of academic programming, and research and scholarly work. All academic programming planning and development is now coordinated by one senior administrator, in a manner that is superior to the previous practice of coordination and reconciliation of activities between divisions. Similarly, all facets of research activities in our diversified college, as well as all faculty relations initiatives, are now coordinated by specialized vice-deans.

1.4 Resources and Budget

The implementation of the new administrative structure did not have any significant resource and budget implications. The transition was resource neutral. The divisional operating funding allocations for short-term instructional contracts and support for research are now re-allocated to the new vice-deans in accordance with their portfolio responsibilities. Departments in the pursuit of such funds now liaise with the appropriate vice-dean instead of making requests to their divisional vice-dean.

1.5 Conclusion and Request

Effective July 1, 2015, the College no longer operates within a divisional administrative configuration. The reference to the former three “Divisions” of the College of Arts and Science in the University Council Bylaws is now obsolete and inaccurate. The interim dean of the College of Arts and Science respectfully requests that the Planning and Priorities Committee considers providing its support to the proposed deletion of the references to ”Divisions” from the University Bylaws in **Part Three, Section IV, 3**.

Sincerely,

Peta Bonham-Smith
Interim Dean and Professor

Cc: Dean’s Executive Committee; College Secretary; Chair of College Bylaws Committee; Chair of College Faculty Council

INTEROFFICE MEMORANDUM

TO: PLANNING AND PRIORITIES COMMITTEE OF COUNCIL

FROM: FRANK KLAASSEN, CHAIR, BYLAWS COMMITTEE OF THE COLLEGE OF ARTS AND SCIENCE
ANN MARTIN, VICE-CHAIR, COLLEGE FACULTY COUNCIL

SUBJECT: **Request for Recommendation to University Council**
Changes to University Council Bylaws in Part Three, Section V, B –
Deletion of references to *Divisional Faculty Councils*

DATE: APRIL 26, 2016

CC:

The College of Arts and Science Bylaws Committee, and Vice-Chair of Faculty Council, request that the Planning and Priorities Committee of Council recommends to University Council to amend specific sections in the University Council Bylaws, as follows:

UC Bylaws Part Three, Section V, B
– deletion of *Divisional Faculty Councils* in the College of Arts and Science

At the present time, the College of Arts and Science Faculty Council maintains three subcommittees that are identified as Divisional Faculty Councils, for divisions of departments that are, for administrative reasons, grouped into Humanities and Fine Arts; Social Sciences; and Science, respectively. Chart 1 presents the current collegial governance structure pertaining to the Divisional Faculty Councils, in its relationship to Faculty Council.

In reference to the university's nomenclature report, the divisions in College of Arts and Science are structures "… *organized to facilitate administration for a group of departments or units with a recognized, distinctive commonality of purpose and practice. In such cases, the division commonly is governed by a Divisional Faculty Council with specified powers delegated to it by the College Faculty Council."*

Before the implementation of a new administrative structure in the College of Arts and Science, effective July 1, 2015, the college's senior administrative organization and the college's collegial governance structure were in alignment. Divisional Vice-Deans interacted with divisional clusters of departments, which in turn achieved divisionally based collegial governance autonomy through their respective Divisional Faculty Councils.

Through its new administrative structure, the College has abandoned its divisional administrative focus. As a consequence, the symmetry between the college's administrative structure and the college's academic and collegial governance structure was disrupted.

In an effort to address and mitigate this emerging imbalance, aiming to re-align the collegial academic governance with the new administrative structure, the Bylaws Committee of the

Request for Recommendation to University Council
Changes to University Council Bylaws in Part Three, Section V, B –
Deletion of references to *Divisional Faculty Councils*

College of Arts and Science recently drafted a series of proposed changes to the College Faculty Council Bylaws.

Following a series of consultations with College Faculty Council about the proposed college bylaw changes, the Bylaws Committee presented a series of motions for vote at a special meeting of College Faculty Council. Included in these bylaw change motions was the motion:

> *That the Faculty Council **dissolve the Divisional Faculty Councils** as sub-committees of Faculty Council, effective July 1 2016, subject to final approval of the dissolution by University Council.*

This motion was approved by the College of Arts and Science Faculty Council. Appendix 1 contains minutes of the meeting of the College Faculty Council, along with the detailed *notice of motion* document. Chart 2 illustrates the proposed structure of the college's collegial academic governance entities, effective July 1, 2016. As a consequence of these changes, the recognition of College of Arts and Science "Divisional Faculty Councils" in the University Council Bylaws is now obsolete and inaccurate.

The Vice-Chair of the College Faculty Council and the Chair of the College Bylaws Committee respectfully request that the Planning and Priorities Committee considers providing its support to the proposed deletion of the references to "Divisional Faculty Councils" from the University Bylaws in Part Three, Section V, B.

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Meeting of the Faculty Council of the College of Arts and Science
March 16, 2016 - 2:30 p.m. to 4:00 p.m.
Physics 107
MINUTES

Present: Ann Martin (Vice-Chair); Alec Aitken; Kevin Ansdell; Scott Bell; Peta Bonham-Smith (Interim Dean); Sam Butler; James Clifford; Geoff Cunfer; Dirk de Boer; Derek Eager; Cristina Echevarria; Leslie Ehrlich (Sessional Lecturers); Thomas Ellis; Mark Eramian; Jack Gray (Vice-Dean); Xulin Guo; Rob Hudson; Angela Kalinowski; Tim Kelly; Frank Klaassen; Angela Lieverse; Yin Liu; Tracey Marchant; Greg Marion; Lawrence Martz (Vice-Dean); Darrell McLaughlin (STM); Linda McMullen; Christy Morrissey; Brent Nelson; Eric Neufeld; Tim Nowlin; Liz Quinlan; Joanne Rochester; Wendy Roy; Gordon Sarty; Rob Scott; Chris Soteros; Raj Srinivasan; Carl Still (STM); Doug Thorpe; Chris Todd; Julio Torres-Recinos; Ken Wilson; Terry Wotherspoon

Gloria Brandon; Alexis Dahl; Peter Krebs (College Secretary); Stephen McLeod; Sheryl Prouse; Andrea Wasylow-Ducasse; Lavina Watts

Regrets: Loleen Berdahl; Ron Borowsky; Silke Falkner; Doug Freeman (Dean, WCVM); Jill Gunn (Acting Vice-Dean); Kathleen James-Cavan; Allison Muri; Emer O'Hagan; Priscilla Settee; Ryan Walker; Leslie Walter

1. Chair's Remarks

   Dr. Ann Martin, Department of English, and chair of the College Nominations Committee, called the meeting to order at 2:35pm, and offered the following remarks:

   - Dr. Priscilla Settee, chair of Faculty Council, is currently on sick leave. In her absence, any one of the four chairs of Faculty Council standing committees can act as vice-chair of Faculty Council. Dr. Martin will fill that role at this meeting.
   - The purpose of the meeting is to vote on the proposed changes to the college bylaws, as put forward by the College Bylaws Committee.
   - The voting protocol for the approval of college bylaw changes requires a two-thirds majority of voters present to vote in favour of a bylaw change motion.
   - The number of voters present in the meeting room at the time of quorum: recorded as 43. A two-thirds majority is established if 29 voters present vote in favour of the bylaw change motions.

2. Approval of the Agenda

   Ann Martin explained that the agenda identifies the order of bylaw change motions in a slightly different order as was provided on the 30-day notice for the bylaw change motions. The Bylaws Committee had requested that change in the sequence of motions.

   MOTION: (Aitken / Roy) *That the agenda be approved as circulated*.

   An assembly member requested clarity about the implications of pairing a potential affirmative vote in motion 1 with a rejection of motion 4, which could result in the duplication the Academic Programs Committee structure. The College Secretary explained that under this hypothetical voting outcome scenario, the Divisional Faculty Councils would need to meet next, in order to resolve this duplication,

through a separate bylaw change process. That discussion and vote would take place at the three scheduled DFC meetings in early May.

There was no further discussion; the assembly voted and the motion was **APPROVED** by the majority of voters present.

3. Approval of the Minutes of the Meeting of February 2, 2016

MOTION: (de Boer / Thorpe) *That the minutes of the February 2, 2016 meeting of the Faculty Council be approved as presented.*

There was no discussion; the assembly voted and the motion was **APPROVED** by the majority of voters present.

4. Motions for Bylaw Changes

Ann Martin suggested that the assembly undertake to consider the four motions in such a manner that each clause of the proposed motions is amended separately. This procedure enables amendments to be moved in a logical sequence, with the benefit that the amended clauses are not voted upon as individual units. Instead, at the end of the discussions, one final vote is taken on the entire motion, which includes any amended clauses.

MOTION: (Nelson / Roy) *That the following motions for bylaw changes be considered clause-by-clause.*

There was no discussion; the assembly voted and the motion was **APPROVED** by the majority of voters present.

4.1 Motion 1 (Klaassen / Todd) *That the Faculty Council approve amendments to the provisions of the Bylaws that pertain to the establishment of Academic Programs Committees as standing committees of Faculty Council, and pertain to the dissolution of the Academic Programs Coordinating Committee as a standing committee of Faculty Council, effective July 1 2016, under consideration of clauses 1 – 8* ***as amended****.*

Frank Klaassen, chair of the Bylaws Committee, provided a brief reminder of the context of the proposed changes. Several comments were offered by members of the assembly, including:

- The proposed Academic Programs Committees APCs are designed for greater efficiency. For example, all science related programs will be discussed by the APC (B.Sc.). The proposed APCs hold the promise of facilitating more focused program-related deliberations, due to the synergies provided by disciplinary commonalities.
- The proposed APCs will be standing committees of Faculty Council. The new structure will remove the current disjoint between the current divisional APCs and the one current Faculty Council subcommittee dedicated to program deliberations: the Academic Programs Coordinating Committee.
- There is concern that the proposed APC structure returns the college to a programs approval structure that did not work in the past.
- There is concern that under the proposed APC structure the departments are losing control over their degrees, while at present, the current APC structure preserves the link between departments, divisions, and the degrees.

Amendment Motion: (**Bell / Aitken)** *That motion 1, clause 4 be amended: change "iii. Joint Academic Programs Committee" to "iii. Joint Academic Programs Committee (B.A.&Sc.)"*
Discussion: The joint committee will discuss a variety of interdisciplinary program constellations, and will also address current and future Bachelor of Arts and Science degrees. Since the other two proposed APCs carry a degree attribute as part of their title, the joint committee similarly needs to reflect its degree outcome attribute.

At the conclusion of the discussion on the amendment the assembly voted. The amendment was **APPROVED** by the majority of voters present.

Returning to the original motion, as amended, the assembly voted on the motion. The motion was **APPROVED** by 33 of the voters present.

4.2 Motion 2 (Klaassen / Todd) *That the Faculty Council approve amendments to the provisions of the Bylaws that pertain to the establishment of a Committee of Department Heads as a standing committee of Faculty Council, effective July 1 2016, under consideration of clauses 1 – 3 as circulated.*

The discussion included the following points:

- The creation of a Committee of Department Heads (CDH) does not prevent the dean from calling a meeting of the department heads to discuss college matters that are deemed by the dean as requiring timely and topical input from the department heads.
- The CDH can structure itself in many ways; for example, it can create division-like subcommittees within the CDH, as deemed necessary.
- The CDH will be a standing committee of Faculty Council, and in this way it will have clout and formal standing. It could be proactive, it could pass motions, and generally could be more consequential than the Divisional Faculty Councils are at present.
- The CDH may be too large a body to discuss matters of consequence.

At the conclusion of the discussion the assembly voted on the motion. The motion was **APPROVED** by 31 of the voters present.

4.3 Motion 3 (Klaassen / Bell) *That the Faculty Council approve amendments to the provisions of the Bylaws that pertain to the establishment of a Committee of Interdisciplinary Program Chairs as a standing committee of Faculty Council, effective July 1 2016, under consideration of clauses 1 – 3 as circulated.*

The discussion included the following points:

- As the previously approved CDH will have 21 department head members, it cannot reasonably accommodate other representatives in addition to that number. Therefore, a Committee of Interdisciplinary Program Chairs (CIPC) is needed, and must be a separate entity from the CDH.
- The interdisciplinary program chairs already meet informally in a roundtable. The new proposed committee will formalize that. The topics of discussion are different from the topics that the CDH might discuss.
- Interdisciplinary programs do not have distinct departmental homes; the programs are dependent on the good will of several heads of departments that contribute faculty time and other resources to the programs. There is a need for advocacy on behalf of interdisciplinary programs.

- The number of students in interdisciplinary programs ranges quite widely, but the enrolment number is more than a trivial percentage of the overall undergraduate student population.

At the conclusion of the discussion the assembly voted on the motion. The motion was **APPROVED** by 34 of the voters present.

4.4 Motion 4 (Klaassen/ Todd) *That the Faculty Council dissolve the Divisional Faculty Councils as subcommittees of Faculty Council, effective July 1 2016, subject to final approval of the dissolution by University Council, under consideration of clauses 1 – 7 as circulated.*

The discussion included the following points:

- There is a question of whether Faculty Council can legitimately effect bylaw changes that lead to the dissolution of the Divisional Faculty Councils (DFCs), and that result in other significant changes to the bylaws. The College Secretary explained that Faculty Council has ultimate authority over the bylaws and over the DFCs.
- If the degree-based APCs are approved as proposed, program decisions will be made by Faculty Council (FC) instead of by the DFCs. This will result in a larger number of FC meetings throughout the academic year. But without the DFCs, there will still be a reduction in the number of faculty meetings overall.
- The past history of the DFCs shows that there was generally low attendance, and that many DFC meetings were cancelled due to the lack of substantive decision items.
- The DFCs are needed to provide opportunities for regular meetings of faculty members in the divisions. As well, any future new integrated planning process for the college would benefit from planning discussions that can take place within divisional disciplinary structures that could become planning entities.

At the conclusion of the discussion the assembly voted on the motion. The motion was **APPROVED** by 35 of the voters present.

5. Report of the Curriculum Renewal Advisory Committee, Q and A – Alexis Dahl, Director of Programs

Alexis Dahl, Director of Programs, referred to the previously circulated documents from the Curriculum Renewal Advisory Committee. The following points were discussed:

- The Vice-Dean Academic is the administrative lead of faculty groups that are working on curriculum renewal.
- The current focus of activities in curriculum renewal is placed on first-year courses. There are three groups that focus on the question of how current and future courses can meet the college's learning goals, in the areas of: quantitative reasoning, indigenous content, and writing skills.
- There are two draft documents that provide details of criteria on how existing and future courses might meet the writing and the quantitative reasoning outcome goals. Further, these documents also include a survey for departments to specifically identify courses that already achieve the outcome goals. The third working group on indigenous content in curriculum will follow with a similar approach, very soon.
- Writing skills are seen as one manifestation of a broader continuum of communication skills that also include verbal communication or symbolic communication. Writing skills are interpreted as the most fundamental and most broadly applicable element of communication, which drives the emphasis on written communication in the work of the curriculum renewal working group.

- Any new distribution requirements that are designed to align with the learning goals will not reduce the number of CUs required, nor result in a reduction of electives students will be eligible to take within their degree program.
- The expectation is that most or all students will take, and be advised to take, the first-year courses that incorporate the learning goals early in the program.
- The surveys, and any re-design of first-year courses, pertain to programs that lead to a B.A. or B.Sc. degree. At present, due to several complexities, programs leading to a B.Mus., B.F.A., and B.A.&Sc. degree are excluded from the process.
- The working groups will continue to report to Faculty Council on the progress of their activities. All final decisions about changes to first-year courses will be made by Faculty Council, under its newly assigned full authority for academic programs. If the working groups can finish their preparatory work by July of this year, then the new Academic Programs Committees could provide recommendations to Faculty Council for approval in the fall of 2016. If all timelines are followed, within the College and also within SESD, the full implementation of any changes will take effect in 2018/19.

6. Other Business

   No other business was raised.

7. Adjournment

   Motion (Morrissey / Aitken) *That the Faculty Council meeting be adjourned*.

   APPROVED

8. Next Meeting: May 9, 2016, 10am – noon, Arts 241

CHART 1 A

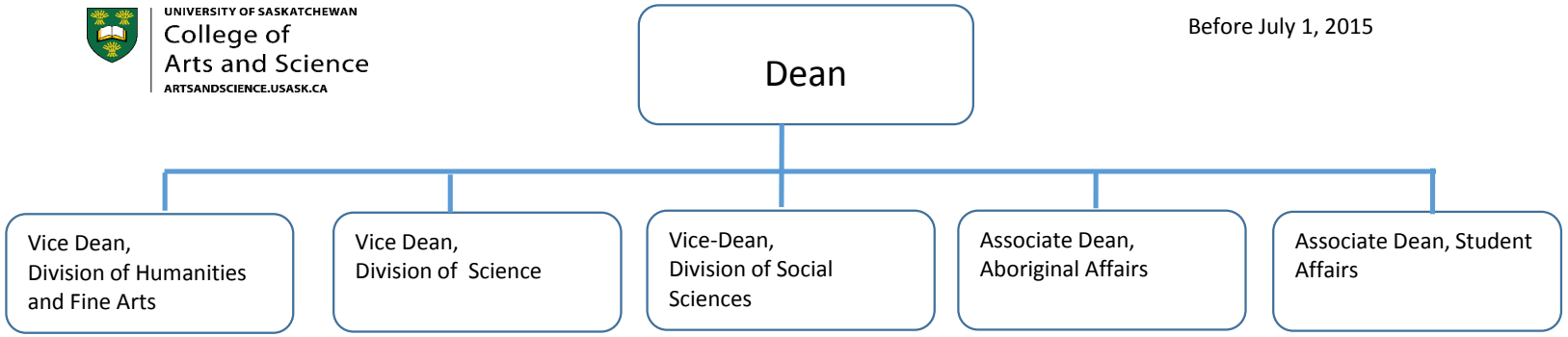


CHART 1 B

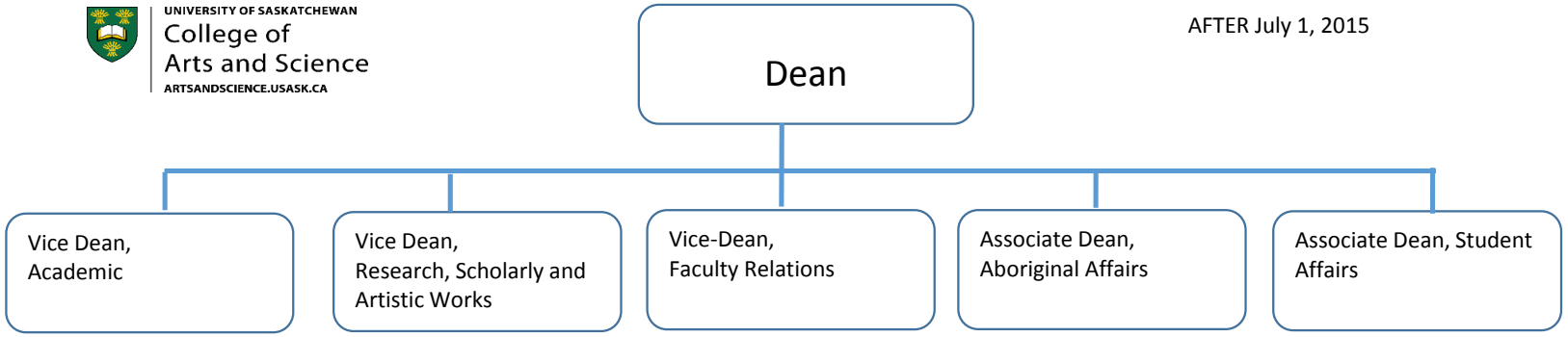


Chart 1 - Current Collegial Governance Structure

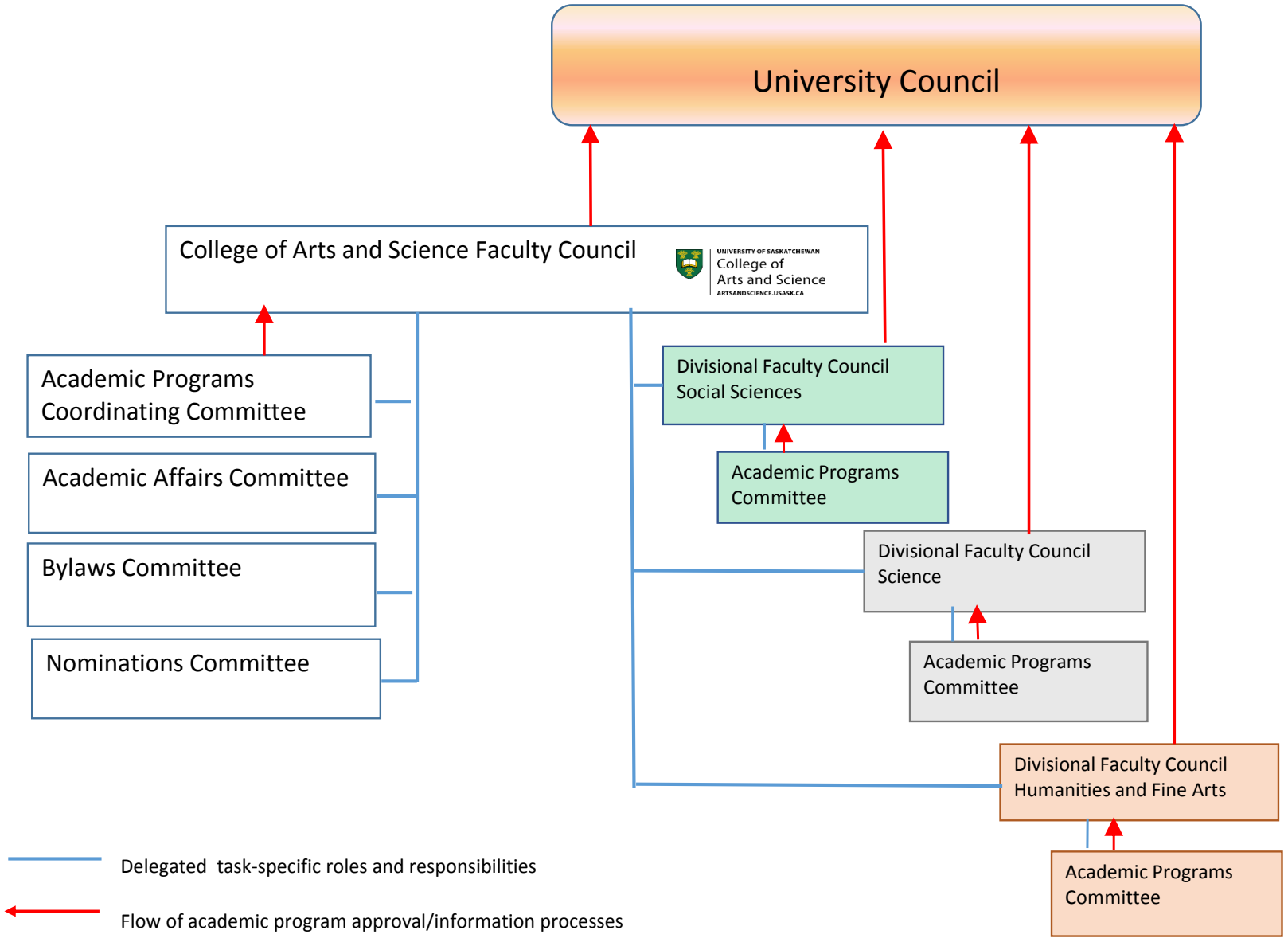
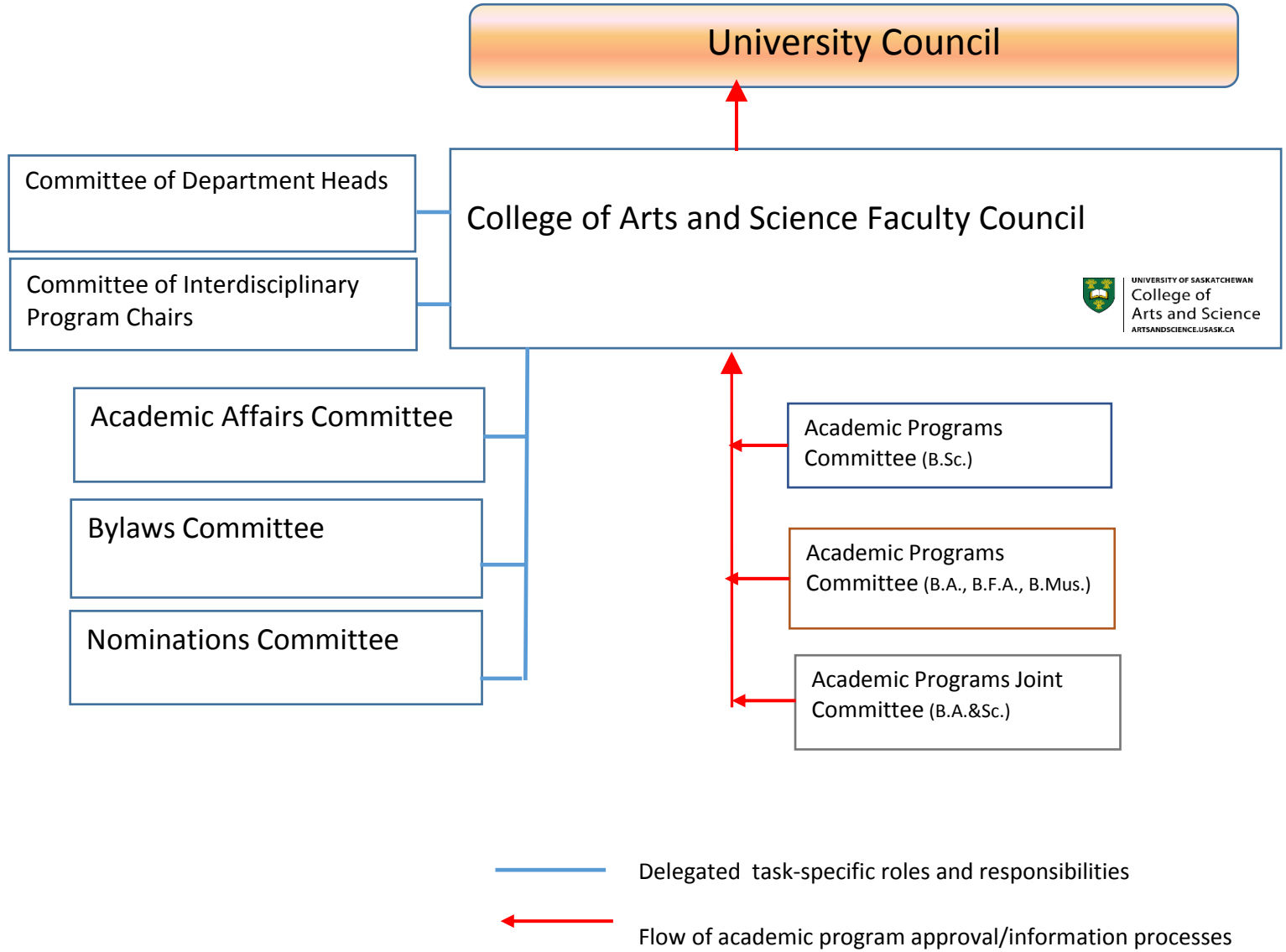


Chart 2: Governance Structure effective July 1, 2016



AGENDA ITEM NO: 8.2

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

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

DATE OF MEETING: **May 19, 2016**

SUBJECT: **Establishment of the Johnson-Shoyama Institute for Science and Innovation Policy (ISIP)**

DECISION REQUESTED:

It is recommended:

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.

PURPOSE:

The Johnson-Shoyama Institute for Science and Innovation Policy (ISIP) will undertake policy research in the areas of science and innovation. The primary goal of the centre is to leverage funding opportunities related to the policy connections of innovative technologies, particularly those with transformative potential in the areas of energy, digital analytics, bioscience and food security, water security, and health.

CONSULTATION:

The proposal to establish ISIP was considered by the centres subcommittee on October 5, 2015 and a revised proposal discussed by the research, scholarly and artistic work committee on November 25, 2015. The planning and priorities committee considered the proposal at its meeting on December 2, 2015. On January 13, 2016, the planning and priorities committee reviewed further revisions to the proposal and carried a motion to recommend that Council approve the centre.

Suggested revisions through these consultations related to the inclusion of researchers in the Humanities, Social Sciences, and Sciences, refinement of the budget and confirmation of funding sources with letters of support, clarification of the purpose and focus of the centre, a request for a review three to five years after establishment focusing on sustainability, outcomes, and involvement with other researchers, and an indication of how the centre will invest in the engagement and scholarship of Aboriginal peoples.

On February 25, 2016, the committee presented the centre proposal to Council for approval. A motion was carried to postpone consideration of the centre until the April 2016 Council meeting, to allow proponents to address concerns around insufficient consultation with faculty in the health sciences, natural sciences, social sciences, and Indigenous studies in the collaborative efforts of the centre and how the centre's activities can involve and benefit students. On April 6, the committee met with proponents and considered the work undertaken to date to revise the proposal in light of the concerns raised by Council.

Consultation reported at that time included two town halls with an open invitation to faculty and students to discuss the institute; meetings held with colleges, including presentations to the divisional faculty councils in the College of Arts and Science and with Veterinary Medicine; and planned discussion with the research advisory committee of the health sciences deans; a meeting with members of the Graduate Students' Association; and follow-up discussions with the International Centre for Northern Governance and Development, First Nations University of Canada, and the Indigenous Peoples' Health Research Centre. Proponents requested an additional month to complete their consultation and to permit the executive director of the school Kathy McNutt, and the director, Jeremy Rayner to attend the meeting. The committee supported the request as additional time was seen as beneficial to permit proponents to strengthen the proposal and address Council's concerns with the previous version of the proposal.

A motion to postpone consideration of the proposal until the May Council meeting was presented by the committee to Council on April 21. Discussion about the motion included the desire for broader consultation with First Nations, and concerns about the ability of researchers to conduct research in controversial areas independent of external agencies. An amended motion to postpone consideration of the proposal until October was defeated. Quorum was lost and the meeting adjourned.

On May 4 the planning and priorities committee reviewed a further revised proposal, accompanied by a cover note from proponents explaining the additional revisions *(see below).*

- *A Proposal Overview has been added at the beginning of the document to highlight key details regarding the proposed nature and scope of ISIP. Both that section and section 3.1 now include details relating to the ideas and concepts of policy analysis for the purposes of this work.*

- *Both the overview and section 3.1, particularly through the articulation of new guiding principles, emphasize the role of ISIP in supporting scholarly research relating to policy analysis as opposed to advocating for particular policies, technologies, innovations or industries.*

- *Section 8 of the proposal includes various milestones and metrics for ISIP. We have reviewed and modified slightly this section and would invite any further feedback from PPC should they feel it requires further adjustments or enhancements.*

- *In response to Council's request for additional consultation, consideration of students and of greater faculty involvement in ISIP activities, we have undertaken or committed*

to the following additional consultations and engagement prior to submitting our revised proposal to Council:

- *Three town hall meetings inviting broad academic, staff and student participation from across the campus and academic units;*
    - *Meetings with specific colleges including Arts and Science (presentations and discussions at Division Faculty Councils and Roundtables of Department Heads) and Veterinary Medicine;*
    - *Dean's Council presentation and targeted sharing of draft proposal;*
    - *Follow-up with the Vice-President Research at the U of R;*
    - *Meeting with the Graduate Students Association President;*
    - *Presentation and discussion with the Research Advisory Committee for the Health Sciences Deans; and*
    - *Follow-up discussions with the International Centre for Northern Governance and Development, First Nations University of Canada, and the Indigenous Peoples' Health Research Centre.*
- *Section 3.1 now includes a section regarding ISIP's "Focus on Students" and several places in the document, including the overview and the principles section, clarify the intention to include broad faculty involvement in ISIP by: underlining the inclusive and open nature of ISIP; re-iterating the intention to support cluster development that incorporates and builds on expertise from across our campuses; and, clarifying that the current proposed cluster areas constitute only initial areas of focus based on existing strengths with the anticipation that new clusters will be developed as proposals emerge from the academic community.*
- *Through the above additional consultations, we have engaged with representatives from the social sciences, natural sciences and indigenous studies and have endeavoured to dispel perceptions that ISIP is closed or exclusive in nature. Through our discussions, we have tried to encourage increased faculty engagement and participation wherever possible. Furthermore, we have refined the proposal through the overview section and in several places in section 3.1 to reflect the intention for ISIP to welcome and support faculty and students from across the academy. Additional letters of support including references to potential areas of collaboration have now been included or are anticipated from the International Centre for Northern Governance and Development, First Nations University of Canada, and the Indigenous Peoples' Health Research Centre.*
- *A third Town Hall was held on May 5 at 3:30 pm. Additional efforts in advertising and direct contact with academic units were made in an effort to ensure maximum participation.*
- *Both the proposal overview and the principles now included in section 3.1 underline the intention that ISIP bring together scholars from across our campuses and be open to scholars wishing to advance and benefit from its mandate and purpose.*

- *In response to objections about the use of Canadian in the title of the proposed centre, the name has been changed to the Johnson-Shoyama Institute of Science and Innovation Policy.*

The planning and priorities committee accepted the revisions. The committee requested a final substantive change to the proposal prior to submission of the proposal to Council in May. The request was for the proposal to have a clearer definition of what public policy means in the context of the centre and how scholarship within public policy is done, written at a level that would be clear to any individual reading the proposal. The committee deemed that some of the confusion around the purpose of the centre could be attributed to the high level of the references to public policy in the proposal and the lack of a fundamental appreciation of the nature of scholarship in public policy and how the centre will conduct research.

DISCUSSION SUMMARY:

The planning and priorities committee supports the establishment of ISIP as a Type A centre. JSGS has successfully integrated other centres within the school. The centre will intensify the efforts of researchers within the JSGS and will leverage the work done by the school across both campuses to make a substantive impact in knowledge translation to public policy.

Centre proponents have endeavoured to address Council concerns. The centre has set milestones to measure progress and will be reviewed to ensure it is meeting its objectives. The committee is satisfied that the addition of ISIP will be beneficial to the JSGS and to the faculty members and students of the universities of Regina and Saskatchewan who engage with the centre.

FURTHER ACTION REQUIRED

ISIP will be jointly established by the University of Regina and the University of Saskatchewan, reflecting the joint nature of the JSGS. Once approved by Council, the proposal will be submitted for review and consideration of approval by the University of Regina Board of Governors.

ATTACHMENTS:

Proposal to establish the Institute for Science and Innovation Policy (ISIP) dated May 9, 2016

The Centres Policy and Guidelines may be found at:

www.usask.ca/university_secretary/policies/research/8_23.php

Proposal to Establish the Johnson-Shoyama Institute for Science and Innovation Policy

Proposal Overview

The Johnson-Shoyama Graduate School of Public Policy (JSGS) is pleased to present this proposal for the establishment of a new Institute for Science and Innovation Policy (ISIP). Building on recently identified JSGS research priorities with respect to policy analysis of innovation, science and technology, ISIP will enhance existing and create new scholarly research spaces to better equip and enable public, private and civil society sectors to successfully consider, debate and make decisions about new discoveries and technological applications. JSGS has established substantial expertise in policy analysis, which involves the application of theory and a mix of quantitative, qualitative and Indigenous methods to investigate the nature, causes, and impacts of ideas, institutions and individuals on alternative policies. Policy analysis can be directed to the management of the public good or used to assess the appropriate public intervention in private interests in the economy or society. In particular, JSGS has significant policy analysis expertise with strategic assessment, societal engagement and decision-making.

As an academic research institute, ISIP will support the advancement of theory, methodology and evidence-informed exchange while providing new opportunities for student training and experience. ISIP will not advocate as an institute for any particular policies, technologies, innovations or industries. Rather, it will support the research community to better understand and disseminate knowledge about the policy and governance dimensions of science and innovation.

Locating ISIP within JSGS will enable the new institute to benefit from existing multidisciplinary networks and scholarship and to generate new opportunities for faculty for across the universities' communities to participate in research into aspects of innovation, science and technology policy. **At its foundation, ISIP will introduce new coordinated and on-going infrastructure in this area to provide sustained research leadership for the universities as a whole, including through cluster and large grant proposal development as well as project implementation.** JSGS builds on its established reputation for successfully bridging and integrating academic perspectives across both campuses to support ISIP research and training on analytic tools and methods relating to the development of public policy.

Through initial focus on particular research cluster areas pertaining to bioscience and food policy, energy policy, health innovation policy and digital governance and policy analytics, ISIP will draw on expertise from across the academy while looking to incorporate and support development of additional research cluster themes such as water policy. Through ISIP, JSGS will build on its existing relationships across the University of Saskatchewan (UofS) and University of Regina (UofR) campuses and with public, private and civil society sectors around the world to develop a 21st century theoretically-grounded and methodologically-rigorous tool kit to support the design and implementation of better

policy and governance practices relating to science and innovation. **More specifically, ISIP will enable new opportunities for more robust and sustainable research leadership, network-building, funding and knowledge dissemination in science and innovation policy and governance.**

The following proposal presents the key elements of this vision in accordance with the Centres Policy and Guidelines at the UofS.

1. **Name of Centre**

   Institute for Science and Innovation Policy (ISIP)

2. **Type of Centre**

   This proposal recommends that ISIP be designated a Type A Centre located in JSGS. Under this model, the Institute's Director would report to the Executive Director of JSGS, who represents both campuses of the School.

   ISIP will be a joint-initiative of the UofS and the UofR, capitalizing on the unique one-School two-campus structure of JSGS. While the inaugural director and associate director will be hosted at the UofS, the institute will have research facilitators at both campuses and the leads for the research themes are distributed across the two universities. Every three years the leadership will switch to the other campus in keeping with the JSGS policy of alternating its Executive Director (and Director) level leadership between the two campuses (on a five-year rotational basis for the ED).

   Both JSGS and this proposed institute do not fit neatly within the normal governance system operating at the University and extend well beyond the centre typology (A-D) developed many years ago. Although ISIP's broad scope and budget in the contexts of a standard college or school might warrant designation of the Institute as a Type B centre, the unique operating structure of JSGS as an inter-disciplinary school shared and administered jointly by the UofS and UofR supports ISIP's identification as a Type A centre at the UofS within and under the responsibility of JSGS (and as a corresponding Faculty-based centre located within JSGS under the UofR centres policy). ISIP will be administratively housed and operated solely within the JSGS and, as such, will be a joint entity that does not fall under the sole jurisdiction or authority of either institution alone. This structure provides a novel and innovative opportunity to operate a truly collaborative institute that will undertake intra- and inter-institutional, interdisciplinary activities. Streamlining the administration within the School will enable the centre to actively pursue research opportunities and promote the joint reputations of the Institute, JSGS and our host universities. Within this context and in conversation with both Offices of the Vice Presidents Research, JSGS has been identified as uniquely and well positioned to enhance performance and provide appropriate and effective accountability for the administrative and academic oversight of this shared institute on behalf of both our universities.

3. Academic Plan

3.1. Goals and Objectives

ISIP will provide a unique scholarly vehicle to bridge the current disconnect between science and innovation on the one hand and related policy and governance considerations on the other. In so doing, it will create and enhance a scholarly research space that will better equip and enable public, private and civil society sectors to successfully consider, debate and make decisions about new discoveries and technological applications.

In 2014 JSGS faculty identified three research priority areas: governance; social policy and inequality; and innovation, science and technology policy. ISIP will directly build on the science, technology and innovation theme. The new Institute directly responds to needs identified in the JSGS UofS *Plan for the Third Planning Cycle, 2012-2016,* around bridging social science, life science, and natural science communities and improving research capacity in governance topics relating to science and technology.

The goal of ISIP is to draw together researchers, experts and stakeholders from across the public, private and civil society sectors to enhance research and understanding relating to the policy and governance dimensions of science and innovation. More specifically and as outlined in more detail in Section 3.2 below, ISIP will work with domestic and international partners to support research that increases the timely and effective consideration and decisions around the development of and decisions about scientific innovations. To do this, we will engage with a range of broader society actors and communities to apply existing JSGS leadership and strengths in three areas:

- strategic assessment
- societal engagement
- support for decision-making

Research undertaken in the above areas and organized within various science and innovation research cluster areas will be enhanced through adherence to various ISIP guiding principles as follows:

- **ISIP is above all a scholarly research endeavour. It is intended to support research on the multiple policy and governance dimensions of science and innovation without advocating for any particular policy, technology, innovation or industry.**
- ISIP will support and advance the strategic goals of the JSGS including innovation, indigenization and internationalization.
- Academic freedom is paramount for ISIP success. A diversity of views is both expected and will be encouraged.
- ISIP success will be ensured and measured by openness to participation and contribution of a wide diversity of scholars from across the academy. Broad collaboration integrating multiple perspectives from the sciences, socials sciences

and humanities, including Indigenous way of knowing and being, will be encouraged and supported.

- ISIP recognizes that substantial research capacity already exists on our two campuses. ISIP will contribute its policy expertise both to strengthen existing research efforts and to build new areas of research excellence.
- Research activities and funding will be directed through ISIP governance and decision-making processes established in accordance with UofS and UofR requirements.
- Student training and participation in research activities are priorities for ISIP. Activities and projects incorporating student engagement will be actively encouraged and promoted.
- Research projects will be governed through peer review processes. Partners, including from government and industry, will not determine specific research priorities.
- ISIP aims to enhance both the quality and recognition of individual and collective research. Overhead resources, visibility and credit will be maintained and/or shared as appropriate and agreed upon with grant holders and respective academic units.
- ISIP will be inclusive and open to supporting a wide variety of research clusters and proposals from across both campuses relating to its mandate, with consideration for the following criteria:
    - Fit with areas of institutional scientific pre-eminence established by our two host universities;
    - Demonstrable significance relating to transformative science, agenda-setting, policy design, decision-making, public engagement, assessment, etc.;
    - Availability of academic, policy, Indigenous, and governance leadership and expertise, including strong linkages within JSGS and beyond;
    - Manageable scale and scope with strategic goals and tangible deliverables; and
    - Reasonable short- and long-term funding prospects, including an ability to contribute to some extent to ISIP overall research management.

JSGS has established substantial expertise in policy analysis, which involves the application of theory and a mix of quantitative, qualitative and Indigenous methods to investigate the nature, causes, and impacts of ideas, institutions and individuals on alternative policies. Policy analysis can be directed to the management of the public good or used to assess the appropriate public intervention in private interests in the economy or society. In particular, JSGS has significant policy analysis expertise with strategic assessment, societal engagement and decision-making. Based on JSGS strengths, current research projects and funding, the above principles and the criteria for identifying potential ISIP research cluster areas, the following categories are anticipated for initial ISIP focus with the hope and intention that further eligible research clusters be included as additional proposals emerge from the academic community within and beyond the JSGS at both campuses.

- bioscience and food policy

- energy policy
- digital governance and policy analytics
- health innovation policy
- water policy (under consideration)

Research cluster development that incorporates researchers from scientific, social scientific and humanistic fields extending far beyond current JSGS pools of expertise is at the heart of the ISIP vision. As reflected in responses to the original multi-disciplinary consultation process informing development of the ISIP concept, many scholars and researchers on both campuses in Schools, Colleges and Faculties beyond JSGS are eager for opportunities to collaborate. ISIP is dedicated to finding mechanisms that will permit closer collaboration across academic units to provide demonstrable impacts in efforts to address social challenges through science and innovation. Led primarily by social scientists from within or beyond JSGS, ISIP research clusters will draw on expertise from across the humanities, social sciences, sciences and Indigenous knowledge to ensure multiple and broad perspectives are incorporated in all related research activities.

Based on these intentions, the objectives of ISIP are to:

1. Lead, host, undertake and support leading-edge research on policy and governance dimensions – including Indigenous, social, economic and political considerations – of science and innovation.

2. Create and support research clusters, building on networks of scholars within and beyond JSGS and crossing scientific, social scientific and humanist disciplines, colleges and institutions.

3. Provide a mechanism to strengthen understanding regarding collaborative research opportunities among academic, public, private, Indigenous, and civil society sectors, both in Canada and internationally.

4. Explore economic and social innovations arising from natural, applied and bio-medical sciences and in the social sciences in the private, public and social sectors.

5. Develop and assess knowledge translation strategies and best practices and disseminate them to interested users from government, industry and civil society.

6. Offer specialized training opportunities for graduate students and researchers interested in developing governance knowledge and skills that are essential for consideration of scientific applications in public and private spheres.

Consistency with Institutional Priorities

ISIP's initial research areas of focus – bioscience and food policy, energy policy, health innovation policy and digital governance and policy analytics, with water policy under

development—build on existing strengths, priorities and investments at institutional levels.

The 2015-2020 UofR Strategic Plan has identified "research impact" among its strategic priorities, emphasizing its commitment to provide support to research communities to expand the boundaries of knowledge and have meaningful impact at home and beyond. Strategic research clusters include:

- *Anxiety, Stress & Pain*
- *The Digital Future*
- *Water, Environment, & Clean Energy*
- *Integrated Human Health: Equity, Disease and Prevention*
- *Social Justice & Community Safety*

The UofS Research Signature Areas, identified in part for their relevance to issues of national and international priority and their impacts for the benefit and betterment of society, include:

- *Aboriginal Peoples: Engagement and Scholarship*
- *Agriculture: Food and Bio-products for a Sustainable Future*
- *Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment*
- *One Health: Solutions at the Animal-Human-Environment Interface*
- *Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies*
- *Water Security: Stewardship of the World's Freshwater Resources*

Through its own focus and partnerships, ISIP will remain committed to developing research programs that are closely aligned with UofR and UofS institutional priorities.

Indigenous scholarship and engagement

In line with the JSGS strategic priorities of indigenization ISIP's research mandate and focus will contribute to, and advance, institutional commitments with respect to Indigenous scholarship and engagement. Where there are opportunities to advance shared goals with respect to the policy and governance dimensions of science and innovation, ISIP will collaborate with other academic and administrative units at the UofS and the UofR, including the International Centre for Northern Governance and Development, First Nations University of Canada, and the Indigenous Peoples' Health Research Centre to advance institutional priorities relating to Indigenous student success, engagement with First Nations, Métis and Inuit communities, and incorporation of Indigenous knowledge and experience (Letters of support for ISIP from various organizations are included in Appendix II).

Recognizing that various ISIP clusters may address science and innovation topics where Indigenous perspectives and experiences are key, ISIP will (a) fully comply with the letter

and intent of the Tri-Council Policy Statement on Ethical Conduct of Research Involving Humans (TCPS): Section 6: Research Involving Aboriginal Peoples and (b) proactively engage Indigenous and other groups in defining appropriate research strategies to successfully explore related aspects. Anticipated potential areas for initial ISIP collaboration in this regard include such cross cutting issues as duty to consult, as well as sector themes relating to climate change, low carbon energy futures (given potential considerations for northern and remote communities), nutrition and food security and health innovation. In partnership with others, ISIP will contribute to commitments and strategies within the UofS Aboriginal Initiatives Framework to mobilize related internal expertise, provide opportunities for Indigenous researchers, and support meaningful community engagement and knowledge exchange about policy and practices.

Focus on Students

As a scholarly research unit, student education and training are at the heart of the proposal.

- In the first instance, the research clusters and their specific projects will provide funding, research topics and scholarly communities for students to access and use to develop their knowledge and skills in their programs of studies. Those projects identified to date will deliver an estimated 30 student research opportunities over their duration. While most of the support will be for graduate research students, there will be some opportunities to train undergraduate students in research methods (as summer students, in applied research courses such as SOC 323, and as research assistants).

- Second, the research institute will offer a number of opportunities for individual students (undergraduate, graduate research and taught masters) to engage in the research management process (e.g. grant writing, grant management and knowledge translation), thereby acquiring important research skills.

- Third, it is anticipated that ISIP will develop and offer, most likely in partnership with other academic units on our two campuses and beyond, innovative and engaged teaching and mentoring programs building on the research cluster areas. We anticipate sponsoring the development of innovative credit-based courses on science, technology and innovation policy, ideally involving international collaboration and experienced-based curricula. We also will investigate alternate service delivery of relevant policy courses to make them more accessible to a broader group of natural and social science students.

- Fourth, we are committed to investigating and developing a range of short-courses for skills development. The bioscience and food policy cluster has already expressed interest in assembling a more structured set of offerings for students working on the P2IRC CFREF project. We have discussed learning from and perhaps drawing some of the content from the ITraP Create program, the Entrepreneurial Scientist™ platform, the CGSR professional skills certificate and TLC programming. Any

incremental skills courses we develop would be made generally available; we will investigate with CGSR and TLC how to do that efficiently and effectively.

- Fifth, we anticipate identifying and developing a range of mentorship and internship opportunities in Saskatchewan, Canada and abroad to add to the education and training experience of our student researchers.

Rationale for the Centre

Generating, developing, assessing and applying science and innovation in ways beneficial to humanity at local and global levels has never been more important and challenging for decision-makers in public, private and civil society sectors.

In its 2007 Science and Technology Strategy, *Mobilizing Science and Technology to Canada's Advantage*, the federal government states that Canada requires, "a new approach – a new strategy that builds on our strong economic fundamentals, takes advantage of the research capacity that we have built, and more effectively uses science and technology to develop practical applications to address our challenges." The 2014 strategy, *Seizing Canada's Moment: Moving Forward in Science, Technology and Innovation* further acknowledges that "the ever-increasing complexity of global challenges … require international research collaborations across many disciplines." Federal science policy is under review but this goal is likely to remain a key focus of the new science policy framework.

Natural and social sciences have often been associated with improving quality of life and the idea that science in particular can be put to work in solving pressing public policy challenges is heavily subscribed to by think tanks, governments, universities and industry. And yet, translating the fruits of science to governments and to markets has never been more difficult. Individual disciplines are limited in their capacity to fully address and resolve large-scale or so-called "wicked" problems on their own. Moreover, research conducted in isolation from other discourses and modes of thinking can generate innovations that disrupt current practices or conflict with alternative ways of knowing, creating conflict that either empowers or disenfranchises divergent communities.

Collaboration focused on the policy and governance dimensions of scientific research and innovation creates better understanding and new opportunities for developing comprehensive evidence-informed solutions for socially-complex problems. In order to be effective however, research clusters must draw on multiple and broad areas of expertise from across the academy that are not always seen as obvious partners in scientific and innovation research, including such fields as history, ethics, cultural studies, law, fine arts, economics, Indigenous studies, etc. Through creating and supporting research clusters in key areas of institutional research strength that build on existing and emerging networks across scientific, social scientific and humanities disciplines, ISIP will provide the opportunities and synergies needed for holistic dialogue and analysis that can effectively enable researchers to consider best practices for addressing large-scale challenges.

Saskatchewan and Canada currently lack a mechanism through which these concerns regarding the broader policy opportunities and governance challenges of science and innovation can be systematically explored and addressed. A research centre like ISIP that focuses primarily on the crucial aspects of governing innovations and their potential translation into public, private and civil society sectors provides a critical, currently absent, element to the current innovation policy environment. Saskatchewan universities will benefit from a central coordinating science/social science/humanities research centre to enhance the success and benefits of its scientific, innovative and technical expertise. Such an operation could maximize the impact of Saskatchewan-based scientific research, facilitate greater and more systematic connections between research activities in the science, innovation and technology policy and governance areas and develop a long-term vision for integrated research platforms. Ultimately the goal is to expand the research opportunities for faculty and students and enhance our respective scholarly reputations.

Unique Opportunities for Research Activity and Engagement

While both universities have strength in specific scientific fields of inquiry and benefit from JSGS policy and governance capabilities, there are few, if any, formal mechanisms to bring together scholars spanning these and other fields to pursue common research interests. This limits our ability to lead national and international research products and to attract the best faculty and students.

Numerous centres currently exist in Canada and internationally with various mandates relating to science, innovation and society. However, many of these entities are either narrowly focused on the work of individual researchers or limit themselves to only one aspect of the science-society interface – i.e. primary research, knowledge translation, or fee for service engagement.

Against this backdrop, ISIP will provide a unique mechanism to gather researchers and scholars spanning the natural and applied sciences, social sciences and the humanities under various structured and targeted research clusters.

More specifically, ISIP will undertake and support research in areas relating to the policy and governance dimensions of science and innovation in ways that are not currently enabled elsewhere on campus in any structured way, by:

- Proactively investigating and brokering the creation of research clusters, engaging with science and technology developers, with policy and decision makers, with Indigenous communities and with civil society to identify appropriate research areas;
- Supporting evidence-informed discussion and exchange on the policy and governance dimensions of important policy issues among academic and non-academic actors through information dissemination, publications, symposiums, public forums, workshops, etc.;

- Providing a structure and mechanism whereby experts from across scientific, social scientific and humanistic disciplines can come together to collaborate on specific large-scale challenges, including engaging with and providing leadership to large-scale research projects and networks;
- Communicating policy and governance aspects of scientific and innovation to key audiences;
- Working with industry, government and community partners to develop better stakeholder engagement and public opinion models; and
- Developing training and outreach opportunities for the university communities and professionals from diverse sectors.

ISIP will support its research mission through various activities and mechanisms including:

- Establishing research clusters building on networks of experts having skills in relevant areas from the JSGS, the UofS, and the UofR;
- Securing agreements and MOUs with research partners to support joint research initiatives;
- Facilitating and brokering relationships among scientific researchers, data holders, policy and governance experts, government officials, Indigenous leaders, decision-makers, industry and community representatives, and regulators to enable cutting-edge policy research that is thorough and relevant;
- Targeting potential funding sources and external partners to expand the capacity to do policy research; and
- Supporting development and management of large-scale peer-reviewed research grants.

Integrating Participation of Numerous Academic and Research Units

As an Institute dedicated to the development of and support for research clusters spanning scientific, social scientific and humanistic fields, and integrating participation by diverse actors from the public, private, Indigenous communities and civil society sectors, ISIP will engage with and be of benefit to numerous academic units and research entities.

JSGS will host ISIP on behalf of both universities. Research clusters and activities will reflect interests from across the UofS and UofR scholarly communities. Consultations have been undertaken across both campuses leading to the present ISIP concept, objectives, principles and areas and criteria for research focus. Based on those discussions and the goals and objectives outlined above, close collaboration in this initiative is confirmed or anticipated with numerous units or facilities including the following:

<u>UofR Campus</u>
Arts
Science
Engineering and Applied Science
Prairie Adaptation Research Collaborative

Institute for Energy, Environment and Sustainable Communities
First Nations University Canada

UofS Campus
Agriculture and Bioresources
Arts and Science
Edwards School of Business
Engineering
Law
School of the Environment and Sustainability
School of Public Health
Veterinary Medicine
Canadian Light Source
Vaccine and Infectious Disease organization/International Vaccine Centre
Global Institute for Food Security
Global Institute for Water Security
Sylvia Fedoruk Canadian Centre for Nuclear Innovation

Consistency with JSGS Planning and Priorities

ISIP will directly address one of three research priorities recently identified by JSGS relating to Innovation, Science and Technology.

3.2. Impact and Relationships

As noted above, Saskatchewan currently lacks a mechanism to support exchange about strategic assessment, societal engagement and support for decision-making relating to the policy and governance challenges of science and innovation. A research centre like ISIP will enable JSGS and the province's two universities to address this vital need by expanding and coordinating research collaboration throughout the academy. The ultimate goal is to strengthen our respective national reputations and to provide research leadership in select global policy fields.

Research projects across natural and applied sciences, social scientific and humanistic fields in areas of shared concern are currently not coordinated. Moreover no forum currently exists to evaluate what initiatives have already been undertaken, what research needs to be done and how to best address issues in these areas. Through coordinating activities, ISIP will identify and leverage potential funding opportunities and spaces where social scientists can explore aspects of scientific inquiry and impact, as well as where policy and decision makers can benefit from social scientific and other analyses. In so doing, JSGS will allow our two campuses to take the lead in research relating to science and innovation policy development and elevate both universities' national reputations through their balanced and inclusive commitment to science, innovation and society.

ISIP will build upon existing funded research projects as well as other projects in-process funded by a wide array of agencies including SSHRC, CIHR, CFREF, CERC and CRC programs and Genome Canada. The activities of ISIP will be mutually beneficial, enhancing existing work through new connections while elevating the impact of the research through new networks and developing a toolkit to help researchers and others better understand the policy and governance challenges of getting innovations approved, adapted and adopted for use in broader society.

More specifically, ISIP will build on existing JSGS relationships and networks to incorporate the following JSGS research strengths and analytic capacities to offer clear value in enhancing the assessment of science and innovation:

Strategic assessment

- Policy scholars apply a mix of theories and methods to examine innovation both prospectively and retrospectively in order to test governance systems and identify potential options to improve performance. Generally this involves focusing on improving understanding between scientific definitions of risk, public understandings of uncertainty and institutional evaluative methods for assessing new technologies and techniques.
- Recent research projects have undertaken ex-post cost-benefit analyses, developed analytical tools for assessing performance in research programs and regulatory systems and investigated the structure of governance models for science.

Societal engagement

- Policy scholars are actively investigating social engagement in discourse around science to better understand different perceptions of risk and framing of choices. Generally this involves focusing on knowledge mobilization and democratic engagement strategies and opportunities and their impact on informed public participation in controversial debates relating to innovative technologies.
- Recent research projects have investigated the theoretical and practical roots of democratic engagement processes including alternative participatory process (co-creation, crowd sourcing, and other social innovation), the duty to consult and responsibility to engage Indigenous communities, and the application of social learning to the public's understanding of science and technology.

Support for decision-making

- Policy scholars are intensely interested in understanding how perceptions about risks and benefits intersect with science-based and evidence-informed policy and regulatory decision systems. Generally this involves research focused on how stakeholders use evidence within decision-making structures and how new knowledge is accessed, interpreted and translated from one policy area to another.
- Recent research has explored how choice architecture affects decisions in risky and uncertain spaces and the interplay of multi-level decision systems on regulatory outcomes.

Through ISIP, JSGS will build on its existing relationships across the academy and with public, private and civil society sectors around the world to develop a 21st century theoretically-grounded and methodologically-rigorous tool kit to support the design and implementation of better policy and governance practices relating to science and innovation.

Each research cluster area will collaborate with key partners from academic, public, private, Indigenous, and civil society sectors. Building on existing and new relationships, ISIP will increase: collaborative engagement in research grants (more co-applications); high impact publishing in top journals and monograph series; proactive co-publishing and co-supervision; and engagement in proactive knowledge-transfer activities (e.g. policy briefs, media contact, participation in policy symposia with government and industry, etc.). JSGS students will also have the opportunity to engage in enhanced research activities relating to their areas of study, including engaging in themed seminars and symposia, participating in cross-methods training (as learners/trainers) and contributing to the research and knowledge transfer continuum.

Overview of ISIP Value-added Dimensions

As outlined above, ISIP will bring a variety of value-added research activities and engagement to both the UofS and UofR. ISIP's value-added components will include:

- increased opportunities and mechanisms for more effective coordination among researchers and scholars in the sciences, social sciences and humanities, across our campuses and beyond, with expertise relating to the policy and governance dimensions of science and innovation;
- new opportunities for JSGS to take the primary lead on research projects that build on academic expertise (i.e., strategic assessment, societal engagement and support for decision-making) and in areas of institutional scientific strength;
- broadened research and training opportunities for JSGS and other faculty and students;
- enhanced knowledge mobilization and translation of tools for assessing innovation within public and private sectors;
- matured capacity to respond to increasing demand for clear policy applications and impacts in science and innovation research proposals and projects;
- expanded leadership and visibility, both domestically and internationally, for the UofR and UofS in key research areas; and
- stronger capacity to pursue and manage large-scale multidisciplinary research projects including through the leveraging of additional resources and partnerships both on and beyond our campuses.

It is important to reiterate that the goal of ISIP is to both secure funding for science, technology and innovation studies AND to help others secure funding for large-scale research. In many cases large-scale science projects, such as the recent Canada First Research Excellence Fund, are strengthened by a policy component; in other cases, such as

the recent Genome Canada LSARP, science projects were unable to be funded without an integrated, relevant policy research program. The table below illustrates some of the research funding our work to date has leveraged for this campus and beyond.

Research Projects	ISIP Related Funding	Leveraged resources at the UofS and UofR	Leveraged resources beyond our campuses
Application of Genomics to Innovation in the Lentil Economy (Genome Canada)	$214K	$7.7M (UofS)	--
Reverse Vaccinology Approach for the Prevention of Mycobacterial Disease in Cattle (Genome Canada)	$404K	$4.4M (UofS)	$2.6M
Designing Crops for Global Food Security (Canada First Research Excellence Fund)	$3.6M	$33.6M (UofS)	--
Creating Digital opportunity (SSHRC Partnership Grant)	$162K	$81K (UofS)	$2.96M
Rethinking IPRs for Open Innovation (SSHRC Insight Grant)	$46K	--	$690K

3.3. Scholarly Work

To achieve its research objectives, ISIP will engage core faculty with particular expertise from JSGS at the UofS and UofR and beyond to build research clusters focused around specific thematic areas.

The following JSGS scholars will provide the core research support for ISIP:

- Michael Atkinson – science and society
- Ken Coates – digital economy and northern innovation
- Murray Fulton – science, agriculture and market structures
- Pat Gober – water security
- Justin Longo – big data analytics policy
- Kathleen McNutt – digital analytics and energy policy
- Peter Phillips – bioscience policy and science and innovation studies
- Greg Poelzer – northern innovation
- Jeremy Rayner – energy policy
- Amy Zarzeczny – biotechnology and health law/policy

In addition, numerous faculty members from the UofR and UofS, as well as others from other academic, public, private and civil society sectors, have either committed to or been identified (through collaboration or the consultations) for potential participation in the initial research clusters as outlined below:

RESEARCH CLUSTER	CLUSTER LEAD	EARLY UOFS AND UOFR FACULTY INTEREST AND/OR POTENTIAL COLLABORATORS
Bioscience and Food Policy	Peter Phillips, JSGS	Stuart Smyth, Bill Kerr, Jill Hobbs and Richard Gray, BPBE; Martin Phillipson, Law; Susan Whiting and Carol Henry, Nutrition; Murray Fulton and Michael Atkinson, JSGS
Energy Policy	Jeremy Rayner, JSGS	Bill Kerr, BPBE; Loleen Berdahl, Kali Deonandan and Greg Poelzer, SENS Maureen Bourassa, ESB; Joel Bruneau, Econ; Kathy McNutt, Michael Atkinson and Ken Coates, JSGS
Digital Governance and Policy Analytics	Justin Longo, JSGS	Richard Gray, BPBE; Carl Gutwin and Nathan Osgood, CompSci; Dean Chapman, CLSI; Ken Coates and Kathy McNutt,, JSGS
Health Innovation Policy	Amy Zarzeczny, JSGS	Tarun Katapally, JSGS, Wallace Lockhart, UofR; Andrew Potter and Baljit Singh, UofS
Water Policy	Pat Gober, JSGS (Under Development)	Margot Hurlbert , UofR

4. Proponents

Proponents

The primary proponents for the establishment of ISIP include:

- Dr. Karen Chad, Vice-President Research and Executive Sponsor for this initiative
- Dr. Kathleen McNutt, Executive Director, JSGS
- Dr. Jeremy Rayner, Director, JSGS, UofS

Consultation

Extensive consultations have been held across the UofS and UofR campuses and related research facilities -- including with academics and researchers from scientific, social scientific and humanistic disciplines -- and with administrators from both institutions.

The initiative started with a JSGS Workshop on Governance of Innovation, Science and Technology held in May 2014 and included meetings with UofS Vice President Research Karen Chad (February 4 and May 28) and UofR Vice President Research David Malloy (May 28). Appendix I includes a 1-page summary of highlights from an initial consultation phase

undertaken Nov 2014 – Feb 2015 with numerous individuals across both campuses including the following:

UofS
- Associate Deans Research Forum
- Keith Willoughby, Edwards School of Business
- Peter Stoicheff, Dean, Arts and Science
- Peta Bonham-Smith, Vice-Dean, Science, Arts and Science
- Lawrence Martz, Vice-Dean, Social Sciences, Arts and Science
- David Parkinson, Vice-Dean, Humanities, Arts and Science
- Doug Freeman, Dean, and Baljit Singh, Vice-Dean, College of Veterinary Medicine
- Georges Kipouros, Dean, and Don Bergstrom, Associate Dean Faculty Relations, College of Engineering
- Nazeem Muhajarine, Acting Head, School of Public Health
- Mary Buhr, Dean, and Graham Scoles, Associate Dean, Research, College of Agriculture & Bioresources
- Beth Bilson, Acting Dean, College of Law
- Toddi Steelman, Executive Director, School of the Environment and Sustainability
- Tom Roberts, Acting Managing Director, Industry Liaison Office
- Andy Potter, Director, VIDO/InterVac
- Tom Ellis, Director of Research, and Mark de Jong, Director of Accelerators, CLS
- Howard Wheater, Global Institute for Water Security
- Neil Alexander, Executive Director, Sylvia Fedoruk Canadian Centre for Nuclear Innovation
- Maurice Moloney, Global Institute for Food Security

UofR
- Thomas Bredohl, Dean College of Arts
- Daniel Gagnon, Dean, Science, and Cory Butz, Computer Science
- Margot Hurlbert, Justice Studies, Sociology
- Esam Hussein, Dean, College of Engineering and Applied Science
- Dena McMartin, Associate Vice President, Academic and Research
- Sally Gray, Director, Research and Innovation & Partnership, Office of the Vice President Research
- Norm Henderson, Director, Prairie ARC
- Gordon Huang, Director, Energy, Environment and Sustainable Communities

In addition to feedback obtained through the ISIP approval process undertaken at the UofS and UofR, further input on this proposal has been obtained through a consultation process undertaken at the UofS between March and May 2016 that includes the following completed or anticipated components:

- Three town hall meetings inviting broad academic, staff and student participation from across the campus and academic units;

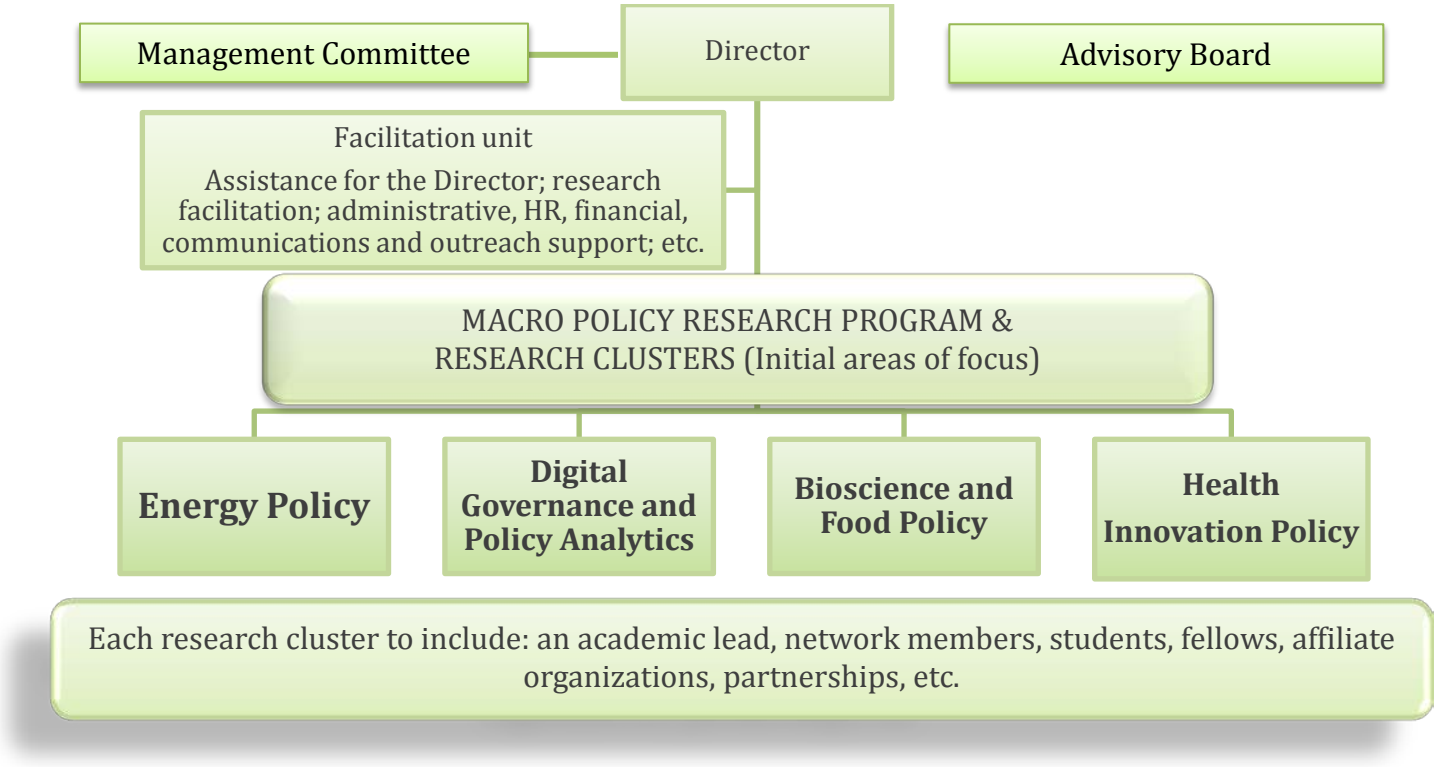
- Meetings with specific colleges including Arts and Science (presentations and discussions at Division Faculty Councils and Roundtables of Department Heads) and Veterinary Medicine;
- Dean's Council presentation and targeted sharing of draft proposal;
- Follow-up with the Vice-President Research at the UofR;
- Meeting with the Graduate Students Association President;
- Presentation and discussion with the Research Advisory Committee for the Health Sciences Deans; and
- Follow-up discussions with the International Centre for Northern Governance and Development, First Nations University of Canada, and the Indigenous Peoples' Health Research Centre.

5. Centre Leadership

As a Type A Centre, ISIP will be led by a Director reporting to the Executive Director of JSGS. The Director will be responsible for oversight of the academic mission and operations of the centre. The Director will be supported by an administrative team that will include: a strategic administrator to assist the Director, a research facilitator, and administrative, HR, financial, communications and outreach assistance from JSGS.

Research will be undertaken and supported primarily through the creation of research clusters led by established policy and governance leaders in areas of scientific pre-eminence at the UofS and UofR. Based on existing academic leadership and research funding, initial research clusters will focus on energy policy, digital governance and policy analytics, health innovation policy and bioscience and food policy, with water policy under consideration. Other research clusters will be developed and added as proposals emerge from the academic community. Each research cluster will include: an academic lead, network members, fellows, affiliated organizations and partnerships and students, supported with external research funding.

The chart below illustrates the proposed management structure for ISIP:



Additional oversight will be provided through a Management Committee including the Executive Director of JSGS, the ISIP Director, and the academic leads for all research clusters. An Advisory Committee will also be established to provide strategic advice and support the development of national and international partnerships. Further details regarding these two governance bodies are provided below in section 8.

6. Resources and Budget

ISIP activities relating to general operations, research facilitation, and outreach and knowledge translation will be funded from a variety of existing and potential new sources as outlined below.

JSGS resources and connections will provide in-kind administrative, HR, financial, communications, and outreach support through existing positions. Office space will be provided at the UofS campus (see Appendix III including Facilities Management sign-off).

Agreements with major research institutes in Saskatchewan – including the Sylvia Fedoruk Canadian Centre for Nuclear Innovation and the Global Institute for Food Security – will provide funds to cover both research and some operating costs. Similar MOAs will be pursued as appropriate with the Global Institute for Water Security, the International Minerals Innovation Institute and other initiatives at the two universities and beyond.

It is anticipated that both universities will provide support (at the UofS, through a PCIP decision) for the new strategic administrator position, support for research facilitators at both campuses, as well as travel expenses for advisory board members and various other ISIP travel and consumables. The College of Graduate Studies and Research (CGSR) has also confirmed its support for ISIP in the form of two Graduate Service Fellowships.

The two universities and JSGS have demonstrated capacity in securing research opportunities and funding that will further bolster ISIP resources, including the following anticipated allocations:

- CRC Tier 1 – Energy Policy (University of Regina)
  100% or $200,000/year X 5 years

- CISCO Research Chair on Big Data (University of Regina)
  33% or $100,000/year X 5 years

- Fullbright Chair – final allocation to ISIP (JSGS)
  $25,000 X 1 year

- Robertson Scholars (JSGS)
  $55,000/year ($20K/year for MPP and $35K/year for PhD) X 5 years

- Annual Science and Public Policy Lecture hosted by JSGS
  $5,000/year (Robertson donation)

- Allocation of graduate student services for research facilitation (CGSR, UofS)
  $11,000/year X 3 years

- In-kind support and funding for governance/operations (JSGS)
  $43,560 X 4 years (Director travel, administration/communications/financial support, etc.)

On-going and confirmed, pending and anticipated research projects relating to the ISIP mandate that researchers from the UofR and UofS are engaged in include:

Ongoing or confirmed projects:

- *Small Nuclear Innovation Policy Partnership (SSHRC Partnership Development Grant)*
- *Rethinking IPRs for Open Innovation (SSHRC In-Sight Grant)*
- *Integrated Training Program in Infectious Diseases, Food Safety and Public Policy (ITraP) (NSERC Create)*
- *Experimental Decision Laboratory and SSRL (CFI)*
- *Creating Digital Opportunity (SSHRC Partnership Grant)*
- *Leveraging Social Media in the Stem Cell Sector: Improving Public Engagement and Information Dissemination Strategies (NCE Stem Cell Network)*

- *Stem Cell Network Public Policy Impact Grant (NCE Create)*
- *Pace-'Omics: Personalized, Accessible, Cost-Effective Applications of 'Omics Technologies (Genome Canada)*
- *Canadian National Transplant Research Program: Increasing Donation and Improving Transplantation Outcomes (CIHR)*
- *Designing Crops for Global Food Security: Canada First Research Excellence Fund (CFREF)*
- *Application of Genomics to Innovation in the Lentil Economy (AGILE)(Genome Canada)*
- *JSGS-Global Institute for Food Security Partnership (GIFS)*
- *Reverse Vaccinology Approach for the Prevention of Mycobacterial Disease in Cattle (Genome Canada)*

Submitted/Pending:

- *Canada Excellence Research Chair (CERC) on food security (decision pending)*
- *Canada Excellence Research Chair (CERC) on carbon capture storage and utilization (decision pending)*

Anticipated applications:

- *CFREF on Water (UofS)*

It is anticipated that following its initial years of operation, ISIP will be self-sustainable, no longer requiring central university funding, by obtaining resources from a variety of sources and activities as outlined below:

- Once ISIP is launched, the Institute will pursue a number of large-scale research grants and collaborations that include allocation of resources for ISIP operations;
- Initial stages of ISIP operations will include approaches to federal and provincial governments, as well as non-governmental organizations, industry partners, and foundations to secure additional multi-year funding for operations and research capacity;
- In addition, on-going and new membership in and access to integral research facilities such as the SSRL and its suite of labs, including the Experimental Decision Laboratory (EDL), and the Policy Innovation Research Suite will provide a strong base for ISIP research activities.

A summary of base-line ISIP expenditures and revenues for the first three and a half years is provided in an attached detailed business plan in Appendix IV; as new projects are secured, they will raise our operating capacity.

ISIP Growth Trajectory and Research Project Selection

As outlined in Section 8 below, several milestones and metrics have been identified to guide and measure ISIP progress towards its intended goals. ISIP's growth trajectory has

been outlined through numerous targeted operational and academic achievements identified at multiple year intervals.

In addition, certain criteria will continue to guide the inclusion of research clusters and the pursuit of research funding and collaboration that will be the backbone of ISIP's growth and success. These criteria include:

- Fit with areas of institutional scientific pre-eminence established by our two host universities;
- Demonstrable significance relating to transformative science, social license, agenda-setting, decision-making, assessment, etc.;
- Availability of academic, policy and governance leadership and expertise, including strong linkages within and to JSGS and beyond;
- Manageable scale and scope with strategic goals and tangible deliverables; and
- Reasonable short- and long-term funding prospects including an ability to contribute to some extent to ISIP overall operations.

Where ISIP is supporting and providing expertise for projects and grants held by other units or entities, attribution will be ensured through formalized agreements and funding as appropriate.

Physical Resource Requirements

As indicated in Appendix III, there are no anticipated additional physical requirements for ISIP at this stage. It's expected that any new faculty or administrative hires associated with the Institute over the coming years will be accommodated within existing JSGS space allocations.

7. Support

As outlined in section 4 above and in Appendix II, numerous Deans, Vice-Deans, Unit Heads and Directors of research facilities from across the UofS and UofR were consulted and expressed their support for the ISIP concept.

Letters of support and/or commitment for ISIP have been provided (or are forthcoming) in Appendix II from the following:

- UofS Vice-President of Research, Dr. Karen Chad including reference to commitments from the Provost's Committee on Integrated Planning;
- UofR Vice President of Research, Dr. David Malloy
- JSGS Executive Director, Dr. Kathleen McNutt and Director UofS campus, Dr. Jeremy Rayner (joint letter);
- Executive Director of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation, Dr. Neil Alexander
- Executive Director of the Global Institute for Food Security, Dr. Maurice Maloney;

- Interim Dean of Graduate Studies and Research, Dr. Adam Baxter-Jones.
- Director, International Centre for Northern Governance and Development, Dr. Ken Coates
- Interim Director, Indigenous Peoples' Health Research Centre, Cassandra J. Opikokew Wajuntah

8. Governance

As outlined above in Section 5, ISIP will be a Type A centre led by a Director reporting to the Executive Director of JSGS.

Additional oversight will be provided through:

- A Management Committee chaired by the ISIP Director and including the Executive Director of JSGS and the academic leads for all research clusters. The Management Committee will provide oversight and advice for ISIP operations. It is anticipated that the Management Committee will meet on a quarterly basis.
- An Advisory Board consisting of two deans of science or technology and a senior Indigenous scholar from one of our two campuses, along with national and international leaders from academia, government and industry with knowledge and expertise in areas relating to science, innovation and policy. Its role will be to provide strategic advice to ensure the research direction of ISIP stays nationally and internationally relevant, that research of internationally-leading quality is being undertaken, and to provide advice on and connection to other significant national and international programs. Members will be selected based on their links to the theme areas of ISIP and a key consideration will be their abilities to help build connections and partnerships across sectors for ISIP, both in Canada and abroad. Frequency of meetings will be determined based on needs arising from ISIP but it is anticipated that the Advisory Board will meet at least annually.

Systematic Assessment

The systematic assessment of ISIP will follow the university's review processes for centres as enacted by the Office of the Vice-President Research including considerations outlined by UofS Policy on Centres, the Task Force on the Management of Centres Report and the Report of the Implementation Team for the Management of Centres. ISIP will also take into consideration and accommodate the review process of centres at the University of Regina and internal processes determined by the executive director of JSGS.

Systematic assessments will include a review to be undertaken in the fifth year following the centre's establishment and will recur on a five-year cycle after that time, aligning with the university's integrated planning cycle. The review process will be coordinated by the executive director of JSGS and will include annual reports prepared by the centre.

Milestones and Success Metrics

In addition to a review after the fifth year of ISIP operations, milestones and success metrics have been identified to guide and measure institutional progress towards its intended goals:

Milestone/Metric	**Baseline 2014-15**	**Year One**	**Year Three**	**Year Five**
Research Funding	about $100K annual flow	~$1.25M annual flow	~$1.5M annual flow	$1.75M annual flow including leadership on at least one large scale grant
Operations and Capacity	Na	Hire strategic administrator and 2 RFs; hire CRC1; hire 2 new faculty and post-docs in energy cluster	At least one more incremental faculty	Sustained hires; research goal is to secure one or more endowed chairs
Research Leadership	A few grant co-applicants; zero leads on large-scale grants	Establish research clusters; co-applicant or lead on partnership and synthesis grants	Lead on at least one large-scale grant application	Lead and/or co-applicant on one on-going large-scale grants in each research cluster
Institute Outputs	None	Consolidate base of major works in past; publish at least one book and a few journal articles in each cluster	Move publishing to higher impact journals	Sustained publishing in high-impact journals
Knowledge Transfer - Training and Research	None	Establish policy briefs series	International training partnership	Establish modularized training

To support and monitor successful achievement of ISIP objectives including the above milestones, a thorough review focused on sustainability, outcomes and engagement with humanities, natural sciences and social sciences across both campuses will be undertaken within three to five years of establishment.

List of Attachments

Appendix I
Consultation Summary for Proposed ISIP

Appendix II
Letters of Support and/or commitment for ISIP:

- UofS Vice-President of Research, Dr. Karen Chad including reference to commitments from the Provost's Committee on Integrated Planning;
- UofR Vice President of Research, Dr. David Malloy
- JSGS Executive Director, Dr. Kathleen McNutt and Director, Dr. Jeremy Rayner (joint letter);
- Executive Director of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation, Dr. Neil Alexander
- Executive Director of the Global Institute for Food Security, Dr. Maurice Maloney;
- Interim Dean of Graduate Studies and Research, Dr. Adam Baxter-Jones.
- Director, International Centre for Northern Governance and Development, Dr. Ken Coates
- Interim Director, Indigenous Peoples' Health Research Centre, Cassandra J. Opikokew Wajuntah

Appendix III
Physical Resource Requirements for Programs and Major Revisions

Appendix IV
Business Plan 2015-2019

Appendix V
Development Path for Johnson-Shoyama Institute for Science and Innovation policy (ISIP)

Confidential - for internal use only

Appendix I:

Consultation Summary of Highlights for Proposed Institute on Science and Innovation Policy

SUMMARY OF HIGHLIGHTS						
PURPOSE/ ROLE	**PRIORITY ACTIVITIES**	**PRIORITY SUBJECTS**	**STRUCTURE/ RESOURCES**	**RISKS/HAZARDS**	**POTENTIAL RESEARCHERS**	**OTHER COMMENTS**
Overall strong support for the Institute; Strong interest in its potential to bring researchers and partners together to work on "big problems" Regarded as a potential opportunity to better bridge the research community with government to inform decision-makers and funders about the relevance of research and increase researcher understanding about public sector concerns	Bring researchers and faculty together to increase knowledge about what others are doing and support new collaborations; Broker relationships across sectors - academia, government and industry; Communications – translate substance and impacts of science and innovation to wider audience including government Assist researchers to better demonstrate impacts and/or engage more effectively with the public; Support evidence-based decision-making and credible dialogue with governments and the general public; Enable researchers to think more broadly beyond their own disciplines; Assist with large grant applications; Provide academic and professional training opportunities	Sector priorities and areas of institutional strength: -Agriculture and food security -Nuclear energy -Water security -Data analytics Potential expansion to include: -Environment -Health (One Health, Public health policy,etc.) Cross-cutting theme of impacts for rural, remote, and Aboriginal communities Broad areas of network expertise with emphasis on strategic assessment, societal engagement and decision support Certain concepts will be key to this pursuit- e.g. public perceptions of risk	Type A / 1 Centre at JSGS managed on behalf of the institutions General support for cluster model Strong support for focused unit with on-going positions and resources Initial stages to build on potential MOUs and funding from GIFS and Fedoruk Centre Donor gift and interest Potential federal and provincial funding – WD, IC, CFI, NSERC, AE, InnovSK Potential PCIP submission for salaried positions	When thinking about partners and members, we need to be clear about benefits and contributions – try to avoid admin burdens Must avoid being an "ego-centre" focused on narrow or individual research priorities Should not draw away human or financial resources from other parts of campus Be careful about specific vision, role and ambition; may be best to take phased approach with baby steps leading to later expansion Hard to maintain multidisciplinary collaboration if no resources between projects	Numerous researchers identified to participate in research clusters Cluster academic leads to follow-up	Recent review and new policy relating to UofR centres International components should be considered Linkages with new funding opportunities – e.g. Canada First Research Excellence Fund - should be pursued Timing Is right for this kind of multidisciplinary institute – must look at similar initiatives underway Should focus on value-add to what others already or otherwise doing; avoid duplication

UNIVERSITY OF SASKATCHEWAN
Vice-President of Research
107 Administration Place Saskatoon SK S7N 5A2 Canada
Ph: 306-966-8514 Fx: 306-966-8736
Web: http://usask.ca/vpresearch

November 3, 2015

Dear Members of the University of Saskatchewan Planning and Priorities Committee,

I am writing to share my enthusiastic support for the establishment of the Canadian Institute on Science and Innovation Policy (CISIP) at the Johnson-Shoyama Graduate School of Public Policy. The centre proposal is the result of widespread discussions to identify a significant research area of great importance to the Johnson-Shoyama Graduate School of Public Policy and to carry out their discovery vision which aligns with the priorities of the University of Saskatchewan.

With the view of fully harnessing their research capacity, the school has developed a comprehensive strategic research plan. Through a consultative process, the school's faculty members identified three areas of research priority: 1) Governance; 2) Inequality and Social Policy; and 3) Innovation, Science and Technology. While CISIP will contribute to all three priority areas, the proposed centre is an integral structure for fulfilling the research goals and objectives of the school's strengths in "Innovation, Science and Technology" policy research. The creation of this Type A centre will enable the school of public policy to harness an area of research strength in a formal framework that provides coordination and integration within the school and enhances their reputation in an area of strategic importance for a multidisciplinary graduate school of public policy.

The proposed Canadian Institute of Science and Innovation Policy creatively addresses an important area of research in a coherent framework within the school, but also benefits our campus community and external partners and key stakeholders. CISIP will focus on policy research, but its impact will be felt across a wide-variety of disciplines. The centre will create a hub linking U of S research, from science to the humanities, with the public, private, and civil society sectors of both Canada and other countries around the world. By fostering collaborative research programs investigating the policy and governance dimensions of science and innovation, CISIP will enable us to maximize the adoption of U of S innovations by the private and public sectors.

By decision of the Provost's Advisory Committee on Integrated Planning I'm pleased to confirm a financial commitment of up to $160,000/year for three years from University of Saskatchewan to support CISIP. These resources will enable the hiring of an associate director position and provide appropriate operational expenses.

I support this proposal which seeks to create a centre around science and innovation policy research. It will result in a systematic understanding of the innovation ecosystem to guide the development of informed integrated research platforms and as such, I look forward to the significant contributions it will make in the years ahead.

Sincerely,

Karen Chad, Ph.D.
Vice-President Research

University of Regina

VICE-PRESIDENT (RESEARCH)

Regina, Saskatchewan, Canada S4S 0A2
Phone: (306) 585-5184 Fax: (306) 585-5255
www.uregina.ca

April 19, 2016

Dr Lisa Kalynchuk, Chair
Planning and Priorities Committee
University of Saskatchewan

Dear Dr Kalynchuk,

I am writing this letter to show my support for the establishment of the proposed Canadian Institute for Science and Innovation Policy (CISIP) at the Johnson Shoyama Graduate School of Public Policy (JSGS).

The mission and vision of the proposed CISIP aligns with the strategic priorities of the University of Regina (U of R) including the importance of research impact as identified in our 2015-2020 U of R Strategic Plan. Moreover, CISIP research and discoveries will contribute to several of our university's strategic research cluster areas including with respect to *the Digital Future* and *Water, Environment, & Clean Energy.*

JSGS has undergone a thorough consultation process and has identified three areas of research priority including Innovation, Science and Technology. CISIP will create a framework for increased multidisciplinary research coordination and integration between the JSGS, U of R, U of S and beyond in this vital area.

By focusing on the policy and governance dimensions of science and technology, the proposed CISIP will bring benefits to our university's research projects, and it will also promote the JSGS and the U of R as a hub for connecting innovation, science and technology research with the public, private, and civil sectors in Canada and abroad. The proposed centre will encourage collaborative research across different programs at the U of R and it will make our institutions more competitive when applying for coveted research grants.

The proposed CISIP provides an excellent opportunity to address a need in policy research and development. The new institute will foster a greater understanding of the policy and governance dimensions of innovation, science and technology and help guide further research and implementation activities.

I am pleased to confirm U of R support for CISIP including through allocations of a Canada Research Chair, CISCO Systems Research Chair, and Robertson Scholarships. I look forward to U of R participation and collaboration in this unique opportunity.

Sincerely,

David Malloy, PhD
Vice-President (Research)

JOHNSON SHOYAMA
GRADUATE SCHOOL OF PUBLIC POLICY
UREGINA USASK

University of Regina Campus
110 – 2 Research Drive, Innovation Place,
Regina, SK S4S 7H1 Canada
Telephone: 306-585-5460
Email: jsgs@uregina.ca

February 12, 2016

Dear Council Committee on Research:

We are writing to express our strong support for the creation of the new Canadian Institute on Science and Innovation Policy (CISIP) at the Johnson Shoyama Graduate School of Public Policy (JSGS).

As outlined in the proposal to establish CISIP, this innovative research institute will draw together representatives from across academic, public, private and civil society sectors to enhance research and understanding of the policy and governance dimensions of science and innovation. Building on JSGS expertise in strategic assessment, societal engagement and decision-making, CISIP will advance research in areas of scientific strength at both the University of Regina (U of R) and the University of Saskatchewan (U of S). The purpose is to ensure that the growing reputation of our two universities in strategic areas of science and innovation is matched by a capacity to address the social, economic and political challenges they raise.

While various centres in Canada and beyond look to address intersections relating to science, innovation and society, many are narrowly focused on either the work of specific researchers or on limited aspects of the science-society interface. Canada and Saskatchewan currently lack a forum in which the broad policy opportunities and specific governance challenges of science and innovation can be systematically addressed. CISIP will commission and organize research, but it will also act as a coordinating research centre that will mobilize the considerable expertise that exists within both universities. The emphasis will be on making systematic connections between research activities in science, innovation and technology policy and supporting a long-term vision for integrated research platforms.

The extensive consultation process undertaken on both campuses to support this initiative suggests that initial research should focus on institutional priorities relating to energy, digital analytics, bioscience and food security, with additional areas identified for further development in water security and health. JSGS is well positioned to host CISIP on behalf of our province's two universities. Our faculty have expertise and experience in these areas and Innovation, Science and Technology has been identified as one of three research clusters within the School. But the work of the Institute will not be done entirely by JSGS. The School's researchers have the networks and capacity to quickly build an international profile for the Institute but its success will depend on mobilizing expertise from across the Province.

As outlined in this proposal, CISIP will build on funding from multiple university and external sources to support its research activities and operations. In addition, JSGS will provide extensive support from both campus locations through the following anticipated allocations:

- CRC Tier 1 - Energy Policy
  - 100% or $200,000/year x 5 years
- CISCO Research Chair - One Big Data
  - 33% or $100,000/year x 5 years
- Fulbright Chair - final allocation to CISIP
  - $25,000 x 1 year
- Robertson Scholars
  - $55,000/year ($20K/year for MPP and $35K/year for PhD) x 5 years
- Annual Science and Public Policy Lecture hosted by JSGS
  - $5,000/year (Robertson donation)
- Allocation of graduate student services for research facilitation
  - $11,000/year x 3 years
- In-kind support and funding for governance/operations
  - $43,560 X 4 years (Director travel, administration/communications/financial support, etc.)

… Page 2

The CISIP initiative at the JSGS presents a rare and unparalleled opportunity for the U of R and the U of S to collaborate with one another and with public, private and civil society sector partners in supporting cutting edge research and knowledge transfer in areas of international and local concern. Not only will CISIP greatly enhance the way research is undertaken across a broad spectrum of disciplines, it will support the development of relationships that are sufficiently broad enough to address large-scale global issues.

Thank you for your consideration for the creation of CISIP at JSGS; and please don't hesitate to let us know should you require any further information.

Kathleen McNutt, Executive Director
Johnson Shoyama Graduate School of Public Policy

Jeremy Rayner, Director, U of S campus
Johnson Shoyama Graduate School of Public Policy

/tlhp

Fedoruk Centre
SYLVIA FEDORUK CANADIAN CENTRE FOR NUCLEAR INNOVATION

October 29, 2015

Professor Jeremy Rayner
Director and Centennial Research Chair
Johnson-Shoyama Graduate School for Public Policy
101 Diefenbaker Place
Saskatoon, SK S7N 5B8

Dear Professor Rayner,

The Fedoruk Centre continues to support the establishment of the Canadian Institute for Science and Innovation Policy (CISIP).

CISIP aligns with the Fedoruk Centre's thematic areas related to the social, policy and environmental implications of nuclear technology and is considered a means by which the Fedoruk Centre can contribute to building expertise and capacity in Saskatchewan.

At its most recent meeting, the Fedoruk Centre Board of Directors reaffirmed its support in principle for CISIP through an overall investment of $2 million, starting with an initial investment of $700,000 to recruit research leadership and assist with the institute's start up. The Board's final approval will be subject to:

- Approval and establishment of CISIP by the University;
- Finalization of a partnership agreement between JSGS and the Fedoruk Centre; and
- Submission of work packages and associated budgets for the proposed packages of work.

The Board understands the issues with regard to timing and has asked for this issue to be dealt with by a special meeting of the Board as soon as details are finalized.

The Fedoruk Centre is pleased to be a partner on this initiative. We believe that CISIP has the potential to deliver very beneficial impacts related to an improved understanding of the social, policy and public engagement implications related to the development of nuclear and other complex technologies.

Kind regards,

Neil Alexander
Executive Director

Neil Alexander
Executive Director
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111 – 54 Innovation Boulevard, Saskatoon SK, S7N 2V3 Fax: (306) 966-2374

GIFS | GLOBAL INSTITUTE FOR FOOD SECURITY

Growing science for life

PotashCorp - a Founding Partner

October 29, 2015

Dr. Peter Phillips
Distinguished Professor and Graduate Chair
Johnson-Shoyama Graduate School of Public Policy
University of Saskatchewan

Dear Peter:

The Global Institute for Food Security (GIFS) is pleased that the Johnson-Shoyama Graduate School of Public Policy (JSGS) is working to consolidate all of the School's research activities in the science, technology, and innovation space under the proposed Canadian Institute for Science and Innovation Policy (CISIP).

I am pleased to confirm that GIFS and JSGS, through the CISIP, are in the process of developing a long-term strategic partnership that involves the following components:

1. An MOU signed in 2014 that laid the groundwork for a partnership between the JSGS and GIFS.
2. A motion taken in June 2015 by GIFS Board of Directors to invest up to $100,000/year for the next three years in joint programming.
3. Peter Phillips, incoming Director of CISIP, was a co-applicant and now lead of theme 4 of the CFREF on *Designing Crops for Global Food Security*, a successful $37.2 million grant. The JSGS and CISIP will work with GIFS to coordinate and manage the work plan and will undertake much of the work for theme 4, with an approved budget of $3.6 million over seven years.
4. JSGS, through CISIP and Dr. Phillips, is an active partner in other research competitions involving GIFS, including the apomixis research program led by Dr. Tim Sharbel, GIFS Research Chair in Seed Biology, and the CERC competition for Food Systems and Security.

We look forward to the creation of CISIP and see it as an important institutional innovation to assist us to remain competitive in national and international large-scale science competitions.

Yours truly,

Maurice Moloney
Executive Director and CEO

MMM/alm

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University of Saskatchewan
Saskatoon, SK S7N 4J8 Canada

306-966-3701
gifs@usask.ca
www.gifs.ca

From: Baxter-Jones, Adam
Sent: August 21, 2015 3:47 PM
To: Schmeiser, Peggy; Lukey, Heather
Cc: Reid, Beatrice; Phillips, Peter
Subject: RE: Meeting regarding potential GSFs and GRFs for a new research institute at GSPP

Dear Peggy, I am happy to say that CGSR would be willing to support 2 GSF's for a 5 year period starting 2015/16. Heather will be in contact to assist in the awarding of the GSF.

Sincerely

Adam

Adam Baxter-Jones, Ph.D.
Interim Dean of Graduate Studies and Research and Professor Kinesiology
College of Graduate Studies and Research Telephone: (306) 966-5759
University of Saskatchewan, Facsimile: (306) 966-5756
105 Administration Place,
Saskatoon, SK, S7N 5A2, Canada e-mail: baxter.jones@usask.ca

From: Schmeiser, Peggy
Sent: Tuesday, July 21, 2015 3:45 PM
To: Baxter-Jones, Adam <baxter.jones@usask.ca>; Lukey, Heather <heather.lukey@usask.ca>
Cc: Reid, Beatrice <beatrice.reid@usask.ca>; Phillips, Peter <peter.phillips@usask.ca>
Subject: Re: Meeting regarding potential GSFs and GRFs for a new research institute at GSPP

Hi Adam and Heather,

Thanks for our discussion back in May Adam regarding an application for GSFs for the new Canadian Institute on Science and Innovation Policy (CISIP) at the Johnson-Shoyama Graduate School of Public Policy (JSGS).

As discussed, we've developed the attached proposal for your and Heather's consideration of potentially 2-3 GSFs / year for the Institute. (We're anticipating CISIP to be approved and launched early this fall.)

We'd welcome any feedback or response you may have at this stage and would be pleased to provide any additional information you might need for your consideration of this request.

Thanks for your assistance and I hope you're enjoying a wonderful summer.

Best wishes, Peggy

Peggy Schmeiser, PhD
Special Advisor, Office of the Vice-President Research
Policy Fellow, Johnson-Shoyama Graduate School of Public Policy
University of Saskatchewan
Telephone: (306) 966-3266
Cell: (306) 371-2272
E-mail: peggy.schmeiser@usask.ca

UNIVERSITY OF SASKATCHEWAN ICNGD
International Centre for Northern Governance and Development (ICNGD)
Kirk Hall, Room 231 - 117 Science Place Saskatoon SK S7N 5C8 Canada
Telephone: (306) 966-1238 Facsimile: (306) 966-7780
Web: www.usask.ca/icngd

April 6, 2016

University Council

Dear Members of University Council,

Re: ICNGD support for the proposed CISIP

I'm writing to express my support for the proposed Canadian Institute for Science and Innovation Policy (CISIP). Both as Canada Research Chair in regional Innovation and as Director of the International Centre for Northern Governance and Development (ICNGD) I have been consulted regarding the proposed centre throughout its development and am delighted with our potential prospects for collaboration.

I believe there are significant synergies between the strategic priorities of CISIP and ICNGD on which to build solid collaboration. Currently our research and outreach activities focus on northern governance, health and social development, innovation, entrepreneurship and economic development, capacity building, and resource development and environmental management in Northern Saskatchewan, the Provincial Norths, and the Circumpolar North. CISIP will allow researchers at ICNGD to collaborate with other inter-disciplinary professionals to better support holistic solutions that can address large-scale challenges in our areas of research.

Both ICNGD and the proposed CISIP aim to contribute to the advancement of Aboriginal scholarship and engagement. Currently we see opportunities for collaboration with CISIP regarding issues surrounding climate change, low carbon energy futures with special consideration for northern and remote communities, nutrition and food security, and health. These issues are important to certain Aboriginal communities as well as remote communities in the Provincial and Circumpolar norths. ICNGD and CISIP will work together to provide opportunities for Indigenous researchers and support meaningful community engagement in policy deliberations. ICNGD currently has strong relationships with remote communities in the Provincial Norths and the Circumpolar North, and this partnership with CISIP will further our ability to bring sustainable and meaningful research strategies to address challenges faced by communities in these regions.

We believe the proposed CISIP brings significant benefit to the University of Regina and the University of Saskatchewan campuses, ICNGD, as well as stakeholders in the provincial, federal, and international communities. Thank you for the opportunity to participate in this endeavor.

Sincerely,

Ken Coates, B.A., M.A., PhD., FRSC
Director, International Centre for Northern Governance and Development

KSC/sdc

IPHRC Indigenous Peoples' Health Research Centre

IPHRC
237 - 2 Research Drive
Innovation Place
Regina, SK S4S 7H1
Ph: (306) 337-2461
IPHRC.ca

To Whom it May Concern:

Re: IPHRC letter of support for CISIP

The proposed Canadian Institute for Science and Innovation Policy (CISIP) has the support of the Indigenous Peoples' Health Research Centre (IPHRC). In discussion with Kathy McNutt, Executive Director of the Johnson-Shoyama Graduate School of Public Policy, we believe there are numerous opportunities where IPHRC can engage and benefit from the anticipated role and work of this new Institute.

Recognizing the opportunities that CISIP presents to the science, innovation and technology sector, I am delighted and encouraged that organizers are proactively seeking a working relationship with IPHRC. CISIP has informed us that they are committed to working with First Nations, Metis and Inuit communities and incorporating Indigenous knowledge and experience. As an organization, we value our relationship with Indigenous communities and we are committed to transformative research that applies Indigenous knowledge and practices.

CISIP and the IPHRC have already discussed ways in which we can work together to benefit Indigenous health. This may be done, for example, by utilizing integrated knowledge throughout the policy research activities in an effort to translate their findings into practices and policies which benefit the larger community. We believe the benefits of an IPHRC and CISIP working partnership extend beyond First Nations, Metis and Inuit communities, into the larger provincial, federal, and international societies.

The IPHRC is excited to partner with CISIP and bring additional research benefits to the University of Regina and University of Saskatchewan campuses. We look forward to our collaboration in this important work.

Sincerely,

Cassandra J. Wajuntah
A/ Director
Indigenous Peoples' Health Research Centre

Physical Resource Requirements for Programs and Major Revisions (Space, Renovations, and Equipment)

Name of Program: Canadian Institute for Science and Innovation Policy (CISIP)

Sponsoring College: Munk - Shoyama Graduate School of Public Policy (MSGS)

This form is to be completed by the Faculty member responsible for the Program Proposal in consultation with the Facilities Management Division. For assistance, please contact the Associate Director, Space Management and Planning (966-6106.)

Prior to sending your submission to the Academic Programs Committee, attach this form when completed, to the Program Proposal. If required, additional comments may be attached.

1. SPACE/RENOVATIONS

1.1 Does the new/revised program require space resources in addition to the college's present space allocation?

✓ No (Skip to question 1.3.)

__ Yes (Please describe below.)

Type of Space*	Amount	Occupants	Area or Capacity	Special Requirements (fume hoods, cold room, A/C, etc.)

* Some examples of types of space include: classroom; office (faculty, staff, and graduate student); laboratory (teaching, research); workshop; studio; rehearsal room; field plot; animal facilities; etc.

1.2 Is the college aware of space outside of its current resources that could accommodate these needs?

__ No

__ Yes (Please describe below.)

_____

_____

_____

_____

_____

1.3 Does the new/revised program require renovations to the college's current space?

✓ No (Skip to section 2.)

__ Yes (Please describe below.)

General Description of Renovations:

Room #(s): Present Use

Proposed Use: (Including special installations, e.g. fume hoods.)

1.4 Has a Work Initiation Request Form (WIRF) been submitted to Facilities Management for any of the above additions or renovations?

__ No

__ Yes (Please attach a copy of the form.)

1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?

__ No

__ Yes:

Please provide timeframe and FMD cost estimates for each stage. (Note: Cost estimates for additions and renovations may be obtained by submitting a Work Request Initiation Form (WIRF) to FMD Work Control. For more information, please visit: http://www.facilities.usask.ca/services/workcontrol/

2. EQUIPMENT

2.1 Does the new/revised program require additional equipment or upgrades to current equipment?

✓ No

__ Yes (Please describe below.)

Equipment Required (Including special requirements*.)	Quantity	Estimated Required	Estimated Unit Cost	Total Cost

*Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3. **FUNDING**

3.1 Are college funds available for the required new space, renovations, or equipment?

Initial costs: __ No
__ Yes: N/A

Ongoing operating/maintenance costs: __ No
__ Yes:

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

Initial costs: __ No
__ Yes

Ongoing operating/maintenance costs: __ No
__ Yes

If yes, provide details, including any special conditions:

_____
_____
_____
_____
_____
_____
_____

3.3 Will there be a request to the Provost's Committee on Integrated Planning for capital funds to accommodate the program?

✓ No
__ Yes

4. **ADDITIONAL COMMENTS**

If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.

There are no anticipated additional space needs associated with CISIP. Office space for any new hires is expected to be available within existing JSGS space allocations.

Date: OCT. 23, 2015

A.W. Wallace

Andrew Wallace, Facilities Management

Faculty Member (Sponsoring College)

PHILLIPS

Print Name

Bryan Bilokreli, ~~Institutional Planning and Assessment~~, OFFICE OF THE VICE PRES. OFF. (FINANCIAL RESOURCES).

4024

Phone

Expenditures		Expenditure by year					Sources of funds						
		2015-16 (Nov-Apr)	**2016-17**	**2017-18**	**2018-19**	**Total**	JSGS-USask	JSGS-URegina	External Partners		U of S OVPR Facilitator program	USask Central	URegina
Governance/Operations													
*	Director - Admin Salary Stipend	2,500	5,000	5,000	2,500	15,000	7,500	7,500				0	
*	Strategic Administrator	67,188	135,719	137,076	69,223	409,206						409,206	
*	Other Travel and consumables	6,250	12,500	12,500	6,250	37,500						37,500	0
*	Advisory Committee (meetings)	5,000	10,000	10,000	5,000	30,000						30,000	0
	Administrative, communications and accounting support	15,000	30,600	31,212	31,836	108,648	54,324	54,324					
Outreach													
*	Robertson Science and Public Policy Lecture	5,000	5,000	5,000	5,000	20,000			Robertson Trust UofR	20,000			
	Other Outreach Activities		5,000	5,000		10,000			Toop Fund UofS	10,000			
*	Fedoruk Themed Events (symposiums)	20,000	30,000	30,000		80,000			Fedoruk	80,000			
Research Facilitation													
*	Research Facilitator - Uof S, 1 FTE (ASPA SP2)*	42,778	87,266	89,011	90,792	309,847	4,923		$120K Fedoruk $30K GIFS	150,000	154,923		
*	Research Officer - Uof R, 1 FTE *	42,778	87,266	89,011	90,792	309,847		9,847					300,000
	Graduate Students Services--JSGS USask	5,000	5,000	5,000	5,000	20,000	20,000						
	Graduate Student Services--JSGS URegina	6,000	6,000	6,000	6,000	24,000		24,000					

	Graduate Student Services--CGSR USask	5,400	10,800	10,800	5,400	32,400			Usask CGSR GSFs	32,400			
Research Grants & Contracts													
	Faculty/Fullbright Chair	25,000				25,000	25,000						
**	CISCO Research Chair in Big Data (33% of $300K/year)	50,000	100,000	100,000	100,000	350,000		350,000	Cisco endowment				
**	CRC (Tier 1) in Energy Policy (100% of $200K/year)	100,000	200,000	200,000	200,000	700,000		700,000	CRC Program				
**	Robertson Scholars	55,000	55,000	55,000	55,000	220,000			Robertson Endowment	220,000			
**	Fedoruk Strategic Alliance on Energy Policy	540,000	630,000	630,000		1,800,000			Fedoruk $2M over 3 yrs less project symposium $80K less research facilitator $120K	1,800,000			
**	GIFS Strategic Alliance on Food Security	90,000	90,000	90,000		270,000			GIFS $300K over 3 yrs less research facilitator $30K	270,000			
	Genome Canada - Agile Project	50,000	80,000	55,000	30,000	215,000	55000		Genome Canada	160,000			
	Genome Canada - My VAX Project	82,000	177,000	179,000	52,000	490,000			Genome Canada	490,000			
**	CFREF- Designing Crops for Food Security	200,000	500,000	700,000	800,000	2,200,000			CFREF	2,200,000			
	SSHRC Partnership Grant on Creating Digital Opportunity	27,000	54,000	54,000	0	135,000			SSHRC	135,000			

TOTAL		1,441,893	2,316,151	2,498,611	1,554,792	7,811,447	166,747	1,495,671		5,567,400	154,923	476,706	300,000
*	New Expenditures related to Centre												
**	New Grants & Contracts resulting from Centre												

Total Allocations and Contributions: $8,161,447 as follows:

U of R allocations and contributions: $1,815,671

JSGS $1,145,671

Robertson Trust $20,000

U of R Central $300,000

U of S allocations and contributions: $840,776

JSGS $166,747

Toop Fund $10,000

CGSR $32,400

OVPR Facilitator Program $154,923

USask Central: $476,706

Contributions from other sources: $5,505,000

Appendix V: Development Path for

Johnson-Shoyama Institute for Science and Innovation policy (ISIP)

November 21, 2013, JFC meeting: Research groups discussion:

Proposed Science Institute

The following is a draft mission statement related to the proposed development of a 'Science Institute' through JSGS.

The objective of the institute is to improve the quality of the contribution by the general public to public policy that relates to issues based on science. Given the nature of the political process itself and the complexity of today's policy issues, public opinion is both influential and often confused about issues that involve science. In order to achieve improvement it is important that the voting public not only be better informed about the relevant science, but also better informed about the questions that are in contention and those that are not in contention, and to recognize the fine balance between legitimate challenge to orthodoxy and the discredited fringe position. This process can be framed succinctly as the public policy problem; to whom should public decision makers listen in times of policy dispute where there is scientific content?

The institute will carry out original research into the determinants of public opinion and on the complex interface between science and public policy, combined with a sophisticated outreach project that hopes to educates the public in general but also journalists, educators, and political actors in particular, of its findings.

February 24, 2014, research groups discussion

Established teams to develop three themes for JSGS.

November 12, 2014 JFC meeting, the following motion was passed recognizing JSGS' three research clusters:

MOVED BY: Peter Phillips/Dionne Pohler

"That the JSGS Joint Faculty Council recognize that "Innovation, Science and Technology"; "Governance and Authority: and "Inequality and Social Policy" collectively comprise the research areas of the school."

Carried.

September 2014-January 2015

- Initial CISIP consultations with numerous representatives from over 20 academic, scientific and administrative units, facilities and forums at the UofS and UofR

January – June 2015

- CISIP concept, vision and proposal development

April 15, 2015

- JSGS Joint Faculty Meeting approval of (there was discussion, but no formal approval per se) CISIP concept and vision

May 28, 2015

- Meeting with VPs research, UofS and UofR

June 15, 2015

- CISIP submission to PCIP for consideration

June 17, 2015

- Submission of CISIP proposal to Secretary's Office to begin institutional approval processes

July-August, 2015

- Proposal revisions based on feedback from Chair of Planning and Priorities Committee (PPC)

October 5, 2015

- Meeting with Centres Sub-committee

October-November, 2015

- Proposal Revisions

November 25, 2015

- Meeting with Research, Scholarly and Artistic Works Committee

December 2, 2015

- Meeting with PPC

December 2015

- Revisions based on PPC feedback

December 22, 2015

- Submission of revised proposal to PPC

February 25

- Presentation of CISIP proposal to University Council
- Motion passed to defer consideration of proposal to April Council meeting pending further consultations

February – May 2016

- Second round of focused CISIP consultations including three Town Halls, numerous targeted meetings with Colleges (e.g. Arts and Science, WCVM), Deans, GSA, etc.

March 9

- Presentation of CISIP proposal to UofR Council Committee on Research

March 23

- Presentation to UofR Executive of Council

April 6

- Meeting with PPC

April 21

- Request to Council to defer consideration of proposal until May Council meeting when proponent leads can be present.
- Lack of quorum. Proposal deferred to May Council

April-May 2016

- Proposal revisions based on consultations and PPC feedback

May 2

- Submission of revised proposal to PPC

May 4

- PPC review of Proposal

May 9, 2016

- Revised and final CISIP proposal submission to Chair of PPC, Secretary's office for Consideration at May 19 Council meeting

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: **May 19, 2016**

SUBJECT: **Notice of Intent for School of Architecture and Architecture Programs**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The concept of a School of Architecture and Architecture program has been a topic of discussion at the university for some time. In June, 2010, the planning and priorities committee submitted a motion to Council for information on the concept of an architecture program at the university: *"That the planning and priorities committee approves in principle the initiative to establish a School of Architecture at the University of Saskatchewan."* At that time, proponents were asked to ascertain the long-term professional demand for a program in Architecture relative to the province's economy and needs and to develop a business plan, which would include the effect of the school relative to other units and faculty teaching resources.

In 2013, a three-part symposium series was offered that was well attended and explored the potential of a school and key topics on architectural education related to material and technical innovation; environment, culture and community engagement; and design thinking and teaching.

In 2015, the university retained Dr. Colin Ripley, professor and chair of the Department of Architectural Science at Ryerson University and president of the Canadian Architectural Certification Board (CACB) to develop a proposal for a School of Architecture and program in Architecture at the University of Saskatchewan. Dr. Ripley had previously developed a new program in Architecture at Ryerson University and is well versed in the accreditation standards necessary for such a program and for entry to practice in the field. In February 2016, the planning and priorities committee re-engaged with the concept of a School of Architecture and the possibilities it could offer with Dr. Ripley. The committee met with Professor Ripley on February 24 to achieve a better understanding about what architectural education is and how it could benefit the university and the province. At the same time, under the direction of a working group, several open houses on the concept of the school were held in early February. On March 23, the committee met again with Dr. Ripley, Peta Bonham-Smith, and Tim Nowlin to

consider a notice of intent for a program in Architecture and a potential structure within which the program could be housed.

DISCUSSION SUMMARY:

Members considered the concept of a School of Architecture as conveyed by Professor Ripley to be an exciting prospect. The values held by the university—land, community, identity—bring natural synergies to the study of architecture, which is inherently interdisciplinary. Preliminary discussion has occurred with the Department of Art and Art History about the possibility of a School of Architecture and Fine Art housed within the College of Arts and Science.

The committee discussed the significant resources required to mount the program, the issue of balancing existing program sustainability against new initiatives, and the need for a fresh, targeted infusion of resources to successfully establish the school. The details of funding, program costs, and tuition all need to be more fully addressed in the program proposal.

The committee also considered that the possibility of the university offering programs in architecture has been an initiative contemplated since 2008. In order to explore funding possibilities for the School, the proposal needed to be sufficiently advanced to ascertain interest from potential funding partners. From the committee's perspective, interest in the proposal also needed to be explored so that the initiative can either advance or be set aside. The committee deemed it important to report to Council on the recent work to advance the initiative and to provide the notice of intent to Council for information prior to proceeding further. It is from this perspective that the attached notice of intent is provided to Council accompanied by the following motion, carried by the planning and priorities committee at its meeting on April 27:

That the planning and priorities committee supports in principle the intent to establish a School of Architecture at the University of Saskatchewan that would offer entry to practice programs in architecture and interdisciplinary programming if an academic home for the school can be found and concerns and questions about resources addressed.

ATTACHMENTS:

Notice of Intent for a School of Architecture at the University of Saskatchewan

Additional information about the concept for a School of Architecture is available at: http://www.arch.usask.ca

Notice of Intent for a School of Architecture at the University of Saskatchewan

- Notice of Intent for the School of Architecture and Fine Art
- Notice of Intent for a Professional Program in Architecture

Date March 15, 2016
Submitted by: Colin Ripley

Contents

Executive Summary

Introduction

Benefits of a School of Architecture to the University 1
Guiding Principles for the School and its programs 3

Notice of Intent:
School of Architecture and Fine Art

Notice of Intent for a School of Architecture and Fine Art

1. Name of Department SAFA-1
2. Academic Rationale. SAFA-3
3. Department Management. SAFA-11
4. Resources and Budget. SAFA-11
5. Support. SAFA-13
6. Systematic Review. SAFA-13
7. List of Attachments. SAFA-13

Notice of Intent for a Professional Program in Architecture

A "First Look" Program Model for the School of Architecture ARC-1
Learning Expectations: Program Goals ARC-1
1. Motivation and Support ARC-3
2. Demand and Enrollment ARC-5
3. Consistency with Institutional Priorities ARC-7
4. Relationships and Impacts ARC-7
5. Resources ARC-9
6. Risk Analysis ARC-11

Appendix 1:
Architectural Education in Canada

[Inter-, multi-, cross-, trans-] Disciplinary Education AEC-1
Accreditation and Institutional Structure AEC-3
Demand for Architectural Education in Canada AEC-5
Professional Program Models in Canada AEC-5
Program Components AEC-7
Experiential Learning and Internationalization AEC-9
Resource Issues AEC-11
Discovery Activities in Schools of Architecture AEC-13
Community Outreach (and inreach) Activities in Schools of Architecture AEC-15

Appendix 2:
Letters of Support

Executive Summary

This document presents a Notice of Intent for both a new School of Architecture as well as its professional programs: Bachelor of Design (Architecture) (B.Des. (Arch)) and Master of Architeture (M.Arch.). Part One of the document presents an overview of architectural education in Canada, while Part Two contains the NOI for the School and Part Three contains the NOI for the new programs.

Saskatchewan is the only province in Canada west of the Maritimes that does not currently have a School of Architecture. Not coincidentally, Saskatchewan has far fewer resident architects per capita than any other province, with the exception of Newfoundland and Labrador. In addition, Saskatchewan is the only province in Canada in which non-resident architects outnumber resident architects - and they do so by a factor of approximately 3.5:1 (and growing rapidly). The direct economic effects of the shortage of architects in the province are clear, with architectural fees (in addition to sub-consultant fees, income taxes, and so on) consistently flowing out of Saskatchewan.

In addition to helping to resolve this financial issue, there are a number of indirect benefits to the Province and the University of founding a School of Architecture. To the Province, a School of Architecture would provide new career and personal development opportunities to its young people. It would also assist communities in the Province in their development by fostering interest in and knowledge about design and the quality of place. Further, it would help economically in assisting in the development and growth of a design industry in Saskatchewan. And perhaps most importantly, it would allow the Province to be designed and built by Saskatchewanians.

For the University, a School of Architecture would provide innovative teaching in a field that is currently almost absent (design), at a time when that field is becoming more and more prominent in society as a whole. Such teaching could be of value to the University as a whole, and not just to the professional programs in the School. The School would also contribute significantly to the discovery mandate of the University, especially those aspects of discovery that relate to the University's focus on a Sense of Place. And by building and maintaining a significant range of outreach activities, the School will help to bring the University and the community together.

Administratively, we are proposing that the School of Architecture function as a Department in the College of Arts and Science, with significant formal linkages to other areas in the University.

There are currently eleven accredited schools of architecture in Canada, with a twelfth (Laurentian University) in development. Although there is a range of administrative arrangements, nomenclature and program type, all are known informally as "schools of architecture." Six of the twelve sit in Faculties of Engineering while the other six sit in Faculties of Architecture. In terms of nomenclature, Schools may be Schools, Departments or Programs, but using the official name "School of Architecture," regardless of the formal structure, is likely to prevent confusion at later dates. We are proposing the formation of a new School of Architecture and Fine Art, incorporating the existing Department of Art and Art History.

We are proposing a School and a program that are constructed around the values of: a sense of place; the value of collaboration and of community; the importance of making; an entrepreneurial spirit; and a meaningful engagement with Indigenous Ways of Knowing.

Each School of Architecture has its own unique identity. After significant consultations, we believe that this set of values (at least preliminarily) expresses an appropriate (and exciting) identity for a program based in Saskatchewan, and that will allow it to engage with the architectural issues and potential of the Province and its people.

The School will have significant mandates in Discovery and Outreach.

Faculty in Schools of Architecture in Canada today undertake significant discovery activities. While these may evolve over time, we will prioritize discovery agendas that mesh with the values of the University and of the program, and particularly around "A Sense of Place." Faculty may investigate - and seek to have an impact on - the unique environments, ecologies, economies and communities of Saskatchewan, as understood through the lens of architecture. In addition, the School will look to develop and maintain significant productive connections to communities - locally, across the Province, and globally, through mechanisms such as design-build activities, community design charrettes, design advocacy, symposia, workshops, summer camps and so on.

The Professional Program will be accredited by the Canadian Architectural Certification Board (CACB).

Architectural programs in Canada are accredited by the Canadian Architectural Certification Board, which receives its mandate jointly from the Canadian Architectural Licensing Authorities (CALA) and the Council of Canadian University Schools of Architecture (CCUSA). This program will be designed to be CACB-accreditable. CACB has a well-established procedure in place for the accreditation of new programs.

We are proposing a "Hybrid 2+2+2" program model: B.Des.(Arch) + M.Arch.

In Canada, three Schools of Architecture follow a "Stand-alone Masters" model - a three to four year (six to eight term) M.Arch. degree that can accept applicants with Bachelor degrees in any discipline. Seven Schools follow a "4+2" model - a four year undergraduate degree in architecture (B.A.S., B.E.D., B.Arch.Sci., etc) followed by a two-year (four to five term, sometimes including Spring or Supper terms) M.Arch.; the two degrees are understood and evaluated by the CACB as a single professional program. The remaining two schools follow a "Hybrid 2+2+2" program: two years of general studies, two years of undergraduate architecture, and a two-year (four to five term) M.Arch. The addition of a three- to four- term graduate level preparatory course allows the program to mimic, for appropriate applicants, either a "Stand-alone Masters" or a "4+2" program. The Hybrid 2+2+2 program provides multiple pathways into the program, from high school, from other University disciplines, from College diplomas, from completed degrees in other disciplines and from undergraduate degrees in architecture from other institutions (including international institutions).

We are proposing a student intake of 45 students at both undergraduate and graduate levels.

These numbers are likely conservative. Demand for architectural education in Canada is very high and unaffected by the recent economic downturn. Across the country, applications to professional programs outnumber available seats by a factor of approximately 6:1 at the undergraduate and 4:1 at the graduate level, when multiple individual applications are taken into account. Demographic analysis suggests that from Saskatchewan high-school graduates alone, we should reasonably expect about 125 applicants each year. Programs in Architecture vary in size in Canada from a low intake of 30 (M.Arch., Ryerson, Manitoba) to a high of 125 (B.Arch.Sci., Ryerson; B.A.S., Carleton). Attrition between undergraduate and graduate programs will be compensated for by students transferring from undergraduate degrees at other institutions (including international institutions).

The program will have significant co-curricular components, including a Co-op component; study abroad; community engagement and design-build activities.

Co-curricular components of this nature are common among Schools of Architecture in Canada. There are currently three formal Co-op programs; co-op is a major draw among applicants and highly desired by the professional community. Study abroad, community engagement, and design-build flow directly from the values identified above.

We expect a faculty complement of 11 FTE for instruction, and an additional 1.0 FTE for administration.

Across Canada, the average student:faculty ratio in Schools of Architecture is 19:1. The small student intake at the University of Saskatchewan will make it less efficient in terms of faculty resource use than the average, with a student:faculty ratio higher than UBC or Calgary but lower than all other English-language schools in Canada. Largely in studio, the School will also make extensive use of sessional instructors drawn from the local professional community.

The School will require about 4000 sm of space in which to operate, and we are proposing to make use of the John Deere Plow Building.

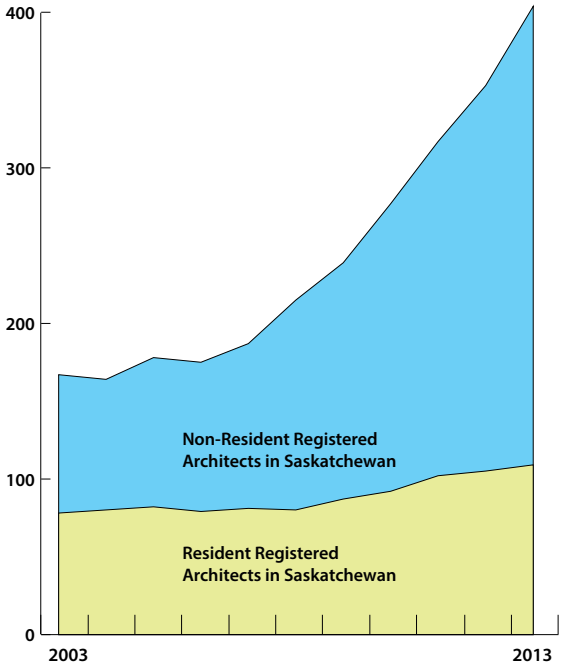
Space needs for professional programs in architecture are large because of the CACB requirements around studio: each student must have a dedicated workspace. The City of Saskatoon has allocated the John Deere Plow Building, about 4300 sm, for the University to be the home of the School of Architecture. A feasibility study has shown that renovation costs will be approximately $20 million.

The School will operate on a "direct cost" budget of $3.2 million per year, of which approximately 69% is instructional salaries.

A full budget breakdown is included in the full report. We are estimating total costs at $4.4 million, not including start-up capital costs described above.

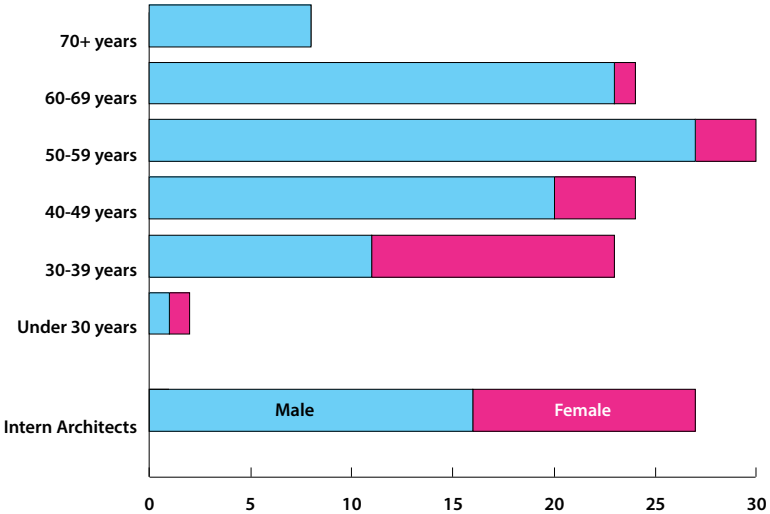
Resident Architects per million population, by Provice, Canada

Data: Statistics Canada, 2006 Census



Resident vs. Non-Resident Architects, Saskatchewan

Data: Saskatchewan Association of Architects



Age and Gender of Resident Architects, Saskatchewan

Data: Saskatchewan Association of Architects

Introduction

Architecture can be difficult to define. It is a profession, founded in technical expertise, shaped by cultural and artistic expression, and guided by a sense of service to the community. It is an academic discipline, devoted to the study of our built environments and their role within the construction and maintenance of society. It is a knowledge-based arm of the construction industry, steeped in innovation and invention, a critical component for economic development. It is a creative discipline that can change the way we see the world and catalyze the development of new creative industries and new cultural forces. It is the buildings that we live, work and play in every day, today and tomorrow, and as populations – in Saskatchewan and globally – gravitate to urban areas, it will become a more important force. It is a discipline and profession that, quite literally, designs the future.

Saskatchewan has the opportunity to ensure this academic, cultural and economic engine flourishes with the establishment of a program in architecture at the University of Saskatchewan.

This Notice of Intent concerns the development of a professionally-accredited program in Architecture, as well as a new academic unit in which it will be housed. Saskatchewan is the only province west of the Maritimes without a school of architecture, and - at least partly as a result - has the second lowest provincial ratio of resident architects per capita in Canada, at about 116 architects per million people, compared to the national average of 428 per million. Even at that, there is a shortage of architects predicted nationally, as more professionals are expected to retire before 2020 than will be replaced. Furthermore, Saskatchewan is the only province in which the number of non-resident architects registered to practice exceeds the number of resident architects. The need for potential students of architecture to move to out-of-province programs and the contracting of services to out-of-province firms are limiting both human development and economic growth.

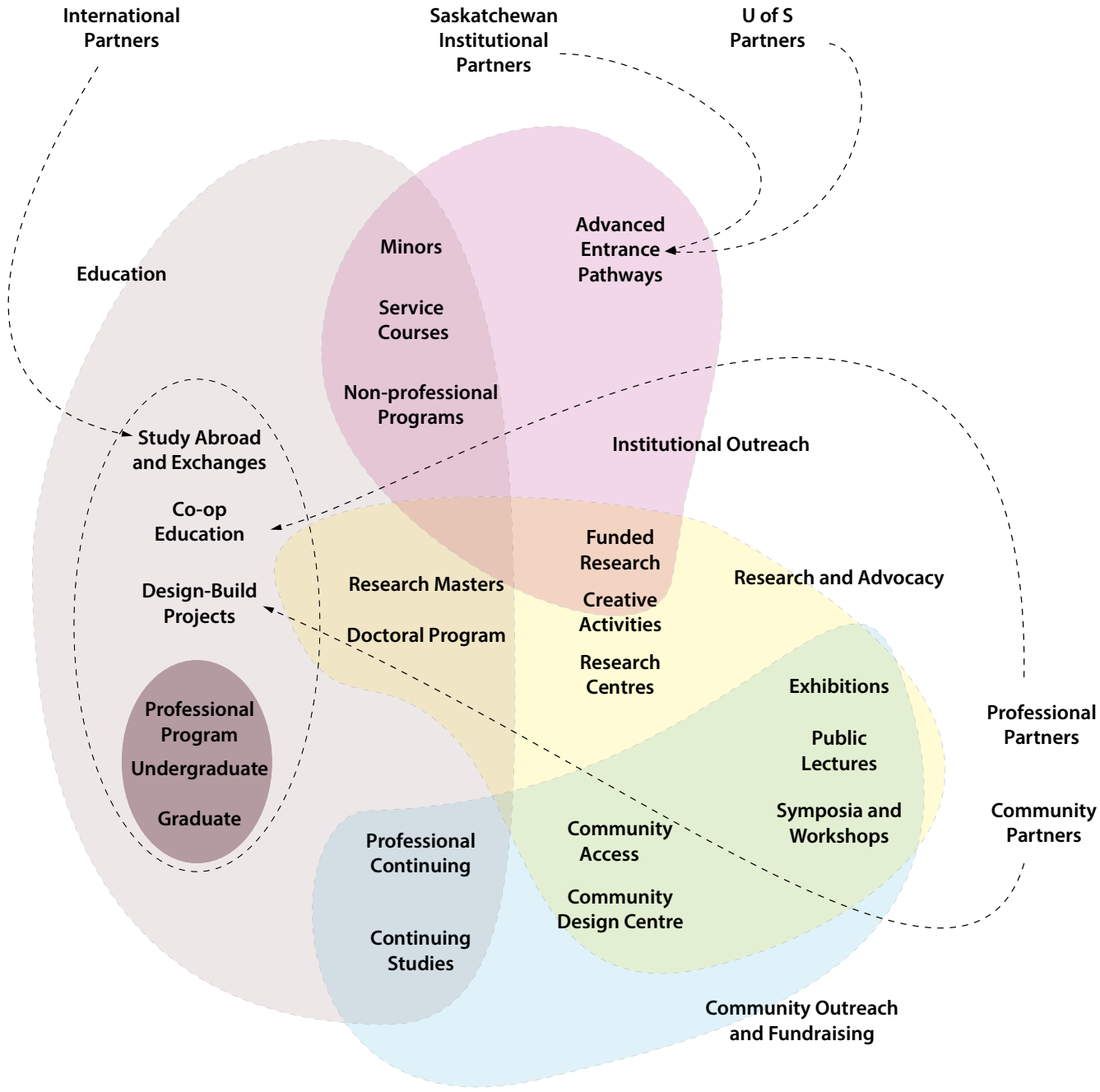
Equally important, Saskatchewan has not had the opportunity to gain from the added cultural and community benefits of architectural education - the development of an awareness of the built environment (and architectural culture), including the imperative for sustainable design; the ability for the program to assist in finding design solutions to community issues, including the issues of underserved and disadvantaged communities and groups; and the (more recent) collaborations between architectural education and other community and business groups in fostering entrepreneurship and innovation, especially around areas of emerging technologies of representation and advanced manufacturing.

Whether, at the end of the day, the new unit that emerges from this process is a Department in a College, a autonomous School, or a Program within an existing Department or School, it will inevitably have the type of complex organization that is typical of architecture units at other universities. For simplicity sake, and because in the end everyone will use this term, we will use the term “School of Architecture,” understood as a generic term, to describe the unit and its programs. It will contain within it a number of programs at the Undergraduate and Graduate level, including the Professional Program discussed in this NOI. It will also have a strong mandate for discovery, and will take community outreach - to the architectural profession, to the construction industry, and to the general public and civic government - as an important third part of its mandate. As such, a university program in architecture mirrors the traditional three-part mandate of a university as a whole: teaching, research, and service.

Benefits of a School of Architecture to the University

In addition to the benefits to the Province’s communities of a new School of Architecture, mentioned above, and the benefits to the architectural profession and the construction industry in the Province in terms of the development of a stronger architectural culture, the presence of a home-grown and educated workforce, and local support for research and innovation, a new School of Architecture will also bring significant benefits for the University.

First, Architecture, as a design-based discipline, has an important place and role within a university. Design-researchers will engage in questions of discovery through design: that is, through holistic and integrative thinking based in representational techniques, often very distinct from and complementary to the analytical approach of researchers in many other disciplines. Architectural researchers are often comfortable working collaboratively across disciplines, and can bring particular skill sets around design thinking, visualisation, and team management to give added value to research teams. Architectural researchers will also lead teams, often again with collaborators, on discovery projects related to the



Anatomy of a School of Architecture

Built Environment, Sustainable Design, Community Development, Institutional Frameworks and Advanced Manufacturing Technologies.

A School of Architecture will also be able to provide service teaching to the University community in areas such as design and visual thinking, as well as providing breadth electives in Architecture to students in other disciplines, enhancing overall design literacy at the University. Some schools of architecture have been successful in exporting the charette model of problem-solving to other areas of their universities.

In addition, a School of Architecture will assist the University in developing even closer connections to its local and provincial communities through its engagement in questions of community development, through a robust program of public outreach events, and through its promotion of the quality of the built environment. In addition, a proposed site for the program in the John Deere Plow Building in downtown Saskatoon will help the University to play a direct role in the economic and cultural development of the city.

Guiding Principles for the School and its programs

Through an intensive series of consultations, we have developed the following five interlinked principles that will continue to inform the development of the School and its programs. We believe that these five principles flow directly from situation, history and future of Saskatchewan and of the University of Saskatchewan.

1. A Sense of Place.
   The School and its programs will be deeply engaged in the environmental, ecological, economic, social and cultural situation of Saskatchewan, while recognizing the national and global networks within which Saskatchewan resides. A strong engagement with the technological needs for building in northern climates will be central to the mandate of the School.

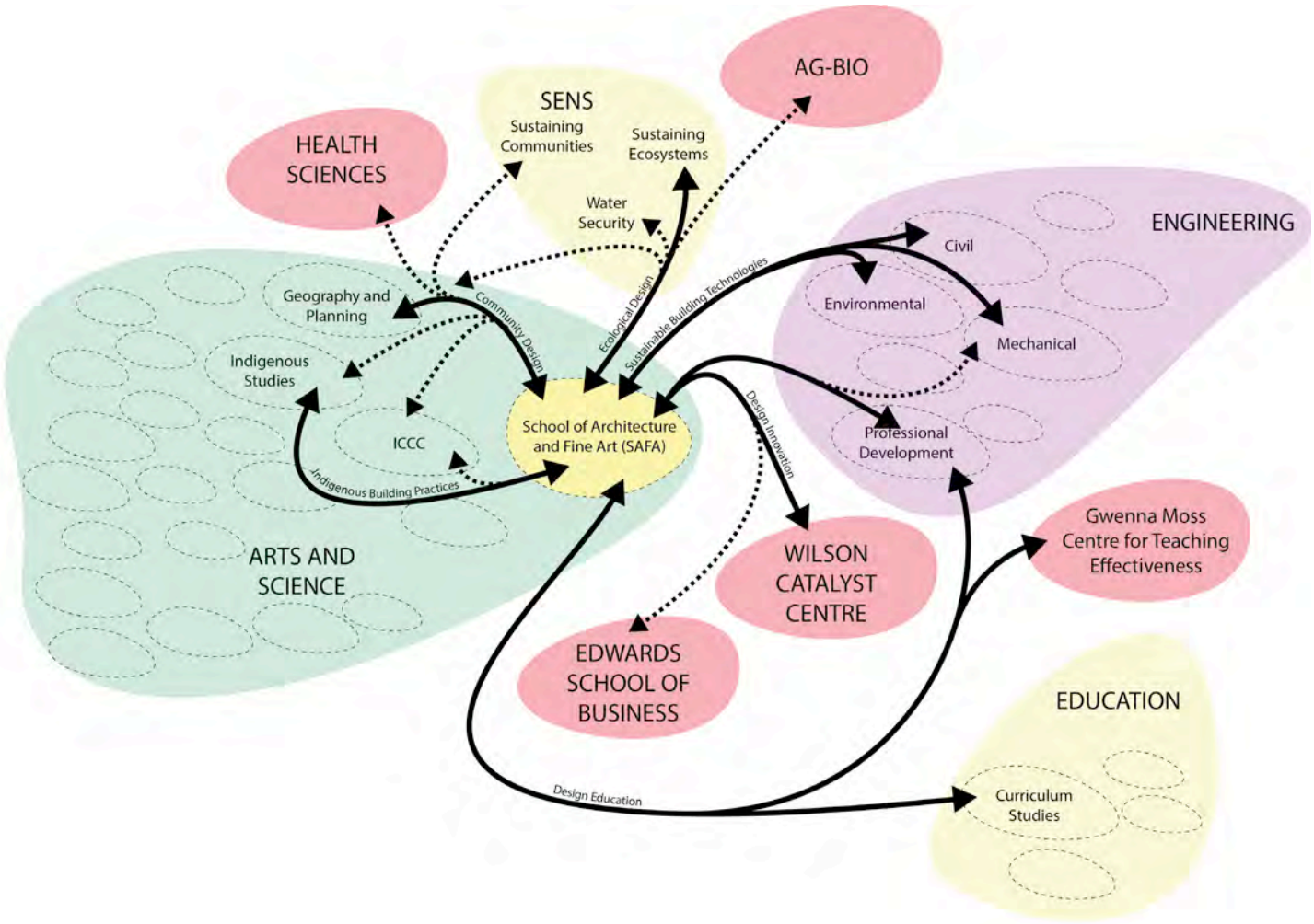
2. Collaboration and community
   In all its mandates (Education, Discovery, and Community) the school will strive to engage in a meaningful way with other disciplines, including disciplines not traditionally considered to be related to architecture. The School and its programs will prioritize collaboration amongst peers, classmates and colleagues, between the University and other parts of the post-secondary education sector in the Province, and with community agencies, non-profit groups, and individuals. The School will strive to support communities - local, provincial, and global - in their development, including actively supporting the growth of a design culture, industry and community in Saskatchewan.

3. The Importance of Making
   The School and its programs will be grounded in the act of making, understood as a means of constructing identity, community and place through engagement with physical materials. The School will incorporate activities such as design-build and other “making” projects at full scale, and ensure that the technical requirements of building are foregrounded.

4. An Entrepreneurial Spirit
   The School and its programs will recognize that both design and community-building are entrepreneurial activities. The School will actively look for opportunities to innovate in fulfilling its three-part mandate and will strive to provide students with the business skills and leadership qualities required to become successful actors in their communities after graduation.

5. Meaningful Engagement with Indigenous Ways of Knowing
   The School and its programs will engage with essential concepts of Indigenous knowledge - the land, community, stories. The School will look for opportunities to connect students and academics with Indigenous communities, and to include Indigenous teachers and elders in its operations.

Notice of Intent:
School of Architecture and Fine Art



Proposed Institutional Linkages,
School of Architecture and Fine Art

Notice of Intent: School of Architecture and Fine Art

1. Name of Department

We propose that the new Department be named "School of Architecture and Fine Art." The term "School" has strong and persistent roots in relation to architectural education. Regardless of the official term used to designate the unit within the University and regardless of its formal organization, it will inevitably be referred to by students, university administration, and the general public as the School of Architecture. We therefore recommend using it as the formal name of the unit in order to avoid confusion and misunderstanding.

We recommend that the School be formed as a reorganization and re-naming of the existing Department of Art and Art History. This arrangement has been agreed to in principle by the faculty in Art and Art History as a result of a vote in a faculty meeting on February 25, 2016. We make the following preliminary notes about this arrangement (please note that all terminology used in what follows is preliminary).

1. The School will operate as a department within the College of Arts and Science. Certain administrative and curricular aspects of the School - admission requirements and processes, tuition levels, accreditation requirements - as well as standards for tenure and possibly promotion, will be different for the School than for other departments in the College (existing expectations for College-level review will be maintained).

2. The School will be led by a single Director, with Associate Directors for Art and Architecture. These titles may need to be revisited to fit within UofS practice.

3. Existing programs in Art and Art History will not be affected by the development of the School.

4. In order to develop and maintain robust connections across the University, we propose organizing several formal "domains" - areas of research, service and teaching. These domains will be developed through initial hiring and through cross-appointments. Domains proposed are:
    - **Sustainable Building Technologies:** in partnership with the College of Engineering, with the mandate to develop building technologies in the context of cold climates. This group will be responsible for program components in technology.
    - **Design Education:** in partnership with the College of Engineering and the College of Education, with the mandate to further design education across the campus and the province, and to develop and implement strategies to respond to the impact of technological development on design education.
    - **Design Innovation:** in partnership with the College of Engineering and the Wilson Catalyst Centre, with the mandate to further innovation in the development of new design processes, tools and methods.
    - **Indigenous Building Practices:** in partnership with the Department of Indigenous Studies, with the mandate to further understand indigenous building practices world-wide and locally, and to engage indigenous students and communities.
    - **Community Design:** in partnership with Regional and Urban Planning, with the mandate to assist communities, locally and globally, in their development through design activities carried out with community groups.
    - **Environmental and Ecological Design:** in partnership with SENS, with the mandate to use the tools of design to further study and provide stewardship for ecological and environmental issues.

discovery
education
community

2. Academic Rationale.

Terms of Reference

Please explain why this department is needed. Provide a brief description of the goals of the department and consistency with institutional priorities as expressed in the Strategic Directions and the Foundational documents. Where relevant, the proposal should also indicate whether the establishment of the department is consistent with the goals of constituent college stated in Integrated College Plans, and whether the creation of the department has been identified as an objective in any Integrated College Plan. This statement should include information about department objectives, need for the department, demand, uniqueness and the expertise of the sponsoring unit. As well there should be a brief discussion of programs that will be developed and delivered by the department. Specify if programs will be transferred to the department or if new programs will be developed, or both.

The School of Architecture is needed in order to house a professionally accredited program in architecture, which is being developed concurrently with this proposal. The development of the proposal for a School of Architecture at the University of Saskatchewan has broad support in the University and in the community, and the process has been a lengthy one (described further in "consultation," below).

Vision, Mission, Mandate and Principles

Our vision is of a Saskatchewan with a thriving culture of architecture and design, in which the quality of place is an important value, and in which individuals and communities are empowered to create great places in which to live, work and play.

The mission of the School of Architecture is to work collaboratively with the people of Saskatchewan to design and make a better world. The Saskatchewan School of Architecture will be recognized internationally for its programs in architecture that are rooted in the particular environmental, ecological, economic, social and cultural situation of Saskatchewan, while cognizant of the global networks in which Saskatchewan resides. It will engage in programs of discovery that benefit the people of Saskatchewan and are of value beyond Saskatchewan's borders. It will be a centre for the collaborative production of excellent places.

The School of Architecture will achieve this mission through a three-part mandate:

Education

- Provide an accredited, internationally recognized professional education in Architecture. Incorporate a range of innovative learning experiences including design studio, co-op education, study abroad and design-build projects.
- Strengthen collaboration across the post-secondary education sector in Saskatchewan, including with Saskatchewan Polytechnic.
- Support the economic and personal development of Saskatchewan's indigenous peoples, and engage meaningfully with Indigenous world-views.

Discovery

- Make use of the primary disciplinary competencies of architecture, including the ability to think holistically and integratively about complex systems, to develop research expertise in areas fundamental to the development and well-being of Saskatchewan and its people, and important to a broader global population.
- Develop expertise in relation to the design and production of sustainable buildings and communities in cold climates. Build the capacity for innovation. Foster the development of building products and technologies that are compatible with the region and support Saskatchewan industry.
- Engage collaboratively with colleagues from other areas of the University and with external partners to create new knowledge about, and opportunities for, Saskatchewan.

Community

- Build a high quality environment and make Saskatchewan a place where people want to be; encourage and foster the design and construction of healthier buildings and communities.
- Build a creative class. Schools of Architecture foster the development of industrial and interior design, landscape architecture and urban design.
- Support increased trade, investment and exports through international engagement.

In carrying out this mandate the Saskatchewan School of Architecture will adhere to the following principles:

A Sense of Place: The School and its programs will be deeply engaged in the environmental, ecological, economic, social and cultural situation of Saskatchewan, while recognizing the national and global networks within which Saskatchewan resides. A strong engagement with the technological needs for building in northern climates will be central to the mandate of the School.

Collaboration and community: In all its mandates (Education, Discovery, and Community) the school will strive to engage in a meaningful way with other disciplines, including disciplines not traditionally considered to be related to architecture. The School and its programs will prioritize collaboration amongst peers, classmates and colleagues, between the University and other parts of the post-secondary education sector in the Province, and with community agencies, non-profit groups, and individuals. The School will strive to support communities - local, provincial, and global - in their development, including actively supporting the growth of a design culture, industry and community in Saskatchewan.

The Importance of Making: The School and its programs will be grounded in the act of making, understood as a means of constructing identity, community and place through engagement with physical materials. The School will incorporate activities such as design-build and other "making" projects at full scale, and ensure that the technical requirements of building are foregrounded.

An Entrepreneurial Spirit: The School and its programs will recognize that both design and community-building are entrepreneurial activities. The School will actively look for opportunities to innovate in fulfilling its three-part mandate and will strive to provide students with the business skills and leadership qualities needed to successful actors in their communities after graduation.

A Meaningful Engagement with Indigenous Ways of Knowing: The School and its programs will engage with essential concepts of Indigenous knowledge - the land, community, stories. The School will look for opportunities to connect students and academics with Indigenous communities, and to include Indigenous teachers and elders in its operations.

Consistency with Institutional Priorities

The School of Architecture will be a strong contributor to the University in achieving its strategic goals. The School's mandate will be aligned with priorities set in the Third Integrated Plan:

- Knowledge Creation: the School will have an important mandate to carry out discovery activities. It will focus on issues related to what makes Saskatchewan unique and on initiatives that will help Saskatchewan to grow.
- Innovation in Academic Programs and Services: the School will offer innovative programs, including a professional program in architecture that will be the first in Saskatchewan.
- Aboriginal Engagement: the School will seek to actively promote the economic and personal development of aboriginal communities and students, and will incorporate an indigenous world-view within its programs.
- Culture and Community: the School will promote the quality of place as a central focus of interest, and will support that focus through an integrated set of initiatives that will allow the School to engage reciprocally with the Saskatchewan community.

The School will also be supportive of the priorities and aspirations outlined in the Foundation Documents. It will incorporate a program of community outreach that is integrated with its programs and with its discovery mandate, mutually beneficial to the community and the University, interactive in relationships with communities, and intimately linked to the well-being of the local and provincial communities with which the School will interact (Lectures and exhibitions, community design charrettes, community design centre, design-build activities, design competitions). It will provide an innovative model for education within the context of the University of Saskatchewan through the studio and will focus on developing core skills in students as identified in the Foundational Document on Teaching and Learning; as is the norm for schools of architecture in Canada, and discussed above, it will take an aggressive position in developing experiential learning activities (co op programs, design-build activities, community charrettes, competitions). Its faculty members will carry out a robust mandate for Research, Scholarly and Artistic work focused on key areas related to the problems of the built environment in Saskatchewan and the potential for growth in its creative sector. It will be an active participant in the development of relationships with First Nations and Metis communities and individuals in the province and abroad, and will incorporate a number of international activities and opportunities, as is the norm for schools

of architecture in Canada (student and faculty exchanges, taught-abroad components, international guest lecturers, international discovery activities). It will support the continued development of ICT proficiency on campus through an interest and investment in Advanced Manufacturing Technologies (Digital Fabrication). Finally, it will assist the University in increasing and diversifying enrolment by appealing to multiple potential applicant groups in its programs.

Consistency with College Goals: The development of a School of Architecture and Fine Art was not envisioned in previous strategic planning cycles for the College of Arts and Science. However, the School will contribute significantly to a number of identified college-specific goals as identified in the ***College of Arts and Science Plan for the Third Planning Cycle, 2012-2016***, particularly in the prirority area of ***achieving engagement***. The School in its design and structure will foster interdisciplinarity and academic relationship-building. It will help to strengthen research, scholarly and artistic work capacity through the development of new resources for the University community as well as by bringing multiple disciplines together in broad systemic research thinking. It will assist in making the College attractive to students through the implementation of innovative teaching methodologies including extra-disciplinary courses in design methods and design thinking, and it will help the College to develop a meaningful engagement with indigenous communities.

Programs

The School of Architecture intends to develop and offer a new professional program in Architecture which will be accredited by the Canadian Architectural Certification Board. The Professional Program will be made up of two components: a Bachelor of Design (preliminary degree name) and a Master of Architecture. In order to be eligible for architectural licensure, students will be required to complete the M.Arch. degree. The proposed program is described in preliminary fashion in Part 3 of this document.

Impact and relationships

Please indicate how this proposal relates to other department or college activities and plans, including the impact it will have on other departments' activities, on colleagues, on students and on other departments or colleges outside of the sponsoring college. This section should include a description of the links which are anticipated with individuals, groups or organizations at other institutions or outside the university setting.

The School of Architecture will provide opportunities for interdisciplinary collaboration in both teaching and discovery activities. Faculty from a number of other disciplines, including Engineering, Regional and Urban Planning, and Art and Art History will be invited to participate in teaching within the School, and students in Architecture programs will be required to take courses in other areas of the University. In addition, the School of Architecture intends to offer non-specialist courses for students in other programs and to offer expertise in its core areas of design and design thinking to other departments.

The School will have a working relationship with the program in Architectural Technology at Saskatchewan Polytechnic. We are investigating the possibility of developing an articulation agreement that would allow graduate of the three-year diploma program at Saskatchewan Polytechnic access to the B.Des. (Arch) with advanced standing. We are also investigating the possibility of collaborating with Saskatchewan Polytechnic students and faculty in carrying out design/build activities.

The School initiative has already developed a strong relationship with the Saskatchewan Association of Architects, which has been a partner (including a financial partner) in the development of this proposal.

Consultation

Describe the consultation process followed in putting together this proposal, including letters of support from Dean(s), from faculty who might be involved in the proposed department and others as appropriate.

This proposal is the outcome of a multi-year process of investigation into the possibility of forming a professional program in architecture at the University of Saskatchewan. As this history shows, the program is supported by many elements of the University as well as the Saskatchewan Association of Architects, the construction industry in the province, and the City of Saskatoon. It also has broad support in the general community. The program is timely, given economic and cultural growth in the province; an increased awareness of the environmental impact of building activities, and the need for

sustainable building practices; and the emergence of new building and manufacturing technologies into the industry (and into society at large).

The University of Saskatchewan began examining the creation of a program in architecture in 2009, under the direction of Provost and Vice-President Academic Brett Fairbairn. In 2011, directors from three Canadian schools of architecture were engaged in an extensive peer advisory exercise. The panel consisted of Michael Jemtrud, former Director of the McGill School of Architecture, Frank Fantauzzi, Head of the University of Manitoba Department of Architecture, and Dr. Kendra Schank-Smith, Chair of Ryerson University's Department of Architectural Science. The panel concluded that the program proposed by the Uof S could meet the requirements of the Canadian accrediting body but recommended hiring a director, who could develop a specific program for approval by the U of S Council. In this initial phase of enquiry, a sample academic program was created and costed, the economic impact of the program to the province was studied in detail, and presented in a report, ***Business Case for a Program in Architecture at the University of Saskatchewan***, 2012. In 2011/12, 2012/13 and 2013/14, the initiative was included in the University's Operations Forecast.

In 2010, Saskatoon's City Council offered the John Deere Plow building, a 100 year-old historic downtown warehouse structure, as an in-kind donation to the University for the School of Architecture. A Building Condition Assessment was conducted by Stantec Architecture in late 2011 to examine the physical condition of the building and its systems and to confirm its appropriateness as a home for the architecture program. The findings revealed the building is fundamentally sound in structure, of adequate size and configuration to accommodate the program and is historically significant in the warehouse district of Saskatoon. The John Deere Plow building is still available as a potential home for the school.

The value of a school of architecture to other programs at the U of S was explored through a symposium series sponsored by the U of S in 2013. Three substantive areas of architectural investigation were examined with the assistance of nine internationally renowned architectural academics and practitioners:

- **Material and Technological Innovation:** Nader Tehrani (MIT), Anton Garcia-Abril (MIT), Herb Enns (University of Manitoba);
- **Environment, Community and Culture:** Douglas Cardinal, Architect, Ray Cole (University of British Columbia), Terrance Galvin (Laurentian University).
- **Design Thinking and Pedagogical Innovation:** Katerina Ruedi Ray (Bowling Green State Univ), Clive Knights (Portland State University), Leslie Van Duzer (University of British Columbia).

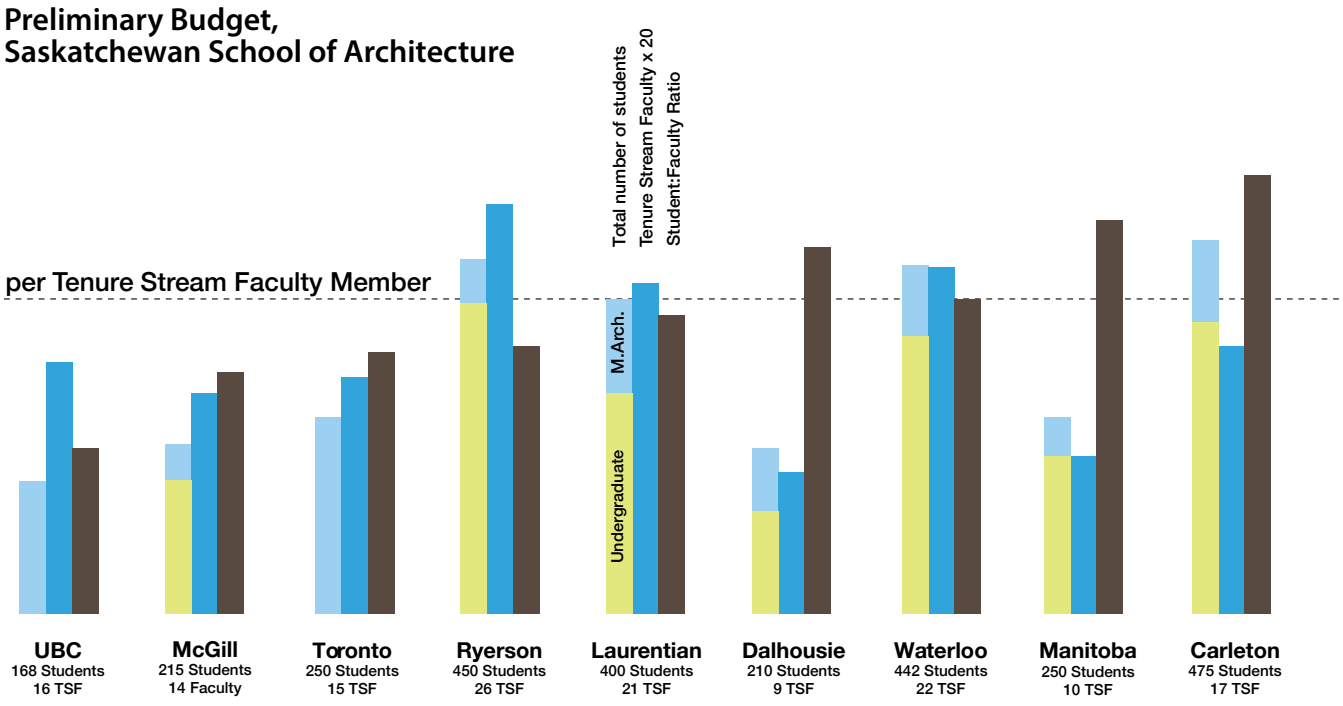
Representatives of many disciplines at the U of S engaged in exploration of potential interconnections and synergies with the discipline of architecture. A report by the Dean of Engineering, Ernie Barber, to the Provost, Brett Fairbairn was written, drawing conclusions from this exercise: Assessing the Opportunity for a New Academic Program in Professional Architecture, October 2013. This report underlined the need for a School of Architecture at the UofS to be structured on an integrative, interdisciplinary model, closely connected to existing programs and departments at the U of S. It also recommended the creation of a new position to lead the School of Architecture initiative.

In December 2014, PCIP approved seed funding for the creation of the position of Project Director. Matching seed funding from the Saskatchewan Association of Architects was achieved in May 2015. In November 2015, a team was selected and engaged to collaborate on a consulting basis in the further development of the School of Architecture proposal, led by Colin Ripley of the architectural firm RVTR. Mr. Ripley is a Professor in the Department of Architectural Science at Ryerson University, and the former Chair of that Department. He is also President of the Canadian Architectural Certification Board.

In December 2015 and January 2016, Mr. Ripley met with numerous individuals[2] at the University in order to discuss the possibility for the School and to begin to determine its organization In the first week of February, 2016, a series of working sessions and open house engagement sessions were held with various stakeholder groups, both internal and external to the University. Over 250 people attended these open house sessions, and over 100 completed an on-line survey.

2 Peter Stoicheff, President; Ernie Barber, Interim Provost; Peta Bonham-Smith, Interim Dean, College of Arts and Sciences; Adam Baxter-Jones, Acting Dean, College of Graduate Studies and Research; Trever Crowe, Associate Dean, College of Graduate Studies and Research; Lisa Kalynchuk, Chair, Priorities and Planning Committee; Academic Programs Committee Executive (Kevin Flynn, Chair; Ganesh Vaidyanathan, Vice-Chair; Patti McDougall, Vice-Provost Teaching & Learning; Russell Isinger, University Registrar; Amanda Storey, University Secretary's Office); Dean of the Library, Vicki Williamson; Library Associate Dean, Charlene Sorensen; Liz Duret, Diversity and Inclusion Consultant; Daphne Taras, Dean, Edwards School of Business; Toddi Steelman, Executive Director, School of Environment and Sustainability; Jill Gunn, Acting Vice-Dean, Programs, College of Arts and Science; Candace Wasacase-Lafferty, Director of Aboriginal Initiatives; John Rigby, Interim Associate Provost, Institutional Planning and Assessment; Faculty from Regional and Urban Planning; Faculty from Art and Art History; Don Bergman, Interim Dean, College of Engineering.

Director (0.5 FTE teaching, 0.5 FTE admin)	1	170,000	170000		
Program Director (0.5 FTE teaching, 0.5 FTE admin)	1	162,000	162000		
Career Faculty salaries and benefits	10	150,000	1500000		
Sessional Lecturers - studio	10	12,000	120000		
Sessional Lecturers - other	3	7500	22500		
Teaching Assistants	16	5000	80000		
Librarian	0.5	130000	65000		
Academic Salaries and Benefits				**$2,119,500.00**	
Staff - Admin Coord/EA	1	85000	85000		
Staff - AA	2	60000	120000		
Technical Staff	2	75000	150000		
Non-Academic Salaries and Benefits				**$355,000.00**	
Graduate Student Stipends			360000	**$360,000.00**	
Direct Non-Salary Operating Costs			350000	**$350,000.00**	
Total Direct Costs					**$3,184,500.00**
Maintenance			100,000		
Library			40000		
ICT			100000		
College-level overhead (15% of operating)			477675		
University overhead (15% of operating)			477675		
Total Overhead					**$1,195,350.00**
Total					**$4,379,850.00**



Student:Faculty Ratios
Professional Programs in Architecture in Canada
Data: Canadian Architect Magazine

Scholarly Work

Identify as specifically as possible particular scholars or groups of researchers who would be employed by or affiliated with the work of the department. This section should describe how the expertise and activities of these scholars will contribute to the work of the department, or enable it to realize its objectives.

We anticipate, preliminarily, that approximately 12 new tenure-stream faculty members will need to be hired in order for the School to offer the professional program in architecture (including Program and School administrative faculty). These faculty members will carry out a broad range of research activities related to the core values of the discipline of architecture and the uniqueness and needs of the Province of Saskatchewan.

Scholarly work will be organized, in the first instance, in relation to the six "domains" listed above.

3. Department Management.

Describe clearly the management structure which will be put in place to administer the department. The Dean who is administratively accountable for the Department should be identified and the mechanisms for reporting should be outlined. A contact person or persons should be identified.

The School of Art and Architecture will be administered by a Director who will be supported by Associate Directors for Art and for Architecture. We further recommend that each of the "domains" be supported by a designated faculty lead (title, if any, TBD). The Director will report to the Dean of Arts and Science.

The Director will be responsible for teaching assignments (in consultation with the Program Directors) and overall budget and be the linkage to the College and above as well as external relations (such as professional relations, accreditation and fundraising). The Director will also be responsible for facilities and staff. The Associate Directors will be more operational, dealing with items such as admissions, scheduling, appeals, curricular development and advising.

Lead domain faculty will report to the Director and may collaborate with Associate Directors on curricular issues if and when appropriate. In some or most cases, the domain leads will have a cross-reporting function to an individual in one or more partner unit(s).

More detailed reporting mechanisms will be developed prior to submitting a full proposal.

4. Resources and Budget.

The process for approval of the creation of departments is intended to ensure that the allocation of University resources to them is made in a way which is consistent with the allocation of resources to other activities within the University, and also that departments have a clear means through which they can access the resources necessary to their effective operation. The budget should include projected faculty and support staff numbers along with an estimate of resources necessary to support the ongoing activities of the department.

Please describe the proposed financial basis for the department. This should include the sources of funding for the department, including whether a re-allocation of funds or in-kind resources from a department, college or the University will be required.

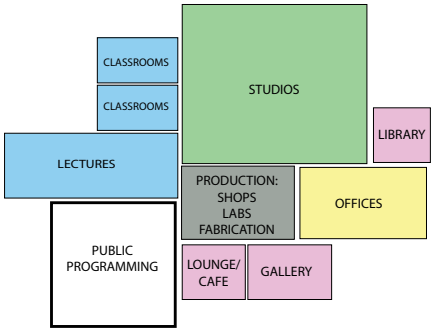
The budget should also include information about space, ICT and other infrastructure support and needs which would be used to establish the department and sources of funding for this. Evidence of consultation with Facilities Management Division regarding physical resource requirements (space, renovations and equipment) should accompany the proposal.

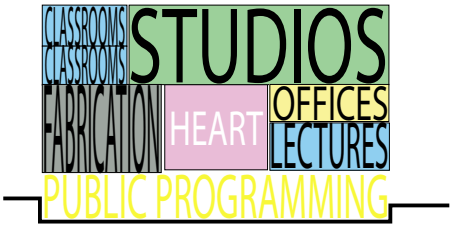
As we are submitting a concurrent application for the establishment of the School's professional program, it is difficult if not impossible to separate the resource implications of the program from those of the School. As a result, in what follows we are discussing the resource needs of the School. Except as noted below, additional resources will be needed in order to found and operate the School and its programs. PCIP has been consulted in these discussions.

Financial Resources (operating): We anticipate a total yearly operating budget of $4.4Million, which breaks down as noted in the chart on the facing page, and as described below. This budget does not include capital costs related to start-up, and will be partially offset by tuition revenues described below.

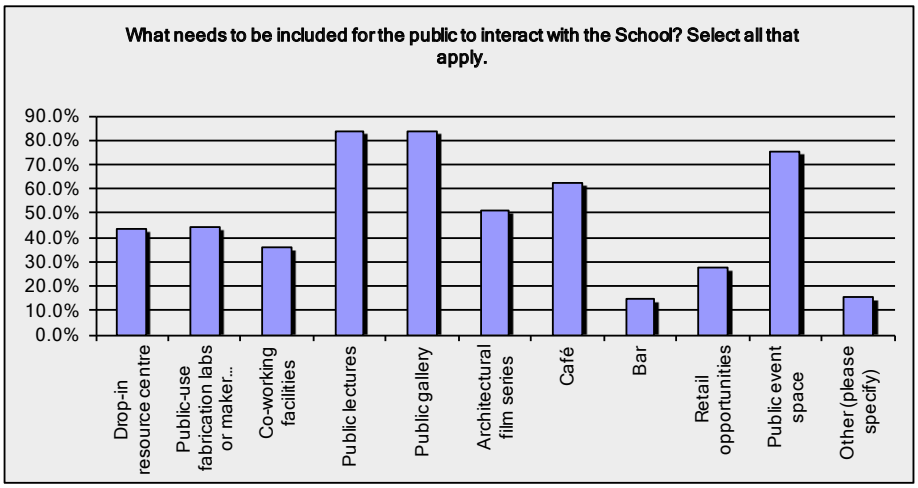
Faculty Resources: The program as outlined in this proposal will require approximately 11 FTE tenure stream faculty members for purposes of teaching and an additional 1.0 FTE for purposes of administration. This number is inclusive of teaching release for the Director and Architecture Program Director. Largely because of the Studio requirements, architecture programs make greater use of sessional instructors than many other disciplines. Across Canada, the stipends paid to studio instructors varies widely, from a minimum of $8000 to a maximum of $17,500 per term, with a median of $12,000; as a result, we believe that an annual budget for sessional instructors of about $120,000 is to be expected. In

John Deere Plow Building Saskatoon





John Deere Plow Building Program Diagrams



Survey Reponses: Facilities in the School of Architecture Building

Source: Surveymonkey survey. 90 responses.

most cases these sessional instructors will be practicing architects from the local community.

Staff Resources: We anticipate five full-time staff (Administrator, Admin Assistants, IT Technician, Workshop Technician).

Student Funding: Funding for Master of Architecture students varies from institution to institution across the country. As Professional students, they are sometimes not eligible for funding; however, the availability of funding is often a key issue in attracting students at other institutions. In this preliminary budget we have included an average funding level of $4000 per student, which appears to be a "median" rate of funding across the country.

Space and Equipment: The program will require some 4000 m2 of new space. About 35% of this space will be devoted to studio, and the remainder to offices, administration, classrooms, a large lecture hall, workshops (machine and digital fabrication shops), and other miscellaneous spaces.

The John Deere Building in downtown Saskatoon has been offered to the University by the City of Saskatoon as a home for the new building. The John Deere Building appears to be ample in terms of size, and in a location that can be highly beneficial in terms of making connections to the community, but will need significant renovation and upgrading. Our current estimate is that the building renovation will require some $20 Million.

Library and IT: Additional Library resources will be required. Following a preliminary discussion with the Dean of the Library, we estimate these ongoing costs at $40,000 per year for acquisitions, as well as the addition of one new subject area librarian. IT support will be required but remains unquantified at this point in the process.

Tuition: A non-standard tuition will be recommended for this program. Benchmarking across Canada suggests that a tuition of approximately $8000 per year would remain competitive with other programs (although the closest similar program, University of Manitoba, is among the least expensive in Canada, with a tuition of just over $4000 per annum). A tuition of $8000 per year would generate an anticipated revenue of $1.44 Million.

5. Support.

New departments require formal approval by the faculty of the sponsoring college. Please indicate by inclusion of excerpts from approved minutes what form that support took.

Support should also be sought from the Provost's Committee on Integrated Planning (PCIP).

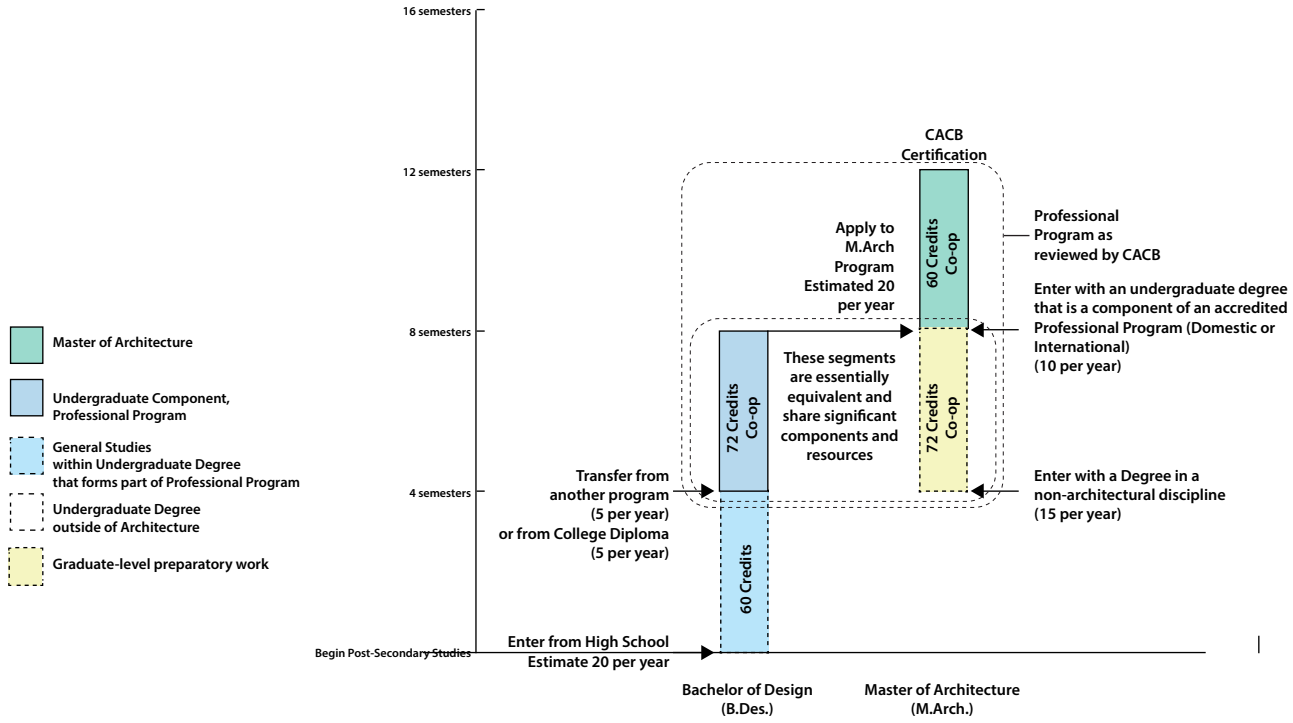
6. Systematic Review.

Once created departments will be subject to the normal review processes of the University.

7. Attachments.

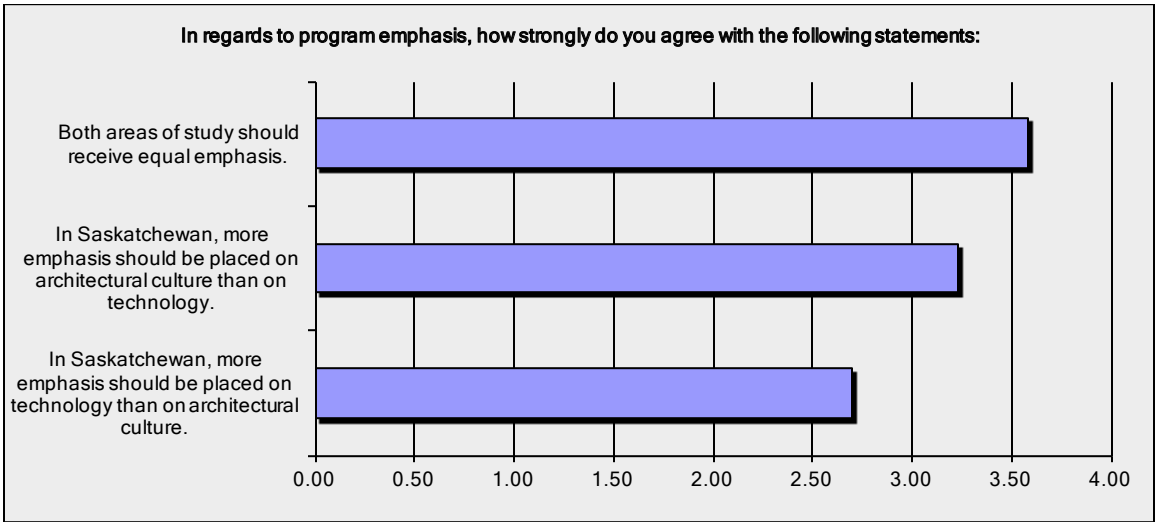
Attached to the Formal Proposal should be a copy of any letters of support, excerpts from approved faculty council minutes, and documentation to support the required consultation with Facilities Management Division.

Notice of Intent:
Professional Program in Architecture
Bachelor of Design (Architecture)
+ Master of Architecture



Preliminary Program Model

Proposed
2+2+2 Hybrid Program



Survey Reponses: Relative importance of Technology and Culture

Source: Surveymonkey survey. 85 responses.

Notice of Intent for a Professional Program in Architecture

A "First Look" Program Model for the School of Architecture at the University of Saskatchewan

Although we are very early in the process, enough clarity has developed that we can suggest a likely overall form for the new Professional Program. To begin with, and despite the complexity it engenders, it appears that a 2+2+2 Hybrid model is the most likely. This model allows entrants with a number of different backgrounds, maximizing in effect the applicant pool. In broad strokes, the program would be made up of two degrees:

- An undergraduate degree, Bachelor of Design in Architecture (tentative degree name) with two years (60 credits) of general studies followed by two years (72 credits)[3] of Professional Studies, incorporating a co-op component; and
- A graduate degree, Master of Architecture, four academic terms in length (60 credits), preceded by a qualifying process of one to two years for holders of non-architectural degrees, incorporating a co-op component.

We therefore imagine a total program of 132 credits, in addition to the 60 credits of General Education. We further imagine a split among program components as follows:

• Design Education	45% to 55%	(60 to 72 credits)
• Building Technologies	20% to 30%	(27 to 39 credits)
• Architectural Culture and Professional Practice	20% to 30%	(27 to 39 credits)
• Professional electives (included in above)	8% to 12%	(12 to 18 credits)

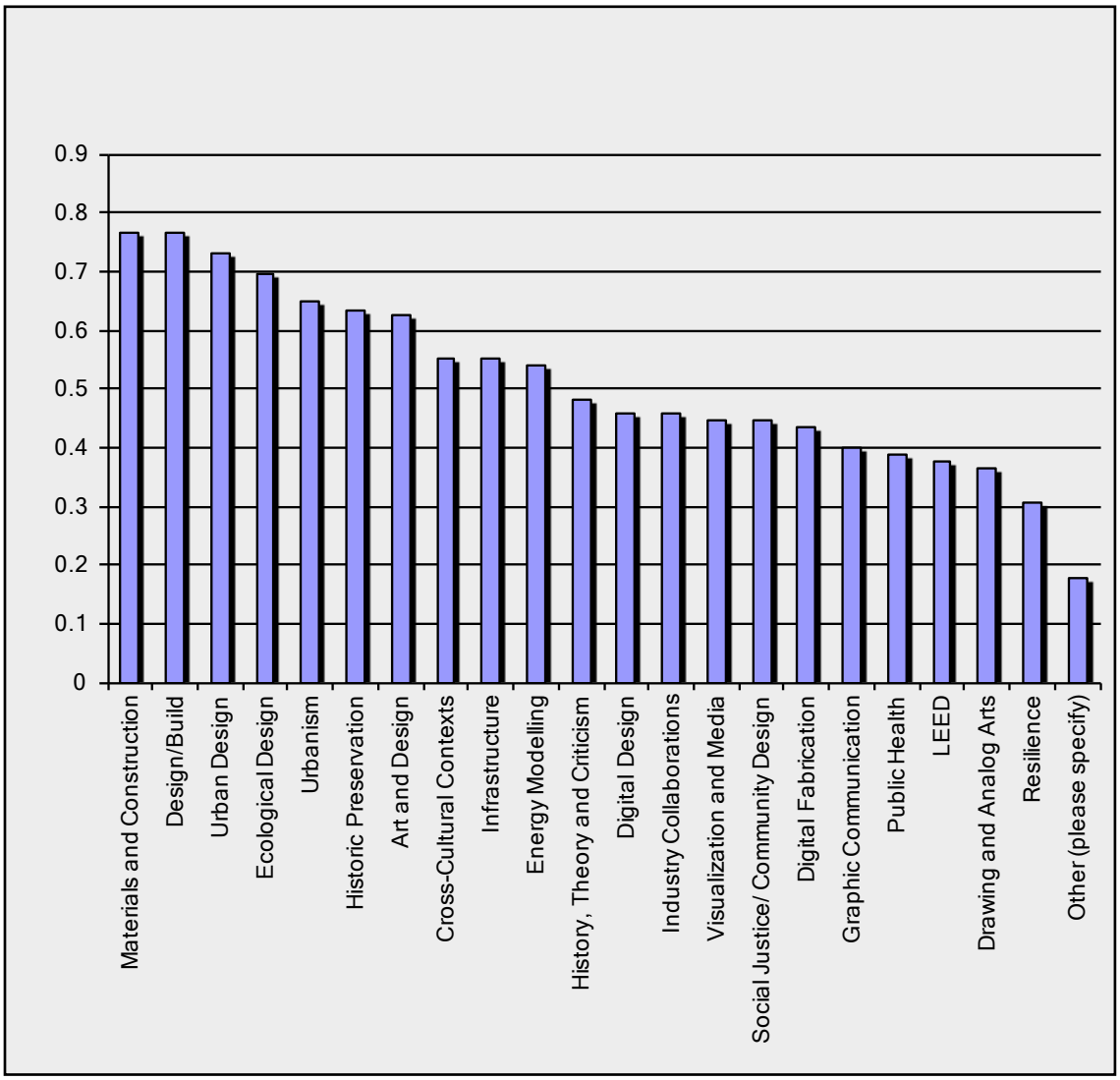
We anticipate that the program will have a rich mixture of co-curricular and experiential learning opportunities, including study abroad, cooperative education, community engagement activities, and design-build projects.

Learning Expectations: Program Goals

On graduation from the professional program in Architecture, students will be able to:

- employ intentional and well-developed design processes and articulate their theoretical bases, and in so doing, make use of the tools and techniques typical of architectural production, including new and emerging technologies.
- understand the larger theoretical, social, cultural, political, economic, technological and environmental contexts of architecture and the impact of ideas on its development. Graduates will also be able to undertake critical forms of research and analysis, and communicate about architecture within this broad range of contexts through writing, speaking, and graphic media.
- actively participate in the analysis design and integration of building technologies (in the context of building project) and understand the principles involved in the design of the various systems, the impacts of these systems on the design of a building as a whole, and the roles, requirements and priorities of the full range of specialists involved in the design and construction process.
- build on and apply investigative methods used in the design process, analyse and evaluate the implications of potential design options, and synthesize variables from spatial, material and technological systems into integrated architectural solutions of various scales and levels of complexity.
- apply skills in business, management and entrepreneurship to the development of career and project opportunities in architecture.
- collaborate with other members of society, and take on leadership positions, in matters related to the production and stewardship of our communities and environment; fully integrate public engagement into the practice of architecture.
- act in all of the above with a deep understanding of and engagement in the particular circumstances, issues and concerns of Saskatchewan, including a meaningful engagement with the concerns of Indigenous people of Saskatchewan, while understanding its relationship to increasingly globalized pressures.

3 The 72-credit program provides for a six-credit studio (typically 12 contact hours per week) as well as four three-credit courses per term. This is in keeping with the comparator programs in Canada (see page AEC-7 in Appendix 1).



Survey Reponses: Areas of Focus for the School of Architecture at the University of Saskatchewan

Source: Surveymonkey survey. 85 responses.

1. Motivation and Support

What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

This NOI is the outcome of a multi-year process of investigation into the possibility of forming a professional program in architecture at the University of Saskatchewan. As this history shows, the program is supported by many elements of the University as well as the Saskatchewan Association of Architects, the construction industry in the province, and the City of Saskatoon. It also has broad support in the general community. The program is timely, given economic and cultural growth in the province; an increased awareness of the environmental impact of building activities, and the need for sustainable building practices; and the emergence of new building and manufacturing technologies into the industry (and into society at large).

The University of Saskatchewan began examining the creation of a program in architecture in 2009, under the direction of Provost and Vice-President Academic Brett Fairbairn. In 2011, directors from three Canadian schools of architecture were engaged in an extensive peer advisory exercise. The panel consisted of Michael Jemtrud, former Director of the McGill School of Architecture, Frank Fantauzzi, Head of the University of Manitoba Department of Architecture, and Dr. Kendra Schank-Smith, Chair of Ryerson University's Department of Architectural Science. The panel concluded that the program proposed by the Uof S could meet the requirements of the Canadian accrediting body but recommended hiring a director, who could develop a specific program for approval by the U of S Council. In this initial phase of enquiry, a sample academic program was created and costed, the economic impact of the program to the province was studied in detail, and presented in a report, ***Business Case for a Program in Architecture at the University of Saskatchewan***, 2012. In 2011/12, 2012/13 and 2013/14, the initiative was included in the University's Operations Forecast.

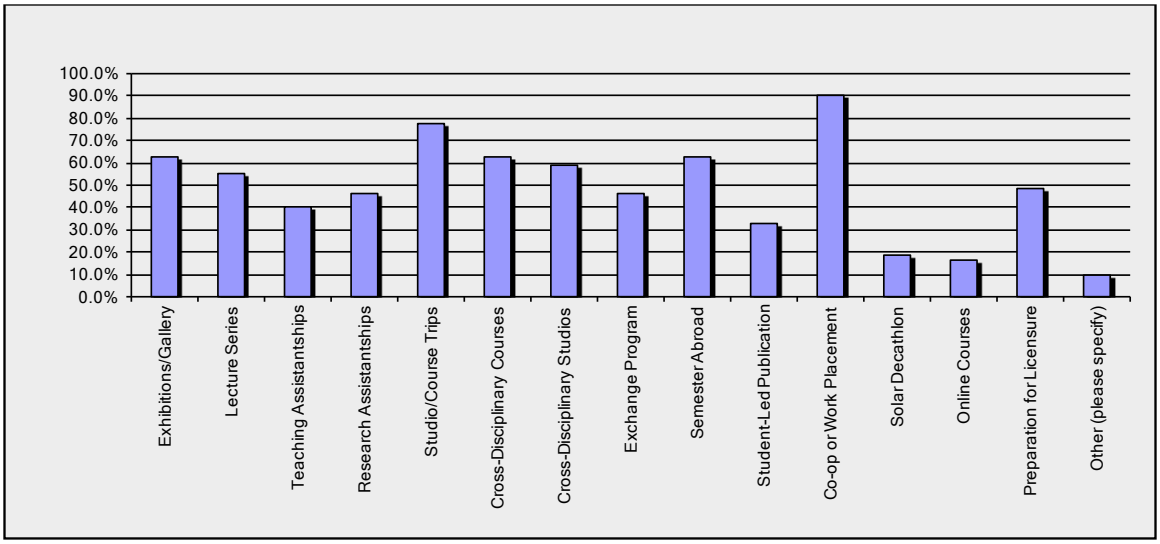
In 2010, Saskatoon's City Council offered the John Deere Plow building, a 100 year-old historic downtown warehouse structure, as an in-kind donation to the University for the School of Architecture. A Building Condition Assessment was conducted by Stantec Architecture in late 2011 to examine the physical condition of the building and its systems and to confirm its appropriateness as a home for the architecture program. The findings revealed the building is fundamentally sound in structure, of adequate size and configuration to accommodate the program and is historically significant in the warehouse district of Saskatoon. The John Deere Plow building is still available as a potential home for the school.

The value of a school of architecture to other programs at the U of S was explored through a symposium series sponsored by the U of S in 2013. Three substantive areas of architectural investigation were examined with the assistance of nine internationally renowned architectural academics and practitioners:

Material and Technological Innovation: Nader Tehrani (MIT), Anton Garcia-Abril (MIT), Herb Enns (University of Manitoba);
Environment, Community and Culture: Douglas Cardinal, Architect, Ray Cole (University of British Columbia), Terrance Galvin (Laurentian University).
Design Thinking and Pedagogical Innovation: Katerina Ruedi Ray (Bowling Green State Univ), Clive Knights (Portland State University), Leslie Van Duzer (University of British Columbia).

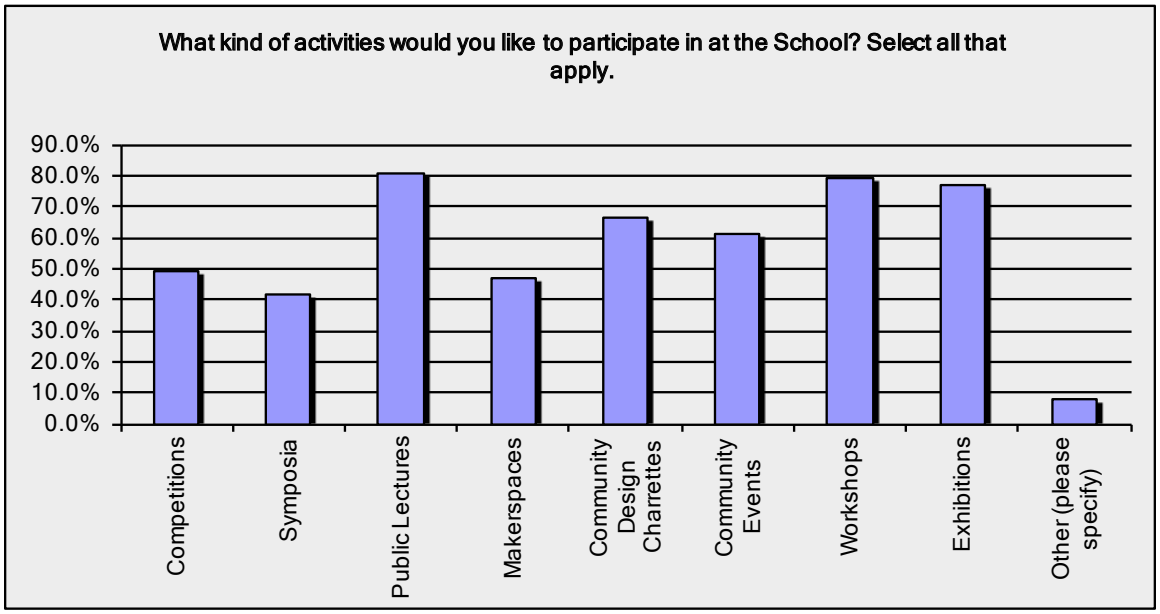
Representatives of many disciplines at the U of S engaged in exploration of potential interconnections and synergies with the discipline of architecture. A report by the Dean of Engineering, Ernie Barber, to the Provost, Brett Fairbairn was written, drawing conclusions from this exercise: Assessing the Opportunity for a New Academic Program in Professional Architecture, October 2013. This report underlined the need for a School of Architecture at the Uof S to be structured on an integrative, interdisciplinary model, closely connected to existing programs and departments at the U of S. It also recommended the creation of a new position to lead the School of Architecture initiative.

In December 2014, PCIP approved seed funding for the creation of the position of Project Director. Matching seed funding from the Saskatchewan Association of Architects was achieved in May 2015. In November 2016, a team was engaged to collaborate on a consulting basis in the further development of the School of Architecture proposal, led by Colin Ripley of the architectural firm RVTR. Mr. Ripley is a Professor in the Department of Architectural Science at Ryerson University, and the former Chair of that Department. He is also President of the Canadian Architectural Certification Board. In the first week of February, 2016, a series of working sessions and open house engagement sessions were held with various stakeholder groups, both internal and external to the University. In the first week of February, 2016, a series of working sessions and open house engagement sessions were held with various stakeholder groups, both internal and external to the University. Over 250 people attended these open house sessions, and over 100 completed an on-line survey.



Survey Reponses: Experiential Learning in the School of Architecture

Source: Surveymonkey survey. 80 Responses.



Survey Reponses: Outreach and Inreach for the School of Architecture

Source: Surveymonkey survey. 77 Responses.

2. Demand and Enrollment

What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

Student demand for this program is anticipated to be high. Based on statistics discussed above for Canada as a whole and applied to the demographic situation of Saskatchewan, it would be reasonable to expect 120 to 150 applicants to the undergraduate program, which could have a yield of 25 to 30 students. We would anticipate however that the draw for the program would be strong for out-of-province students as well, especially as there are no other undergraduate programs in architecture west of Winnipeg, including high-school leavers in Alberta could show a significant increase in possible intake.

In addition, one of the goals of the new program is to provide a pathway into the profession for students graduating with a Diploma in Architectural Technology, notably from Saskatchewan Polytechnic. This could conceivably provide an additional pool of five or so students per year.

As discussed above, it is difficult to estimate the applicant pool for graduates of non-architectural programs into an M.Arch. Although it is clear that there is unfulfilled demand in this segment, the new program will be in direct competition with the University of Calgary (although efforts to differentiate the program may help to ease this problem). In any case, a conservative estimate would suggest 75 to 125 applicants per year in this category.

A third category of applicants is those applying at the graduate level who already have a previous degree in architecture. Within Canada, this refers to students transferring from other CACB-accredited programs; these numbers can be expected to be very small, no more than one or two per year (at Ryerson we typically had no more than three or four of these applicants per year, despite the draw of Toronto). However, there are currently also many domestic students who are recent immigrants to Canada, with degrees in architecture from their home countries. Based on our experience, the University of Saskatchewan could reasonably expect five to fifteen such applicants in a given year.[4]

Finally, there is currently a high demand for Canadian degrees in architecture from foreign nationals, most notably from the middle east (especially Iran and Saudi Arabia). There is a potentially lucrative market for International graduate students in this program.

Preliminarily, we are basing projections on a total enrolment of 180 students - that is, with a cohort of 45 in the first two years of the program (3rd and 4th year undergraduate and graduate "qualifying") and 45 in the last two years of the M.Arch. These might break down by applicants as follows:

First two years of the Professional Program (years 3/4, undergraduate + graduate "qualifying"):

- from high school: 25 students (projected 5:1 application to enrolment ratio)
- from College Diploma: 5 students
- in graduate qualifying: 15 students (projected 5:1 application to enrolment ratio)

Final two years (M.Arch.)[5]:

- Flow-in from B.Des. (Arch) 20 students
- Flow-in from qualifying 15 students
- Domestic foreign-trained 5 students
- International 3 students
- Transfers 2 students

4 These numbers are based on experience from 2007 to 2012 in the Ryerson M.Arch. application process.

5 In essence, attrition after the B.Des. (Arch) is made up for by transfers into the 2-year M.Arch. from abroad and from the other Canadian schools.

3. Consistency with Institutional Priorities

How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?

The School of Architecture will be a strong contributor to the University in achieving its strategic goals. The School's mandate will be aligned with priorities set in the Third Integrated Plan:

- Knowledge Creation: the School will have an important mandate to carry out discovery activities. It will focus on issues related to what makes Saskatchewan unique and on initiatives that will help Saskatchewan to grow.
- Innovation in Academic Programs and Services: the School will offer innovative programs, including a professional program in architecture that will be the first in Saskatchewan.
- Aboriginal Engagement: the School will seek to actively promote the economic and personal development of aboriginal communities and students, and will incorporate an Indigenous world-view within its programs.
- Culture and Community: the School will promote the quality of place as a central focus of interest, and will support that focus through an integrated set of initiatives that will allow the School to engage reciprocally with the Saskatchewan community.

The School will also be supportive of the priorities and aspirations outlined in the Foundation Documents. It will incorporate a program of community outreach that is integrated with its programs and with its discovery mandate, mutually beneficial to the community and the University, interactive in relationships with communities, and intimately linked to the well-being of the local and provincial communities with which the School will interact (Lectures and exhibitions, community design charrettes, community design centre, design-build activities, design competitions). It will provide an innovative model for education within the context of the University of Saskatchewan through the studio and will focus on developing core skills in students as identified in the Foundational Document on Teaching and Learning; as is the norm for schools of architecture in Canada, and discussed above, it will take an aggressive position in developing experiential learning activities (co op programs, design-build activities, community charrettes, competitions). Its faculty members will carry out a robust mandate for Research, Scholarly and Artistic work focused on key areas related to the problems of the built environment in Saskatchewan and the potential for growth in its creative sector. It will be an active participant in the development of relationships First Nations and Metis communities and individuals in the province and abroad, and will incorporate a number of international activities and opportunities, as is the norm for schools of architecture in Canada (student and faculty exchanges, taught-abroad components, international guest lecturers, international discovery activities). It will support the continued development of ICT proficiency on campus through an interest and investment in Advanced Manufacturing Technologies (Digital Fabrication). Finally, it will assist the University in increasing and diversifying enrolment by appealing to multiple potential applicant groups in its programs.

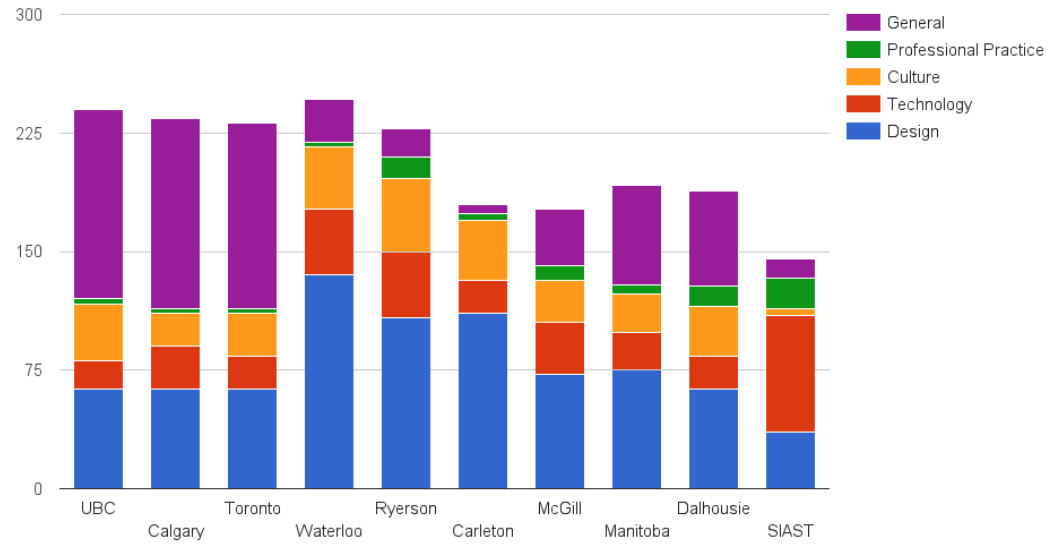
4. Relationships and Impacts

What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

The proposed program does not duplicate or significantly overlap with any other programs in the College or the University, and will be the only accredited architecture program in Saskatchewan. No programs will be deleted as a result of the new program. However, there are a number of programs at the University that have indirect relationships that can be mutually beneficial in terms of curricula or discovery.

Related Programs: The Regional and Urban Planning program shared objectives with architecture in relation to the quality of the built environment, as well as a basis in design, and there is likely to be the possibility of both research collaborations and crossovers in teaching, from both directions. Architecture students need at least an introduction to Urban Planning and Urban Design principles. Similarly, a reciprocal relationship could be developed with programs in Art and Art History; Studio Art and Architecture share a curricular structure in the studio, while it is not unusual for architectural history courses to be taught by Art History department.

Other Contributing Programs: While Architecture and Engineering have very different cultures and curricular structure, Engineering faculty are often called on to teach technical courses in architecture programs. This is especially true of



Program Components
Schoold of Architecture in Canada and
Sask Poly Program in Architectural Techniology

Director (0.5 FTE teaching, 0.5 FTE admin)	1	170,000	170000		
Program Director (0.5 FTE teaching, 0.5 FTE admin)	1	162,000	162000		
Career Faculty salaries and benefits	10	150,000	1500000		
Sessional Lecturers - studio	10	12,000	120000		
Sessional Lecturers - other	3	7500	22500		
Teaching Assistants	16	5000	80000		
Librarian	0.5	130000	65000		
Academic Salaries and Benefits				**$2,119,500.00**	
Staff - Admin Coord/EA	1	85000	85000		
Staff - AA	2	60000	120000		
Technical Staff	2	75000	150000		
Non-Academic Salaries and Benefits				**$355,000.00**	
Graduate Student Stipends			360000	**$360,000.00**	
Direct Non-Salary Operating Costs			350000	**$350,000.00**	
Total Direct Costs					**$3,184,500.00**
Maintenance			100,000		
Library			40000		
ICT			100000		
College-level overhead (15% of operating)			477675		
University overhead (15% of operating)			477675		
Total Overhead					**$1,195,350.00**
Total					**$4,379,850.00**

Preliminary Budget,School of Architecture

Civil, Mechanical, and Environmental Engineering. Conversely, advanced technical courses in Building Science may be of interest to engineering students. Curricular collaborations between architecture and engineering programs are rare and tend to be difficult to maintain because of the cultural differences, but there are some successful precedents.

While not yet explored in detail, there is the potential for interactions or collaborations at the curricular and discovery levels with the following programs at the University of Saskatchewan:

- Archaeology
- College of Medicine (around issues of healthy environments)
- Digital Culture and New Media
- Drama
- Environmental Science
- Indigenous Studies
- Interactive Systems Design
- Interdisciplinary Centre for Culture and Creativity
- Northern Studies
- School of Environment and Sustainability
- Studio Art
- The Wilson Centre for Entrepreneurial Excellence

Programs at other institutions: The program is expected to have a linkage with the Diploma programs in Architectural Technology at Saskatchewan Polytechnic. It must be stressed that the Sask Poly programs are not professionally-accredited programs in architecture and do not lead to architectural licensure. In addition, it should be stressed that Architectural Technology is a different discipline from Architecture, as the chart on the facing page, comparing program content in Schools of Architecture with that in the Sask Poly program makes clear.

Effect on enrollment in other programs: There is likely to be a small effect on enrollment in Regional and Urban Planning and in Studio Art, with a few applicants choosing architectural education instead, once it is available. In addition, a few students will likely choose to transfer into the architecture program from a number of other programs across the University.

5. Resources

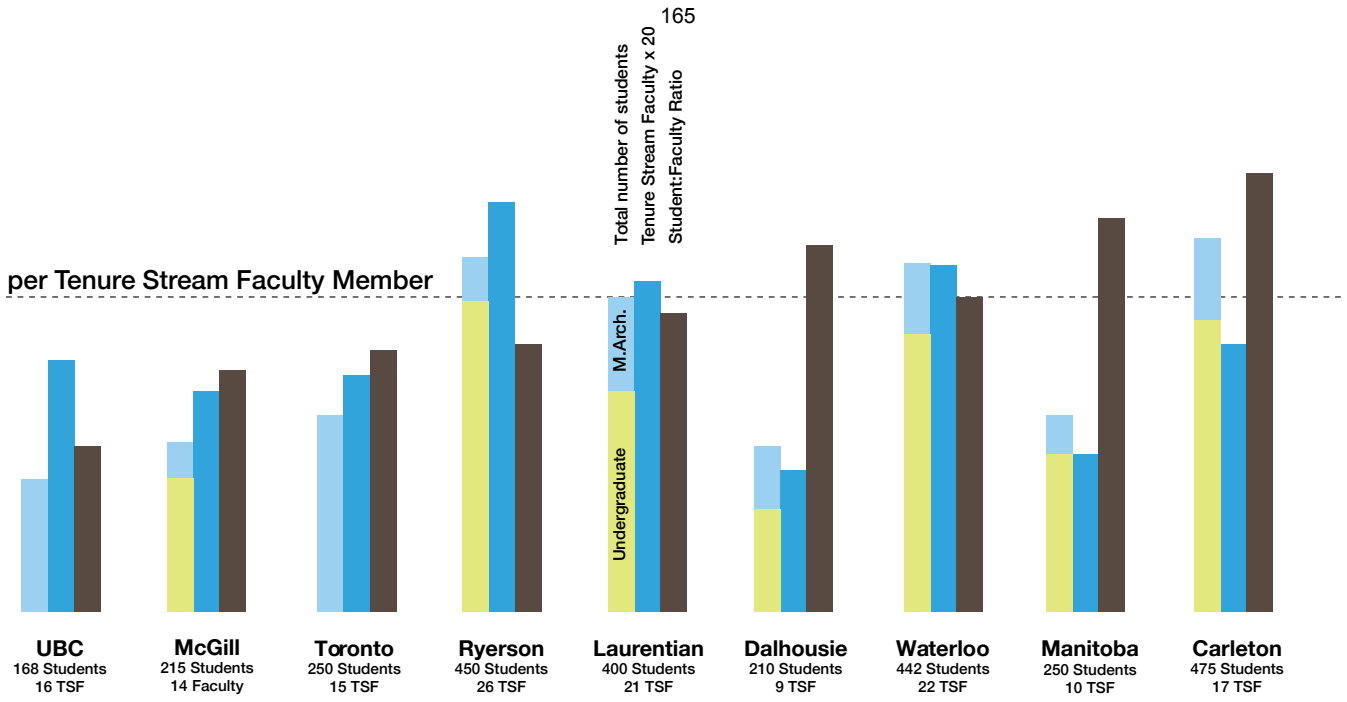
Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. Will standard or non-standard tuition be assessed for the program? Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program. Please also ensure the required covering letter, as outlined in the preamble, is attached.

As we are submitting a concurrent application for the establishment of the School's professional program, it is difficult if not impossible to separate the resource implications of the program from those of the School. As a result, in what follows we are discussing the resource needs of the School. Except as noted below, additional resources will be needed in order to found and operate the School and its programs. PCIP has been consulted in these discussions.

Financial Resources (operating): We anticipate a total yearly operating budget of $4.4Million, which breaks down as noted in the chart on the facing page, and as described below. This budget does not include capital costs related to start-up, and will be partially offset by tuition revenues described below.

Faculty Resources: The program as outlined in this proposal will require approximately 11 FTE tenure stream faculty members for purposes of teaching and an additional 1.0 FTE for purposes of administration. This number is inclusive of teaching release for the Director and Architecture Program Director. Largely because of the Studio requirements, architecture programs make greater use of sessional instructors than many other disciplines. Across Canada, the stipends paid to studio instructors varies widely, from a minimum of $8000 to a maximum of $17,500 per term, with a median of $12,000; as a result, we believe that an annual budget for sessional instructors of about $120,000 is to be expected. In most cases these sessional instructors will be practicing architects from the local community.

Staff Resources: We anticipate five full-time staff (Administrator, Admin Assistants, IT Technician, Workshop Technician).



Student:Faculty Ratios
Professional Programs in Architecture in Canada
Data: Canadian Architect Magazine

Student Funding: Funding for Master of Architecture students varies from institution to institution across the country. As Professional students, they are sometimes not eligible for funding; however, the availability of funding is often a key issue in attracting students at other institutions. In this preliminary budget we have included an average funding level of $4000 per student, which appears to be a "median" rate of funding across the country.

Space and Equipment: The program will require some 4000 m2 of new space. About 35% of this space will be devoted to studio, and the remainder to offices, administration, classrooms, a large lecture hall, workshops (machine and digital fabrication shops), and other miscellaneous spaces.

The John Deere Building in downtown Saskatoon has been offered to the University by the City of Saskatoon as a home for the new building. The John Deere Building appears to be ample in terms of size, and in a location that can be highly beneficial in terms of making connections to the community, but will need significant renovation and upgrading. Our current estimate is that the building renovation will require some $20 Million.

Library and IT: Additional Library resources will be required. Following a preliminary discussion with the Dean of the Library, we estimate these ongoing costs at $40,000 per year for acquisitions, as well as the addition of one new subject area librarian. IT support will be required but remains unquantified at this point in the process.

Tuition: A non-standard tuition will be recommended for this program. Benchmarking across Canada suggests that a tuition of approximately $8000 per year would remain competitive with other programs (although the closest similar program, University of Manitoba, is among the least expensive in Canada, with a tuition of just over $4000 per annum). A tuition of $8000 per year would generate an anticipated revenue of $1.44 Million.

6. Risk Analysis

Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact on the likelihood of success? What risks are associated with not proceeding with the program at this time?

There are a number of risks associated with initiating this new program, all of which are intertwined. While some of these are of minimal likelihood, others will need to be carefully planned for in this process.

Financial Risks: professional programs in architecture are expensive. The risk of failing to obtain stable external funding to operate the program is substantial both in terms of likelihood and in terms of impact. Both the likelihood and magnitude of this source of risk would be increased by a prolonged economic downturn, continued cuts to the grant from the Provincial government, or a failure to meet tuition/enrolment targets.

Community Risks: an inability to find stable external funding, for whatever reason, is likely to cause increased tensions with other disciplines at the University, particularly if they are able to attribute cuts in their own departments and programs to the costs of this new program. It is likely that there will be some portion of the University community that objects to this initiative on such grounds. On the other hand, there is significant support and demand for this program in the broader community in Saskatoon and in Saskatchewan, and failure to move forward with the program also brings the risk of damaging relationships with various external communities.

Performance Risks: there is a low risk that the program is not able to meet its enrolment targets. Estimates and projections made in this NOI are conservative and should be attainable at program maturity, if not initially. There is an additional risk that the program is unable to achieve CACB accreditation. This risk is minimal and manageable. Provided the University is able to appropriately manage the input conditions - facilities, budget, faculty etc. - there is every reason to expect success with accreditation. No school in Canada has ever failed to achieve accreditation once it has made an application.

Reputational Risks: although there is a risk to the University's reputation if the program is unable to achieve its goals (this risk is small and manageable), there is a larger risk to reputation in not moving forward with the program, due to the lengthy nature of the project and expectations and excitement from both the profession and the community.

Liability Risks: a program in architecture carries with it a number of areas of increased liability as a result of design-build experiences, taught-abroad courses, and so on. These risks are readily managed through the development of Risk Management protocols.

7. Start Date

What is the anticipated start date of the program? What considerations apply to the start date?

We are currently working towards a start date of September, 2017. However, the actual start day may be affected by the final form of program adopted. There are a number of considerations that apply.

- The program has not as of this date received assurances of either stable operating or capital funding. Obtaining funding could delay the start.
- Preliminarily, we propose a "program start" with admission into years 1 and 3 only of the program. This could result in the following schedule:
    - 2017: admission to 1st year "General Studies" component
    - 2017: admission to 3rd year B.Des. fo qualified applicants
    - 2017: admission to M.Arch. with 3 to 4 terms of pre-program requirements
    - 2019: first B.Des. graduates
    - 2019: first admission to M.Arch. with no pre-program requirements
    - 2021: first M.Arch. graduates
    - 2023: full professional accreditation (back-dated to 2021)
- The program needs significant space in which to operate. The renovation of the John Deere Plow Building is expected to take approximately 30 months. If the program starts earlier than completion of the renovations, interim space will need to be found.
- The proposed program is structured with two years of general studies at the beginnning. A program start in 2017 could mean that the first students enter the professional program in their third year, or 2019.
- Consideration should be made for a concurrent start for the third year of the B.Des. (Arch) and the M.Arch. qualifying program.

Attachments

Letters of support:

Dr. Peta Bonham-Smith, Interim Dean, College of Arts and Science

Dr. Donald Bergstron, Interim Dean, College of Engineering

Dr. Toddi Steelman, Executive Director, School of Environment and Sustainability

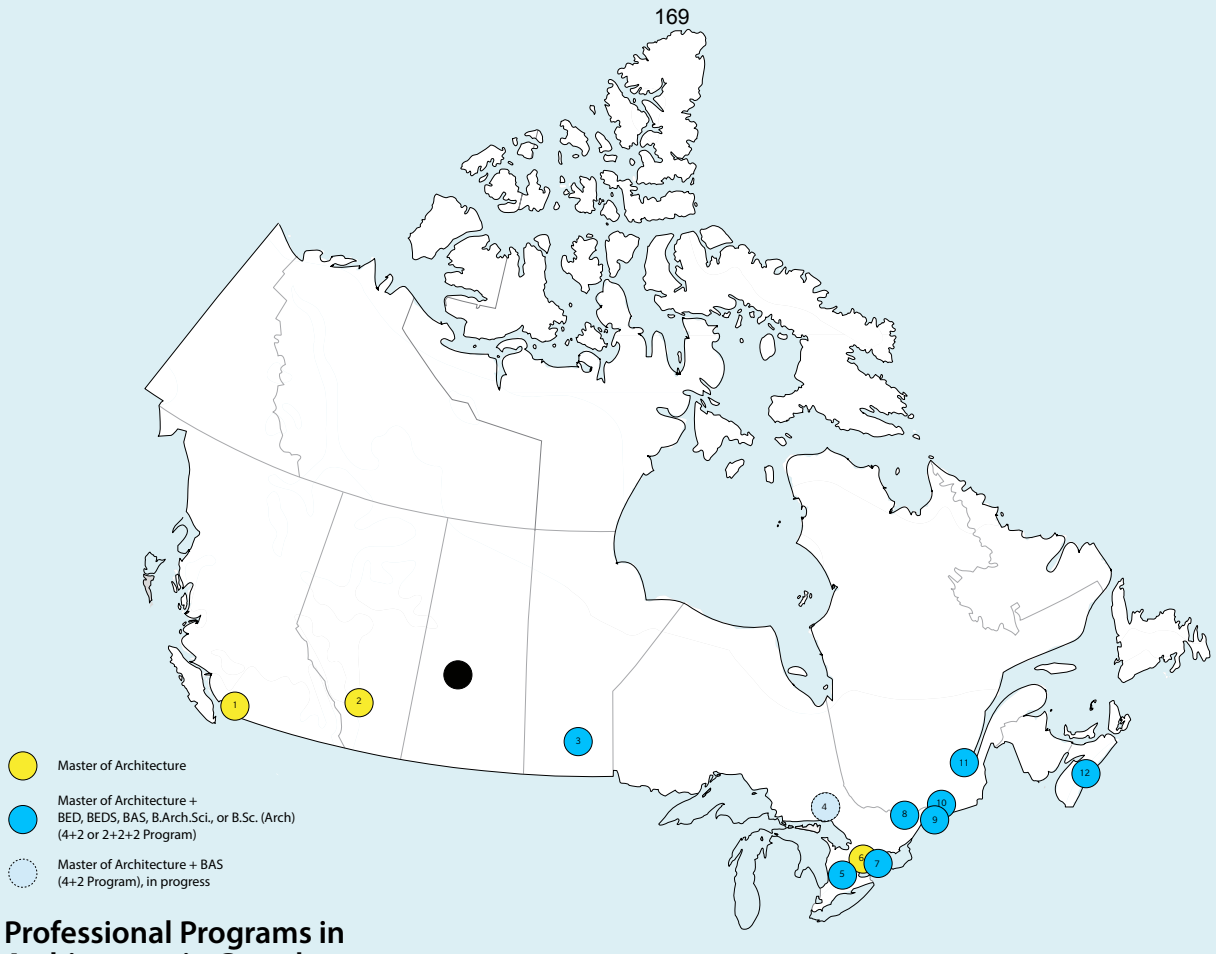
Candace Wasacase-Lafferty, Director, Aboriginal Initiatives (Pending)

Dr. Tim Nowlin, Chair, Department of Art and Art History

Saskatchewan Association of Architects (Pending)

Dr. Stephanie Yong, Director, Wilson Centre for Innovation and Entrepreneurship

Appendix 1:
Architectural Education in Canada



Professional Programs in Architecture in Canada

1. University of British Columbia
   M.Arch. Program,
   School of Architecture and Landscape Architecture,
   Faculty of Applied Science
   (M.Arch.)
2. University of Calgary
   M.Arch. Program
   Faculty of Environmental Design
   (M.Arch.)
3. University of Manitoba
   Department of Architecture
   Faculty of Architecture
   (BED + M.Arch.)
4. Laurentian University (In Preparation)
   School of Architecture
   Faculty of Engineering and Architecture
   (B.A.S. + M.Arch.)
5. University of Waterloo
   School of Architecture
   Faculty of Engineering
   (B.A.S. + M.Arch.)
6. University of Toronto
   M.Arch. Program
   Daniels Faculty of Architecture, Landscape and Design
   (M.Arch.)
7. Ryerson University
   Department of Architectural Science
   Faculty of Engineering and Architectural Science
   (B.Arch.Sci. + M.Arch.)
8. Carleton University
   Azrieli School of Architecture
   Faculty of Engineering and Design
   (B.A.S. + M.Arch.)
9. McGill University
   School of Architecture
   Faculty of Engineering
   (B.Sc. (Arch) + M.Arch.)
10. Universite de Montreal
    Ecole d'architecture
    Faculte de l'amenagement
    (B.Sc. (Arch.) + M.Arch.)
11. Universite Laval
    Ecole d'architecture
    Faculte d'amenagement, d'architecture, et de design
    (B.Sc. (Arch) + M.Arch.)
12. Dalhousie University
    School of Architecture
    Faculty of Architecture and Planning
    (BEDS + M.Arch.)

Part One: Architectural Education in Canada

[Inter-, multi-, cross-, trans-] Disciplinary Education

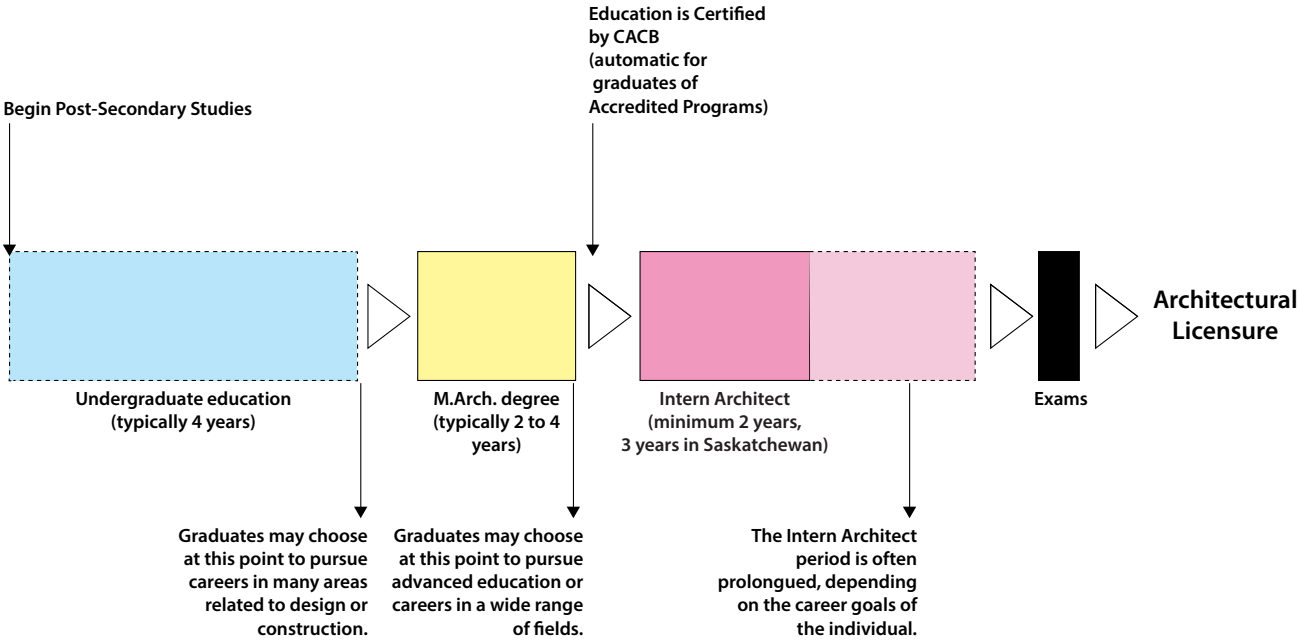
Before discussing architectural education in its current forms, it would be useful to first discuss architecture as a discipline. While it is commonplace to think of architects as designers of buildings - and this statement is true - the discipline of architecture, and therefore architectural education, has a broader scope.

A Primary Concern: First, we could characterise architecture as a discipline as having a single overarching area of concern: ***the qualities and quality of place***, and particularly of the built environment. While an interest in place is shared by a number of other disciplines, including the related design and planning disciplines (Urban Planning, Interior Design) but also diverse disciplines such as sociology, geography, the other arts and literature, and even law and medicine, for architecture this concern with place is central and primary. Architecture moves beyond a study of place to ask how we might actively improve the quality of places meant for human (and sometimes non-human) use.

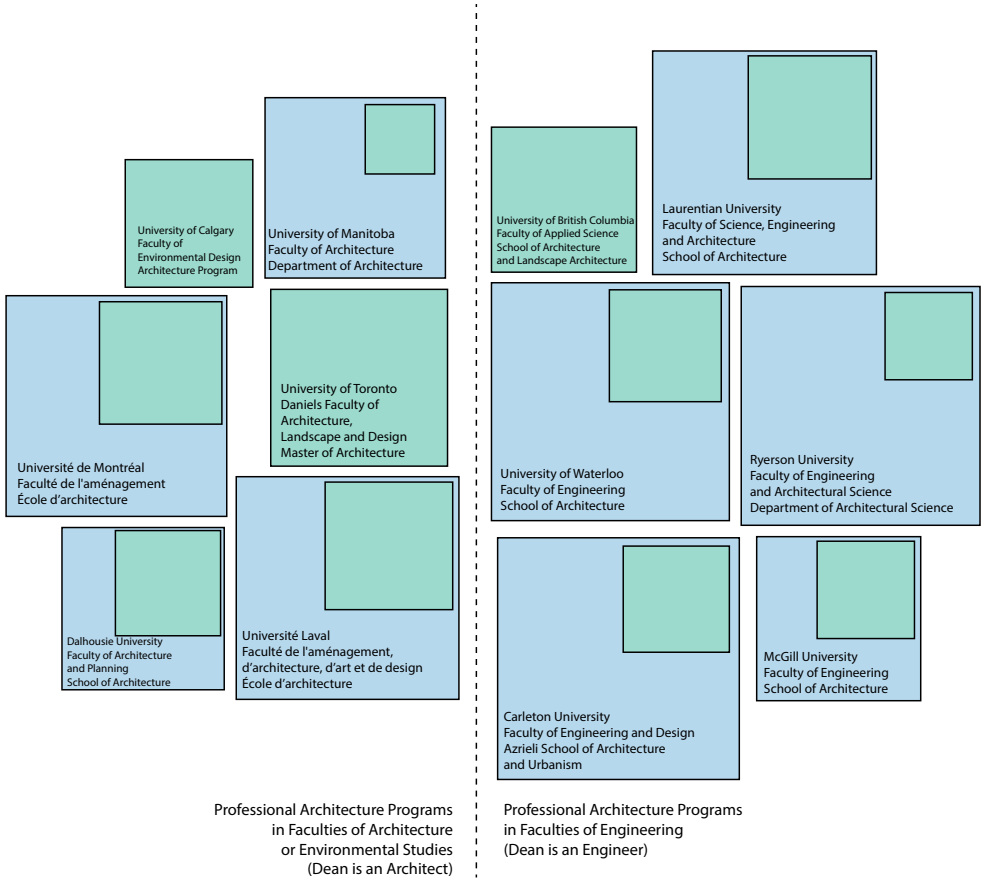
This primary concern allows architecture to often ignore disciplinary boundaries. For example, architects are interested in what other actors - writers, artists, scientists and others - have to say about place, and such extra-disciplinary ideas frequently find their way into architectural education. It is also not uncommon to find scholars from other disciplines, such as literature, philosophy or engineering teaching within a school of architecture. This concern also allows architects to transgress disciplinary boundaries in their work, to design not just buildings but cities, regions, furniture, interiors, books, stage settings, exhibitions, websites, films… This ability to move across disciplines can make make architecture faculty powerful collaborators with other disciplines.

Core Disciplinary Knowledge: Following this line of thinking, the core discipline of architecture is not defined by content - by a knowledge of buildings, for example - but by a set of disciplinary skills and practices. I would argue that there are four main areas of Core Disciplinary Knowledge, and that architects will bring this set of skills and practices to bear on any project they engage with. These are:

- **An expertise in the primary tools of design:** what we would have called, in another generation, drawing and model-making. As a result of technological development, these tools have expanded in their reach to encompass computer graphics, 3d-modelling and rendering, data visualization, computer simulation, parametrics, and so on. Architects understand that the production of visual models is the primary technique of problem identification and solving by design - in fact, that drawing, to use an old term, is design.
- **A strong technical understanding of how things are constructed:** primarily, the architect's knowledge is in the technology of building construction. However, an architect, through training and practice, develops a position in relation to technology that is able to understand, learn about, and make use of technologies in many other areas of endeavour. Furthermore, while we recognize that there are other groups that have a more highly developed understanding of aspects (perhaps all aspects) of even building technology (structure, mechanical and building envelope engineers; building scientists; environmental engineers) architects have the primary responsibility - and skill - for thinking about technology holistically and integrating the work of other specialists.
- **An ability to think in an integrated and holistic manner about whole systems:** in some ways this ability to understand and coordinate interactions between and among systems, to recognize and design complex networks with multiple and often conflicting constraints, is what most distinguishes architects from faculty members in other disciplines. Again, although born from the need to coordinate the complex systems in contemporary buildings, this competency has broad applicability to other areas of work.
- **Capacity and skills in collaboration and leadership:** architects never work alone. Any building project involves many actors: the owner, other stakeholders, local government, design subconsultants, contractors, the building trades. Normally the architect is required to play a leadership role - actually a number of shifting leadership roles - in regards to this large group. As with other core disciplinary skills, this capacity for leadership is easily transferred outside of the confines of building construction. Architectural education is designed, explicitly, to develop these leadership abilities in our students.



Becoming an Architect in Canada



Institutional Structure of Architecture Schools in Canada

Data: Program websites

Accreditation and Institutional Structure

Architectural programs in Canada are accredited by the Canadian Architectural Certification Board, which receives its mandate jointly from the Canadian Architectural Licensing Authorities (CALA) and the Council of Canadian University Schools of Architecture (CCUSA). Graduation from an accredited program is a requirement for entry into professional internship and, eventually, licensure. This program will be designed to be CACB-accreditable. CACB has a well-established procedure in place for the accreditation of new programs.

There are currently eleven accredited Schools of Architecture in Canada, with a twelfth (Laurentian University in Sudbury, Ontario) currently in process. These eleven programs can be seen in the map on page AEC-0. It is interesting to point out that there are currently no undergraduate programs in architecture west of Winnipeg.

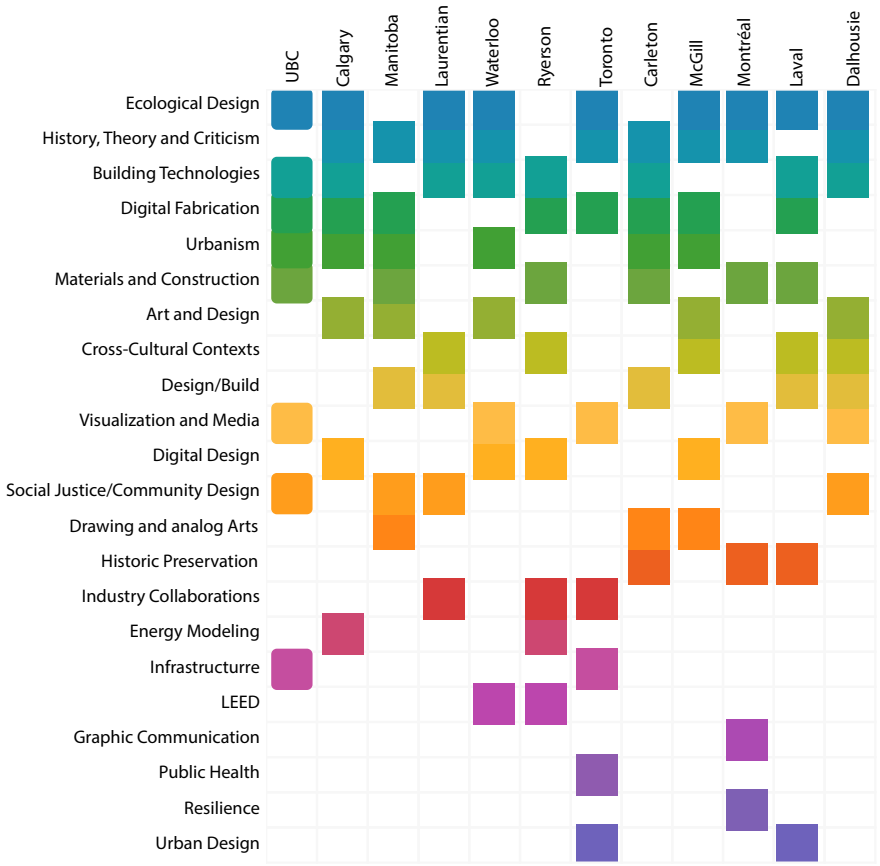
In the analysis that follows we have based our analysis on the nine english-language programs, only for simplicity of data gathering and comprehension. In broad strokes, the situation is not markedly different in the french-language programs.

Within their universities, five of the nine programs sit within Faculties of Engineering (or of Applied Science). Four of these are nominally Schools of Architecture, while Ryerson's unit is the Department of Architectural Science. However, all four function in essence as departments reporting to a Dean of Engineering. This arrangement, in general, appears to work well administratively, although there are occasionally concerns raised (during accreditation visits) that the Schools may not have sufficient autonomy to provide professional education. On the other hand, as architecture is very different from engineering in its culture and in its scholarly traditions, this arrangement can be difficult for architecture faculty, who sometimes have difficulty with engineering norms for tenure and promotion. One ongoing debate at several Schools is the viability of design work - and especially built work - as a scholarly activity.

The other five programs are, in one form or another, parts of Faculties of Architecture (or, in the case of Calgary, the Faculty of Environmental Design). In each case, the Architecture program is "bundled" with programs in similar disciplines: Landscape Architecture, Urban Design, Urban Planning, Interior Design. In some cases the various disciplines are structures as departments within the faculty (so, for example, the University of Manitoba has a Department of Architecture within a Faculty of Architecture); in other cases, they are structured as programs sitting directly under the Dean. While this arrangement has the benefit that architecture and its sister disciplines are able to set their own expectations around discovery activities, tenure and promotion, problems occasionally arise in the relationships between and among the disciplines. In addition, the line between the responsibilities of the Dean and the responsibilities of the Department Head can be difficult to navigate, and can become a significant source of friction - especially since the Dean is often an architect.

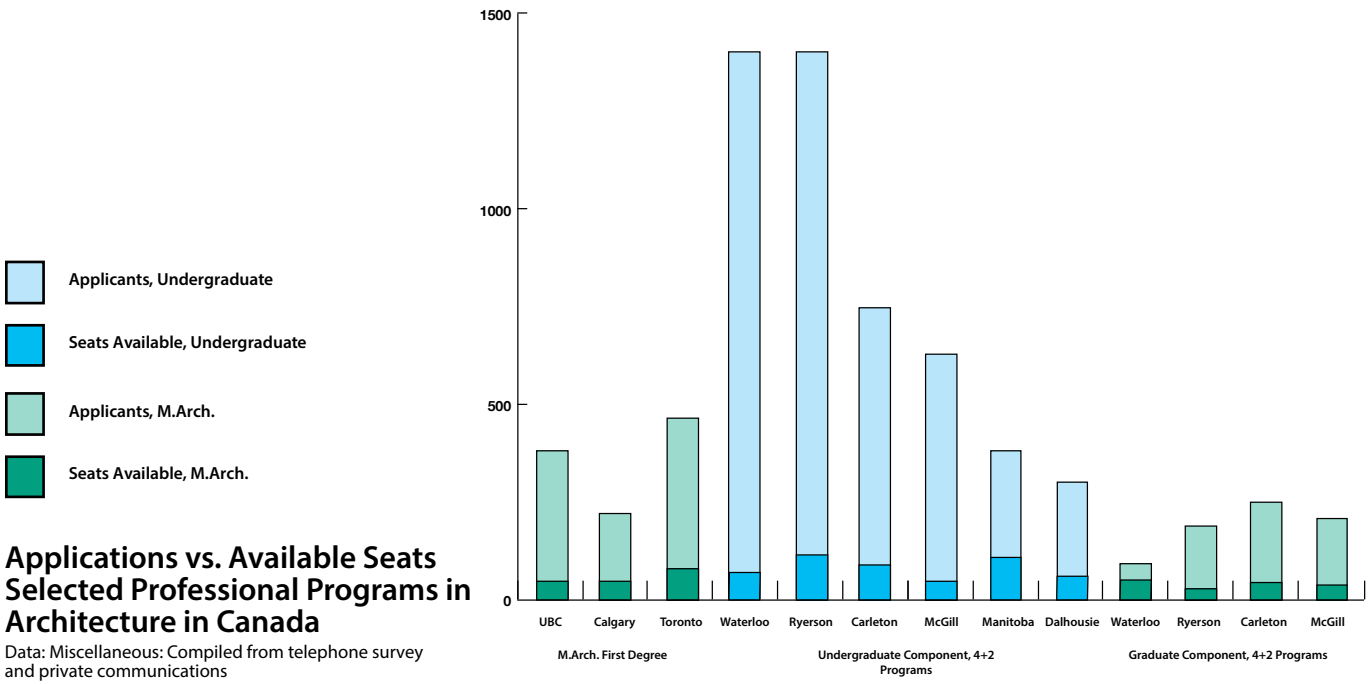
Outside of Canada, architecture programs sit in a variety of locations within their university contexts (or occasionally outside of universities altogether). For example, Temple University's School of Architecture sits as a Department in the Tyler School of Art. At other institutions it forms part of a Faculty of Design or a Faculty of the Built Environment. The overall conclusion from this analysis is that while no particular arrangement is ideal, many are workable; the best place for a School depends largely on local factors. Furthermore, in our experience, the location of a School within its institutional context has little impact on the educational or research culture of the school - that is to say, for example, that a school located in a Faculty of Engineering is not necessarily stronger technically, either in its educational or discovery programs, than a school located elsewhere.

At the University of Saskatoon there are currently several homes being considered for the architecture unit. It could, for example, sit as a department (or a school) within the College of Engineering or the College of Arts and Science. Alternatively, it could sit as an autonomous School, or could be added as a program (or set of programs) to an existing School (most likely the School of Environment and Sustainability) or within an existing department, such as Art and Art History.



Areas of Focus, Professional Programs in Architecture in Canada

Data: Association of Collegiate Schools of Architecture



Applications vs. Available Seats Selected Professional Programs in Architecture in Canada

Data: Miscellaneous: Compiled from telephone survey and private communications

Institutional Identities

Each school in Canada has its own recognizable identity, which is a product of its location, its faculty and its history. This is understood both by the schools and by the CACB as a positive aspect of architectural education in Canada; the schools are encouraged to develop their own mandates and identities and required to report on these positions during the accreditation process. Partly for this reason, the schools do not in general see themselves as in competition with each other, but rather as supportive colleagues. As such, CCUSA has been quite supportive of the Saskatchewan initiative.

Demand for Architectural Education in Canada

Across Canada, demand for professional university programs in architecture is very high. Applications to architecture schools exceed available seats by a significant factor, although it is difficult to obtain precise aggregate numbers as most applicants apply to multiple programs.

At the undergraduate level, we can note that the University of Waterloo receives approximately 1600 applicants each year, for 70 seats, giving a ratio of approximately 23 applicants per available seat. Ryerson University reports similar numbers. At both Ontario schools, students in architecture have among the highest entering GPA from High School of any programs at the university. Meanwhile, McGill University records some 630 applicants for 60 seats. If we assume that the 1600 applicants at Waterloo are applying to all three Ontario undergraduate programs and represent all the Ontario applicants in a given year, this represents roughly 1% of high-school graduates in a given year. McGill's numbers for Quebec are approximately the same, at about 0.85% of graduates from the Province. The University of Manitoba reports 380 applicants, or about 1.6% of the combined high school graduates of Manitoba and Saskatchewan.

A survey conducted by Dr. Mona Holmlund of guidance counselors, administrators and teachers in the 29 provincial school divisions in 2009 found that 226 Saskatchewan high school students expressed interest in pursuing architecture as a profession.[1]

At the graduate level, for applicants without a previous degree in architecture, admission is also very competitive in Canada. The University of Toronto reports 466 applicants in 2014, for 80 seats; the University of British Columbia reports 369 applicants for 50 seats. These more mature applicants are not as constrained to their home province and more willing and able to travel, suggesting that this is more of a national rather than regional pool, so demographic analysis is not as meaningful; however, it is clear that there are many more applicants than there are seats available.

At the undergraduate level, based on the Ontario experience, we could estimate that between 20 and 25% of applicants are viable candidates for a program in architecture. At the graduate level, viability rates are somewhat higher, estimated at between 30% and 40%.

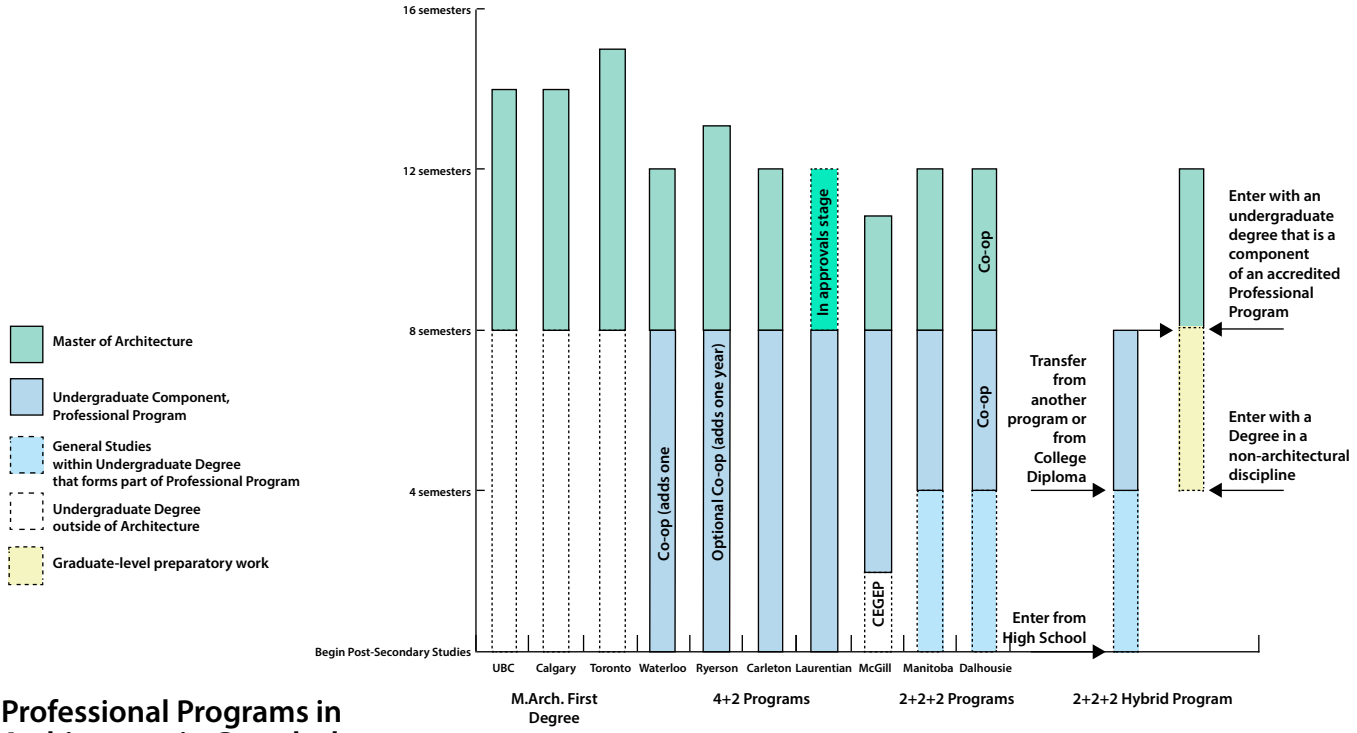
Professional Program Models in Canada

All professional programs in architecture in Canada currently require the completion of a Master of Architecture Degree. This is a relatively recent development: fifteen years ago most programs were still 5-year Bachelor of Architecture degrees. This change has paralleled the development of robust programs of discovery in schools of architecture. Despite the uniformity of the M.Arch., there are two dominant models for program structure (in addition to a third, hybrid model).

4+2 Programs: these programs (six of the nine english-language programs) require the completion of a four-year undergraduate degree in architecture (three years at McGill, following CEGEP) as well as a two-year Master of Architecture. The undergraduate degree can take a variety of nomenclatures (Bachelor of Architectural Studies, Bachelor of Architectural Science, Bachelor of Environmental Design) but is never a Bachelor of Architecture, which is reserved for the (legacy) five-year professional programs. Both degree programs are considered part of the professional program and both are evaluated ***as a single program*** by the CACB.

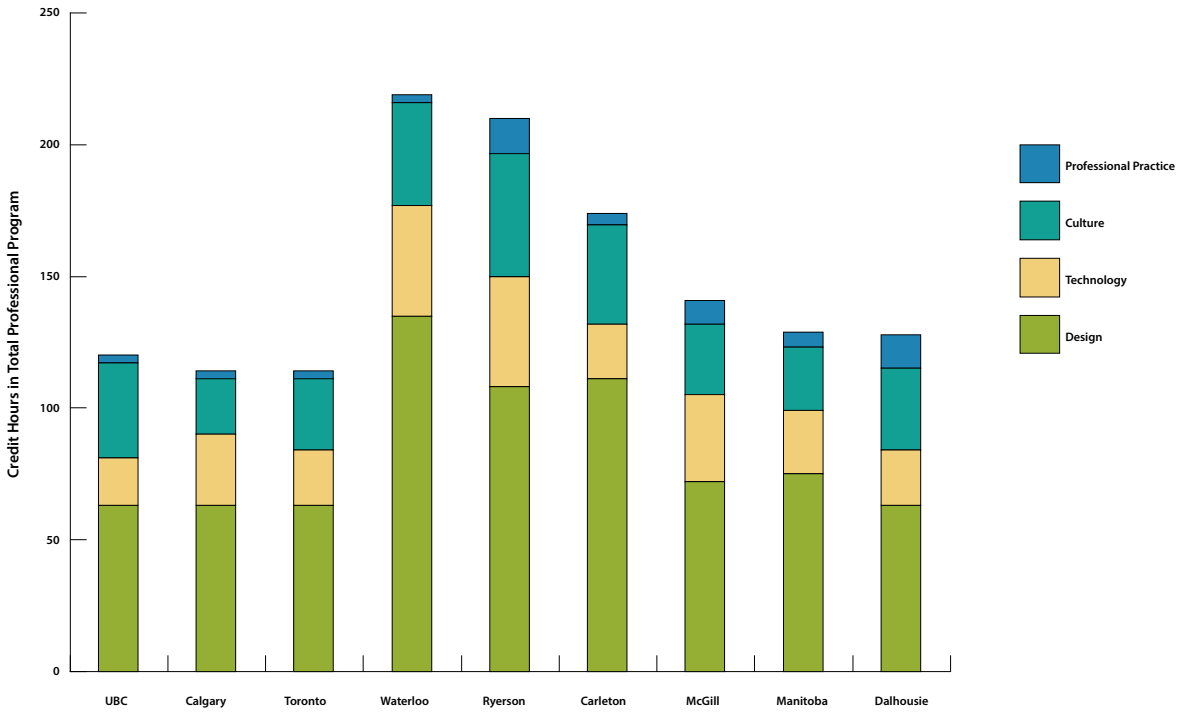
Degree designations: The graduate portion of the Professional Program is always called a Master of Architecture (M.Arch.). However, for programs with an integral undergraduate degree, the degree name is not specified and varies widely across the country: Bachelor of Environmental Design (BED, Manitoba); Bachelor of Architectural Studies (BAS,

1 Mona Holmlund, "Report to the Feasibility Task Force for a Saskatchewan Program in Architecture on an Informal Survey of the Saskatchewan School Divisions", University of Saskatchewan, April 5, 2009



Professional Programs in Architecture in Canada, by Program Type

Data: Program Websites



Analysis of Core Curricula, Professional Programs in Architecture in Canada

Data: Program Websites

Laurentian, Waterloo and Carleton); Bachelor of Architectural Science (B.Arch.Sci., Ryerson); Bachelor of Science in Architecture (B.Sc. (Arch), McGill); and Bachelor of Environmental Design Studies (BEDS, Dalhousie).

Not all graduates of the 4-year undergraduate component of the programs go on to complete an M.Arch. Some continue on into graduate education in other (often related) disciplines, while many others find work in architects' offices, as designers of small buildings that do not require an architect, as designers or project managers within construction companies and developers, or in many other roles in the construction industry and eslewhere in which the fundamental skills of the architect can be put to good use.

Stand-alone Masters Programs: these programs (UBC, Calgary and the University of Toronto) require the completion of a three to 3 ½ year (six to seven term) Master of Architecture degree. A degree in any discipline (acceptable to the School of Graduate Studies) is required for admission. Some of these programs offer advanced standing of one year to applicants with an undergraduate degree in architectural design.

Hybrid Programs: these programs are nominally 4+2 in structure, but require two years of general university education within the undergraduate degree. They might more accurately called 2+2+2 Programs: two years of general studies, two years of undergraduate architecture, two years of graduate architecture (culminating, again, in the M.Arch. degree). Such programs are further complicated by allowing holder of undergrad degrees from other accredited programs to enter the 2-year M.Arch, while allowing holders of non-architectural undergraduate degrees access to an extended M.Arch. (in the case of the University of Manitoba, this takes the form of a two-year post-graduate certificate, offered in parallel with the final two years of the Bachelor of Environmental Design). These programs are popular with institutions in small markets (such as Saskatchewan) as they allow program entry from multiple groups.

Program Components

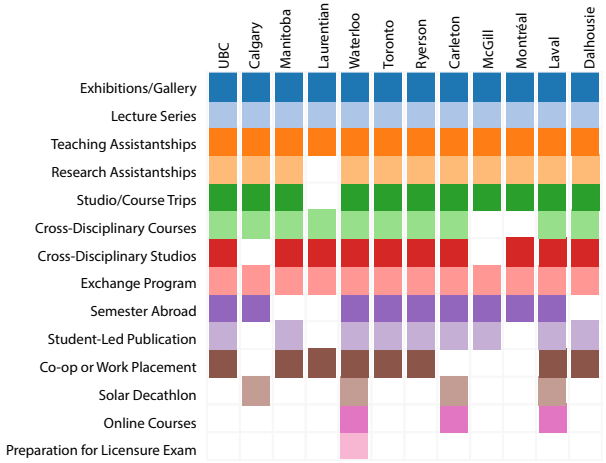
Despite the variety of program models in Canada, all programs share a number of key commonalities. The first and possibly most important of these is that all programs are centred on the ***Studio*** - an uncommon and very powerful, although resource-intensive learning structure. Studio, as defined by the CACB, is both a physical location (the working environment in which each student in the program has a dedicated workspace and meets with faculty instructors) and an academic course. As a course, Studio is structured as nine to sixteen hours per week (usually spread over two to three days per week) of instruction, often one-on-one, by a full-time or adjunct faculty member, with a small group of students (no more than fifteen students per instructor, per CACB guidelines). In the Studio, students will carry out design projects of increasing complexity as they move through the program. Students generally take a Studio course each term. Studio is normally weighted at either six or nine credits per term, or two to three times the weight of a typical lecture course. Studio is a model of participatory, enquiry-based learning that is at the core of any program in architecture.

Studio is complemented by a number - typically four or five per term, resulting in a typical term load at the undergraduate level of 21 or 24 credits - of traditional lecture-based courses in the various areas of study in the curriculum. These courses cover the broad areas of Building Technology and Architectural Culture (including Professional Practice); some programs also have coursework that directly complements the Studio, in topics such as Drawing. Most of these courses are delivered, in most institutions, to the entire cohort of students, normally in a single section.

In addition, there will be a number of discipline-specific electives, most commonly related to areas of Architecture Culture, and most often made available to students in the last years of the program. Finally, as there is an expectation that architecture students achieve a broad as well as deep education, there is a requirement for General Education in the program, often in the form of Liberal Study Electives.

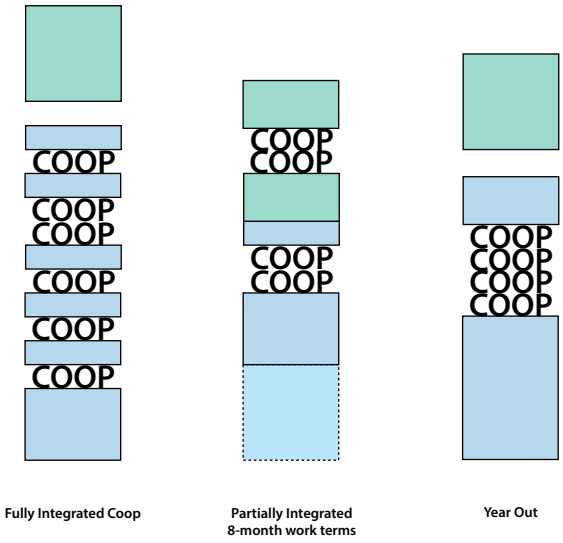
General Education varies widely in Canadian programs, depending to a high degree on the program type. In 4+2 programs, General Education is most commonly delivered through Liberal Study Electives and comprises 5 to 15% of the total program credits. In stand-alone masters programs, General Education is delivered by the first (undergraduate) degree, and is roughly 50% of credits. Hybrid or 2+2+2 programs, not surprisingly, fall in the middle, with roughly 30% General Education.

The other components of the program (those components which are under the control of the School) show up in a mixture that arises largely out of the particular mandate and identity of the program. The ranges for Canadian english-language schools are as follows:



Experiential Learning and Co-curricular activities in Canadian schools

Data: Association of Collegiate Schools of Architecture



Typical Models for Co-op Education in Schools of Architecture

Data: Program Websites

- Design: 49% to 64% (63 to 135 credit hours)
- Building Technology: 12% to 24% (18 to 42 credit hours)
- Architectural Culture: 19% to 35% (13 to 27 credit hours)
- Professional Electives: 5% to 15% (5 to 33 credit hours)

Experiential Learning and Internationalization

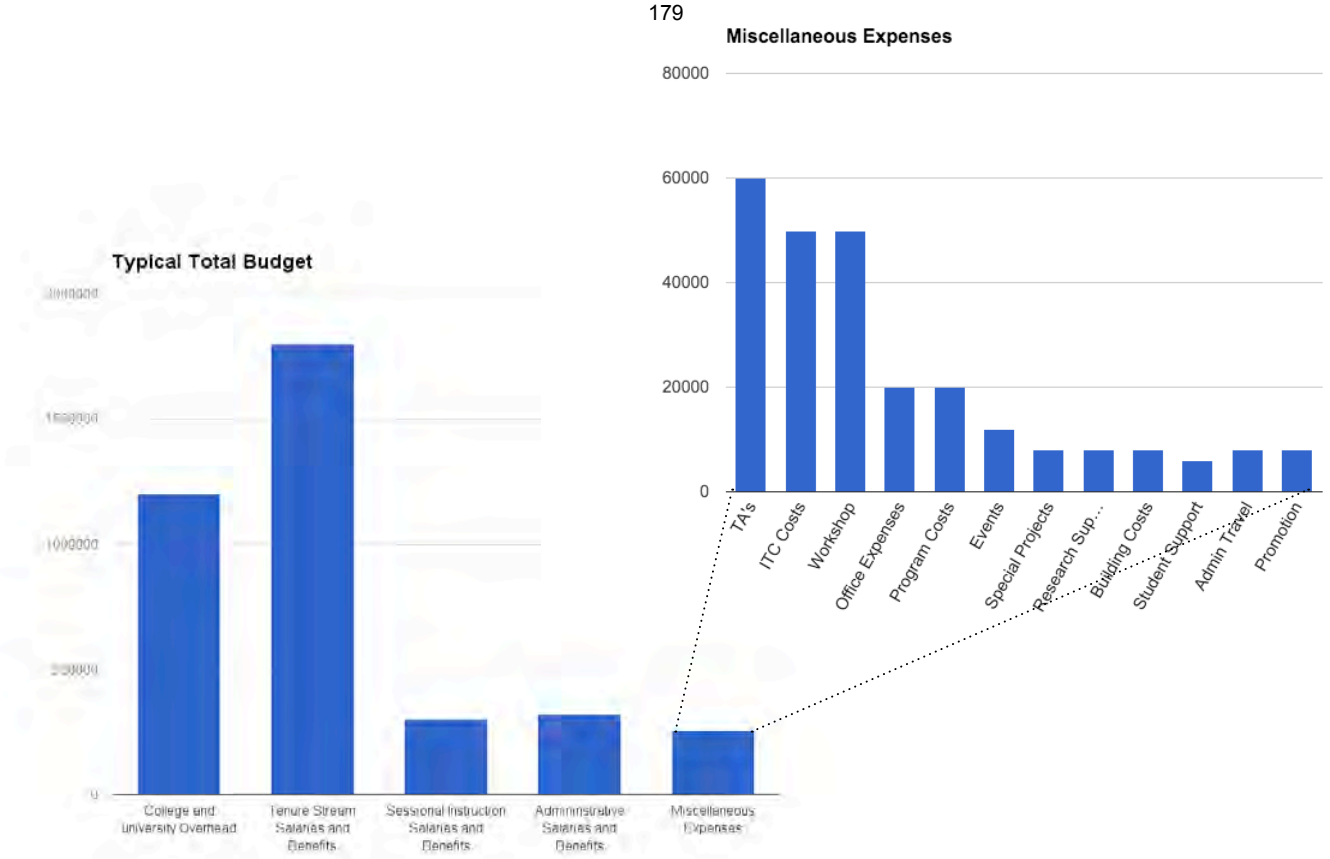
Architecture programs also contain a wide variety of co-, quasi- and extra-curricular components as well as both participatory and experiential learning components. Some of these components include:

- Co-op programs or options
- Student exchange programs
- Taught-abroad programs (most often studio)
- Design-build programs
- Community-based charettes
- Design competitions

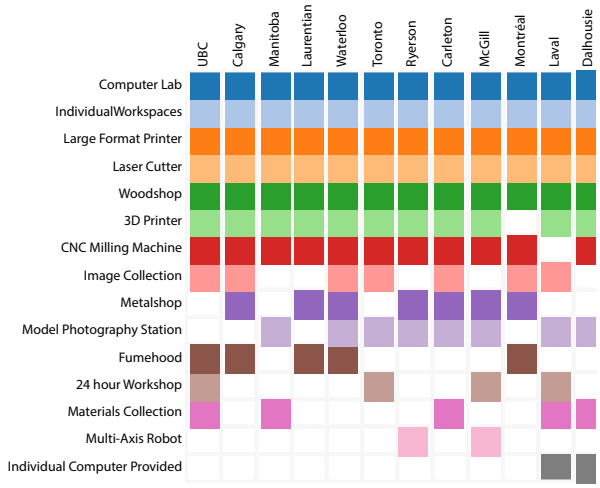
Most schools in Canada now include all of the above, to a greater or lesser degree in accordance with their particular mandate. Although Studio already presents a form of experiential learning - or at least participatory enquiry-based learning - there has been significant growth in “real projects,” that is, projects in which student designs, often overseen by a faculty member who is also a licensed professional, are presented to real clients and occasionally even built. Community Design Centres carry out architectural work as an experiential learning activity for students either on a pro-bono or deeply discounted fee basis for non-profit and community organizations. In some cases students are engaged in physically building the structures involved. Although the most notable example of this work is the Rural Studio at Auburn University in Alabama, Brian Mackay-Lyon’s ***Ghost Lab*** series and the work of Richard Kroeker, both at the Dalhousie School of Architecture.

Co-op programs are also important in architectural education, and their graduates are highly desired by the profession. The University of Waterloo has the most established co-op program, fully integrated with the academic program. Co-op programs also exist at Dalhousie University and Ryerson University, although not in as clearly integrated a form.

International experience has been an important part of architectural education since the Grand Tour, a rite of passage for young english gentlemen in the seventeenth and eighteenth centuries - and likely before. All Canadian schools have a program of taught-abroad courses or course components, although the mechanisms vary. The most established is likely the University of Waterloo’s Rome Program, established over 40 years ago; almost all students spend a term in Rome in their 4th year. At the University of Manitoba, on the other hand, each Studio group will spend one week travelling - usually but not always to international locations. Ryerson University utilizes a suite of methods, from exchanges to terms abroad, offering travel to a number of different locations each year.



Typical budget breakdown,
Professional Schools of Architecture in Canada
Data: Ryerson University Department of Architectural Science (Modified)



Architecture School Facilities
Data: Association of Collegiate Schools of Architecture

Resource Issues

Despite the variations across schools of architecture in Canada, there is broad uniformity across a number of key issues in relation to resources.

Financial resources: Professional programs in architecture are among the more expensive programs to operate at a typical university. In large part, this is the result of the additional instructional cost inherent in delivering the design studio. At the departmental level - that is, not including College- or University-level overhead, buildings and maintenance, shared library and ICT resources, student services and so on - a typical program will operate on about $13,000 per student per annum. Instructional salaries and benefits are likely to take up some 80% of that amount, with an additional 11% going to administrative staff salaries and benefits. This leaves approximately 8 to 9% of total budget available for miscellaneous discretionary costs. A typical school budget is presented on the facing page.

Faculty resources: Architecture programs across Canada have a median student:faculty ratio (counting tenure stream faculty only) of 19:1. A “normal” teaching load is consistent at all schools in the country, at one studio + one lecture course per term, although there are significant deviations from the norm for individuals at some schools. Schools make significant use of sessional instructors, primarily but not only in studios, with sessional salaries and benefits accounting for perhaps 10-12% of total budget (or 13-16% of total instructional salaries), with sessional instructors responsible for approximately 30% of credits. Across Canada, the stipends paid to studio instructors varies widely, from a minimum of $8000 to a maximum of $17,500 per term, with a median of $12,000.

School leadership: Academic leadership varies significantly from school to school in Canada. The most common model is that the Head of School is a “Director” (or in one case a “Head”, in another a “Chair”, and in another an “Associate Dean”) who reports to a Dean and has responsibility for the budget discussed above. In one instance, however, the Head of School is a Program Director, while the Dean maintains budgetary control; in another, the Head of School is responsible for several disciplines, of which architecture is one. Normally, the Head of School is within the discipline of architecture. Depending on the scale and complexity of the school, the Head will be supported by one or more Program Directors or Assistant Directors. For example, in the case of the Ryerson Department of Architectural Science, there are three Program Directors and two Associate Chairs (Internal and External).

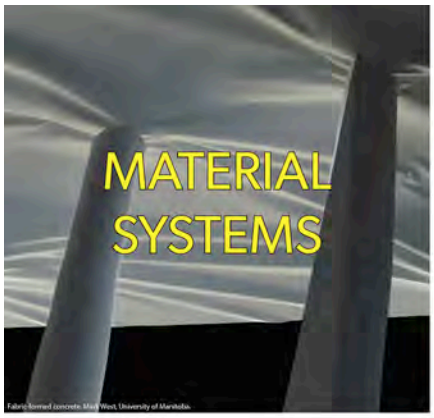
Staff resources: In addition to an office staff of two or three, each school has technical support staff overseeing the workshop and the ICT resources. The advent of digital fabrication has evolved the need for additional technical staff in this area.

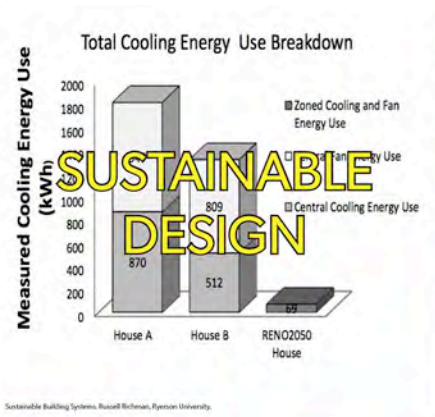
Building and equipment resources: All schools in Canada have significant area designated to studio space, with a dedicated workspace for each student. In fact, this is a requirement of CCB accreditation. Typically, an allocation of 5 to 7.5m2 of floor space per student is made in the studio. All schools also contain within their premises workshops (wood and metal shops), dedicated computer labs, and more recently digital fabrication facilities.

ICT resources: Architectural design is an intensive user of ICT resources. Typically, most students in schools of architecture in Canada do the majority of their work on laptop computers, which they own. Most schools also maintain a small lab of more powerful desktop computers, sometimes with specialized software. Printing facilities, including wide-format printing, are typically available within the school at discounted rates, sometimes managed by student groups. The recent development of digital fabrication, augmented reality and similar technologies has required most schools to develop a “FabLab” with 3d-printers and scanners, laser cutters, robotic arms, and other high-end equipment.

Library resources: Most, but not all schools in Canada have an in-house branch library. However, with the development of the internet, the need for these branch libraries has undoubtedly changed. Currently the accreditation board requires a minimum of 5000 volumes in Library of Congress classification NA, although we expect this requirement to be removed shortly in favour of a performance specification.

Student financial support: Although all schools offer a range of awards and prizes to students, financial support for graduate students in architecture is generally minimal compared to graduate students in other disciplines, as they are treated as professional students rather than research students.


MATERIAL
SYSTEMS


Total Cooling Energy Use Breakdown
Measured Cooling Energy Use (kWh)
2000
1800
1600
1400
1200
1000
800
600
400
200
0
Zoned Cooling and Fan Energy Use
Central Cooling Energy Use
870
809
512
62
House A
House B
RENO2050 House
SUSTAINABLE
DESIGN

ADVANCED
MANUFACTURING

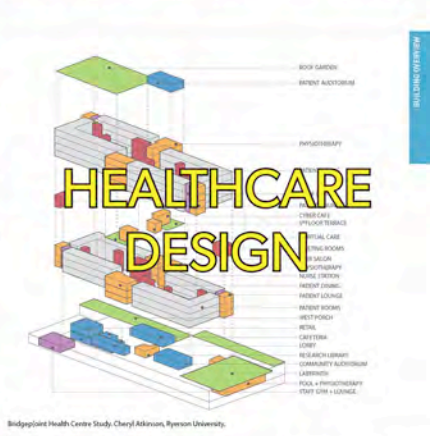
ARCTIC FUTURES

FOOD SECURITY

DIGITAL
FABRICATION

SUSTAINABLE
HOUSING

INFRASTRUCTURE
DESIGN


HEALTHCARE
DESIGN

ECOLOGY
AND SYSTEM
ANALYSIS
_CommuterShed

Architecture
and National Identity:
The Centennial Projects
CANADIAN
ARCHITECTURE

RESPONSIVE
ARCHITECTURE

Discovery Activities in Schools of Architecture

The scope of research undertaken by architecture faculty in Canada and abroad can be surprising. The broad nature of the architectural discipline as well as its ability to move beyond disciplinary boundaries leads to a wide diversity of discovery activities within schools of architecture, concerned in a general sense with the quality of place - and not limited to places that we would more narrowly describe as buildings. Researchers apply the core competencies of the architectural discipline - especially drawing and visualization - to an array of current issues, including ecological, transportation and industrial networks, supply chain logistics, watershed management, disaster management, and so on.

Although research is a relatively new activity in schools of architecture, it is increasing rapidly by measurements of publications and funding. While the list is not exhaustive and categorization difficult, the following will give some idea of the potential scope.

Sustainable Design: This area has become significantly more important in recent years with the recognition of the role that buildings play in sustainability. Most schools have at least one researcher active in this area, in terms of design issues, sustainable materials, or energy efficiency or production. A leading light in this area has been Ray Cole from the University of British Columbia, while an important collaborative project was North House, produced by Team North, with researchers from the University of Waterloo, Ryerson University, and Simon Fraser University, led by Geoffrey Thün. This demonstration house was designed in 2009 to produce significantly more power from solar energy than it would use in a year for all purposes, including heat - in Canada. It is worth noting that Saskatchewan has among the highest annual numbers of sunlight hours in the world.

Emerging Technologies: The development of digital fabrication and other advanced manufacturing technologies is poised to revolutionise the construction industry - and everyday life. Researchers in schools of architecture have been actively working on this issue for over a decade. Leading figures include Branko Kolarevic from the University of Calgary, Michael Jemtrud from McGill, and Vincent Hui from Ryerson. The work of Philip Beesley, from the University of Waterloo, on responsive architectural systems has become very well known internationally.

Regional Design and Mapping Practices: Other researchers are applying the competencies of architectural design practice at the very large scale, investigating - and proposing design possibilities for - watersheds, rivers, and other ecosystems. This work crosses into geography, but is distinguished by its design outcomes. A recent example is the work of RVTR, based in “The great Lakes Megaregion,” and their design and mapping based study of that megaregion, *Infra-|Eco-|Logi-|Urbanism*.

Northern Issues: A number of researchers have been studying design-based solutions for Canada’s north. Leading this work has been the research partnership of Lateral Office, comprised of Lola Sheppard from the University of Waterloo and Mason White from the University of Toronto. This work starts from a mapping-based analysis of the Canadian north and moves to concrete design proposals.

Architecture and Health: How can better buildings and cities increase our health and well-being? A number of researchers are working on this problem, including Cheryl Atkinson from Ryerson, who was part of a team that won a significant amount of funding from CIHR in 2013.

Community Design: Designer-researchers such as Richard Kroeker from Dalhousie University have been using participatory methods to design and build new structures for small communities and community groups. Other researchers have been studying policies and institutions related to the built environment, often working in an advisory role with government.

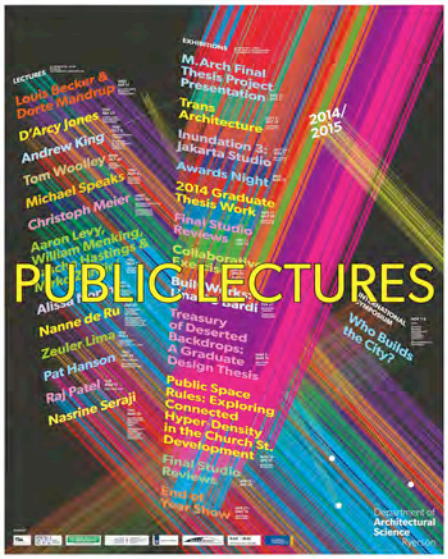
Contemporary Culture: Architecture, as noted, can transcend disciplinary boundaries. Academics in architecture can become important contributors to cultural and critical discourse. Primary examples, while not Canadian, might be Paul Virilio and Mark Wigley.

Architectural History and Theory: Some researchers carry out traditional research into architectural history or theory, leading to the publication of peer-reviewed papers and books as well as other forms, such as exhibitions. For example,

COMPETITIONS

Who Builds the City?
Symposium
SYMPOSIA

·chi·tect*


PUBLIC LECTURES
Louis Becker & Dorte Mandrup
D'Arcy Jones
Andrew King
Tom Woolley
Michael Speaks
Christoph Meier
Aaron Levy
William Menking
Nanne de Ru
Zeuler Lima
Pat Hanson
Raj Patel
Nasrine Seraji
M.Arch Final Thesis Project Presentation
Trans Architecture
Inundation 3: Jakarta Studio
Awards Night
2014 Graduate Thesis Work
Final Studio Reviews
Treasury of Deserted Backdrops: A Graduate Design Thesis
Public Space Rules: Exploring Connected Hyper-Density in the Church St. Development
Final Studio Reviews
End of Year Show
2014/2015
Who Builds the City?

MAKERSPACES

THE City Resilient
Q: What are the CRITICAL ELEMENTS of NEIGHBORHOOD RESILIENCE?
COMMUNITY DESIGN CHARRETTES
choice
SHARED NARRATIVE
ACCESS to RESOURCES & INFORMATION & TECHNOLOGY
RELATIONSHIP
DOG PARKS
COLLECTIVE MEMORY
SOCIAL CAPITAL
STRONG LOCAL ORGANIZATIONS
SAFETY
PEOPLE AS NODES
TRUST & COMPASSION
COLLABORATION
OWNERSHIP
SHARED RESPONSIBILITY
UNPLANNED SPACE
INSTITUTIONS of FAITH
COMPROMISE
SOCIAL FLEXIBILITY
REDUNDANCY
flexibility
BASELINE
FLEXIBLE/ADAPTABLE INFRASTRUCTURE
MIX of AGES, INCOME LEVELS
JUNE 25, 2013 | Brooklyn Academy of Music

DESIGN-BUILD

EXHIBITIONS

Marco Polo and Colin Ripley have recently produced a book and exhibition titled ***Landscape and National Identity: The Centennial Projects 50 Years On*** which looks at a series of buildings produced in Canada in celebration of the 1967 and their role in producing a Canadian national identity; Annmarie Adams, from McGill University, has published several books on gender issues in nineteenth-century architecture.

Creative Practice: Many other faculty members, such as Marc Boutin from the University of Calgary, Ann Cormier from the University of Montreal, Patricia Patkau from the University of British Columbia and Brigitte Shim from the University of Toronto have developed their design practices into significant artistic discovery programs, winning numerous major design awards and pushing the boundaries of architectural design in Canada.

These are only a few examples of the work being done by faculty members in Canada's schools of architecture. Researchers write peer-reviewed papers and books, give conference presentations, produce exhibitions, and even design buildings for construction. Researchers at Canadian schools of architecture have been chosen to represent Canada at the Venice Biennale (Marco Polo, John McMinn, Philip Beesley, Lola Sheppard, Mason White, Colin Ripley). They have received grant funding from SSHRC, NSERC, CIHR, the Canada Council for the Arts, Mitacs, CFI and many other agencies. And sometimes they even design buildings.

Community Outreach (and inreach) Activities in Schools of Architecture

Architecture schools in Canada and elsewhere have a strong record of engagement with their various communities, both locally and globally. This mandate for community engagement often dovetails with the educational or discovery mandate, and often takes the form of co-curricular or experiential learning activities. Outreach activities take on numerous forms.

Public Lectures, exhibitions and symposia: Architecture schools in Canada typically will have an organized series of lectures and exhibitions that are open to the general public and that act as attractors, bringing the public into the School. These often involve important practitioners internationally as well as discussions about current issues of local interest.

Charrettes: The schools will often hold community charrettes (group design exercises) in conjunction with community organizations, in which student and faculty expertise is linked to community need.

Design Competitions: Schools will often organize ideas competitions, open to students and others, around current issues of interet to the local community.

"Live projects": Students will engage with real community clients in the design of a project that is intended to be constructred. Although in most cases the student work is early in the design process, occassionally the student work goes on to construction. An extension of this activity is the ***design-build studio***, in which the students literally build the building or structure on behalf of or in collaboration with a community group. There is a tradition in Canada of such projects being connected with a study-abroad mandate, such as the design and construction of a school in Pakistan carried out by Ryerson students under the direction of Ian MacBurnie.

Continuing and general education: Schools will often develop programs for community education, connected with the continuing education mandate of professional organizations, or forgeneral interest.

Makerspaces, incubators and zones: These are facilities set up within the school of architecture that are opened, in some way, to use by the community as a whole. These are most often linked to emerging technologies such as 3d-printing and robotics, and are often connected with a continuing education mandate (for example, in such a model members of the public may need to enroll in a continuing education course in order to have access to facilities).

Architecture Camps: Schools will run camps for elementary and high-school students, most often during the summer period.

Appendix 2:
Letters of Support

UNIVERSITY OF SASKATCHEWAN
College of
Arts and Science
ARTSANDSCIENCE.USASK.CA

March 15, 2016

To: Colin Ripley and University of Saskatchewan community

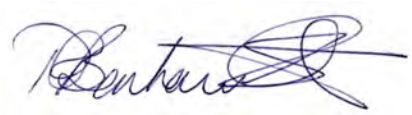
Re: Letter of Support for School of Architecture and Fine Art

On behalf of the Dean's Executive Committee, I am writing to provide support for the proposed School of Architecture and Fine Art, and its associated proposed academic programs, as described in the Notice of Intent dated March 15, 2016. The School of Architecture and Fine Art would function as a department within the College of Arts & Science.

I am pleased to confirm that the academic rationale, department management, resources and budget, support, and systematic review contained within the NOI are in alignment with the academic, research, scholarly, and artistic work mission of the college, as well as the core tenets of our third integrated plan, namely interdisciplinarity, enagagement, and curriculum renewal. The School's tripartite mandate of education, discovery, and community situated as principal to its academic rationale accord with the priorities of our college, and therefore we support this NOI wholeheartedly.

We look forward to achieving meaningful and creative progress on the School of Architecture and Fine Art within the College of Arts & Science, as this will benefit students, faculty, and professional practioners within Saskatchewan, western Canada and the national landscape.

Sincerely,



Peta Bonham-Smith
Interim Dean and Professor

cc. Dean's Executive Committee

www.artsandscience.usask.ca
Office of the Dean
T: (306) 966-4232 F: (306) 966-8839

UNIVERSITY OF SASKATCHEWAN
College of Engineering
ENGINEERING.USASK.CA

Office of the Dean, College of Engineering
University of Saskatchewan
57 Campus Drive
Saskatoon, SK S7N 5A9 Canada
Phone: (306) 966-5273 Fax: (306) 966-5205

Prof Colin Ripley
Department of Architectural Science
Ryerson University
cripley@ryerson.ca

March 16, 2016

Re: Letter of Support for School of Architecture at the University of Saskatchewan

Dear Colin:

As Interim Dean of the College of Engineering, I am pleased to offer my strong support for establishing a School of Architecture at the University of Saskatchewan. I believe that a School of Architecture would benefit our college, the university and the province.

Although we have had some interesting discussions about the School, and especially the ways in which it would link to other academic sectors of the university, there is still significant ambiguity about the final configuration. However, notwithstanding this lack of clarity, I do see the School as a timely and significant addition to the academic landscape of our campus. For the College of Engineering, there are many potential synergies and points of meaningful engagement – I will mention only a few:

- Design is a core element of engineering, and one which we would desire to give greater profile in all of our programs. One of the special strengths of architecture is their scholarship related to design, which could significantly enrich our own engagement of it.

- There are many potential research themes where engineering and architecture converge, such as sustainable housing for remote communities and energy efficient buildings for an urban environment. I expect significant synergies to be developed between our faculty members in the development of their respective research programs.

- Both engineering and architecture are professions which engage the challenges of infrastructure development. For a province such as ours which anticipates a long term period of growth and infrastructure development ahead, having a College and School that can provide both technical leadership and professional training to support infrastructure development is essential.

It should be acknowledged that the aspirations/benefits above will not happen merely because a School of Architecture is created at this university. However, it is encouraging that discussions to date have

focused on designing a configuration for the School that will have intentional pathways for the engagement of other academic disciplines on campus, including engineering.

In summary, I would argue that a School of Architecture would be a most appropriate addition to our university and also have significant benefit for our province. On that basis, I offer my strong support for the School and look for the College of Engineering to become a meaningful and engaged partner.

Sincerely,

Donald J Bergstrom, PhD, PEng
Interim Dean
College of Engineering, University of Saskatchewan
Room 3B48, Engineering Building, 57 Campus Dr.
Saskatoon, SK **S7N 5A9**
Tel: (306) **966-5593** Fax: (306) **966-5205**
Email: engr.dean@usask.ca
Web: engineering.usask.ca

UNIVERSITY OF SASKATCHEWAN

Department of Art and Art History

3 Campus Drive, Saskatoon SK
S7N 5A4 Canada
Telephone: (306) 966-4215
Facsimile: (306) 966-2574

March 15, 2016

Peta Bonham-Smith,
Interim Dean, College of Arts & Science

Dear Peta,

On Thursday, February 25, after a discussion with Colin Ripley, the Department of Art & Art History voted unanimously to pursue a partnership or affiliation with the School of Architecture initiative. The department both supports the initiative to create a School of Architecture at the University and views such a potential affiliation as having positive benefits to both the department and the type of model proposed for the architecture initiative at the University of Saskatchewan.

This letter is meant to indicate both our support for the initiative and our intention to pursue an administrative and academic partnership with the School of Architecture, should that become possible.

Best Regards,

Tim Nowlin
Department Head
Art & Art History

cc. Colin Ripley

UNIVERSITY OF SASKATCHEWAN

School of Environment and Sustainability

Room 323, Kirk Hall
117 Science Place
Saskatoon, SK S7N 5C8

Telephone: (306) 966-1985
E-mail: sens.info@usask.ca

March 14, 2016

Colin Ripley
Professor
Department of Architectural Science
Ryerson University

Dear Dr. Ripley:

Re: Letter of Support for the Notice of Intent, The Saskatchewan School of Architecture

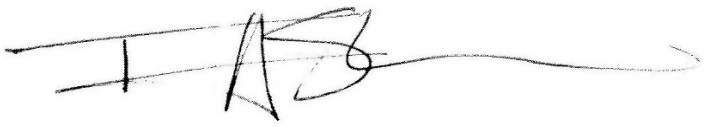
The School of Environment and Sustainability (SENS) is pleased to provide this letter of support for the Notice of Intent for the Saskatchewan School of Architecture, to be housed at the University of Saskatchewan. This School would bring an enhanced focus on the built environment, and thus, many opportunities for collaboration between SENS and the Saskatchewan School of Architecture would exist.

Indeed, the scholarly work of the Saskatchewan School of Architecture is proposed to adhere to the triple-bottom line concept that is often employed when discussing sustainability: sustainable communities, sustainable ecologies, and sustainable economies. SENS has already articulated sustaining communities and sustaining ecosystems to be two of its major areas of research focus. While, undoubtedly, each of these areas is very broad, the potential for collaboration between the two Schools is high.

This spirit of collaboration and community is another common point between the two Schools. The Saskatchewan School of Architecture's values also include a sense of place and meaningful engagement with Indigenous ways of knowing. These concepts are also highly valued by SENS, as seen by our focus on interdisciplinary collaborations, our memoranda of understanding with the Redberry Lake Biosphere Reserve and with Beardy's and Okemasis First Nation, and our efforts to introduce multiple ways of knowing into our curriculum.

I look forward to learning about further developments regarding the Saskatchewan School of Architecture. The creation of such a School will open new venues for faculty and student collaboration and will bring new perspectives regarding our built environment to the University of Saskatchewan, further enhancing our understanding of sustainability in the Saskatchewan context.

Sincerely,



Toddi A. Steelman, PhD
Executive Director and Professor

WILSONCENTRE

March 16, 2016

To Whom It May Concern:

The Wilson Centre for Entrepreneurship at the University of Saskatchewan wishes to express its support of the establishment of a School of Architecture at the University of Saskatchewan.

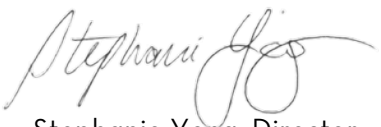
Establishing a School of Architecture at the University of Saskatchewan will be beneficial in many ways. I have had the opportunity to be a part of the working groups for the School of Architecture and interacted with the teams behind the establishment of this type of program and I am very impressed with their commitment, their effort and the progress that has been made.

Having a School of Architecture will be beneficial for a number of reasons:

1) Enhance the creative learning aspect at the University of Saskatchewan.
    a. The learning of design and creative thinking has become a prominent method of understanding key concepts that lead to innovative initiatives. The introduction of a School that focuses on this type of thinking will enhance the already existing programs at the University.
2) Build on the Universities' established programming and enhance its interdisciplinary learning.
    a. A School of Architecture will help build on strong existing programs at the University, including programming in the College of Engineering, the Regional and Urban Planning Program and Art and Art History. In addition, the School of Architecture looks to create a unique Indigenous Architecture aspect to its programming, supporting a positive Aboriginal Environment and creating a unique offering for the University of Saskatchewan.
3) Contribute to a growing community and prosperous province to allow for more opportunities.
    a. Creating this type of a School will increase the number of students choosing to study at University of Saskatchewan, leading those who have come to have a vested interest in the Saskatchewan that will help the growth and economic success of the province.

We at the Wilson Centre are extremely excited to see this type of program and facility established as it's closely aligned with our own design thinking culture. For us, this type of a School will allow our innovative ecosystem to continue to grow and prosper. We wholeheartedly support this initiative and look forward to what is in store for the future.

Sincerely,



Stephanie Yong, Director
Wilson Centre for Entrepreneurship, University of Saskatchewan

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, Chair,
Nominations Committee of Council

DATE OF MEETING: May 19, 2016

SUBJECT: **Committee Nominations for 2016-17**

DECISION REQUESTED:

It is recommended:

That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2016-17, as outlined in the attached list.

DISCUSSION SUMMARY:

Each year, the nominations committee reviews the membership list of Council committees, those committees constituted under the Faculty Association Collective Agreement, and other university-level committees and submits a list of nominees to Council for consideration of appointment. The attached report contains this year's nominees to Council. In addition to meeting throughout the year as required, the committee met on March 24, 31, April 7, 14 , and 26, specifically to consider membership vacancies due to member rotation at the end of the academic year.

In conducting its work, the committee considers the skills and experience of nominees that in the committee's judgment would best apply to the committee, consulting as necessary. In keeping with its terms of reference to attempt to solicit nominations widely from the Council and the General Academic Assembly, each spring the committee issues a call for nominees to all deans and department heads, and posts an ad in *On Campus,* inviting volunteers to serve. The committee attempts to include individuals who are broadly representative of disciplines across campus. To the extent possible, the committee considers equity in representation and balance among members. In recommending committee chairs, the committee considers experience, leadership, continuity and commitment as key attributes of chair nominees.

ATTACHED:

2016-17 List of committees and members

UNIVERSITY OF SASKATCHEWAN

UNIVERSITY COUNCIL COMMITTEES 2016-17

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

Nominees

For Chair: **Kevin Flynn [reappointment]**

New members (from Council)

Scott Stone	**Medicine**	**2019**
Kathleen Solose	**Music**	**2019**

New members (from GAA)

Longhai Li	**Department of Math and Stats**	**2019**

Sessional

Clayton Beish	**Linguistics and Religious Studies**	**2017 [reappointment]**

Continuing members

Council Members

Kevin Flynn (Chair)	English	2018
Roy Dobson	Pharmacy and Nutrition	2017
~~Ian McQuillan~~	~~Computer Science~~	~~2016~~
Tammy Marche	Psychology, STM	2018
~~Matthew Paige~~	~~Chemistry~~	~~2017~~

General Academic Assembly Members

Sina Adl	Soil Science	2018
Jeff Park	Curriculum Studies	2018
~~Robin Hansen~~	~~Law~~	~~2018~~
Susan Shantz	Art and Art History	2017
Som Niyogi	Biology	2017
Ganesh Vaidyanathan	Accounting	2017

Sessional Lecturer

~~Clayton Beish~~	~~Linguistics and Religious Studies~~	~~2016~~

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 Secretary

GOVERNANCE COMMITTEE

- Reviews Council bylaws including committee terms of reference; develops policies relating to student academic appeals and conduct.
- Membership comprises the Council chair, chair of planning and priorities committee, chair of the academic programs committee, to include three elected members of Council; presidents designate.

Nominees

For Chair: **Louise Racine [reappointment]**

New members (from Council)

Trever Crowe	**Associate dean, College of Graduate Studies and Research**	**2019**

Continuing members

Council Members

Louise Racine (Chair)	Nursing	2017
Richard Gray	Agricultural and Resource Economics	2017
~~Lorne Calvert~~	~~St. Andrews College~~	~~2016~~

Ex officio members

Jay Kalra	Chair, Council
Dirk de Boer	Chair, Planning and Priorities Committee
Kevin Flynn	Chair, Academic Programs Committee
Beth Williamson	University Secretary

Other members

Heather Heavin	President's designate	2017*

Renewed appointment for one year

Resource members:

Secretary: Sandra Calver, Office of the University Secretary

INTERNATIONAL ACTIVITIES COMMITTEE

- Develops and reviews the policies, programming and strategic directions for international activities and programs.
- Membership comprises 9 members of the GAA; at least three of whom are elected members of Council

Nominees

For Chair: **Gord Zello**

New members (from GAA)

Mirela David	**History**	**2019**

Continuing members

Council Members

Gord Zello	Nutrition	2018
Jafar Soltan	Chemical and Biological Engineering	2018
Gail MacKay	Curriculum Studies	2018

General Academic Assembly Members

Vikram Misra	Veterinary Microbiology	2018
~~Paul Orlowski~~	~~Educational Foundations~~	~~2018~~
Abraham Akkerman	Geography and Planning	2017
Jian Yang	Pharmacy and Nutrition	2017
Hongming Cheng	Sociology	2017
Gap Soo Chang	Physics and Engineering Physics	2017

Other members

Patti McDougall	[Provost designate] Vice-Provost Teaching and Learning *(ex officio)*
Diane Martz	[designate for Vice-President Research] Director, International Research and Partnerships *(ex officio)*
TBA	[USSU designate]
TBA	[GSA designate]

Resource members

Alison Pickrell	Director of Enrolment and Student Affairs

Secretary: Amanda Storey, Office of the University Secretary

PLANNING AND PRIORITIES COMMITTEE

- Reviewing and advising Council and the university administration on planning, budgeting, and academic priorities.
- Membership comprises 11 members of the GAA, at least 6 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; 1 dean

Nominees

For Chair: **Dirk de Boer**

New members (from Council)

Dirk de Boer	**Geography and Planning**	**2019**
Peter Phillips	**Johnson-Shoyama Graduate of Public Policy**	**2019**

New members (from GAA)

Norman Sheehan	**Accounting**	**2019**

Dean

Peta Bonham-Smith	**Interim Dean, College of Arts and Science**	**2017**

Sessional

Leslie Walter	**Mathematics and Statistics**	**2017 [reappointment]**

Continuing members

Council Members

Ralph Deters	Computer Science	2018
Veronika Makarova	Linguistics and Religious Studies	2018
Ken Wilson	Biology	2018
~~Chelsea Willness~~	~~Human Resources and Org. Behaviour~~	~~2018~~
Lisa Kalynchuk ~~(Chair)~~	Medicine	2017
~~Dirk de Boer~~	~~Geography and Planning~~	~~2016~~

General Academic Assembly Members

Joel Bruneau	Economics	2017
Karen Lawson	Psychology	2018
Catherine Niu	Chemical and Biological Engineering	2017
~~Valerie Korinek~~	~~History~~	~~2017~~
Susan Whiting	Pharmacy and Nutrition	2017

Dean

~~Beth Bilson~~	~~Acting dean, College of Law~~	~~2016~~

Sessional Lecturer

~~Leslie Walter~~	~~Mathematics and Statistics~~	~~2016~~

Other members

Ernie Barber	Interim Provost and Vice-President Academic *(ex officio)*
James Basinger	[VP Research representative] Associate Vice-President Research *(ex officio)*
Greg Fowler	VP Finance and Resources *(ex officio)*
TBA	[USSU designate]
TBA	[GSA designate]

Resource members

John Rigby	Interim Associate Provost, Institutional Planning and Assessment
Jacquie Thomarat	Director, Budget Strategy and Planning
Bryan Bilokreli	Director, Capital Planning
Colin Tennent	Associate VP Facilities Management
Troy Harkot	Director, Institutional Effectiveness
Shari Baraniuk	Acting Chief Information Officer and Associate Vice-President ICT
TBD	President's designate on Aboriginal Matters

Secretary: Sandra Calver, Office of the University Secretary

RESEARCH SCHOLARLY AND ARTISTIC WORK COMMITTEE

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

Nominees

For Chair: **Paul Jones**

New members (from Council)

Paul Jones	**School of Environment and Sustainability**	**2019**
Julita Vassileva	**Computer Science**	**2019**
Bob Tyler	**Associate Dean (Research and Graduate Studies) Agriculture and Bioresources**	**2019**

Continuing members

Council Members

John Gordon	Medicine	2018
~~Ranier Dick (chair)~~	~~Physics and Engineering Physics~~	~~2016~~
~~Paul Jones~~	~~School of Environment and Sustainability~~	~~2016~~

General Academic Assembly Members

Hector Caruncho	Pharmacy and Nutrition	2018
Garry Gable	Music	2018
Lorraine Holtslander	Nursing	2017
Virginia Wilson	Library	2018
Laurie Hellsten	Associate Dean, Graduate Studies, Education	2017
~~Keith Willoughby~~	~~Associate Dean, Edwards School of Business~~	~~2016~~

Other members

Karen Chad	Vice-President Research *(ex officio)*
Adam Baxter-Jones	Interim Dean of Graduate Studies and Research *(ex officio)*
TBA	[USSU designate]
TBA	[GSA designate]

Resource members

Susan Blum	Director, Research Services and Ethics
Laura Zink	Director, Strategic Research Initiatives

Secretary: Amanda Storey, Office of the University Secretary

SCHOLARSHIPS AND AWARDS COMMITTEE

- Grants awards, scholarships and bursaries which are open to students of more than one college or school, advises Council on scholarship and awards policies and issues.
- Membership comprises 9 members of the GAA, at least 3 of whom are elected members of Council

Nominees

For Chair: **Frank Klaassen [reappointment]**

New members (from GAA)

Alexandria Wilson	**Education**	**2019**
Kaori Tanaka	**Physics & Engineering Physics**	**2019**
Carin Holroyd	**Political Studies**	**2019**

Continuing members

Council Members

Ali Honaramooz	Veterinary Biomedical Sciences	2018
Alyssa Hayes	Dentistry	2018
Donna Goodridge	Medicine	2018

General Academic Assembly Members

Rob Scott	Chemistry	2017
~~Maxym Chaban~~	~~Economics~~	~~2017~~
~~Alexey Shevyakov~~	~~Mathematics and Statistics~~	~~2016~~
~~Curtis Pozniak~~	~~Plant Sciences~~	~~2016~~
Frank Klaassen (chair)	History	2017
Anh Dinh	Electrical and Computer Engineering	2018

Other members

Alison Pickrell	[Provost designate] Director, Enrolment Services *(ex officio)*
Heather Lukey	[Dean of Graduate Studies and Research designate] Director of Graduate Awards and Scholarships *(ex officio)*
Patti McDougall	Vice-Provost Teaching and Learning
TBA	Vice-President University Advancement *(ex officio, non-voting)*
TBA	[USSU designate]
TBA	[GSA designate]
Graeme Joseph	Team Lead, Aboriginal Students' Centre

Resource members

Heather Lukey	Director of Graduate Awards and Scholarships
Jim Traves	Director of Finance and Trusts
Russell Isinger	Registrar and Director of Student Services

Secretary: Wendy Klingenberg, Assistant Registrar, Awards and Financial Aid, SESD

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

- Reviews and advises on pedagogical issues, support services for teaching and learning, Aboriginal teaching and learning, and policy issues on teaching, learning and academic resources.
- Membership comprises 11 members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Nominees

For Chair: **Jay Wilson [reappointment]**

New members (from Council)

Len Findlay	**English**	**2019**
John Gjevre	**Medicine**	**2019**

New members (from GAA)

Marie Battiste	**Educational Foundations**	**2019**

Sessional

Bill Robertson	**English and SUNTEP**	**2017**

Continuing Members

Council Members

Tamara Larre	Law	2018
Alec Aitken	Geography and Planning	2018
Jay Wilson (Chair)	Curriculum Studies	2017
~~Bev Brenna~~	~~Curriculum Studies~~	~~2016~~
~~Marcel D'Eon~~	~~Community Health and Epidemiology~~	~~2016~~

General Academic Assembly Members

Michel Gravel	Chemistry	2018
Hadley Kutcher	Plant Sciences	2017
Takuji Tanaka	Food and Bioproduct Sciences	2017
Lachlan McWilliams	Psychology	2017
Ken Van Rees	Soil Science	2017
~~Allison Muri~~	~~English~~	~~2016~~

Sessional

~~Cyril Coupal~~	~~Computer Science~~	~~2016~~

Other members

Patti McDougall	Vice-Provost, Teaching and Learning
Shari Baraniuk	Acting Chief Information Officer and Associate Vice President Information and Communications Technology
Charlene Sorenson	Interim Dean, University Library
Cheri Spooner	Director, Distance Education Unit
Nancy Turner	Director, Gwenna Moss Centre for Teaching Effectiveness
Chad Coller	Director, ICT Academic and Research Technologies
Candace Wasacase-Lafferty	Director, Aboriginal Initiatives
TBA	Director, Planning and Development, Facilities Management Division
TBA	[USSU designate]
TBA	[GSA designate]

Secretary: Amanda Storey, Office of the University Secretary

COLLECTIVE AGREEMENT COMMITTEES 2016-17

UNIVERSITY REVIEW COMMITTEE

Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor; reviews and approves college standards for promotion and tenure. This committee is mandated by the **Collective Agreement (15.8.4):**

15.8.4 University Review Committee. The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

New members

Erika Dyck	**History**	**2019**
Vicky Duncan	**Library**	**2017**
Graham Scoles	**Plant Sciences**	**2019**

Continuing members

Marv Painter	Management and Marketing	2018
Nick Ovsenek	Anatomy and Cell Biology	2018
Alexander Koustov	Physics and Enginering Physics	2018
Nick Low	Food and Bioproduct Sciences	2018
Ramji Khandelwal	Biochemistry	2017
Wanda Wiegers	Law	2017
~~Alison Norlen~~	~~Art and Art History~~	~~2017~~
~~Jim Waldram~~	~~Psychology~~	~~2016~~
~~Stephen Urquhart~~	~~Chemistry~~	~~2016~~

Chair: Jim Germida, Vice-Provost, Faculty Relations
Secretary: Anna Okapiec, Faculty Relations Officer

PROMOTIONS APPEAL PANEL

From this roster, the members are chosen for Promotion Appeal Committees (promotion appeals), Sabbatical Leave Appeal Committee (sabbatical appeals), and for the President's Review Committee (salary review appeals). This panel is mandated by Collective Agreement (16.3.5.1):

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

a) The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;

b) The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

Members of the Appeal Panel shall not serve on more than one of the committees hearing appeals promotion (Article 16.3.5), sabbatical leaves (Article 20.3) or salary review (Article 17.3.5).

16.3.5.2 Promotions Appeal Panel. The Promotions Appeals Panel shall consist of those members of the Appeal Panel who hold the rank of Professor.

To June 30,2019

Bram Noble	**Geography & Planning**
Rob Flannigan	**Law [Reappointment]**
Jaswant Singh	**Veteinary Biomedical Sciences**
Murray Drew	**Animal and Poultry Science**
Keith Walker	**Educational Administration**
Suresh Tikoo	**Veterinary Microbiology/VIDO**
Barbara von Tigerstrom	**Law**
Gord Zello	**Nutrition**
Linda McMullen	**Psychology**
Helen Nichol	**Anatomy and Cell Biology**
Joanne Dillon	**Biology/VIDO [Reappointment]**
Jeff McDonnell	**Sschool of Environment and Sustainability**
Alexander Ervin	**Anthropology**
Steve Wormith	**Psychology**
Tony Kusalik	**Computer Science**
David Janz	**Veterinary Biomedical Sciences**
Keith Carlson	**History**

To June 30, 2018

Alex Moewes	Physics and Engineering Physics
Phil Chilibeck	Kinesiology
Cathy Arnold	Physical Therapy
Colleen Dell	Sociology
Cindy Peterjnelj-Taylor	Nursing
Stanley Moore	Biochemistry
Gary Entwistle	Accounting
Kirstin Bett	Plant Sciences

Erin Watson	Library
Doug Degenstein	Physics and Engineering Physics
Daniel Chen	Mechanical Engineering
Lisa Vargo	English
Linda Wason-Ellam	Curriculum Studies
Greg Wurzer	Library
Carin Holroyd	Political Studies
Daniel Beland	Johnson-Shoyoma School of Public Policy

To June 30, 2017

Marie Battiste	Educational Foundations
~~Ken Belcher~~	~~Agricultural and Resource Economics~~
Scott Bell	Geography and Planning
Valery Chirkov	Psychology
Candice Dahl	Library
Glen Gillis	Music
Dean Kolbinson	Dentistry
Kent Kowalski	Kinesiology
Yen-Han Lin	Chemical and Biological Engineering
Jeanette Lynes	English
Barb Phillips	Management and Marketing
Peter Phillips	Johnson-Shoyoma School of Public Policy
~~Vivian Ramsden~~	~~Family Medicine~~
Jeremy Rayner	Johnson-Shoyama School of Public Policy
Dave Sanders	Chemistry
Anurag Saxena	Associate dean, Postgraduate Medical Education, College of Medicine
Verna St. Denis	Educational Foundations

To June 30, 2016

~~Kevin Ansdell~~	~~Geological Sciences~~
~~Marilyn Baetz~~	~~Psychiatry~~
~~Shauna Berenbaum~~	~~Pharmacy and Nutrition~~
~~Fiona Buchanan~~	~~Animal and Poultry Science~~
~~Ron Cooley~~	~~English~~
~~Bruce Coulman~~	~~Plant Sciences~~
~~Maria Copete~~	~~Dentistry~~
~~Joanne Dillon~~	~~Biology~~
~~Sherif Faried~~	~~Electrical and Computer Engineering~~
~~Rob Flannigan~~	~~Law~~
~~Jill Hobbs~~	~~Agricultural and Resource Economics~~
~~Dianne Miller~~	~~Educational Foundations~~
~~Nazeem Muhajarine~~	~~Community Health and Epidemiology~~
~~Jeff Taylor~~	~~Pharmacy and Nutrition~~
~~Curtis Pozniak~~	~~Plant Sciences~~

RENEWALS AND TENURE APPEAL COMMITTEE

15.**8**.5.2 **The committee shall consist of twelve tenured or continuing status faculty members: nine employees and three senior administrators, selected from amongst Associate Deans, Vice-Deans, Deans, Executive Directors, and/or vice-Provosts. Members will be selected by the Nominations Committee of Council and will serve a three year term. The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic assembly, and representation from a wide range of disciplinary areas based on the faculty complement in each College. Each year three new employees and one new senior administrator will be appointed to serve on the committee. Each year the chair of the committee shall be selected by mutual agreement between the Association and the Employer from amongst the committee members. Members may not serve as members of the University Review Committee during their term. A vacancy created by the resignation of a member will be filled by the Nominations Committee of Council for the remaining period of the term of that membe.**

New Members

GAA members

Jim Greer	**Computer Science**	**June 30, 2019**
Jaswant Singh	**Vet BiomedicalSciences**	**June 30, 2019**
Julio Torres	**Linguistics and Religious Studies**	**June 30, 2019**

Continuing Members

Senior Administrator

Hope Bilinski	**Associate dean, central Saskatchewan Saskatoon Campus & Academic Health Sciences College of Nursing**	**June 30, 2019**

Continuing Members

GAA members

Alexander Moewes	Physics and Engineering Physics	June 30, 2018
Cheryl Avery	Library	June 30, 2018
Stephen Foley	Chemistry	June 30, 2018
Bart Arnold	Kinesiology	June 30, 2017
Murray Drew	Animal and Poultry Science	June 30, 2017
Shaun (Michael) Murphy	Educational Foundations	June 30, 2017
~~Janet Hill~~	~~Veterinary Microbiology~~	~~June 30, 2016~~
~~Lorraine Holtslander~~	~~Nursing~~	~~June 30, 2016~~
~~Wendy Roy~~	~~English~~	~~June 30, 2016~~

Senior Administrators

Yvonne Shevchuk	Associate Dean, Pharmacy and Nutrition	June 30, 2018
Peta Bonham-Smith	Interim Dean, College of Arts and Science	June 30, 2017
~~Douglas Surtees~~	~~Associate dean academic, College of Law~~	~~June 30, 2016~~

OTHER COMMITTEES 2016-17

RECREATION AND ATHLETICS ADVISORY COUNCIL

- Recommends on the recreation and athletic fees charged to students and reviews reports on expenditures. Committee includes 3 faculty members (at least 2 of whom are not members of the College of Kinesiology). Members may serve a maximum of two consecutive terms.

Nominees

New members (from GAA)

Leah Ferguson	**Kinesiology**	**First term**	**2019**

Continuing members

John Hansen	Sociology	First term	2018
Steve Wormith	Psychology	First term	2017
~~Nancy Gyurcsik~~	~~Kinesiology~~	~~Second term~~	~~2016~~

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Brings the approving bodies of Council and the Board of Governors to a joint table to ensure the academic and financial concerns regarding Chairs and Professorships can be addressed simultaneously.

Nominees

New members (from Council)

Ravi Chibbar	**Council representative to 2017 [reappointment]**

Continuing members

Jim Germida (Chair)	Vice-provost faculty relations
Jim Basinger	(VP Research designate) Associate vice-president research
Sandra Calver	(University Secretary designate) Associate secretary, academic governance
Kris McWillie	(Associate vice-president, financial services designate) Manager, budgets
Jim Traves	(Vice-president, university advancement designate) Director of finance and trusts
Daphne Arnason	Board of Governors representative
~~Ravi Chibbar~~	~~Council representative to 2016~~

Secretary: Anna Okapiec, Faculty Relations Officer

AGENDA ITEM NO: 9.2

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, Chair
Nominations committee of Council

DATE OF MEETING: May 19, 2016

SUBJECT: **Nomination to the Search Committee for the Vice-Provost Indigenous Engagement**

DECISION REQUESTED:

It is recommended:

(1) That Council approve the appointment of the following GAA members to the search committee for the vice-provost indigenous engagement:

Andrew 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.

PURPOSE:

The Search and Review Procedures for Senior Administrators call for search committees for vice-provosts to include:

- One member of Council, selected by Council and who holds a senior administrative position in the University;
- Four members of the GAA selected by Council.

ATTACHMENT:

1. Committee composition for the vice-provost indigenous engagement
2. Position profile for vice-provost indigenous engagement

SEARCH COMMITTEE FOR THE VICE-PROVOST INDIGENOUS ENGAGEMENT

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: Lee Ahenakew

One Dean or Executive Director of a school appointed by the Provost: Michelle Prytula, Dean of Education

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

Four members of the GAA selected by Council: TBD

One undergraduate student selected by the USSU: TBD

One graduate student selected by the GSA: TBD

Position Profile – March 16, 2016
Vice-Provost Indigenous Engagement

Primary Purpose

The Vice-Provost Indigenous Engagement provides inspirational, transformational, and visionary leadership for the Indigenous academic portfolio at the University of Saskatchewan, leading through influence. In partnership with the Provost and in concert with other members of the University's senior leadership team, the Vice-Provost Indigenous Engagement effectively involves faculty and staff to support the University's strategic directions and to ensure the successful implementation of the Integrated Plan. The Vice-Provost Indigenous Engagement will work with and through existing portfolios and structures and will lead the creation of new structures and processes to implement Indigenous initiatives, to build reconciliation, and to ensure accountability. Working through portfolios across the university, the Vice-Provost Indigenous Engagement provides strategic guidance to the constellation of people and units involved in indigenous academic initiatives and serves as a key resource for senior leaders. A primary purpose for this position is to engage Indigenous people in and outside of the academy in the academic mission of the university, broadly intersecting with such areas as teaching and learning, student experience, and community-based research. In addition, it is imperative that the Vice-Provost Indigenous Engagement provide the guidance and leadership necessary to engage students, faculty, and staff so that members of the university, as a whole, see themselves working towards and contributing to Indigenous goals set through the university's strategic directions.

The Vice-Provost Indigenous Engagement reports to the Provost and Vice-President Academic.

Although the title of Vice-Provost exists at the University of Saskatchewan, the position of Vice-Provost, Indigenous Engagement is distinctive and leading-edge in a number of ways. As such, it is expected that the successful candidate will play a role in further shaping and evolving this senior leadership role.

The major responsibilities of the Vice-Provost Indigenous include:

- Leading consciousness-raising to challenge and overcome institutional and systemic barriers to the successful attainment of post-secondary education for First Nations, Métis and Inuit students. This includes collaborating on activities and approaches designed to foster awareness and understanding of Indigenous history, cultural practices, traditions, ways of knowing, worldviews and knowledge.
- Leading the implementation of central strategy around Indigenous initiatives flowing from the University's Integrated Planning and other planning initiatives.
- Working as part of the Provost's Committee on Integrated Planning (PCIP) to have direct involvement with and an influential role in central resource allocation decisions.
- Building strategies to facilitate the work of colleges, schools, support units, and Council committees with respect to the development of academic and support programs under the broad umbrella of Indigenous programming (including but not limited to programming for Indigenous students as well as relevant programming for non-Indigenous students).
- Overseeing the renewal and implementation of the foundational document on Indigenous initiatives and those parts of other foundational documents such as Teaching and Learning, Outreach and Engagement that connect with or stem from the broader Indigenous portfolio;
- Engaging and consulting with external Indigenous communities and stakeholders in ways that directly support the academic mission of the university such as consultations regarding the needs of Indigenous students.

- Sharing accountabilities, the Vice-Provost Indigenous Engagement works collaboratively in the following spheres of influence:
    - Working alongside the Office of the Vice President Research and colleges on the continued development of Indigenous Peoples: Engagement and Scholarship as a signature area;
    - Working with the Vice-Provost, Teaching and Learning and the Dean of the College of Graduate Studies and Research (as of January 1, 2017 will be College of Graduate and Post-Doctoral Studies) to achieve diversity enrolment goals at the undergraduate and graduate levels and to develop initiatives to improve the Indigenous student experience (including involvement in strategic discussions and planning around the Gordon Oakes Red Bear Student Centre);
    - Working with the Vice-Provost, Faculty Relations, the Vice-Provost, Teaching and Learning and the Associate Vice-President Human Resources: (1) to ensure effective programs are in place for professional and leadership development for University faculty and academic leaders to enhance the understanding of the socio-cultural circumstances of Indigenous peoples in Canada, and (2) to develop and implement a strategy to substantially increase the proportion of Indigenous faculty and staff at the University of Saskatchewan.
    - Working with the Vice-Provost, Faculty Relations to ensure that collegial review processes (such as tenure, promotion, merit) properly acknowledge and value the community-based work of Indigenous faculty including scholarship, teaching, and service done within and alongside communities.
    - Working with Advancement to foster and build links with Indigenous alumni and prospective donors, and to seek out external funding to enhance Indigenous student recruitment, retention, and academic programming.

Nature of the Work

The Vice-Provost Indigenous Engagement works collaboratively with senior administrators and deans, associate deans, and department heads to promote constructive change and high-visibility, high-impact initiatives. The Vice-Provost Indigenous Engagement functions in a highly demanding environment that requires constant consideration of multiple units and competing priorities against responsibilities to students and the broader community, within a context of limited resources. Abilities to prioritize opportunities and to assemble and lead teams are essential.

Education and Experience

The position requires a senior academic with an established reputation as an academic leader, an advanced degree, multiple years of progressive experience in an academic environment, and recent experience at a leadership level with responsibilities in the areas of Indigenous initiatives. The person in this position must be highly skilled in both academic and cultural domains, capable of achieving the required balance between these realms. The position requires the individual to demonstrate an authentic understanding of Indigenous community and the diversity of this community. The Vice-Provost Indigenous Engagement must have a proven and demonstrable background of Indigenous community engagement at multiple levels, involving both their own and wider Indigenous communities.

Competency in an Indigenous language; experience and knowledge of the prairies are considered assets.

The University of Saskatchewan actively seeks an Indigenous candidate for this position.

Accountabilities (Expected Outcomes)

The Vice-Provost Indigenous Engagement is accountable for the following outcomes:

Strategic Planning

- Reflecting and providing meaningful interactions with Indigenous knowledge systems and traditions
- Articulating the University's strategic directions including making recommendations regarding a comprehensive strategic approach to improving outcomes for Indigenous learners
- Advocating and promoting the directions set by the University's senior leadership team and the Provost's Committee on Integrated Planning by ensuring the alignment of college and unit plans, interests, and outcomes with the University's Integrated Plan
- Leading the implementation of initiatives in Indigenous initiatives flowing from the University's Integrated Plan;
- Facilitating and supporting the work of colleges, schools, academic support units, and Council committees with respect to development and implementation of Indigenous academic initiatives;
- Providing credible and complete information and identifying issues and risks to the Provost and/or to others
- Ensuring that activities of the Vice-Provost are coordinated, integrated, and aligned with the Provost's Office and the University's strategic directions and Integrated Plan

People and Environment

- Working collaboratively alongside staff and faculty to identify, develop, and nurture partnerships within the university, with Indigenous leadership and communities, government representatives, secondary schools, community agencies, and other post-secondary institutions to strengthen the university's approach to Indigenous education
- Offering strategic guidance to deans and other senior leaders on high-level matters related to such things as understanding and following Indigenous protocols
- Ensuring positive, diverse, and inclusive work and learning environments
- Working across and among different cultures (including such cultures as Indigenous, international, new immigrant peoples), demonstrating respect and a fluency in understanding and following appropriate protocols
- Promoting personal, interpersonal and interactive dialogues to generate balance and a sense of sharing
- Contributing to institutional strategies designed to recruit and retain Indigenous faculty and staff to play a central role in building reconciliation and the elimination of employment gaps
- Raising the University's profile and promoting faculty/staff success in the area of Indigenous learning and discovery initiatives
- Holding people accountable for high standards of performance and outcomes
- Working effectively across disciplinary boundaries, collaborating with deans, faculty and staff from all colleges and schools
- Communicating clearly and regularly with faculty, staff and students in ways that increase interest in common issues and build bridges across disciplinary and cultural worlds
- Fostering positive relations with faculty and staff across the university capitalizing on and enabling connections among people, ideas and opportunities

Financial and Resource Management

- Developing innovative and creative solutions to resource challenges
- Working with donors, as needed, for the purpose of supporting fundraising initiatives
- Re-allocating resources to align with and support the outcomes of the University's Integrated Plan
- Ensuring long-term growth and sustainability of physical, financial, and human resources

Risk Management

- Fostering and promoting a culture of responsible risk taking
- Incorporating the identification, assessment, and management of risks in planning processes
- Ensuring accountability and transparency of activities, information, and reports
- Communicating University policies and regulations and ensuring compliance with provincial laws and regulations and collective agreements
- Implementing and maintaining an effective system of checks and balances with respect to financial management and assets, which includes general safeguarding and stewardship of all resources (financial, informational, physical, and human resources)

Research and Scholarly Activity

- Promoting excellence and integrity in research and scholarly activity and fosters a climate that encourages faculty and staff to creatively identify and pursue excellence;
- Defining and communicating research outcomes and priorities related to Indigenous initiatives
- Coordinating the Canada Research Chairs on Indigenous topics to create a community of scholars that supports and recognizes excellence in research with and for Indigenous peoples.
- Sharing and communicating an understanding of the ways in which Indigenous scholarship may be different from scholarship that does not involve and require significant community relationships and does not emphasize oral traditions.

Advocacy

- Advocating for the needs of Indigenous students and programming across the university, as well as externally with provincial and federal governments, demonstrating political understanding and strategic approaches to interactions;
- Bringing a critical perspective to reviews of programs, departments, schools and colleges and to future planning;
- Building effective relationships, promoting and championing progressive and innovative models to a broad spectrum of constituents including senior administration, faculty, staff, students, the professions and industry, other community leaders, government agencies and key institutions regionally, nationally and internationally.
- Serving as a key member or regular guest of relevant committees reflecting both formal and informal academic governance mechanisms (e.g., Deans' Council, Committees of University Council, Student Forum)

Academic Programming

- Acting as a leading resource person in matters of building reconciliation, Indigenous education, Indigenous learners and policy and procedures related to these matters
- Working with college and unit leadership to design, structure, promote and develop excellence in Indigenous education and management of programs for Indigenous students

- Maintaining active awareness and provide support as possible for the university's distributed learning activities that are designed to better serve rural and remote (including Indigenous) communities in the province.

External Relationships

- Liaising with associated professional bodies, government agencies, national and international scholars
- Building bridges across colleges and with community partners in the development of key programs

Competencies

Competencies are attributes, behaviours, manner and style of how skills and knowledge are applied to the job. Each person brings different combinations of competencies to their position. The competencies below are the desired attributes which support the University of Saskatchewan's Strategic Directions and People Values. All are applicable in varying degrees depending on the expectations of the job.

Feedback with respect to the competencies provides a focus for development to ensure an overall balance, so that no particular set of competencies is over or under-demonstrated.

There are six competencies that are core to jobs at the University:

Leadership / Vision
The demonstrated ability to build a shared, compelling and credible vision of the future, influencing people to ensure outcomes that support achieving the vision; applicable to all jobs at all levels; a culture of leadership.

- Influences others to share and commit to a common vision
- Fosters positive work and learning environments
- Values and considers differing points of view before making a decision
- Makes timely decisions even when unpopular or difficult
- Anticipates how decisions affect people
- Delegates authority and responsibility
- Holds others accountable for making and meeting commitments
- Provides continuous, honest and supportive feedback
- Supports development and continuous improvement

Support for Progress
The demonstrated ability to initiate, implement, and support innovation and institutional change and enhance programs and services.

- Challenges the status quo
- Advocates innovation and creativity, even when risk is involved
- Adapts and maintains productivity in an atmosphere of changing practices
- Demonstrates an optimistic attitude towards change
- Demonstrates emotional maturity and resiliency in difficult circumstances
- Engages and supports others in the change process

- Works with, rather than resists, forces of change

Results Orientation
Focuses on results and completing objectives within the framework defined by the University's plans and policies.

- Readily accepts and responds to challenges
- Directly confronts problems and persists in finding solution
- Remains optimistic and persistent in the face of adversity
- Demonstrates courage rather than avoidance to resolve difficult issues
- Identifies shared interests to develop positive outcomes
- Focuses on facts and root causes rather than reacting to symptoms
- Celebrates successes and learns from mistakes

Personal Effectiveness
Demonstrates an ability to reflect, clarify and commit to what is important, take responsibility for growth and development, and contribute to positive and productive work and learning environments.

- Demonstrates integrity and ethical conduct in words and deeds
- Keeps promises and commitments even when unpopular or difficult
- Seeks out and appreciates feedback, demonstrating a commitment to learning
- Accepts ownership and responsibility for outcomes
- Learns and recovers from setbacks / mistakes
- Shares expertise willingly and is sought out as a resource for others
- Forgoes personal recognition in support of success of others
- Takes responsibility for balancing work and personal commitments

Communication
The demonstrated ability to convey information and ideas to individuals in a manner that engages the audience and helps them understand, retain, and respond to the message.

- Communicates clearly and ensures understanding
- Listens actively to understand others' points of view
- Provides useful and valuable information to others
- Demonstrates an awareness of the effects of communications on others
- Understands and demonstrates the need for confidentiality and discretion

Relationship Building
The demonstrated ability to develop the rapport necessary to build, maintain and/or strengthen partnerships and relationships inside and outside of the University.

- Seeks out and promotes positive relationships
- Builds opportunities through collaboration and partnerships
- Maximizes opportunities to achieve outcomes through or with others
- Demonstrates understanding, respect and concern for others
- Participates willingly and openly supports team decisions
- Proactively deals with conflict by openly addressing problems

AGENDA ITEM NO: 9.3

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Ed Krol, Chair
Nominations committee of Council

DATE OF MEETING: May 19, 2016

SUBJECT: **Nominations to the Joint Committee to Review the Search and Review Procedures for Senior Administrators**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Ingrid Pickering, Department of Geological Sciences; Dale Ward, Department of Chemistry; and Linda McMullen, Department of Psychology to serve on the Joint Committee to Review the Search and Review Procedures for Senior Administrators.

PURPOSE: The Board of Governors has requested that a joint committee be struck to review the procedures for the appointment and reappointment of senior administrators. The USFA Collective Agreement 2014-17 calls for three members appointed by the Board (to be appointed in June) and three members named by the nominations committee of Council and approved by Council. An independent chair is appointed by the Board from a list of names put forward by the joint committee.

ATTACHMENTS:

Memorandum of Agreement No. 2 Appointment and Reappointment of Senior Administrators

MEMORANDUM OF AGREEMENT NO. 2

APPOINTMENT AND REAPPOINTMENT OF SENIOR ADMINISTRATORS

In the interest of promoting harmonious relations and recognizing that the appointment and reappointment of senior Administrative officers has an impact on the working conditions of the Faculty, the University of Saskatchewan and the University of Saskatchewan Faculty Association agree that the following represents their understanding with respect to the appointment and reappointment of senior administrative officers of the University:

1. The University of Saskatchewan agrees that the search procedures outlined in the policy documents issued by the Board of Governors in 1997, and as amended from time to time, shall be interpreted to include Deans (including the Dean, University Library), Associate Deans (including the Associate Dean, University Library), Vice-Deans in the College of Arts and Science and the College of Medicine, Unified Heads in the College of Medicine, the Director of the Global Institute for Water Security, the Executive Director and CEO of the Global Institute for Food Security, the Director of VIDO-INTERVAC, Executive Directors of the Schools of Environment and Sustainability, Public Health and Public Policy, the Associate Vice-President Human Resources, the Chief Information Officer and Associate Vice-President Information and Communications Technology, Vice-Provost**s**, the Vice-President Finance and Resources, the Vice-President Research, the Provost and Vice-President Academic, the President and additional positions as deemed appropriate by the Joint Committee.

2. From time to time, a Joint Committee of the Board of Governors and Council will be established to review the search procedures in respect of the appointment and reappointment of the senior administrative officers noted above, and will report their findings and any proposed amendments to the Board of Governors. The appropriate number of faculty or Council members on the search committees and the appropriate methods for selection of faculty or Council members will be included in the review.

3. The Joint Committee shall be comprised of three (3) members appointed by the Board, and three (3) members drawn from the membership of the General Academic Assembly named by the Nominations Committee of Council and approved by Council, and an independent Chair appointed by the Board of Governors from a list of names put forward by the Joint Committee. The list shall be approved by a majority of the members of the Committee, including at least a majority of the Council appointees, and a majority of the Board appointees.

4. The University agrees to make the policy available on the University web site. Print copies of the policy shall also be available, upon request.

5. The University restates its commitment to follow the policies issued by the Board of Governors and to allow the full range and extent of consultation envisioned by these policies.

Jim Cheesman
_____
Signing for the Association

Cheryl Carver
_____
Signing for the Employer

Doug Chivers
_____
Signing for the Association

Carol Rodgers
_____
Signing for the Employer

Dated April 7, 2014

AGENDA ITEM NO: 10.1

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: May 19, 2016

SUBJECT: **Nominations to the Nominations Committee for 2016/17**

DECISION REQUESTED:

It is recommended

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

PURPOSE:

The governance committee of Council is responsible for nominating the members and chair of the nominations committee of Council.

ATTACHMENT: Proposed membership of the nominations committee for 2016/17

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

AGENDA ITEM NO: 10.2

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR INPUT

PRESENTED BY: Louise Racine
Chair, governance committee

DATE OF MEETING: May 19, 2016

SUBJECT: **Revisions to the *Regulations on Student Academic Misconduct***

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

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. The committee received a number of suggestions for consideration and given the extent of the further revisions, the committee is submitting the regulations to Council for input again, before bringing them for decision. Further revisions made by the committee since the February Council meeting are shown in mark-up in the attached version of the regulations.

The significant changes made since the February Council meeting 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 (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 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.

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

Feedback on the revised regulations may be submitted to Elizabeth Williamson, university secretary at: university.secretary@usask.ca

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:
    - 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
    - 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
    - The instructor is asked to speak to the student prior to speaking to the academic administrator – see III.B.1 p. 7
    - 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
    - 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
    - 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

- 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

- 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.

- 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

- 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

- 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

Regulations on Student Academic Misconduct

I Scope
II Definitions
III Informal Resolutions
IV Formal Allegations of Academic Misconduct
V The Rights of Parties to a Hearing
VI Continuation of Program While Under Allegation
VII Procedures for Formal Hearings
VIII Determination of Sanctions
IX Appeal Board
X Appeal Procedure
XI Disposition by the Appeal Board
XII No Further Appeal
XIII Endorsement on Student Record
XIV Reports
XV Delivery of Documents
XVI Confidentiality

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, p~~P~~ossessing 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 resolution~~medy~~ 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 resolutions~~medies~~ 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 resolution~~medy~~ agreed to must be proportionate in the circumstances to the academic misconduct.

5. The resolutions~~remedies~~ 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 resolution~~medy~~ 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 resolution~~medy~~ 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 5~~2~~ 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 shall~~should~~ 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 resolution~~medy~~ or resolutions~~remedies~~ 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, n~~No new evidence will be considered at the hearing unless that evidence relates to the grounds set out in Section IX.2. 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.

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
Approved by University Council October 15, 2009
Effective date of these regulations January 1, 2010
Revisions June 2013, [*] 2016

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 resolution~~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: _____ Student #: _____

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

Notification of resolution~~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 resolution~~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.

AGENDA ITEM NO: 11.1

UNIVERSITY COUNCIL

ACADEMIC PROGRAM COMMITTEE

REQUEST FOR INPUT

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: May 19, 2016

SUBJECT: **Nomenclature Report**

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

The Nomenclature Report aims to provide consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the institution. Last revised with Council approval in June 2011, revisions are now being introduced to include a number of definitions for new academic programming options, as well as to refine some existing definitions. The following sections and definitions have been added or changed in the Nomenclature report:

New Sections
- Admission Definitions
- Student Type Definitions
- Transfer Credit Definitions
- Study Abroad Definitions
- Mobility Agreement Definitions

New Definitions
- Combined Degrees
- Residency Regulations for Degree Completion
- Prerequisite Courses
- Corequisite Courses
- Elective Courses
- Required Courses
- Placeholder Courses
- Equivalent Courses
- Mutually Exclusive Courses
- Subject Codes
- Double and Multiple Counting
- Field Study
- Off-Campus Activity
- Teaching Areas

- Reference to Direct Entry Ph.D. Programs

Adjustments
- Purpose, Principles, Authority and Responsibility (shortened)
- Division (example given)
- Certificates/Diplomas of Proficiency and Concentrations (to highlight that concentrations must be completed within a degree program, while certificates can be completed alongside a degree program or as a standalone program)
- Double-listing

For reference, the existing Nomenclature Report can be found here: http://www.usask.ca/secretariat/documents/nomenclature.php

Comments or questions on the Nomenclature Report can be directed to Russell Isinger at registrar@usask.ca.

ATTACHMENTS:

- Nomenclature Report (revised)

UNIVERSITY OF SASKATCHEWAN

Academic and Curricular Nomenclature

Responsibility: Russell Isinger, University Registrar

Table of Contents

Purpose, Principles, Authority and Responsibility 2
Organizational Definitions 3
Admission Definitions 7
Student Definitions 8
Program Definitions 10
Course Definitions 15
Class Definitions 19
Modes of Instruction 21
Credit Units and Billing Hours 23
Transfer Credit Definitions 24
Study Abroad Definitions 25
Mobility Agreement Definitions 26
Student Record Definitions 27
Time-Period Definitions 27
University Catalogue Definitions and Standards 29

Appendix One: Course Level Numbering 31
Appendix Two: Approved Subject Code Authority 33

Supplementary Material: Academic Programs at the University of Saskatchewan

Purpose

The purpose of the University of Saskatchewan 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 U of S.

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, challenging academic programs which are creatively designed, are grounded in broad global perspectives, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. 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 a division, a research centre or an interdisciplinary administrative committee.

Affiliated College

An educational institution recognized by the University as carrying on work of a University level. As described in the Bylaws of University 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 of Saskatchewan, 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 such Centres 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 can represent an administrative or organizational unit, much like a department, which reflects the unit's disciplinary or interdisciplinary approach towards program delivery and research and scholarly work. For example, the Division of Biomedical Sciences, comprised of the Departments of Anatomy & Cell Biology; Biochemistry; Microbiology & Physiology; and Pharmacology & Physiology, was created in 2008 to offer a common core of courses that form the first two years of study in the B.Sc. in Anatomy & Cell Biology; Biochemistry; Microbiology & Physiology; and Pharmacology & Physiology programs. In other cases, a division is a structure organized to facilitate administration for a group of departments or units with a recognized, distinctive commonality of purpose and practice. In such cases, the division commonly is governed by a Divisional Faculty Council with specified powers delegated to it by the College Faculty Council.

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 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 now designated are reviewed by a College at regular intervals under a policy which 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, 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
The University-level School is governed by a Faculty Council and carries a status that is similar to the college, with the head of the School (Dean or equivalent) reporting 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 would include outreach activity, research, and the delivery of programs within the School.

The Professional School is an academic unit focused on the delivery of professional program. These programs may be accredited and prepare their students for particular professional designations. The Professional School is housed within a College and carries a status that is similar to a department, with the head of the school (e.g. Associate Dean or Director) reporting to the Dean of the associated College. The Dean reports to the Provost and Vice-President Academic and is responsible for general supervision over the direction of the work of the college.

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 that college or school.

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.

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 as part of a Visiting Student Agreement, a Transfer Credit Agreement, or as an independent visiting student.

Visiting Research Student
An undergraduate or graduate student that 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, 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
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, 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, Postgraduate Diplomas, and Postgraduate Specialization Certificates. These programs may be completed alongside a degree program, or as a stand-alone program.

  Undergraduate Programs
  - Certificates
  - Post-Degree Certificates
  - Post-Degree Specialization Certificates

  Graduate Programs
  - Certificates
  - Postgraduate Diplomas
  - Postgraduate Specialization Certificates

- ***Diploma in Agronomy*** and ***Diploma in Agribusiness*** Approved by Council on the recommendation of the Academic Programs Committee, this program includes 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 course or program of courses sponsored by Vice-Provost, Teaching and Learning or a college at the University of Saskatchewan. It does not imply attainment of a standard of proficiency, achievement or promotion.

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 01 to 09, which are not accepted for credit toward any certificate or degree.

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).
    - ***Direct-Entry***: undergraduate programs which admit students with high-school level preparation.
    - ***Non-Direct Entry***: undergraduate programs which admit students only after one or more years of university-level preparation.
    - ***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, Masters degree and PhD degree).
    - ***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 the 2007 Policy on Cross-College Minors. 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 the student receiving only one degree at the end of the program 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 One: 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 to the Bachelor of Education (B.Ed.) degree program. 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 is 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. See also Appendix Two: Approved Subject Code Authority.

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 One: 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 Calendar. 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 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 Calendar 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.

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. 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). 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
Each Subject Code is under the specified authority of an identified unit and identifies the academic nature of the course. The specified authority may permit the use of a course label under its authority by another 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 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 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. Students must be informed of the department which is responsible for such a course on their syllabus. Please see Appendix Two: Approved Subject Code Authority.

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" in 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, study, or teaching 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 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) 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 formal letter of permission, enabling a student to attend another postsecondary institution, with credit transferred back to their home institution. Tuition is paid to the host institution.

Visiting Research Student Program
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 tracks/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.

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 One, Graduate Term Two and Graduate Term Three, 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 University 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 Course and Program 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 may not 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

Appendix Two: Approved subject code authority

Subject Code	Departmental Authority	College Authority
*** Please note that the College of Graduate Studies & Research is the college-level authority for all graduate-level courses.**		
AGRC	AGBIO (Dean's Office)	Agriculture and Bioresources
AGRN	Plant Sciences	Agriculture and Bioresources
ANBI	Animal and Poultry Science	Agriculture and Bioresources
ANSC	Animal and Poultry Science	Agriculture and Bioresources
AREC	Agricultural and Resource Economics	Agriculture and Bioresources
ASKI	AGBIO (Dean's Office)	Agriculture and Bioresources
BPBE	Bioresource Policy, Business and Economics	Agriculture and Bioresources
EVSC	Soil Science	Agriculture and Bioresources
FABS	Food and Bioproduct Sciences	Agriculture and Bioresources
HORT	Plant Sciences	Agriculture and Bioresources
PLSC	Plant Sciences	Agriculture and Bioresources
RRM	Bioresource Policy, Business and Economics	Agriculture and Bioresources
RRM	Soil Science	Agriculture and Bioresources
SLSC	Soil Science	Agriculture and Bioresources
ANTH	Archaeology and Anthropology	Arts and Science
ARBC	Linguistics Religious Studies	Arts and Science
ARCH	Archaeology and Anthropology	Arts and Science
ART	Art and Art History	Arts and Science
ARTH	Art and Art History	Arts and Science
ASTR	Physics and Engineering Physics	Arts and Science
BINF	Science Division	Arts and Science
BIOL	Biology	Arts and Science
BMST	Science Division	Arts and Science
CHEM	Chemistry	Arts and Science
CHIN	Linguistics Religious Studies	Arts and Science
CLAS	History	Arts and Science
CMPT	Computer Science	Arts and Science
CMRS	History	Arts and Science
CREE	Native Studies	Arts and Science
CSCH	Arts and Science Dean's Office	Arts and Science
CTST	Arts and Science Dean's Office	Arts and Science
DRAM	Drama	Arts and Science
ECON	Economics	Arts and Science
EDST	Music	Arts and Science
EMUS	Music	Arts and Science
ENG	English	Arts and Science
EP	Physics and Engineering Physics	Arts and Science
ESL	Linguistics Religious Studies	Arts and Science
FREN	Language, Literature and Cultural Studies	Arts and Science

GEOG	Geography and Planning	Arts and Science
GEOL	Geological Sciences	Arts and Science
GERM	Language, Literature and Cultural Studies	Arts and Science
GRK	History	Arts and Science
HEB	Linguistics Religious Studies	Arts and Science
HIST	History	Arts and Science
HLST	Psychology	Arts and Science
HNDI	Linguistics Religious Studies	Arts and Science
INCC	Interdisciplinary Centre Culture Creativity	Arts and Science
INDG	Indigenous Studies	Arts and Science
INTS	Arts and Science Dean's Office	Arts and Science
IPJP	Arts and Science Dean's Office	Arts and Science
IS	Political Studies	Arts and Science
JPNS	Linguistics Religious Studies	Arts and Science
LATN	History	Arts and Science
LING	Linguistics Religious Studies	Arts and Science
LIT	Language, Literature and Cultural Studies	Arts and Science
LUES	Arts and Science Dean's Office	Arts and Science
MATH	Mathematics and Statistics	Arts and Science
MUAP	Music	Arts and Science
MUS	Music	Arts and Science
NRTH	Social Sciences Division	Arts and Science
PBIO	Geological Sciences	Arts and Science
PHIL	Philosophy	Arts and Science
PHYS	Physics and Engineering Physics	Arts and Science
PLAN	Geography and Planning	Arts and Science
POLS	Political Studies	Arts and Science
PSY	Psychology	Arts and Science
RLST	Linguistics Religious Studies	Arts and Science
RUSS	Language, Literature and Cultural Studies	Arts and Science
SNSK	Linguistics Religious Studies	Arts and Science
SOC	Sociology	Arts and Science
SOSC	Social Sciences Division	Arts and Science
SPAN	Language, Literature and Cultural Studies	Arts and Science
SPST	Arts and Science Dean's Office	Arts and Science
STAT	Mathematics and Statistics	Arts and Science
TOX	Science Division	Arts and Science
UKR	Language, Literature and Cultural Studies	Arts and Science
WGST	Interdisciplinary Centre Culture Creativity	Arts and Science
DENT	Dentistry (Dean's Office)	Dentistry
PGCL	Dentistry (Dean's Office)	Dentistry
EADM	Educational Administration	Education
EART	Curriculum Studies	Education
ECUR	Curriculum Studies	Education
EDST	Education (Dean's Office)	Education
EDUC	Education (Dean's Office)	Education
EFDT	Educational Foundations	Education

EIND	Educational Foundations	Education
EMUS	Music	Education
EPRT	Education (Dean's Office)	Education
EPSE	Ed Psych and Special Education	Education
ETAD	Curriculum Studies	Education
EXPR	Education (Dean's Office)	Education
HED	Curriculum Studies	Education
HLTH	Curriculum Studies	Education
TECH	Curriculum Studies	Education
TEFL	Curriculum Studies	Education
TESL	Curriculum Studies	Education
ACC	Accounting	Edwards School of Business
BAC	Accounting	Edwards School of Business
BAC	Human Resource Org Behaviour	Edwards School of Business
BAC	Management and Marketing	Edwards School of Business
COMM	Finance	Edwards School of Business
COMM	Human Resource Org Behaviour	Edwards School of Business
COMM	Management and Marketing	Edwards School of Business
COMM	ESB (Dean's Office)	Edwards School of Business
COMM	Accounting	Edwards School of Business
EBAC	Management and Marketing	Edwards School of Business
ENT	ESB (Dean's Office)	Edwards School of Business
FIN	Finance	Edwards School of Business
HRM	Human Resource Org Behaviour	Edwards School of Business
LSC	Human Resource Org Behaviour	Edwards School of Business
MGT	Management and Marketing	Edwards School of Business
MKT	Management and Marketing	Edwards School of Business
OM	Finance	Edwards School of Business
BIOE	Biomedical Engineering	Engineering
BLE	Chemical and Biological Engineering	Engineering
CE	Civil Engineering	Engineering
CE	Civil and Geological Engineer	Engineering
CHE	Chemical and Biological Engineering	Engineering
CME	Electrical and Computer Engineering	Engineering
EE	Electrical and Computer Engineering	Engineering
ENGI	Engineering (Dean's Office)	Engineering
ENVE	Civil and Geological Engineering	Engineering
ENVE	Engineering (Dean's Office)	Engineering
EPIP	Engineering (Dean's Office)	Engineering
GE	Engineering (Dean's Office)	Engineering
GEOE	Civil and Geological Engineering	Engineering
ME	Mechanical Engineering	Engineering
RCM	School of Professional Development	Engineering
HSC	Kinesiology (Dean's Office)	Kinesiology
KIN	Kinesiology (Dean's Office)	Kinesiology
KINA	Kinesiology (Dean's Office)	Kinesiology
KIST	Kinesiology (Dean's Office)	Kinesiology

LAW	Law (Dean's Office)	Law
ACB	Anatomy and Cell Biology	Medicine
BIOC	Biochemistry	Medicine
BMSC	Medicine (Dean's Office)	Medicine
CHEP	Community Health and Epidemiology	Medicine
HSC	Physiology	Medicine
ITDL	Medicine (Dean's Office)	Medicine
MCIM	Microbiology and Immunology	Medicine
MDSP	Medicine (Dean's Office)	Medicine
MED	Medicine (Dean's Office)	Medicine
MEDC	Medicine (Dean's Office)	Medicine
PATH	Pathology and Lab Medicine	Medicine
PCOL	Pharmacology	Medicine
PGCL	Medicine (Dean's Office)	Medicine
PHPY	Medicine (Dean's Office)	Medicine
PHSI	Physiology	Medicine
SURG	Surgery	Medicine
GERO	Nursing (Dean's Office)	Nursing
NEPS	Nursing (Dean's Office)	Nursing
NURS	Nursing (Dean's Office)	Nursing
CACE	Distance and Off-Campus	Office of the Provost
EAP	The Language Centre	Office of the Provost
NUTR	Nutrition	Pharmacy and Nutrition
PHAR	Pharm and Nutrition (Dean's Office)	Pharmacy and Nutrition
ENVS	SENS Executive Director Office	School of Environ and Sustain
VBMS	Veterinary Biomedical Sciences	Western College of Vet Med
VBMS	Veterinary Med (Dean's Office)	Western College of Vet Med
VINT	Veterinary Med (Dean's Office)	Western College of Vet Med
VLAC	Large Animal Clinical Sciences	Western College of Vet Med
VSAC	Small Animal Clinical Sciences	Western College of Vet Med
VTMC	Veterinary Microbiology	Western College of Vet Med
VTMS	Veterinary Med (Dean's Office)	Western College of Vet Med
VTPA	Veterinary Pathology	Western College of Vet Med

AGENDA ITEM NO: 11.2

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR INPUT

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: May 19, 2016

SUBJECT: **Academic and Curricular Changes Authority Chart**

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

The Academic and Curricular Changes Authority Chart outlines the level of approval required for academic and curricular changes. Approved by University Council on January 24, 2013, the existing version of the chart was developed in response to the second integrated plan's goal to streamline the university's curricular approval and implementation processes. The proposed changes to the chart aim to further simplify these processes by addressing newly-identified gaps, clarifying language according to the proposed Nomenclature revisions, and acknowledging new trends in academic programming.

Please note the complete removal of the "Procedure Column" from the current version of the chart. The necessary information from this column has been incorporated into the body of the chart. Major deletions and additions have been highlighted in red, while minor editorial and structural changes have not. Examples of the types of curricular and academic changes have been included in the margins for background and context.

Questions or comments about the Academic and Curricular Changes Authority Chart can be directed to Russ Isinger at registrar@usask.ca.

ATTACHMENTS:

- Academic and Curricular Changes Authority Chart (proposed)
- Curricular Change Authority Chart (existing)

UNIVERSITY OF SASKATCHEWAN

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, joint, or combined degree program that involves the creation of a new degree or a new field of study.[i] • 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. • 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 course or 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
- 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. - Change to administrative authority over a course (eg. departmental authority), as long as this does not involve a college outside the sponsoring college. These require APC approval. See above. - 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.
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. **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): 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 Attendance. Contact Registrarial Services Office to complete a Consultation with the Registrar Form.	**Additions or deletions** • Certificate of Attendance (community level): Satisfactory attendance at a course or program of courses ~~sponsored by the Centre for Continuing and Distance Education or a college.~~ •

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 Form must be completed for all new programs and other curricular items that are meant to be listed on academic records.	• 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. • Addition or deletion of placeholder courses.

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

AGENDA ITEM NO: 11.3

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair

DATE OF MEETING: May 19, 2016

SUBJECT: **Annual Report to Council for 2015-16**

COUNCIL ACTION: For information only

ANNUAL REPORT OF THE ACADEMIC PROGRAMS COMMITTEE OF COUNCIL 2015-16

The terms of reference for the Academic Programs Committee are as follows:

1. Recommending to Council policies and procedures related to academic programs and sustaining program quality.
2. Recommending to Council new programs, major program revisions, and program deletions, including their budgetary implications.
3. Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses, and reporting them to Council
4. Considering outreach and engagement aspects of programs.
5. Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
6. Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, and forwarding recommendations to the Planning and Priorities Committee.
7. Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
8. Reporting to Council on the academic implications of quotas and admission standards.
9. Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.
10. Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes in this regard.
11. Recommending to Council classifications and conventions for instructional programs.
12. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
13. Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal

communities, inclusion of Indigenous knowledge, and experience in curricular offerings, as well as intercultural engagement among faculty, staff, and students.

The Academic Programs Committee of Council held 11 meetings this year (compared to 13 last year.) The Committee has dealt with 22 proposals for new programs, program revisions, and policy revisions to date (compared to 38 last year.)

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even so much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The Committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies and policy exemptions for the Student and Enrolment Services Division.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

September, 2015
Request for Input: English Proficiency Policy

October, 2015
Request for Decision: English Proficiency Policy
Item for Information: Program Revision: Revision of Bachelor of Music (B. Mus) in Music Education Programs in the College of Arts and Science

November, 2015
Request for Decision: Cross-departmental Ph.D. in the College of Education
Item for Information: Thesis option for the Master of Public Health

Program Revision: Revision of the Doctor of Veterinary Medicine Program in the Western College of Veterinary Medicine
Program Termination:
- Project option for the Master of Public Administration degree
- Veterinary Microbiology Field of Student in the Master of Veterinary Science project program

December 2015
Request for Decision: Doctor of Pharmacy (Pharm. D.) program
Post-degree Certificate in English as an Additional Language Education
Post-degree Certificate in Career and Guidance Studies

Items for Information: 2016-17 Academic Calendar
Kanawayithetaytan Askiy Certificate ("Let us take care of the Land") program changes

January 2016
Request for Decision: Master of Education (M.Ed.) in Leadership in Post-Secondary Education
Certificate in Professional Communication in the College of Engineering
Addition of the Graduate Record Examination (GRE) as an Admission Qualification to the Master of Arts (M.A.) program in Economics

March 2016
Request for Decision: Certificate of Proficiency in One Health
Item for Information: 2016-17 Admissions Template Update Report

April 2016
Item for Information: Combined Juris Doctor (J.D.)/Master of Business Administration (M.B.A.) Program

May 2016
Request for Decision: Admissions Template for Visiting Research Scholars (*anticipated)*
Nomenclature Report (*anticipated*)

Item for Information: Annual Report from Academic Program Committee

June 2016 (anticipated)
Request for Decision: Admissions Templates from SESD

University Course Challenge. The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

During the 2015-16 year, a total of 11 Course Challenge documents will have been posted. These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Education, Edwards School of Business, Engineering, Dentistry, Graduate Studies & Research, Kinesiology, Law, Medicine, Nursing, and the Western College of Veterinary Medicine.

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month. No proposed curricular changes were challenged this year.

Other curricular changes, Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with SESD. Changes of this type, which affect the Catalogue listings of other colleges, can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as certificates of successful completion and certificates of attendance. There were no new certificates of successful completion or certificates of attendance this year.

The following certificates were approved by APC this year, as reported above:

- Changes to the Kanawayithetaytan Askiy Certificate

The following certificates have been recommended for approval to University Council, as reported above:

- Post-degree Certificate in English as an Additional Language Education
- Post-degree Certificate in Career and Guidance Studies
- Certificate in Professional Communication in the College of Engineering
- Certificate of Proficiency in One Health

Policies and Procedures

There are a number of areas of Council policy and procedures that are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- English Proficiency Policy

Student Enrolment and Services Division
The following item was presented to Council for information, as shown above:

- 2016-17 Admissions Template Update Report (at the March meeting)

Academic calendar
The APC reviewed and approved the 2016-17 Academic Calendar. This was reported at the December 2016 meeting of Council.

Subcommittees
Along with the Planning and Priorities Committee, the certificates subcommittee, struck in February 2015, is conducting a review of certificate programs at other U15 institutions to determine the standards that they have for new certificates of proficiency and to develop an understanding of the role of certificates at post-secondary institutions. The certificates subcommittee will aim to bring a report to Council early in the 2016/17.

Members of the Academic Programs Committee

I wish to thank Committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

Council Members		
Kevin Flynn (Chair)	English	2018
Roy Dobson	Pharmacy and Nutrition	2017
Nathanial Osgood	Computer Science	2018
Tammy Marche	Psychology, STM	2018
General Academic Assembly Members		
Sina Adl	Soil Science	2018
Jeff Park	Curriculum Studies	2018
Robin Hansen	Law	2018
Susan Shantz	Art and Art History	2017
Som Niyogi	Biology	2017
Matthew Paige	Chemistry	2017
Ganesh Vaidyanathan	Accounting	2017
Sessional Lecturer		
Clayton Beish	Linguistics and Religious Studies	2016

Other members	
Patti McDougall	[Provost designate] Vice-Provost, Teaching and Learning *(ex officio)*
Russ Isinger	University Registrar and Director of Student Services *(ex officio)*
Lucy Vuong	[VP Finance designate] Associate Director, Payments and Receivables *(ex officio)*
Jordan Robertson	USSU designate
KumKum Adaz	GSA designate
Resource members	
Alison Pickrell	Director of Enrolment and Student Affairs
John Rigby	Interim Associate Provost, Institutional Planning and Assessment
CeCe Baptiste	Director, Resource Allocation and Planning

Secretary: Committee Coordinator, Office of the University Secretary

I also wish to thank John Rigby, Patti McDougall, Jacquie Thomarat, CeCe Baptiste, Jason Doell and SESD staff for the assistance and advice they have provided to the committee this year.

Thanks are due also to the many proponents for program changes who attended APC meetings and answered questions from the committee.

Special thanks are due to the committee secretary, Amanda Storey, whose competence, knowledge, and good will were much appreciated by all committee members.

Respectfully submitted on behalf of the Committee,

Kevin Flynn, Chair

AGENDA ITEM NO: 12.1

UNIVERSITY COUNCIL

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY:	Jay Wilson, Chair, Teaching and Learning Committee of Council
DATE OF MEETING:	May 19, 2016
SUBJECT:	**Teaching, Learning and Academic Resources Committee Annual Report**
COUNCIL ACTION:	For Discussion Only

ANNUAL REPORT OF THE TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF COUNCIL 2015-16

The Teaching, Learning and Academic Resources Committee, in its current configuration, is a relatively new committee of University Council which deals with a range of teaching and learning issues at the university. This committee was formed by merging the former Teaching and Learning Committee and the former Academic Support Committee.

The committee is composed primarily of of faculty from Colleges and Departments across the campus who share their experience and expertise in many areas. The number of university staff officially on the committee is small but it is important to have input from administrative and technical staff; as was the case on the previous committees. To address this need the TLARC Executive has developed a category of "associate member" of the Teaching, Learning and Academic Resources Committee. These individuals receive meeting agendas, and have access to the TLARC meeting website, and can attend meetings on request of the TLARC Executive, or on their own initiative, whenever there are relevant items on an agenda.

Terms of Reference

1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan Integrated Plans.

4) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.
5) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Membership

Council Members		
Tamara Larre	Law	2018
Alec Aitken	Geography and Planning	2018
Jay Wilson (Chair)	Curriculum Studies	2017
Bev Brenna	Curriculum Studies	2016
General Academic Assembly Members		
Michel Gravel	Chemistry	2018
Randy Kutcher	Crop Development Centre	2017
Takuji Tanaka	Food and Bio-product Sciences	2017
Lachlan McWilliams	Psychology	2017
Ken Van Rees	Soil Science	2017
Allison Muri	English	2016
Marcel D'Eon	Community Health and Epidemiology	2016
Sessional Lecturer		
Cyril Coupal	Computer Science	2016
Other members		
Patti McDougall	Vice-Provost, Teaching and Learning	
Mark Roman/ Shari Baraniuk	Chief Information Officer and Associate Vice President Information and Communications Technology	
Vicki Williamson/ Charlene Sorensen	Dean, University Library [Rachel Sarjeant-Jenkins, dean designate as required]	
Nancy Turner	Gwenna Moss Centre for Teaching Effectiveness	
Gabe Senecal	[USSU designate] VP Academic, USSU	
Naomi Maina	GSA designate	
Candace Wasacase-Lafferty	Director, Aboriginal Initiatives	
Secretary: Committee Coordinator, Office of the University Secretary		

Associate Members
Bryan Bilokreli, Director, Capital Planning
Kelly Bendig, Audit Services
Frank Bulk, University Learning Centre
Ron Cruikshank / Margret Asmuss, Facilities Management Division
Maxine Kinakin, Disability Services for Students
Kate Langrell, Copyright Coordinator

Issues and discussions

The Teaching, Learning, and Academic Resources committee of Council met 16 times during the 2015/16 year and addressed many issues that have an impact on teaching and learning activities at the University of Saskatchewan.

Working groups

At its September 24, 2015 meeting, the committee identified four general priorities for committee development, and determined that three of the former working groups established previously, still represent priorities. These working groups are:

Evaluation of Teaching (Chair: Patti McDougall)

The Evaluation of Teaching working group has been active since 2013/14, crafting procedural and policy language around student-based evaluations. In February 2015, draft policy and procedures documents on student-based evaluation from the Evaluation of Teaching working group was presented to TLARC for input. These draft documents were discussed with the University of Saskatchewan Faculty Association in the early fall of 2015, but final drafts have not been brought back to the TLARC. This working group has also taken on the task of developing a more holistic view of teaching quality, serving as a advisory group in the development of a Teaching Quality Framework document. Finally, the working group is turning their attention to consideration of projects related to common tools supported by the university for student-based and peer evaluations.

Experiential Learning (Chair: Patti McDougall)

The Experiential Learning working group worked on increasing experiential learning opportunities for students in 2014/15. The working group mapped out a definition of experiential learning to be used at the U of S, described the benefits associated with experiential learning and worked at "flagging" experiential learning opportunities in the registration system. In 2015/16, the working group has focussed on assessing the success of the "flagging" pilot program from 2015 and on refining the definition of experiential learning to ensure that courses are being appropriately labelled.

Future Learning Technologies (Chair: Randy Kutcher)

The Future Learning Technologies working group was struck in 2014/15 to discuss the use of new and current technologies available to faculty to facilitate teaching. The group is currently working with ICT and GMCTE on a research project to gain better insight on the use of teaching technology by faculty across campus. A report from this research is expected in early 2016/17. This working group has also brought forward information to TLARC on developing and delivering distance education programs

Indigenizing the Curriculum (Chair: Jay Wilson)

Inspired by the USSU's motion on the inclusion of indigenous content, TLARC undertook to develop a three-fold approach that was presented to University Council at the January meeting. First, TLARC has opened the Learning Charter with a view to identifying how to articulate the University's desire to include learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. Second, under the oversight of the Vice-Provost, Teaching and Learning (VPTL), an environmental scan is underway to work with colleges and schools to identify program and curricular development that is already underway. The goal of the scan is to produce a resource that will inform colleges about

different ways to think about "indigenizing" curriculum and degree expectations. Third, when the Learning Charter has been revised and approved by University Council, colleges and schools will be asked to work on implementation strategies that fit within the context of each of their programs. Given the importance of this work, TLARC decided to make the work in this area a project for full committee.

Reports received

Throughout the year, TLARC received reports from the University Library on the Library Transformation Project, the Student Learning Framework, and the Information Literacy Instruction Framework that are underway or are being developed. These reports generated good discussion about the re-envisioning of teaching space and of the library's role in teaching and learning.

Glenn Hollinger presented the ICT Strategic Plan for comment and questions in October 2015 and information and a demonstration of WebEx video conferencing was provided.

Jim Greer attended to discuss Learning Analytics and Kate Langrell, the university's Copyright Coordinator, presented updates to the Copyright Policy to TLARC in March 2016 for comment.

Other activities

The committee met with representatives of the Gwenna Moss Centre for Teaching Effectiveness to discussion Open Practice Work, such as open access, open textbooks and open online course. These discussions were in response to the requirements for open access publishing that are now in place for tri-council funded research. TLARC recognizes that the development of a university policy or statement on open access is being developed in the Office of the Vice-President Research, and look forward to contributing to that process as a statement or policy develops.

With the publication of the Truth and Reconciliation Report and the Calls to Action, as well as with the call from students and Council to work towards including indigenous content at the U of S, TLARC has been focused on learning from our Indigenous colleagues and so invited Norman Fleury to enlighten the committee on Indigenous language instruction and the U of S and some history of the Michif people and language.

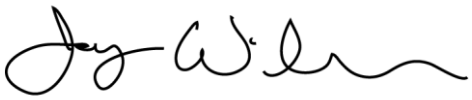
The committee modified the terms of reference for the committee in regards to composition and wording to encourage more indigenous expertise on the committee in 2014/15, and throughout this year have gone back and forth with the Governance and Nominations committees to ensure that there is indigenous expertise among our membership. The role of Director of Aboriginal Initiatives under the Vice-Provost, Teaching and Learning portfolio was also added to the membership as a resource member.

The bulk of the committee's work in the latter half of 2015/16 focussed on revising the Learning Charter to reflect new goals relating to Indigenous learning outcomes for all students enrolled in degree programming at the U of S. Much work has been undertaken to identify where and how to revise the document and with whom to consult. It is anticipated that this work will continue into 2016/17.

Acknowledgements

As the Chair I would like to recognize the efforts of those individuals who supported the work of TLARC: The executive committee of Allison Muri (who served as vice chair), Patti McDougall, Shari Baraniuk, and Nancy Turner. They provided both guidance and leadership to all aspects of TLARC. I would also like to recognize the administrative support of Amanda Storey.

Respectfully submitted,



Jay Wilson, Chair, Teaching & Learning Committee of Council

AGENDA ITEM NO:13.1

UNIVERSITY COUNCIL

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

FOR INFORMATION ONLY

PRESENTED BY: **Jim Germida, Vice-Provost Faculty Relations and Chair, JCCP**

DATE OF MEETING: **June 23, 2016**

SUBJECT: **JCCP 2015-16 Annual Report**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Joint/Board Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost and Vice-President Academic or designate with representation from University Council, Board of Governors, Research, Scholarly and Artistic Work Committee of Council, the Vice-President Research or designate, the Vice-President Advancement or designate and Associate Vice-President, Financial Services or designate and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

DISCUSSION SUMMARY:

Over the course of 2015/2016 JCCP committee reviewed and recommended establishment of the LaBorde Chair in Engineering Entrepreneurship, which was subsequently approved by the Council and the Board. The JCCP committee has also approved the Saskatchewan GSK Endowed Research Chair in Rational Drug Design be re-named Saskatchewan-GSK Chair in Drug Discovery and Development, which is being reported to Council via this 2015-16 annual report. The JCCP is currently working on revising its guidelines.

Committee Membership:

Vice-Provost, Faculty Relations and Chair	Jim Germida
Board of Governors Representative	Daphne Arnason
Vice-President Research Designate	Jim Basinger
Research, Scholarly and Artistic Work	John Gordon
Member of Council Representative	Ravi Chibbar
University Secretary's Designate	Sandra Calver
AVP Financial Services	Jeff Dumba
	Lucy Vuong (alternate designate)
University Advancement Designate	Jim Traves

Committee Support:

Research Services Resource Person	Laura Zink
Secretary	Anna Okapiec

ATTACHMENTS:

None