

**AGENDA**  
**2:30 p.m. Thursday December 15, 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 2016/17 academic year marks the 22<sup>nd</sup> year of the representative Council.*

*As Council gathers, we acknowledge that we are on Treaty 6 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 November 17, 2016 pp. 1-6
4. Business from the minutes
5. Report of the President pp. 7-10
6. Report of the Provost pp. 11-18
7. Student societies
  - 7.1 Report from the USSU pp. 19-20
  - 7.2 Report from the GSA pp. 21-22
8. Nominations Committee
  - 8.1 Request for Decision – Nominations to the Review Committee of the Vice-Provost Teaching and Learning pp. 23-24

*It is recommended:*

*(1) That Council approve the appointment of the following GAA members to the review committee of the vice-provost teaching and learning:*

*Ken Van Rees, Department of Soil Science  
 Alexandria Wilson, Department of Educational Foundations  
 Hugo Cota-Sanchez, Department of Biology  
 Jay Wilson, Department of Curriculum Studies*

*(2) That Council approve the appointment of Chelsea Willness, associate dean, research and academic, Edwards School of Business as the senior administrator selected by Council to serve on the review committee of the vice-provost teaching and learning.*

- 8.2 Request for Decision – Nomination to the Search Committee for Vice-Provost Indigenous Engagement pp. 25-34

*It is recommended that Council approve the appointment of Priscilla Settee, Department of Indigenous Studies, College of Arts and Science to the search committee for the vice-provost, indigenous engagement.*

9. Joint Committee on Chairs and Professorships

- 9.1 Request for Decision - David L. Kaplan Chair in Music pp. 35-48

*It is recommended that Council approves the David L. Kaplan Chair in Music and recommends to the Board of Governors that the Board authorize the establishment of the Chair.*

10. Academic Programs Committee

- 10.1 Report for Information – Academic Calendar 2017-18 pp. 49-66

- 10.2 Report for Information – Curricular Changes – College of Education Direct Entry Program pp. 67-96

11. Other business

12. Question period

13. Adjournment

*Next meeting January 19, 2017 – Please send regrets to [katelyn.wells@usask.ca](mailto:katelyn.wells@usask.ca)*

*Deadline for submission of motions to the coordinating committee: December 30, 2016*



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

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

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

1. Adoption of the agenda

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

CARRIED

2. Opening remarks

The chair briefly reported on the most recent Council committee chairs breakfast meeting with members of the president's executive committee. Discussion at the meeting focused on two topics: non-academic misconduct at student events and how the university responds to challenges around those issues; and college strategic planning, as some colleges proceed with strategic college plans in advance of the university's integrated plan.

The chair acknowledged the leadership of Jay Kalra, former Council chair over his term of service and invited Bob Tyler, former vice-chair of Council to formally recognize Professor Kalra's contributions. Professor Tyler spoke of the high standards of governance and respect for due process embodied by Professor Kalra. In particular, Professor Tyler recalled the hallmarks of Professor Kalra's service as being the ability to bring people together around divisive issues and to foster student involvement in academic governance. Professor Kalra was presented with a print of the Gordon Oakes Red Bear Centre. Professor Kalra, in turn, thanked Council and asked that those present share in his recognition noting members' own contributions to Council.

3. Minutes of the meeting of October 20, 2016

The university secretary reported on the receipt of a correction to the minutes on page 7, section 7.1, to the sentence, "Describing the campus as Canada's most beautiful was considered superlative." The corrected sentence reads, "Describing the campus as Canada's most beautiful was considered **an unnecessary, readily contestable use of the** superlative."

De BOER/FLYNN: *That the October 20, 2016 Council minutes be approved with the correction as noted.*

CARRIED

4. Business from the minutes

The chair noted a question about the cost the University of Saskatchewan sustains in order to have an internal signing authority for NSERC grants. Kevin Schneider, interim associate vice-president research responded to the question noting that as a result of a May 2012 NSERC/SSHRC monitoring visit report, university processes were modified to include a separate institutional approval of all expenditures to Tri-agency grant funds in order to meet Tri-agency guidelines. The institutional approver is a control function that ensures expenditures that are not eligible or compliant with Tri-agency and university guidelines are stopped before the charge is entered into the university's

financial system. The Tri-agencies continue to require this function of the university in order for the University of Saskatchewan to retain funding eligibility and therefore the positions that provide this service are permanent. There were questions from members about the permanency of the controls, the cost to the institution, and the number and severity of continued discrepancies. Terry Summers, university controller, reported that although the degree of the discrepancies varies, the practice of having an internal institutional approval function is now considered best practice and promoted to other universities by the Tri-agencies. President Stoicheff indicated he would inquire of members of the U15 and of Universities Canada of their experience with such controls.

The chair noted a second item of business was the request for an explanation of the recent signage in some buildings barring food or drink from classrooms. Brad Steeves, interim director of Facilities Management Division reported that the signs were placed by caretakers to assist in keeping classrooms in a presentable fashion. The signs will be removed and a communications strategy employed to convey that food and beverages are permissible but classroom space is to be kept clean with waste properly discarded and recycled wherever possible.

## 5. Report of the President

President Peter Stoicheff referred to his written report before members, inviting questions on any aspect. He indicated that he also wished to address the discussion at the October Council meeting about whether the language in the *Vision, Mission and Values of the University of Saskatchewan* referring to “Indigenous and Métis peoples and communities” was the right language. He indicated that the question was raised at the October Council meeting several times and that subsequently he received a number of emails and spoke face to face with many individuals uncomfortable with the wording, which was interpreted to set the Métis peoples apart and not include them as Indigenous. He described the resistance to the language as heartfelt and passionate. After a discussion with the visioning committee and careful consideration, President Stoicheff indicated the language in the *Vision, Mission and Values* of the university would be changed to, “Indigenous peoples and communities.” President Stoicheff indicated he did not believe a further motion of approval was required of Council and Beth Williamson, university secretary, affirmed this belief, indicating the change was not a substantive change requiring a new motion.

The president advised that when the university comes to terms with the language it wishes to use to refer to First Nations, Métis and Indigenous Peoples, the language in the *Vision, Mission and Values* can be changed. Until that time, the *Vision, Mission and Values* of the university will stand as amended. There was some discussion of whether Council should be asked to approve the appropriate nomenclature once this decision is reached, but no decision made in response to this question. The president indicated that Council would certainly be consulted on the question of language.

Closing his remarks, the president thanked Council members and expressed that he always enjoyed participating in discussion at Council meetings.

## 6. Report of the Provost

Interim provost Michael Atkinson presented the provost’s report to Council, providing comments on the convergence of a number of administrative and managerial changes at the university. These include the implementation of the Responsibility Centre Management (RCM) budget process and the establishment of ConnectionPoint, which is an outcome of the Service Design and Delivery



Project intended to enhance the provision of university services across campus. The university is also at the beginning of a new integrated planning process.

Questions were asked of the provost about university rankings and the perceived lack of clear evidence of a sustained commitment on the part of the university to improved teaching when teaching does not figure prominently, if at all, in many rankings. The provost indicated the topic of university rankings was a complex and sensitive topic and agreed that the university's mission is far larger than those metrics typically emphasized by ranking agencies related to research and reputation.

Discussion included the importance of university rankings to potential graduate students as a means to distinguish among universities. The importance of the quality of the student experience was discussed, with the point made that excellence in research does not preclude excellence in teaching. A member noted there are programs that track metrics related to student success, such as student employment post-graduation that could be utilized by the university. Provost Atkinson indicated that although the university must pay attention to university rankings and systematically work to improve its standing among national and international peer institutions, that it should never "turn itself inside out" for the sake of rankings.

## 7. Student Societies

### 7.1 Report from the USSU

The chair reported that there would be no report from the USSU as Kehan Fu, president of the University of Saskatchewan Students' Union was away, and Brooke Malinoski, USSU vice-president of academic affairs was also unable to attend.

### 7.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association, presented the GSA report to Council, referring members to his written report and commenting on three ongoing initiatives: the November 2, 2016 Day of Action to demand better access to postsecondary education and recognize the large amount of debt many students carry; the efforts of the GSA to improve graduate student representation on the university's governing bodies; and the survey by the GSA to measure the academic and non-academic satisfaction of graduate students.

A growing interest of the GSA is the initiative to formalize the relationship between graduate students and their supervisors through a signed agreement between both parties. A member requested additional information on this initiative. Mr. Ghaith indicated that the committee within the GSA directing this initiative is seeking input from the College of Graduate Studies and Research and will then report to Council.

## 8. Nominations Committee

Tamara Larre, chair of the nominations committee, presented the committee report to Council.

### 9.1 Request for Decision – Scholarships and Awards Committee: Member Nominations and Committee Chair Nomination

Tamara Larre referred to the materials before members. The chair called three times for nominations from the floor, with no response.

*LARRE/FLYNN: It is recommended that Council approve the nomination of Louise Humbert, College of Kinesiology to serve as a member on the scholarships and awards committee effective immediately and continuing until June 30, 2019, and that Donna Goodridge, Department of Medicine, College of Medicine be appointed as chair of the committee effective immediately until June 30, 2017.*

CARRIED

## 9. Governance Committee

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

### 9.1 Report for Information – Affiliation and Federation of the University with other Academic Institutes

Professor Racine informed Council of the plan of the governance committee to review the affiliation and federation of the university with other academic institutes and organizations. The review is prompted by the need to modernize section X *Affiliation and Federation* within the Council Bylaws and develop a set of principles to guide any future affiliation or federation with the university. The existing agreements with the university's affiliated colleges and federated college are historical and were created *ad hoc*.

Professor Racine noted the distinction between federation and affiliation is the degree of integration with the university. Affiliation is a relationship expressed more in terms of an association; federation is a relationship based on a greater degree of integration.

## 10. Planning and Priorities Committee

Dirk de Boer, chair of the planning and priorities committee, presented the report to Council.

### 10.1 Report for Information – 2017-2018 Operations Forecast

Professor de Boer recalled to Council that the planning and priorities committee is responsible to provide advice to the president on the budgetary implications of the Operations Forecast and report to Council. Professor de Boer outlined the timeline of the committee's discussion and involvement with the draft 2017-18 Operations Forecast funding request to the province. In keeping with the province's deadline, the request was submitted to the Ministry of Advanced Education on June 30, 2016. The committee reviewed a draft of the document at its meeting on June 15, 2016, but due to the timing involved was unable to review the final document. As a result, the summary report provided to Council is based on the draft version of the document reviewed on June 15.

Professor de Boer briefly outlined the university's funding requests to the province to maintain its operations. These include an operating grant economic increase of 2.0% over the 2016-17 grant; funding to allow the College of Medicine to continue transitioning to a new model; capital funding, including health sciences, preventative maintenance and renewal, supplemental funding and other facilities funding; continued funding to support student

scholarships; matching support for Indigenous and internationalization student initiatives, and continued funding to support the university's research mission.

In response to the invitation for questions and comments, several points were made to clarify some of the language used in the committee's report to Council. The reference to the doubling and re-doubling effect of the money allocated to the university by the province was discussed. Professor de Boer clarified this refers to the growth in the provincial economy as a result of the province's investment in the university as reported in the Economic Impact Study cited in the Operations Forecast document. The study was commissioned the previous year to assist the university in reporting on the economic value of the university to the province.

## 11. Academic Programs Committee

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

### 11.1 Report for Information – Nunavut Offering of the Juris Doctor (J.D.) Program

Professor Flynn articulated that the J.D. program to be offered in Nunavut will meet the societal need for law graduates in the territory of Nunavut. The government of Nunavut has contracted with the university to deliver its J.D. program to a single cohort of up to 25 students in Iqaluit, Nunavut. Students admitted will attend at Nunavut Arctic College, taking classes delivered by the university's College of Law professors and sessional lecturers and earn the same degree as students attending at the university's campus in Saskatoon, with the same rigour applied to degree standards.

The distinction is the program offered in Nunavut will be a four-year program, rather than a three-year program. In lieu of the usual 60 credit units of post-secondary study required for admission, the students in Nunavut will complete 30 credit units in a preparatory year of study, which will be part of their program. The Law School Admission Test (LSAT) is also waived for these students due to some of the cultural biases identified in the test that might negatively affect Indigenous students. Instead, students will complete a writing exam as part of their admission requirements. The admissions process for students in Nunavut is rigorous and only those students with a reasonable to strong expectation of completing the program will be admitted.

The change in the admissions process is at the request of the Nunavut government and is based on the desire to build cohesiveness among the cohort of students admitted and have these students identified as law students from the outset of their entry into the J.D. program.

### 11.2 Report for Information – Admissions Templates 2017-2018

Professor Flynn referred members to the report on changes to admissions qualifications and selection criteria of colleges, provided to Council on an annual basis.

### 11.3 Report for Information – Recent Approvals by Academic Programs Committee

Professor Flynn briefly reported on each of the decisions approved by APC.

- Project-option in the Master of Science (M.Sc.) in Large Animal Clinical Sciences

Professor Flynn noted the covering report should reference project option not program option. The new project option in the M.Sc. in Large Animal Clinical Sciences targets students interested in clinical practice rather than research in the field. The research option of the M.Sc. remains. The Master of Veterinary Science (MVetSc), which is currently used to deliver advanced clinical training to students will be phased out, as the degree is largely unknown and the M.Sc. is well recognized.

- Changes to the Nurse Practitioner Graduate Programs – Master of Nursing (M.N.) and Postgraduate Degree Specialization Certificate (PGDSC)

The program major is being renamed from Nursing to Nursing Practitioner. The new name will appear on the degree parchment. Other changes include the number of credit units (cu) required. The PGDSC Nurse Practitioner certificate will now comprise 27 cu of study rather than 30 cu; the M.N. Nurse Practitioner program will comprise 33 cu rather than 39 cu. The change in credit units is due in part to the elimination of a capstone writing class as writing at a graduate level is now integrated throughout the programs.

- Deletion of the Soil Science Field of Study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (PGD) Programs

The M.Ag. is the project-based option of the master's degree in this area and intended for practitioners. With one student enrolled in the program last year, the field of study is being discontinued. Professor Flynn noted the M.Sc. and Ph.D. programs in Soil Science continue to sustain healthy enrolments.

## 12. Other business

The chair invited the university secretary to provide an update on Council elections. Ms. Williamson reported that Professor Jaris Swidrovich of the College of Pharmacy and Nutrition and Professor Lee Wilson of the Department of Chemistry are the newly-elected members at large appointed to one-year terms on Council. An election for a new faculty representative in the College of Agriculture and Bioresources will open soon.

## 13. Question period

There were no questions during question period; however, additional information on the economic impact study discussed in reference to the 2017-18 Operations Forecast was provided to Council. The document is public and available online on the IPA website at:  
<http://www.usask.ca/ipa/resource-allocation-and-planning/economic-impact-analysis.php>

In addition to the economic impact of the university, several members proposed that the university's social return be assessed, citing as an example the benefits to health care and community organizations relative to the province's investment in the university. The president affirmed the university's reputation is determined, in part, by speaking out and communicating the value of the university. The economic analysis is an attempt to measure only one aspect of the university's many contributions to society.

## 14. Adjournment

The meeting was adjourned by motion (DOBSON/FLYNN) at 4:20 pm.

## PRESIDENT'S REPORT TO UNIVERSITY COUNCIL December 2016

**International Profile**

The U of S was profiled in *The Atlantic* recently for its activities related to Indigenous engagement. The story reflected many initiatives offered on campus (such as the Aboriginal Student Achievement Program and the Gordon Oakes Red Bear Student Centre) and responses from student leaders. Additionally, the article posited whether similar post-secondary supports in the United States could have similar success.

**Presidential Travel**

Since our last meeting in October I have had the opportunity to make a few trips in the name of advancing our institutional relationships:

*Universities Canada (Ottawa)*

Universities Canada's fall membership and board meetings took place one year after the election of the Liberal government. The government has launched several strategic policy reviews on science, innovation, economic growth, international assistance, culture and immigration to frame an ambitious agenda for Canada's future.

Our meetings were an ideal opportunity for Canada's higher education leaders to engage in dialogue with Ottawa decision-makers about the strategic role of universities in this agenda and their contribution to an innovative, inclusive and prosperous country.

The program featured meetings on Parliament Hill for Board and Committee members, as well as keynote addresses on the future of innovation and the role of universities in Canada and Australia.

This trip was also my first opportunity to engage as the new chair of the Education Committee for Universities Canada. The priorities on the agenda for the committee this year include talent mobilization; Indigenous higher education and the role of universities advancing reconciliation; copyright; and diversity and equity in academia.

*Alumni/Donor/Community Relations (Calgary)*

I visited Calgary where we have more than 9000 alumni. While there I took the opportunity to meet with the Edwards School of Business Dean's Circle – a group of influential graduates gathered to offer advice and guidance to the college. My primary purpose in visiting Calgary was to host a select group of U of S supporters. I met with key influencers in the community to discuss issues such as student mobilization and our international presence. These small group meetings have been quite successful and I am working with our new vp university relations to continue this model of engagement.

I also had the unique opportunity to meet with the Cecilia Vilanueva, the Consul General, the Mexican Consul General for Alberta and Saskatchewan. We discussed potential partnerships with the U of S and Mexican universities.

#### *Research Profile/Faculty Relations (Kingston)*

The annual Royal Society Annual General Meeting occurred in Kingston, Ontario this year. I was there to congratulate two fellows and four new scholars inducted in to the Society. It is an honour for our faculty to be part of this society and I was very pleased to be able to congratulate and support them in person.

#### *Alumni/Donor/Community Relations (Ottawa, Toronto)*

We held two other small gatherings of U of S supporters, one in Ottawa and one in Toronto. A special treat was to be invited to the National Entrepreneur Awards, established by EY Canada. Our alumnus Murad El-Katib invited me to the ceremony as the *regional* award winner and I was fortunate enough to be able to be there to congratulate him on winning the national award as well.

### **Community Relations**

In my first year I have placed considerable emphasis on building closer relationships with our community partners. On that note, I am proud to say that we will be signing a memorandum of understanding with the Saskatoon Symphony Orchestra on January 28th, 2017 at one of their concerts. The MoU formalizes a variety of connections the SSO has had with the U of S but also creates new research, teaching and outreach opportunities for the two institutions. I am proud and excited to be moving forward with this MoU – a first of its kind in Canada -- and believe it will open up the opportunity to formalize partnerships like these with other community organizations as well.

### **Government Relations**

With our annual meeting with the provincial government's Treasury Board behind us, we turn to our own internal budget discussions for the 2017/18 fiscal year. Predictability of funding is vital to an institution like the U of S. We will continue to speak with the province and members of the community advocating for the institution and continuing to disseminate our message about the economic and cultural value of the University of Saskatchewan. It is important to note that our next budgetary milestone will be when the provincial budget is released in March 2017.

## Historic Donation of Inuit Art

Norman Zepp (BA'76) and his wife Judith Varga (BA'76) donated over 200 sculptures, dozens of prints and drawings, five wall hangings, a vast set of photographs, and original interviews with Inuit artists—predominantly from the Keewatin region of Nunavut.

The art, interviews and archival material provide unique insight into the lives of Canada's northern artists—indeed it is likely the only in-depth documentation available about many of the artists. This is an invaluable addition to our research collections focusing on the North.





**PROVOST'S REPORT TO COUNCIL****December 2016****INSTITUTIONAL PLANNING AND ASSESSMENT****Planning and Resource Allocation**

I am continuing to work with PPC, PCIP, PEC and deans' council to finalize details of the process which will be used to produce the next institutional plan.

Even as we begin our next planning cycle we are embarking on our budgeting processes for 2017/18. I will be meeting with deans and executive directors to discuss activity and metrics, as well as upcoming priorities and resource needs.

**2017-18 Tuition Consultations with colleges and schools**

Institutional Planning and Assessment completed consultations on tuition rates with all colleges and schools for 2017/18 tuition rates as of November 16, 2016. Consultations took into account analysis of comparative information and assessment against the University of Saskatchewan's tuition principles of comparability, affordability and accessibility, and quality. These meetings provided further opportunity to discuss TABBS and RCM implementation and identify gaps in knowledge that could be addressed by IPA. Deans and executive directors provided information and identified issues that arose from student tuition consultations. The Board of Governors will consider proposed tuition rates at the December 2016 meeting, and tuition rates will be released to the campus community in January 2017.

**UNDERGRADUATE LEARNING EVALUATION**

I promised to assist in the on-going conversation at the U of S regarding the student experience. To that end, I invited Dr. Maureen Mancuso, from the University of Guelph, to visit on December 5 & 6 to share her interpretation of recent developments in Ontario. Dr. Mancuso served as the Vice-President and Provost at the University of Guelph for over a decade. Among other roles, she currently holds a Policy Fellowship at the Council of Ontario Universities.

Maureen is currently on administrative leave and has become very engaged with conceptualizing and measuring the quality of the undergraduate learning experience as part of an Ontario Council of Academic Vice-Presidents (OCAV; <http://cou.on.ca/about/affiliates/ocav/>). Within the Ontario context, accountability and differentiation are hot topics. Ontario has an established quality assurance process and has articulated undergraduate degree-level expectations that each post-secondary institution must uphold, including the identification and assessment of learning outcomes. We need to ensure that we evaluate and adopt the best of these developments and resist those that are counterproductive or unnecessarily intrusive.

Dr. Mancuso will have met with various groups on campus, including the president; deans' council; Institutional Planning and Assessment; Gwenna Moss Teaching and Learning Centre; as well as members of TLARC and APC.

## COLLEGE AND SCHOOL UPDATES

### College of Arts and Science

- **James Waldram** (Archaeology and Anthropology) has been honoured with one of Canada's most prestigious research awards, the SSHRC Impact Award. Waldram is one of five national recipients and will receive \$50,000 in research funding. SSHRC described his work over his 33-year academic career as "the gold standard of knowledge about Indigenous/First Nations health and healing."
- Historian **Bill Waiser** has won the 2016 Governor General's Literary Award for non-fiction with his book *A World We Have Lost: Saskatchewan Before 1905*.
- To recognize Global One Health Day, **Colleen Dell** (Sociology and Centennial Enhancement Chair in One Health and Wellness)—and Darlene Chalmers of the University of Regina released study results showing that people who participated in mental health and addictions treatment programs involving interactions with horses reported therapeutic benefits in their healing.
- U of S alumna **Karen Larson** and her family donated a unique 24-inch telescope in memory of her husband, **Harry Tarasoff** (BA'68, LLB'71). The instrument is likely the largest telescope in Saskatchewan and is currently being prepared for installation on the roof of the Physics Building in mid-2017.
- **Philip McLoughlin** and **Jill Johnstone** (Biology) released an interim report of a five-year study into the population dynamics and critical habitat of threatened woodland caribou in the remote Boreal Shield region of Saskatchewan. More than \$2.2 million has been awarded for the project from a consortium of government and industry partners, including NSERC's Collaborative Research and Development program), Western Economic Diversification Canada, Environment and Climate Change Canada, and the Saskatchewan government.
- In November, the annual **Arts & Science Book Club** featured award-winning author Lawrence Hill. Author of *The Book of Negroes*, Hill spoke at two public events about his most recent book, *The Illegal* and his life as a writer.
- Actor Kim Coates (BA'81), a graduate of the Department of Drama and one of the college's alumni of influence, will be honoured in January with the 2017 ACTRA National Award of Excellence. Given annually to a member of the union for Canadian performers, the award recognizes exceptional career achievements and contributions to Canada's entertainment industry.
- Four Arts & Science alumni have received achievement awards from the University of Saskatchewan Alumni Association: **Roma Franko** (BA'59, BEd'61, MA'71), award-winning teacher and translator, for her outstanding leadership in the arts and education; **Iain MacLean** (BA'62, BEd'63; posthumous award), for his outstanding community leadership and commitment to education; **Ross Phillips** (MSc '11), a founding member of the Cross-Canada Canoe Odyssey, for his commitment to athletics, sports, wellness and environmentalism; **Dr John Wedge** (MD'69, BSc'73), a leading innovator in complex surgical hip construction and co-founder SickKids International—a paediatric specialty service for developing countries—for his commitment to advancing the medical profession and his dedication to public service.
- Check out our featured courses and programs website: <http://artsandscience.usask.ca/news/news.php?c=14> which includes Gone Bollywood and a new undergraduate internship in librarianship and information studies.
- For more news and events please visit: <http://artsandscience.usask.ca/news/>

### College of Kinesiology

- On November 17, Tammy Girolomi (Principal, Royal West Campus) was recognized with our Friend of the College award at the annual Awards Day ceremony. Tammy is a key contributor to our

research program by acting as a key community advisor on a nationally- and provincially-funded (CIHR, SHRF) research project called the Aboriginal Youth Mentorship Program (AYMP), facilitating critical connections for the project within the Saskatoon Public School Division. She also happens to be a graduate of the college and an exceptional contributor to our undergraduate program as an instructor for the only course in the college that focuses on community service learning.

- Dr. Leah Ferguson is working with others in the college and community to develop a new undergraduate course, tentatively titled “Indigenous Wellness,” focusing on Indigenous health and physical activity with an introduction to Canadian Indigenous history. Among the proposed learning outcomes would be an expectation that students integrate historical and contemporary knowledge and practices to articulate the understanding of Indigenous wellness. The course will also touch on the Truth and Reconciliation Commission of Canada Calls to Action and ways to respond to those calls as young professionals in areas related to education, health and sport. The course structure will be based in the four aspects of the medicine wheel, and assignments could possibly involve participation in activities (e.g. ceremonies, teachings, cultural practices) on campus or in the community. We anticipate that the first offering will be as a KIN 498 course in the 2017/18 academic year.
- The new governance structure for Huskie Athletics came into effect on November 1, 2016 and the inaugural meeting of the Huskie Athletics Board of Trustees is set for December 7 & 8. The full membership of the committee has now been confirmed as: Tom Anselmi, Peta Bonham-Smith, Shelly Brown, David Dube, Greg Fowler, Diane Jones Konihowski, Ken Juba, Chad London, Patti McDougall, Debra Pozega-Osburn, and David Sutherland.
- The Home Ice Campaign in support of the proposed new ice facility continues to work at raising the funds necessary to proceed to the next stage of approvals. We were honoured to have an extraordinary gift announced on October 13 – Mr. Merlis Belsher (a U of S commerce and law graduate) who contributed \$12.25 million towards the campaign. Mr. Belsher’s gift, the largest donation from an alumnus and individual in the university’s history, will be recognized by naming the new facility Merlis Belsher Place in his honour.

### **College of Pharmacy and Nutrition**

- Dr. Ekaterina (Kate) Dadachova joined the University of Saskatchewan as a professor of pharmacy in the College of Pharmacy and Nutrition and as the Fedoruk Centre for Nuclear Innovation Chair in Radiopharmacy on Tuesday, November 1. The Sylvia Fedoruk Canadian Centre for Nuclear Innovation has provided \$5 million to build capacity for nuclear medicine and imaging research in Saskatchewan. The role of the chair is a key element of the recently established Saskatchewan Program for Nuclear Imaging to apply nuclear imaging to life sciences in humans, animals and plants.
- Through a new grant competition from the MS Society of Canada and its affiliated MS Scientific Research Foundation, two University of Saskatchewan multiple sclerosis (MS) researchers have each been awarded \$40,000 to assess novel approaches to physical exercise in helping people with MS—a web-based exercise program and Pilates. The successful U of S projects, chosen by a panel of scientific experts, wellness specialists and people affected by MS, are **Dr. Katherine Knox**, associate professor in the department of physical medicine and rehabilitation in the U of S College of Medicine, and **Dr. Charity Evans**, U of S assistant professor of pharmacy in the College of Pharmacy and Nutrition.

## ***OFFICE OF THE VICE-PRESIDENT RESEARCH***

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

## ***SEARCHES AND REVIEWS***

### **Search, Dean, Edwards School of Business**

The search committee for the Dean, Edwards School of Business had candidates visit campus in November.

### **Search, Dean, College of Arts & Science**

The search committee for the Dean, College of Arts & Science met in late November and is hoping to have candidates on campus early in the new year.

### **Search, Dean, College of Graduate Studies & Research**

The search committee for the Dean, College of Graduate Studies & Research will meet again in late December.

### **Search, Dean, College of Dentistry**

The first meeting of the search committee for the Dean, College of Dentistry was held in late October. Advertisements have been placed and recruitment has begun.

### **Search, Executive Director, School of Environment and Sustainability**

The first meeting of the search committee for the Executive Director, School of Environment and Sustainability was held in late October. Advertisements have been placed and recruitment has begun.

### **Search, Vice-Provost, Indigenous Engagement**

The search committee for the Vice-Provost, Indigenous Engagement will meet in early December. Following the meeting, advertisements will be placed and recruitment will begin.

### **Search, Dean, College of Nursing**

The search committee for the Dean, College of Nursing will meet in early December. Following the meeting, advertisements will be placed and recruitment will begin.

### **Search, Executive Director, School of Public Health**

The search committee for the Executive Director, School of Public Health will meet in late December. Following the meeting, advertisements will be placed and recruitment will begin.

### **Search, Dean, College of Engineering**

The search committee for the Dean, College of Engineering will meet in late December. Following the meeting, advertisements will be placed and recruitment will begin.

### **Review, Vice-Provost, Teaching and Learning**

The review committee for the Vice-Provost, Teaching and Learning is in the process of being constituted. The committee will begin meeting early in the new year.

# RESEARCH UPDATE

Attachment 1

## DISCOVERIES WITH IMPACT

### U of S research finds good news for Saskatchewan's woodland caribou

A team led by **Philip McLoughlin** (Biology) and **Jill Johnstone** (Biology) has found the woodland caribou population in the remote boreal region of Saskatchewan has been slightly increasing over the past two years, and exists at one of the highest densities in Canada. The interim report released November 22 on the population dynamics and critical habitat are the first findings of a five-year study. [Read the report and learn more the study.](#)

### U of S research boosts omega-3 in eggs with new ingredient for laying hen diets in Canada

Laying hen producers in Canada can now add camelina meal to their ingredient inventory thanks to efforts by the U of S Department of Animal and Poultry Science, in collaboration with Alberta Agriculture and Forestry. Meal made from camelina, a drought tolerant oilseed belonging to the Brassica family, has been approved in broiler and now laying hen diets by the Canadian Food Inspection Agency (CFIA). The oil extracted from camelina has shown value as a human food product, biofuel and other bio-based industrial products, but until recently there had been no market for the meal produced as a byproduct during oil processing. [More details are available here.](#)

## YOUNG INNOVATORS

*Young Innovators* is a series of articles written by U of S graduate students under the mentorship and supervision of University Research Profile and Impact about graduate student researchers. It's a partnership between U of S and *The StarPhoenix*. [See the latest articles here.](#)

## REPUTATIONAL SUCCESS

### Jim Waldram wins SSHRC Insight Award

**Jim Waldram** (Archaeology and Anthropology) has won the 2016 Insight award from SSHRC. The prestigious award was presented at a ceremony in Ottawa on November 22. This award honours Professor Waldram's outstanding achievement in understandings of Indigenous health and well-being arising from his ongoing work with the Q'eqchi' Maya of southern Belize and for his overall career achievements. [Read more about his research and watch the documentary he produced here.](#)

### Ajay Dalai elected as fellow of U.K. Royal Society of Chemistry

**Ajay Dalai** (Chemical and Biochemical Engineering) was elected as a fellow of the Royal Society of Chemistry, United Kingdom.

### Former researcher earns World Agriculture Prize

**Lorne Babiuk**, former U of S researcher, former director of VIDO, and current VP Research at the University of Alberta, was awarded the *World Agriculture Prize* by Global Confederation of Higher Education Associations for Agricultural and Life Sciences (GCHERA) for lifetime contributions as a renowned virologist, acclaimed for his international leadership in vaccine development and research in veterinary infectious disease control. Babiuk is one of the country's leaders in health research. He led a team that developed six world-first livestock vaccines, including the first genetically engineered vaccine for an animal species, and a vaccine against rotavirus in calves that has since been translated to treat the viral bowel infection in children. He also set in motion the creation of the International Vaccine Centre (InterVac). [Read more details here.](#)



## VIDO-InterVac wins two major awards for PEDV Vaccine

For its short timeline to develop the vaccine for Porcine Epidemic Diarrhea Virus (PEDv) and its potential to protect swine, VIDO-InterVac has just received two awards:

- On November 16, VIDO-InterVac received the inaugural *Science, Technology, Innovation and Collaboration (STIC) Project Award* by the Saskatoon Regional Economic Development Authority (SREDA) for a pioneering project from the Saskatoon Region that adds value to the local economy, and
- on November 15, the *2016 Saskatchewan Pork Award of Distinction* by Sask Pork for outstanding contributions to the Canadian swine industry.

Porcine Epidemic Diarrhea virus (PEDv) is a high risk pig virus that emerged in the U.S. in 2013 and Canada in 2014. To date, the virus has killed over eight million pigs and caused more than \$400 million in production losses in North America.

## U of S researchers make waves at SETAC

This year, U of S made 63 presentations at the Society of Environmental Toxicology and Chemistry (SETAC) World Congress, held November 6-10 in Orlando, Florida – the most of any academic institution, and the most ever presented by U of S. SETAC is the largest professional society globally in the field of environmental toxicology with about 3,000 members in North America and 6,000 world-wide, and branches on five continents. From the North American branch (SETAC-NA) over the last 10 years, only Environment Canada and the U.S. EPA have had more presentations. **Karsten Liber** (SENS) serves as SETAC-NA's President.

## INITIATIVES

### Industry Liaison Office (ILO) launched Student Desktop Researcher (SDR) Program

As part of the ILO's efforts to promote entrepreneurial culture, three students were hired to help U of S researchers and ILO professionals assess and develop new technologies and innovative ideas. The newly launched Student Desktop Researcher (SDR) Program offers undergraduate and graduate students a chance to explore the dynamics of innovation and business development. The ILO is partnering with USSU, GSA, ISAAC and SECC in a continuous recruitment effort which aims to hire 10 students by December and 50 by the end of 2017.

### AIMday® is coming to North America

U of S Industry Liaison Office (ILO) and the International Minerals Innovation Institute (IMII), in collaboration with the University of Regina and Saskatchewan Polytechnic, are hosting *AIMday® Minerals 2017* on March 15, 2017 in Saskatoon. Academia Industry Meeting days (AIMday®), originated and developed by Uppsala University, are structured around questions submitted by companies – those questions form the basis for workshops and discussions by academics from various disciplines. The goal is to increase interaction between the minerals sector in Saskatchewan and academic researchers by focusing on specific R&D challenges with an aim to identify pathways to innovative, sustainable solutions.

### U of S provides funding for childhood neurological disease research

U of S and the Ataxia of Charlevoix-Saguenay Foundation are working together to fund medical research on Autosomal recessive spastic ataxia of Charlevoix-Saguenay (ARSACS), a neurodegenerative disease that first appears in toddlers just as they are beginning to walk. The

funding comes from the U of S's Richardson Family Fund and will support research currently underway at the Montreal Neurologic Institute (MNI), McGill University. **Richard Huntsman** (Medicine) will aid the work of Drs. Peter McPherson and Edward Fon at the MNI to investigate the cellular underpinning of ARSACS. [For full details, read more here.](#)

## GRANT AND CONTRACT FUNDING SUCCESS

- ❖ **Craig Stephen** (Veterinary Microbiology), on behalf of the Canadian Wildlife Health Co-operative, has been awarded core funding in the sum of \$2.2 million from Environment and Climate Change Canada.
- ❖ **Gillian Muir** (Veterinary Biomedical Sciences) \$594,950 USD from the U.S. Army for the project, *Recovery of Breathing and Forelimb Function after Prolonged Exposure to Repetitive Acute Intermittent Hypoxia*.
- ❖ **Ryan Brook** (Animal and Poultry Science) received an additional \$140,000 USD from the U.S. Department of Agriculture for the project *Feral Swine Data Collection and Modelling*. This additional funding brings the project total to \$600,530 USD.
- ❖ **Gregory Penner** (Animal and Poultry Science) received \$106,961 from Alberta Milk and the Alberta Livestock and Meat Agency Ltd. for the project *Evaluating Strategies to Improve the Feeding Management of Dairy Cows Housed in Automated Milking Systems*.
- ❖ **Regina Taylor-Gjevre** (General Internal Medicine) was awarded \$14,800 from the Arthritis Society for the project, *Longitudinal Shared Experience with Rheumatic Diseases for First Year Medical Students*.

**Multiple Sclerosis Society of Canada** - Hermès Canada | MS Society Wellness Research Innovation Grants

- ❖ **Charity Evans** (Pharmacy) was awarded \$39,935 for the project, *Determining the impact of a Pilates program in multiple sclerosis*.
- ❖ **Katherine Knox** (Department of Physical Medicine and Rehabilitation) received \$39,730 for the project, *Web-based physiotherapy in moderate to severe MS*.

## INTERNATIONAL

### International Grant Funding Success

#### Emerging Leaders in the Americas Program (ELAP) Scholarships

U of S has been awarded \$204,340 for 24 students and researchers from Latin America and the Caribbean for short-term exchange to study and/or research at the U of S at both undergraduate and graduate levels in multiple colleges and departments. ELAP is funded by Global Affairs Canada, and administered by the Canadian Bureau for International Education. Recipients are from **Bahamas, Brazil, Chile, Colombia, Dominican Republic, Ecuador, Guatemala, and Mexico**

#### International Activities and Partnerships

#### U of S researcher presenting at United Nations climate change conference

**Greg Poelzer** (SENS), founding director of U of S International Centre for Northern Governance and Development, presented key findings on renewable energy in a report entitled, *Developing renewable energy in Arctic and sub-Arctic regions and communities: Working recommendations of the Fulbright Arctic Initiative Energy Group*, at the United Nations Marrakech Climate Change Conference on Nov. 17 in Marrakech, Morocco. [For further details, consult this release.](#)

## ***International Delegations to U of S***

- ❖ **University of Lagos, Nigeria** – October 31-November 2. A delegate met with representatives from the Department of Geography and Planning, and the College of Graduate and Postdoctoral Studies and toured many laboratories across campus. Discussions were on next steps in our new partnership.
- ❖ **Ambassador of Japan to Canada** – October 25. Delegates met with representatives from Finance, Administration and Human Resources offices, AgWest Bio, POS Biosciences, and the Regional Director of Natural Products Canada. They toured Ag-West Bio and POS Biosciences.
- ❖ **Embassy of France in Canada, Vancouver Consulate** – October 31-November 1. Delegates met with U of S President Peter Stoicheff, Vice-President Research Karen Chad, IO, ISSAC, the Department of Languages, Literatures & Cultural Studies, the School of Public Health, and the Global Institute for Food Security (GIFS). They toured the Canadian Light Source and GIFS.
- ❖ **Consul General of the U.K. in Calgary** – November 1. Delegates met with Diane Martz, Director, International Research and Partnerships.
- ❖ **Luleå University of Technology, Sweden** – November 7-8. A delegate met with representatives from IO, ISSAC, College of Arts & Science and Edwards School of Business.
- ❖ **University of Liverpool, U.K.** – November 9. A delegate met with representatives from IO, ISSAC, College of Arts and Science, Edwards School of Business, and College of Law.

## ***Delegations of U of S abroad:***

- ❖ **U of S Students Union (USSU) trip to the U.K.** – November 4-13. Four students from USSU, accompanied by Leslie Bowditch of ISSAC,

met with the National Union of Students, and representatives from the student unions of Essex, Birmingham, Sheffield and Edinburgh universities. This site visit tour was based on the recognition of the critical role that the U of S Students' Union (USSU) plays in internationalization and of its record of exceptional executive student leadership.

## ***International Agreements***

### **MOU Agreements:**

- ❖ **Baylor University (Toxicology Centre), U.S.** – signed November 07, 2016
- ❖ **ONIRIS (Nantes Atlantic College of Veterinary Medicine, Food Science and Engineering), France** – signed September 16, 2016
- ❖ **University of the Arctic (Network)**, a cooperative network of universities, colleges, research institutes and other organizations concerned with education and research in and about the North – signed September 20, 2016
- ❖ **CESINE University Centre, Spain** – signed October 06, 2016

### **Student Exchange Agreement:**

- ❖ **CESINE University Centre (Edwards School of Business), Spain** – signed October 06, 2016

### **Staff / Faculty Exchange Agreements:**

- ❖ **Iwate University, Japan** – signed October 5, 2016



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## University Council Report December 2016,

The following Council report will highlight some of the main initiatives achieved by each member of the USSU's Executive.

In the Operations and Finance Portfolio, VP Emmanuel Barker worked alongside the University to ensure the successful launch of the USafe App. As the chair of the Budget and Finance Committee, VP Baker has coordinated the ratification, funding, and event support to over 120 student groups, and hosted a campus club welcome event to ensure students are in receipt of accurate information. Moreover, he regularly attends the meetings of a variety of campus clubs to liaise with them on behalf of the USSU. In addition he continues to collaborate with Risk Management, the Office of the Vice-Provost Teaching and Learning, and other campus departments to ensure campus safety procedures and guidelines are properly communicated to student groups. He is a member of the university's Planning and Priorities Committee and he continues to be a strong advocate for student needs as Transit negotiations with the City of Saskatoon move forward.

VP Academic Affairs Brooke Malinoski continues her work as an undergraduate advocate and resource for student academic grievances and appeals. With the collaboration of the Academic Affairs Committee VP Malinoski continues advocacy for student needs on a variety of University Council Committees: Academic Programs Committee, Academic Support Committee, Teaching and Learning Committee, Scholarships and Awards; and Research, Scholarly and Artistic Works. In particular, VP Malinoski has been a staunch advocate for Open Educational Resources and Open Textbooks, for the University's commitment to Indigenize its curriculum; and for the university to create an Ombudsperson/Advocacy position dedicated to supporting students with academic and non-academic issues. Moreover, as part of the USSU's commitment to promoting student leadership, VP Malinoski co-organized the Fall Leadership Event held on October 1st in conjunction with the Student Leadership Community of Practice (SLCoP).

Through the VP Student Affairs portfolio, Renata Huyghebaert completed the official signing of the Sustainability Memorandum of Understanding with Peter Stoicheff, President of the University, on October 11th. This memorandum strengthens the commitment of the USSU and the President's Office to greater advocacy, resources allocation, and campus engagement on issues of social, economic, and environmental sustainability. Additionally, this year's Campus Sustainability Week coincides with the inaugural year of the USSU Sustainability Fund. VP Huyghebaert has also expanded the USSU's involvement in Sexual Assault Awareness with her extensive involvement in the #UsaskReact campaign - part of this year's Sexual Assault Awareness Week (SAAW) and she initiated an Ad-Hoc Committee examining the needs of student housing, especially as it pertains to the National Housing Strategy.

In the Presidential Portfolio, Kehan Fu has strived to improve the Union's outreach and communication with the Face-to-Face cross-campus information/question booths and President's Video Address. President Fu has participated in key student engagement events including Huskies games, Fall Orientation events, and the U of S Student Open House. As the Union's primary spokesperson, President Fu has maintained communication with key university, student, and government bodies, including sitting as a member of the Board of Governors. President Fu continued the #USaskVotes campaign started during the 2015 Federal election, hosting a Mayoral Debate for the 2016 Municipal election by supporting the Political Studies Student Association. As well, President Fu has engaged the External Affairs Committee in developing a lobbying strategy with the Provincial Government in anticipation for the upcoming budget. At the federal level, President Fu has just returned from a week-long Federal advocacy campaign on improving undergraduate research opportunities as well as access to postsecondary opportunities for Indigenous students (the PSSSP in particular) as part of the ADVOCAN, a Coalition composed of 7 of the 15 U15 School's Student Unions.

The USSU Executive remains committed to working with University Students' Council, College and Constituency societies, and all USSU members to serve and support undergraduate students at the University of Saskatchewan.



## **University of Saskatchewan - Graduate Students' Association**

### **GSA President Ziad Ghaith December report**

The GSA is wrapping up 2016 with a solid plan for the upcoming year. Over the last six months the GSA has managed to highlight the most important issues and to progressively work on those issues. In this report I will highlight two important initiatives that will be the core of the GSA focus in 2017:

#### **- Student Supervisor Memorandum of Understanding**

In my November report to the council, I highlighted that the GSA is drafting a memorandum of understanding to be used between supervisors and their students. This has been a growing issue that the graduate students have addressed many times to the GSA executives. This discussion has been taking place in other Universities throughout the country. Recently the University of Manitoba has approved a mandatory memorandum of understanding to be signed between supervisors and their students.

The GSA is trying to engage different stakeholders in this process, we have sent a copy of the first draft of the memorandum to the faculty association and to the College of the Graduate Studies and Research for their feedback. A copy of the proposed draft memorandum is available for the Council members for their review via:

<https://app.box.com/s/jamd20bxo9uxjoqjy7vxxy0rlm0wrkn>

- **Graduate Students' Association Strategic Plan**

The GSA has recently formed a working group to start drafting a strategic plan for the GSA over the coming 5 years. The goal of this strategic plan is to keep the GSA on one track in terms of addressing the graduate students' needs and to improve the current governors and financial practice in our organization. The GSA has a full time office manager who handles a large diverse workload, however the continuous change of executives each year and lack of continuity and training which tends to create gaps in procedures. These gaps result in unresolved matters that carry over from year to year. We feel it is a crucial necessity to create a strategy for the GSA in order to go forward with sustainable growth.

Ziad Ghaith

President, Graduate Students' Association

**AGENDA ITEM NO: 8.1**

UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Tamara Larre, chair  
Nominations committee of Council

**DATE OF MEETING:** December 15, 2016

**SUBJECT:** **Nominations to the Review Committee of the Vice-  
Provost Teaching and Learning**

**DECISION REQUESTED:**

*It is recommended:*

- (1) That Council approve the appointment of the following GAA members to the review committee of the vice-provost teaching and learning:

Ken Van Rees, Department of Soil Science  
Alexandria Wilson, Department of Educational Foundations  
Hugo Cota-Sanchez, Department of Biology  
Jay Wilson, Department of Curriculum Studies

- (2) That Council approve the appointment of Chelsea Willness, associate dean, research and academic, Edwards School of Business as the senior administrator selected by Council to serve on the review committee of the vice-provost teaching and learning.

**DISCUSSION SUMMARY:**

The *Search and Review Procedures for Senior Administrators* call for review committees for vice-provosts to include:

- Four members of the GAA selected by Council.
- One member of Council, selected by Council and who holds a senior administrative position in the University;

**ATTACHMENT:**

1. Committee membership of the review committee, vice-provost teaching and learning

**REVIEW COMMITTEE FOR THE VICE-PROVOST, TEACHING AND LEARNING****REVIEW COMMITTEE COMPOSITION/MEMBERSHIP**

Chair – provost and vice-president academic or designate: Michael Atkinson or designate

One member of the Board selected by the Board: TBD

One dean, vice dean, associate dean or executive director or associate director of a school selected by the provost and vice-president academic preferably from a cognate or closely-related college or school: Chad London, College of Kinesiology

**Four members of the GAA, selected by Council: TBD**

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

One graduate student selected by the GSA: TBD

One undergraduate student selected by the USSU: TBD

**AGENDA ITEM NO: 8.2**

UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Tamara Larre, chair  
Nominations committee of Council

**DATE OF MEETING:** December 15, 2016

**SUBJECT:** **Nomination to the Search Committee of the Vice-Provost  
Indigenous Engagement**

**DECISION REQUESTED:**

*It is recommended that Council approve the appointment of Priscilla Settee, Department of Indigenous Studies, College of Arts and Science to the search committee for the vice-provost, indigenous engagement.*

**DISCUSSION SUMMARY:**

A new GAA member is required on the search committee for the vice-provost indigenous engagement due to a GAA member resignation.

**ATTACHMENT:**

1. Committee membership of the search committee, 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: Peter Stoicheff

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, Education

One member of Council, selected by Council and who holds a senior administrative position in the University: Martin Phillipson, Dean, Law

Four members of the GAA selected by Council: Lois Berry, Nursing/Health Sciences  
Katie Labelle, History  
Andy Allen, Veterinary Pathology  
~~Caroline Tait, Psychiatry - resigned~~ **TBD**

One undergraduate student selected by the USSU: Regan Ratt-Misponas

One graduate student selected by the GSA: Shane Henry



## **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



UNIVERSITY COUNCIL  
**Joint Committee on Chairs and Professorships**  
**REQUEST FOR DECISION**

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**PRESENTED BY:**

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Jim Germida, Vice-Provost, Faculty Relations  
and Chair, Joint Board/Council Committee on  
Chairs and Professorships

**DATE OF MEETING:**

December 15, 2016

**SUBJECT:**

The David L. Kaplan Chair in Music

**DECISION REQUESTED:**

That council approves The David L. Kaplan Chair in Music  
and recommends to the Board of Governors that the Board  
authorize the establishment of the Chair.

**PURPOSE:**

The David L. Kaplan Chair in Music will support the research and teaching activities of an accomplished scholar in strings. The mandate of the Kaplan Chair is to develop a strings program to attract students and faculty to the Department of Music. The Chair will pursue innovative teaching, research, internationalization and community outreach opportunities.

**CONTEXT AND BACKGROUND:**

As a musician, composer and conductor, David Kaplan played several instruments, composed numerous pieces of music and conducted orchestras and bands. As a scholar, teacher and mentor, David Kaplan devoted countless hours to his colleagues and students. He recognized that to be truly successful and meaningful, musical performance must go beyond the borders of the Department of Music and the U of S and into local communities and schools.

The creation of The David L. Kaplan Chair in Music is an opportunity to celebrate his legacy in a way that will transform our music program, our college, our university and our community.

With a focus on internationalization, transformation and community outreach, The David L. Kaplan Chair in Music is aligned with the following University priorities as outline in the IP3:

1. Culture & Community: Our Local and Global Sense of Place

- The Chair will honour the Memorandum of Understanding (MOU) developed between the U of S and the Saskatoon Symphony Orchestra (SSO). The MOU signals an aspiration on the part of the U of S to form networks of affiliation with the SSO as each institution continues to engage with, and to serve their communities on local, national and international stages.
- The Chair will develop relationships with partner organizations in other countries, with a focus on China thereby broadening the international experience of our faculty and students.

2. Innovation in Academic Programming and Services

- The Chair will develop a string program, which will advance our music program to a level competitive with national and international schools and establish our Department of Music as the destination of choice for emerging musicians on the Prairies.

3. Knowledge Creation: Innovation and Impact

- The Chair will ensure the ongoing preservation and curation of Dr. Kaplan's collection of historical and indigenous instruments available for research, performance and exhibition.
- This opportunity will allow us to hire an accomplished musician with a global reputation to teach at the undergraduate level and develop a graduate program in music performance.

**IMPLICATIONS:**

The Chair will be funded by two College alumni, Bob Xu and Ling Chen. A charitable gift of \$2M will ensure the position is supported for the first ten years. The donors will then have the opportunity to renew their commitment. If funding for the Chair is not renewed or alternative funding is not obtained then the Chair will become an honorary title supported through the College of Arts & Science.

**CONSULTATION:**

Consultative conversations included the Saskatoon Symphony Orchestra, the Saskatoon Youth Orchestra, professional string musicians across the country and music donors and alumni, Bob Xu and Ling Chen. The establishment of the Chair is recommended for approval by the Joint Committee on Chairs and Professorships.

**SUMMARY:**

In addition to supporting the University's goals, this chair will enhance the objectives of the College of Arts & Science's three specific principles:

1. Achieving student success
  - Lead and inspire our music students to pursue their dreams, attain gainful employment and have a real impact as musicians in their communities.
  - Contribute to the development of a graduate program in music performance.
  - Enhance the Department of Music as a destination of choice for emerging musicians, particularly string players, on the Prairies.
2. Achieving the professional ambitions of faculty and staff
  - Recruit an internationally recognized string musician to the Department of Music.
  - Broaden the international experience of our faculty and students through the development of global partnerships.
  - Advance our music program to a level competitive with national and international schools.
3. Achieving engagement of our many stakeholders
  - Provide alumni with the opportunity to honour the legacy of their mentor, the late Dr. Kaplan in a unique and meaningful way.
  - Solidify our long-standing connections with the Saskatoon Symphony Orchestra and continue to enhance its caliber.
  - Honour the terms of use established for the Amati instruments.

**FURTHER ACTION REQUIRED:**

Once The David L. Kaplan Chair in Music is approved the Terms of Reference will be sent to the donors for signature. A gift announcement event will be planned for June 2017, to align with the donors' visit to Saskatoon. The Department will then have one full year to recruit for the position with the goal of having the incumbent in place July 1, 2018. The Chair holder will be appointed for an initial five-year term, renewable once for a second five-year term based on success and accomplishments.

**ATTACHMENTS:**

- Terms of Reference
- Donor Proposal – please note the initial proposal was for an endowed Chair position, the scope has changed to a ten-year term position based on conversations with the donors.





# UNIVERSITY OF SASKATCHEWAN

## DAVID L. KAPLAN CHAIR TRUST FUND Terms of Reference

### **Purpose:**

The **David L. Kaplan Chair in Music** is being established by Bob Xu and Ling Chen to honour the late Dr. David Kaplan's legacy and passion for music and music education.

The David L. Kaplan Chair in Music will support the research and teaching activities of an accomplished scholar in strings. The mandate of the Kaplan Chair is to develop a strings program to attract students and faculty to the Department of Music. The Chair is expected to contribute to the commitment of the Department of Music and the College of Arts and Science to pursue innovative teaching, research, internationalization and community outreach opportunities.

### **Background:**

As a musician, composer and conductor, Dr. Kaplan played several instruments, composed numerous pieces of music and conducted orchestras and bands. As a scholar, teacher and mentor, Dr. Kaplan recognized that to be truly successful and meaningful, musical performance must go beyond the borders of the Department of Music and the University of Saskatchewan.

### **Source and Amount of Funding:**

A gift of \$2,000,000 from Bob Xu and Ling Chen.

### **Tenability:**

Both principal and earnings will be available to support the Chair salary and activity costs.

### **Search Committee:**

In accordance with the collective agreement established between the Faculty Association and the University, a search committee will be established and chaired by the Department Head. The selection and search committee will also operate in accordance with the relevant sections of the "Guidelines for the Establishment of Chairs and Professorships" as approved by University Council and the Board of Governors.

### **Chairholder responsibilities:**

The Chairholder will:

- Develop a string program in the Department of Music;
- Develop relationships with partner organizations in other countries, with a focus on China;

- Honour the terms of use established for the Amati instruments;
- Honour the memorandum of understanding developed between the University of Saskatchewan and the Saskatoon Symphony Orchestra; and
- Work with the College and the University of Saskatchewan to ensure the preservation and curation of Professor Kaplan's collection of historical instruments available for research, performance and exhibition.

**Term of Chair:**

The successful Chair will be appointed into a tenure-track position. When the trust fund has been exhausted, the College of Arts and Science will provide funding for continuation of the position. If the Chair becomes vacant through either the original Chair being appointed to another tenure track appointment within the department, or vacating the position for any other reason, a new Chair will be appointed to utilize the balance of the funding.

**Management Committee:**

The Management Committee shall consist of the Dean, the Department Head, the Director, Donation and Trust Services (or respective designates). The Dean will act as the chair of the Management Committee. The Dean at their discretion, may also appoint additional members to the management committee as circumstances warrant.

The Management Committee's responsibilities shall include the following:

1. Oversee the activities of the Chair to ensure they are in keeping with the Chair's purpose and are integrated with the College and department.
2. Approve annual budgets for research activities, graduate student funding etc.
3. Oversee management of the funds, ensuring the financial viability of the Chair including advising Financial Services of the investment needs, short term funding requirements and other possible revenue sources available to support the Chair.
4. Receive annual financial statements of the trust fund
5. Receive and review the annual report and financial report on the activities of the Chair
6. Provide an annual financial report and a report on the activities of the Chairholder to Bob Xu and Ling Chen and the Joint Committee on Chairs and Professorships.



*"Music is my life and my life is music."*

WOLFGANG AMADEUS MOZART

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# The David L. Kaplan Chair in Music

***An Invitation to Bob Xu and Ling Chen***

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UNIVERSITY OF SASKATCHEWAN

College of  
Arts and Science

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Music has the power to lift the spirit, enrich the soul and add an entirely different dimension to our lives. Professor David Kaplan, through his passion for music and music education, was a living embodiment of this fundamental truth.

As we approach the first anniversary of Professor Kaplan's death on April 6, our thoughts turn to a tangible and significant way that we can honour his countless contributions and ensure his legacy is celebrated for generations to come.

## The legacy

Musician, composer, conductor; scholar, teacher, mentor; active community member: David Kaplan lived a long and fruitful life. As a musician, composer and conductor he played several instruments, composed numerous pieces of music and conducted orchestras and bands.

As a scholar, teacher and mentor, David Kaplan devoted countless hours to his colleagues and students. He travelled around the world to experience diverse cultures

and musical performances to ensure he was abreast of best practices in educating musicians.

As a dedicated member of his community, his life is a musical score of outstanding achievements. David Kaplan recognized that to be truly successful and meaningful, musical performance must go beyond the borders of the Department of Music and the University of Saskatchewan, and into the local communities and schools.



LEFT: UNIVERSITY OF SASKATCHEWAN, UNIVERSITY ARCHIVES AND SPECIAL COLLECTIONS, PHOTOGRAPH COLLECTION A-10623 (1974),  
RIGHT: PROVINCIAL ARCHIVES OF SASKATCHEWAN STARPHOENIX COLLECTION S\_SP\_A20630\_10 (1983).



## Continuing the Legacy

# The David L. Kaplan Chair in Music



Bob and Ling, knowing the impact your scholarships have had to date and wishing to honour Professor Kaplan and your special relationship, **we are asking you to consider an \$8-million dollar donation that would create the David L. Kaplan Chair in Music, an endowed position in perpetuity in the Department of Music.** We have outlined below our vision for this endowment, a gift that would transform our music program, our college, our university and our community.

Your own exceptional generosity will allow us to continue this legacy. Incorporating a suite of goals, the David L. Kaplan Chair in Music will result in a symphony of benefits for our students, our faculty and our community.

## Thanks to your generous gift, the endowment will:

Establish the David L. Kaplan Chair in Music, a faculty string position at the Associate Professor level based on the university's teaching and research model.

Allow us to hire an accomplished musician with a global reputation to teach at the undergraduate level, help develop a graduate program in music performance, provide private instruction to students and perform in small ensembles as the opportunity arises. Touring and recording will be an integral part of the chair's duties.

Create a string program at the University of Saskatchewan and provide vital support for the Saskatoon Symphony Orchestra's educational program.

Provide funding for travel, research, performance and exchanges, particularly with China.

Ensure the preservation of the Amati string instruments and provide the support necessary to continue their use in local, national and international concerts.

Ensure the ongoing preservation and curation of Kaplan's collection of historical and indigenous instruments available for research, performance and exhibition.



## Generosity of Spirit

Bob and Ling, you are a part of this proud legacy. Many remember Professor Kaplan as a somewhat gruff individual who could be very direct, but also as a man with a generous heart who always had time for his students and colleagues. Both of you experienced firsthand Professor Kaplan's generosity of spirit, his passion for music, his unwavering commitment to his students and observed his dedication to the Department of Music and his community. Both of you have also experienced firsthand the real change such an individual can effect in so many people's lives.

Together, Bob and Ling, you have also made a great difference in many young people's lives. Your tremendous generosity and desire to honour your dear friend and mentor has had an incredible impact on the lives of numerous young musicians. We are very grateful for your \$1-million dollar donation to

establish the David L. Kaplan Music Scholarship Fund. Professor Kaplan was so "thrilled and proud" to learn of your donation in his honour and recipients have expressed their profound gratitude for their scholarships.

This funding relieves the students from considerable financial stress, allowing them to focus their time and energy on honing their musical skills and gain invaluable experience performing in various musical groups. As Silas Friesen, a grateful student, noted, "I am very thankful for this scholarship, which has helped me and so many others take hold of their dreams. Far from merely supporting students monetarily, through this award Mr. Xu and Ms. Chen laid great importance on the arts and on the values that Dr. Kaplan espoused, acknowledging and affirming these by their actions."



"Through this award Mr. Xu and Ms. Chen laid great importance on the arts and on the values that Dr. Kaplan espoused."

SILAS FRIESEN, AWARDED DAVID L. KAPLAN MUSIC SCHOLARSHIP IN 2013-2014



## A Harmony of Values and Goals



### International Experience

Bob and Ling, you know only too well the value of an international educational experience; the opportunity to experience another culture and share your own, to gain a different perspective of the world, to exchange ideas, to meet complete strangers who become lifelong friends.

The College of Arts and Science is committed to providing an international experience. We are proud of the fact that virtually every one of our programs has an option to study abroad. We welcome students from countries around the globe to study here and delight in the globalization of our campus community. We have worked hard to build relationships with many educational institutions throughout the world and we are especially excited about our growing connections with China.

"There were a couple of moments in this piece where I felt like I had not ever had this experience in creating such a sound. This cello really responds. I am privileged to have had the opportunity to perform on this instrument."

PHILIP HANSEN, PRINCIPAL CELLIST WITH THE CALGARY PHILHARMONIC ORCHESTRA,  
ON PERFORMING ON THE UNIVERSITY OF SASKATCHEWAN'S AMATI CELLO

### Culture and the Arts

Bob and Ling, you also place great stock in cultural and arts programs, as do we. We are very proud of our Interdisciplinary Centre for Culture and Creativity as it fosters collaborations across the arts and humanities amongst our students, faculty and community, and supports visiting scholars and artists.

The College of Arts and Science is also one of a handful across Canada that offers degree programs in each of the fine arts. Sadly, a number of Canadian universities are cutting their music programs, but this creates an opportunity for our own Department of Music to fill a growing gap.

### Preserving the Past for Future Generations: The Amati String Instruments

Bob and Ling, you will be familiar with Professor Kaplan's particular interest in musical instruments and his work to establish collections of varied instruments from around the world. In addition to this eclectic collection of instruments, the U of S is the very proud owner of four instruments crafted in Northern Italy in the 1600s by the legendary Amati family.

The university's Amati string instruments—two violins, a viola and a cello—are virtually priceless, not just in the monetary sense but in the immense cultural value they have brought to our institution and the community. Brilliant musicians from around the world have come to Saskatoon to play the Amati instruments, including the Lafayette Quartet and Philip Hansen, principal cellist with the Calgary Philharmonic Orchestra. A local quartet also performs with the instruments each year in a series of public concerts.



## An Investment in Impact

Rest assured the impact of this endowment will be both immediate and long-lived: undergraduate and graduate students will be exposed to the talent and skills of an exceptional musician; they will learn the principles of musical scholarship and research; they will be inspired to pursue their own dreams but also learn critical and practical skills to help them establish successful careers as musicians; they will have the opportunity to experience other cultures, to travel, to perform, to meet composers and performers, and to exchange ideas with musicians from around the world. Such opportunities are currently unavailable to music students attending Saskatchewan's universities.

The impact will be felt in the community as well. The Department of Music and the Saskatoon Symphony Orchestra share a long and successful history; various members of the department have conducted or performed in the orchestra, including Professor Kaplan. The Department of Music's new string program will be instrumental in the Saskatoon Symphony Orchestra's plan for an educational program where young musicians are trained from an early age in their youth program, progressing to the Saskatoon Youth Orchestra, the Department of Music's string program and ultimately as a professional performer in the Saskatoon Symphony Orchestra.

"In February of 2015, I competed in the Saskatchewan Provincial Shurniak Concerto Competition, and for this performance I had the chance to play on a fantastic instrument—a 1637 violin, crafted by Nicolò Amati III.

Thanks to the Department of Music, not only was I permitted to perform on the instrument, but also I was given the violin for two weeks ahead of time in order to familiarize myself, and thus I developed a bond with the instrument. I won first prize, but even better, I got to play an instrument steeped in the history of music."

WILLIAM BOAN, THIRD-YEAR U OF S MUSIC MAJOR





## Your generosity will:

- Bring an exceptionally talented and internationally recognized string musician to the Department of Music who will lead and inspire our music students to pursue their dreams, attain gainful employment and have real impact as musicians and contributing members of vibrant communities. These stars of the future will not only acquire musical expertise but also gain entrepreneurial skills critical to a successful career in the fine and performing arts.
- Transform our Department of Music; advancing our music program to a level competitive with national and international schools, and establishing our Department of Music as the destination of choice for emerging musicians on the Prairies.
- Solidify our long-standing connections with the Saskatoon Symphony Orchestra and continue to enhance its calibre.
- Broaden the international experience of our faculty and students, further cementing our connections with your country.
- Give our community access to an exceptional musician who will contribute to various artistic initiatives in numerous communities, including the Saskatoon Symphony Orchestra.
- Ensure that we can preserve the amazing Amati strings, continue performances here and around the world—including China—and attract outstanding musicians and students from around the globe to perform and study here.
- Mean that our community will continue to “understand why music, art and drama are so important and how they are part of a balanced life.” (David Kaplan; *The Well-Tempered Klezmerer*, 69.)

As you can see, thanks to your exceptionally generous gift, we will have the means to ensure that David Kaplan’s legacy lives on, celebrate his life-long contributions and make a solid investment in the future of many young musicians as they pursue their dreams and ambitions.

Thank you, Bob and Ling.





**Dr. David Leon Kaplan**  
December 12, 1923 - April 6, 2015



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**AGENDA ITEM NO: 10.1**

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

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**PRESENTED BY:** Kevin Flynn; Chair, Academic Programs Committee

**DATE OF MEETING:** December 15, 2016

**SUBJECT:** **Academic Calendar 2017-18**

**COUNCIL ACTION:** **For information only**

**SUMMARY:**

At their meeting of November 16, 2016, the Academic Programs Committee approved the Academic Calendar for 2016-17.

The Academic Calendar was developed in consultation with the academic deans of the colleges and is based on the previous year's calendar, adjusting for yearly calendar changes.

**ATTACHMENTS:**

1. Academic Calendar for 2017-18





## 2017-2018 Academic Calendar

<b>May 2017</b>		
<b>Date</b>	<b>Description</b>	<b>Notes</b>
<b>Mon May 01, 2017</b>	First day of final examinations for Year 1 and Year 3 Dentistry	
<b>Mon May 01, 2017</b>	First day of final examinations for Year 1 and Year 2 Medicine	
<b>Mon May 01, 2017</b>	Classes begin for Nursing	
<b>Wed May 3, 2017</b>	College Quarter and Seager Wheeler Spring/Summer Check-in Date	
<b>Fri May 05, 2017</b>	Last day of classes for Year 2 Dentistry	
<b>Mon May 08, 2017</b>	First day of final examinations for Year 2 Dentistry	
<b>Wed May 10, 2017</b>	Spring Term 1 (May 10 - June 23), Quarter 1 (May 10- May 31), and multi-term (May 10 - August 15) classes begin	
<b>Thu May 11, 2017</b>	Deadline for submitting Winter Term 2 and multi-term (September to April) supplemental and deferred exam authorizations.	
<b>Fri May 12, 2017</b>	Last day of final exams for Year 1 and Year 2 Medicine	
<b>Fri May 12, 2017</b>	Last day of final examinations for Year 1 and Year 3 Dentistry	
<b>Mon May 15, 2017</b>	Convocation Faculty meetings	
<b>Tue May 16, 2017</b>	Convocation Faculty meetings	
<b>Wed May 17, 2017</b>	Deadline to pay Term 1 Spring and Summer tuition	
<b>Thu May 18, 2017</b>	University Council Meeting	
<b>Fri May 19, 2017</b>	Last day of final examinations for Year 2 Dentistry	
<b>Mon May 22, 2017</b>	Victoria Day - University Closed	
<b>Wed May 31, 2017</b>	Quarter 1 ends	

## 2017-2018 Academic Calendar

June 2017		
Date	Description	Notes
<b>Thu Jun 01, 2017</b>	Quarter 1 final examinations begin. Mid-term break for Spring Term 1 and multi-term classes - no classes	
<b>Fri Jun 02, 2017</b>	Quarter 1 final examinations end. Mid-term break for Spring Term 1 and multi-term classes - no classes	
<b>Mon Jun 05, 2017</b>	Quarter 2 (Jun 5 - June 23) classes begin	
<b>Mon Jun 05, 2017</b>	Convocation	
<b>Tue Jun 06, 2017</b>	Convocation	
<b>Wed Jun 07, 2017</b>	Convocation	
<b>Thu Jun 08, 2017</b>	Convocation	
<b>Thu Jun 08, 2017</b>	Winter Term 2 and multi-term (September to April) deferred and supplemental examinations begin	
<b>Thu Jun 22, 2017</b>	University Council meeting	
<b>Fri Jun 23, 2017</b>	Spring Term1 and Quarter 2 classes end	
<b>Mon Jun 26, 2017</b>	Spring Term 1 and Quarter 2 final examinations begin. Mid-term break begins for multi-term classes - no classes	
<b>Wed Jun 28, 2017</b>	Spring Term 1 and Quarter 2 final examinations end. Mid-term break ends for multi-term classes - no classes	
<b>Thu Jun 29, 2017</b>	Summer Term 2 (June 29 - August 15) and Quarter 3 (June 29 - July 20) classes begin.	
July 2017		
Date	Description	Notes
<b>Mon Jul 03, 2017</b>	Canada Day - University Closed	
<b>Fri Jul 7, 2017</b>	Deadline to pay Term 2 Spring and Summer tuition	
<b>Thu Jul 20, 2017</b>	Quarter 3 classes end	

## 2017-2018 Academic Calendar

<b>Fri Jul 21, 2017</b>	Quarter 3 final examinations begin. Mid-term break for Summer Term 2 and multi-term classes - no classes	
<b>Mon Jul 24, 2017</b>	Quarter 3 final examinations end. Mid-term break for Summer Term 2 and multi-term classes - no classes	
<b>Tue Jul 25, 2017</b>	Quarter 4 (July 25 - August 15) classes begin	
<b>Tue Jul 25, 2017</b>	Orientation begins for Year 3 Medicine	
<b>August 2017</b>		
Date	Description	Notes
<b>Mon Aug 07, 2017</b>	Saskatchewan Day - University Closed	
<b>Wed Aug 09, 2017</b>	Orientation for Year 1 Dentistry begins	
<b>Fri Aug 11, 2017</b>	Orientation for Year 1 Dentistry ends	
<b>Fri Aug 11, 2017</b>	Orientation for Year 3 Medicine ends	
<b>Mon Aug 14, 2017</b>	Classes begin for all years Dentistry	
<b>Mon Aug 14, 2017</b>	Classes begin for all years Physical Therapy	
<b>Mon Aug 14, 2017</b>	Classes begin for Year 1, Year 2, Year 3, and Year 4 Medicine	
<b>Tue Aug 15, 2017</b>	Summer Term 2, Quarter 4, and multi-term classes end	
<b>Wed Aug 16, 2017</b>	Summer Term 2, Quarter 4, and multi-term final examinations begin	
<b>Fri Aug 18, 2017</b>	Summer Term 2, Quarter 4 and multi-term final examinations end	
<b>Mon Aug 21, 2017</b>	Classes begin for Year 1, Year 2, and Year 3 Veterinary Medicine	
<b>Wed Aug 23, 2017</b>	Deadline for submitting Spring Term 1 and Summer Term 2 supplemental and deferred exam authorizations	
<b>Mon Aug 28, 2017</b>	Year 1 Pharmacy students begin	
<b>Mon Aug 28, 2017</b>	Clinical rotations begin for Year 4 Veterinary Medicine	
<b>Wed Aug 30, 2017</b>	Voyageur Place and McEown Park Check-in Day	
<b>Thu Aug 31, 2017</b>	College Quarter and Graduate House Check-in Day	

## 2017-2018 Academic Calendar

September 2017		
Date	Description	Notes
<b>Mon Sep 04, 2017</b>	Labour Day - University Closed	
<b>Tue Sep 05, 2017</b>	Orientation for first year Law	
<b>Tue Sep 05, 2017</b>	Year 4 Nutrition students begin	
<b>Tue Sep 05, 2017</b>	Orientation for Year 2 BSN	
<b>Tue Sep 05, 2017</b>	U of S Orientation	
<b>Wed Sep 06, 2017</b>	Classes begin for upper year Law	
<b>Wed Sep 06, 2017</b>	Classes begin for: Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Pharmacy (except first year Pharmacy students) and Nutrition (except fourth-year Nutrition students), Nursing (except Year 1 of Post-Degree BSN)	
<b>Thu Sep 07, 2017</b>	Classes begin for Year 1 Law	
<b>Sat Sep 09, 2017</b>	Spring & Summer Terms deferred and supplemental examinations	
<b>Tue Sep 19, 2017</b>	Deadline for Registration changes for Fall Term 1 and multi-term (September to April) classes with 100% tuition credit	
<b>Tue Sep 19, 2017</b>	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Fall Convocation	
<b>Thu Sep 21, 2017</b>	University Council meeting	
<b>Fri Sep 22, 2017</b>	No Classes for Year 1 Veterinary Medicine (White Coat Ceremony)	
<b>Tue Sep 26, 2017</b>	Last day to withdraw from Fall Term 1 classes with 75% tuition credit	
<b>Fri Sep 29, 2017</b>	Tuition payment deadline for Fall Term 1 classes	
<b>Fri Sep 29, 2017</b>	Last day for MPT program to submit all requirements for students to graduate at Fall Convocation	
<b>Fri Sep 29, 2017</b>	Vetavision (no classes for Year 1, Year 2, and Year 3 Veterinary Medicine)	
<b>Sat Sep 30, 2017</b>	Vetavision	

## 2017-2018 Academic Calendar

October 2017		
Date	Description	Notes
<b>Tue Oct 03, 2017</b>	Last day to withdraw from Fall Term 1 classes with 50% tuition credit	
<b>Tue Oct 03, 2017</b>	Last day to withdraw from multi-term (September to April) classes with 75% tuition credit	
<b>Fri Oct 06, 2017</b>	Fall Term 1 Break Day - college of Nursing only	
<b>Mon Oct 09, 2017</b>	Thanksgiving - University Closed	
<b>Tue Oct 10, 2017</b>	Convocation Faculty meetings	
<b>Wed Oct 11, 2017</b>	Convocation Faculty meetings	
<b>Wed Oct 18, 2017</b>	Last day to withdraw from multi-term (September to April) classes with 50% tuition credit	
<b>Thu Oct 19, 2017</b>	University Council meeting	
<b>Sat Oct 21, 2017</b>	University Senate meeting	
<b>Sat Oct 28, 2017</b>	Fall Convocation	
November 2017		
Date	Description	Notes
<b>Sat Nov 11, 2017</b>	Remembrance Day - University Closed	
<b>Mon Nov 13, 2017</b>	University closed in lieu of Remembrance Day	
<b>Mon Nov 13, 2017</b>	Fall Mid-Term Break begins for all colleges except Dentistry, Medicine, Nursing, fourth-year Nutrition, Physical Therapy, Veterinary Medicine, and the University Language Centre	
<b>Wed Nov 15, 2017</b>	Last day to withdraw from Fall Term 1 classes	Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.
<b>Thu Nov 16, 2017</b>	University Council meeting	

## 2017-2018 Academic Calendar

Sat Nov 18, 2017	Fall Mid-Term Break ends for all colleges except Dentistry, Medicine, Nursing, fourth-year Nutrition, Physical Therapy, Veterinary Medicine, and the University Language Centre	
Fri Nov 24, 2017	Last day of classes for Year 1, Year 2, and Year 3 Dentistry	
Mon Nov 27, 2017	First day of final examinations for Year 1, Year 2, and Year 3 Dentistry	
December 2017		
Date	Description	Notes
Fri Dec 01, 2017	Last day of classes for Year 1 and Year 2 Medicine	
Fri Dec 01, 2017	Last day of classes for Year 4 Dentistry	
Mon Dec 04, 2017	Last day of classes for the College of Law	
Mon Dec 04, 2017	Term 1 final examinations for Year 1 and Year 2 Medicine	
Mon Dec 04, 2017	First day of final examinations for Year 4 Dentistry	
Tue Dec 05, 2017	Last day of classes for the College of Nursing, except Year 1 Post-Degree BSN	
Tues Dec 05, 2017	Last day of classes for Year 2 Veterinary Medicine	
Wed Dec 06, 2017	First day of final examinations for the College of Law	
Thu Dec 07, 2017	Last day of Fall Term 1 classes except for Dentistry, Law, Medicine, Year 4 Nutrition, Physical Therapy, and all years Veterinary Medicine	
Thu Dec 07, 2017	First day of final examinations for Year 2 Veterinary Medicine	
Fri Dec 08, 2017	Fall Term 1 final examinations begin, including night class examinations except for Dentistry, Law, Medicine, Year 4 Nutrition, Physical Therapy, and Year 1, Year 2, and Year 4 Veterinary Medicine	
Fri Dec 08, 2017	Last day of classes for Year 3 Veterinary Medicine	
Fri Dec 08, 2017	Last day of final examinations for Year 1, Year 2, and Year 3 Dentistry	
Mon Dec 11, 2017	First day of final examinations for Year 3 Veterinary Medicine	
Tue Dec 12, 2017	Last day of final examinations for Year 1 Dentistry	
Tue Dec 12, 2017	Last day of classes for Year 1 Veterinary Medicine	
Tue Dec 12, 2017	Term 1 final examinations end for Year 1 and Year 2 Medicine	

## 2017-2018 Academic Calendar

<b>Wed Dec 14, 2017</b>	First day of final examinations for Year 1 Veterinary Medicine	
<b>Fri Dec 15, 2017</b>	Last day of examinations for Year 2 Veterinary Medicine	
<b>Mon Dec 18, 2017</b>	Last day of clinical rotations for Year 4 Veterinary Medicine and last day of final exams for Year 1 and Year 3 Veterinary Medicine	
<b>Thu Dec 21, 2017</b>	University Council meeting	
<b>Fri Dec 22, 2017</b>	Last day of Fall Term 1 final examinations for all colleges except Dentistry, Medicine and Veterinary Medicine	
<b>Mon Dec 25, 2017</b>	Christmas Day - University Closed	
<b>Tue Dec 26, 2017</b>	Boxing Day - University Closed	
<b>Wed Dec 27, 2017</b>	University Closed	
<b>Thu Dec 28, 2017</b>	University Closed	
<b>Fri Dec 29, 2017</b>	University Closed	
<b>January 2018</b>		
Date	Description	Notes
<b>Mon Jan 01, 2018</b>	New Year's Day - University Closed	
<b>Tue Jan 02, 2018</b>	Term 2 Check-in Day for all residences	
<b>Tue Jan 02, 2018</b>	Classes resume for Dentistry, Medicine, Physical Therapy, Year 4 Pharmacy, and Clinical Rotations resume for Year 4 Veterinary Medicine	
<b>Wed Jan 03, 2018</b>	Classes resume for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing, Pharmacy and Nutrition (except Year 4 students), Veterinary Medicine (except Year 4 students)	
<b>Mon Jan 08, 2018</b>	Classes resume for Year 4 Nutrition students	

## 2017-2018 Academic Calendar

<b>Tue Jan 16, 2018</b>	Deadline for Registration changes for Winter Term 2 classes with 100% tuition credit	
<b>Wed Jan 17, 2018</b>	Deadline for submitting Fall term supplemental and deferred exam authorizations.	
<b>Thu Jan 18, 2018</b>	University Council meeting	
<b>Mon Jan 23, 2018</b>	Last day withdraw from Winter Term 2 classes with 75% tuition credit	
<b>Mon Jan 30, 2018</b>	Last day to withdraw from Winter Term 2 classes with 50% tuition credit	
<b>Wed Jan 31, 2018</b>	Tuition payment deadline for Winter Term 2 classes	
<b>February 2018</b>		
Date	Description	Notes
<b>Wed Feb 14, 2018</b>	Registration for Spring and Summer classes opens	
<b>Thu Feb 15, 2018</b>	Last day to withdraw from multi-term (September to April) classes	Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.
<b>Thu Feb 15, 2018</b>	University Council Meeting	
<b>Fri Feb 16, 2018</b>	Last day of Term 2 Session A for Year 4 Dentistry	
<b>Mon Feb 19, 2018</b>	Family Day - University Closed	
<b>Mon Feb 19, 2018</b>	Winter Mid-Term Break begins for all colleges except Year 4 Veterinary Medicine, Year 4 Nutrition, Year 4 Pharmacy, Year 2 Physical Therapy, and Year 3 and Year 4 Medicine	
<b>Tue Feb 20, 2018</b>	Fall Term deferred and supplemental examinations begin	
<b>Fri Feb 23, 2018</b>	Mid-term break begins for Year 4 Veterinary Medicine - no clinical rotations	
<b>Sat Feb 24, 2018</b>	Winter Mid-Term Break ends for all colleges except Year 4 Veterinary Medicine, Year 4 Nutrition, Year 4 Pharmacy, Year 2 Physical Therapy, and Year 3 and Year 4 Medicine	
<b>Mon Feb 26, 2018</b>	Mid-term break ends for Year 4 Veterinary Medicine	
<b>Mon Feb 26, 2018</b>	First day of Term 2 Session B for Year 4 Dentistry	



## 2017-2018 Academic Calendar

March 2018		
Date	Description	Notes
<b>Thu Mar 15, 2018</b>	Last day to withdraw from Winter Term 2 classes	Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.
<b>Thu Mar 15, 2018</b>	University Council meeting	
<b>Fri Mar 30, 2018</b>	Good Friday - University Closed	
<b>Sat Mar 31, 2018</b>	Closing date for submission of applications for Spring Convocation	
April 2018		
Date	Description	Notes
<b>Tue Apr 03, 2018</b>	Last day of classes for Law	
<b>Thu Apr 05, 2018</b>	First day of final examinations for Law	
<b>Fri Apr 06, 2018</b>	General Academic Assembly meeting	
<b>Fri Apr 06, 2018</b>	Last day of classes except Dentistry, Law, Medicine, Year 1 Post-Degree BSN, Year 4 Nutrition, Year 4 Pharmacy, Physical Therapy and all years Veterinary Medicine	
<b>Mon Apr 09, 2018</b>	Last day of classes for Year 2 Veterinary Medicine	
<b>Mon Apr 09, 2018</b>	Winter Term 2 and multi-term (September to April) final examinations begin, including night-class examinations	
<b>Wed Apr 11, 2018</b>	First day of final examinations for Year 2 Veterinary Medicine	
<b>Fri Apr 13, 2018</b>	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Spring Convocation	
<b>Fri Apr 13, 2018</b>	Last day of classes for Year 1 Veterinary Medicine	
<b>Fri Apr 13, 2018</b>	Last day of classes for Year 4 Dentistry	
<b>Mon Apr 16, 2018</b>	First day of final examinations for Year 4 Dentistry	
<b>Tue Apr 17, 2018</b>	First day of final examinations for Year 1 Veterinary Medicine	

## 2017-2018 Academic Calendar

<b>Wed Apr 18, 2018</b>	Last day of classes for Year 3 Veterinary Medicine	
<b>Thu Apr 19, 2018</b>	Last day of classes for final-year Medicine	
<b>Thu Apr 19, 2018</b>	University Council Meeting	
<b>Thu Apr 20, 2018</b>	First and last day of final examinations for Year 3 Veterinary Medicine	
<b>Sat Apr 21, 2018</b>	University Senate meeting	
<b>Mon Apr 23, 2018</b>	Last day of clinical rotations for Year 4 Veterinary Medicine	
<b>Wed Apr 25, 2018</b>	Last day of final examinations for Year 2 Veterinary Medicine	
<b>Wed Apr 25, 2018</b>	Last day of final examinations for Year 4 Dentistry	
<b>Fri Apr 27, 2018</b>	Last day of classes for Year 4 Nutrition and Year 4 Pharmacy	
<b>Fri Apr 27, 2018</b>	Last day of classes Year 1 and Year 3 Dentistry	
<b>Fri Apr 27, 2018</b>	Last day of classes for Year 1 and Year 2 Medicine	
<b>Fri Apr 28, 2018</b>	Last day of classes for Year 1 and Year 2 Medicine	
<b>Sat Apr 28, 2018</b>	Last day of final examinations for all colleges except for Dentistry, Year 1 and Year 2 Medicine, Year 4 Nutrition, Year 4 Pharmacy, Physical Therapy, and all years Veterinary Medicine	
<b>Mon Apr 30, 2018</b>	First day of final examinations for Year 1 and Year 3 Dentistry	
<b>Mon Apr 30, 2018</b>	Last day of final examinations for Year 1 Veterinary Medicine	
<b>Mon Apr 30, 2018</b>	First day of final examinations for Year 1 and Year 2 Medicine	
<b>May 2018</b>		
Date	Description	Notes
<b>Tue May 01, 2018</b>	Classes begin for Nursing	
<b>Fri May 04, 2018</b>	Last day of classes for Year 2 Dentistry	
<b>Mon May 07, 2018</b>	First day of final examinations for Year 2 Dentistry	
<b>Wed May 09, 2018</b>	Spring Term 1 (May 9 - June 22), Quarter 1 (May 9- May 30), and multi-term (May 9 - August 14) classes begin	

## 2017-2018 Academic Calendar

<b>Thu May 10, 2018</b>	Deadline for submitting Winter Term 2 and multi-term (September to April) supplemental and deferred exam authorizations	
<b>Fri May 11, 2018</b>	Last day of final examinations for Year 1 and Year 2 Medicine	
<b>Fri May 11 2018</b>	Deadline to pay Term 1 Spring and Summer tuition	
<b>Fri May 11, 2018</b>	Last day of final examinations for Year 1 and Year 3 Dentistry	
<b>Mon May 14, 2018</b>	Convocation Faculty meetings	
<b>Tue May 15, 2018</b>	Convocation Faculty meetings	
<b>Thu May 17, 2018</b>	University Council Meeting	
<b>Fri May 18, 2018</b>	Last day of final examinations for Year 2 Dentistry	
<b>Mon May 21, 2018</b>	Victoria Day - University Closed	
<b>Wed May 30, 2018</b>	Quarter 1 ends	
<b>Thu May 31, 2018</b>	Quarter 1 final examinations begin. Mid-term break for Spring Term 1 and multi-term classes - no classes	
<b>June 2018</b>		
Date	Description	Notes
<b>Fri Jun 01, 2018</b>	Quarter 1 final examinations end. Mid-term break for Spring Term 1 and multi-term classes - no classes	
<b>Mon Jun 04, 2018</b>	Quarter 2 (Jun 4 - June 22) classes begin	
<b>Mon Jun 04, 2018</b>	Convocation	
<b>Tue Jun 05, 2018</b>	Convocation	
<b>Wed Jun 06, 2018</b>	Convocation	
<b>Thu Jun 07, 2018</b>	Convocation	
<b>Thu Jun 07, 2018</b>	Winter Term 2 and multi-term (September to April) deferred and supplemental examinations begin	
<b>Thu Jun 21, 2018</b>	University Council meeting	
<b>Fri Jun 22, 2018</b>	Spring Term 1 and Quarter 2 classes end	
<b>Mon Jun 25, 2018</b>	Spring Term 1 and Quarter 2 final examinations begin. Mid-term break begins for multi-term classes - no classes	

## 2017-2018 Academic Calendar

<b>Wed Jun 27, 2018</b>	Spring Term 1 and Quarter 2 final examinations end. Mid-term break ends for multi-term classes - no classes	
<b>Thu Jun 28, 2018</b>	Summer Term 2 (June 28 - August 14) and Quarter 3 (June 28 - July 19) classes begin.	
<b>July 2018</b>		
Date	Description	Notes
<b>Mon Jul 02, 2018</b>	Canada Day - University Closed	
<b>Tue Jul 03, 2018</b>	Deadline to pay Term 2 Spring and Summer tuition	
<b>Thu Jul 19, 2018</b>	Quarter 3 classes end	
<b>Fri Jul 20, 2018</b>	Quarter 3 final examinations begin. Mid-term break for Summer Term 2 and multi-term classes - no classes	
<b>Mon Jul 23, 2018</b>	Quarter 3 final examinations end. Mid-term break for Summer Term 2 and multi-term classes - no classes	
<b>Tue Jul 24, 2018</b>	Quarter 4 (July 24 - August 14) classes begin	
<b>August 2018</b>		
Date	Description	Notes
<b>Mon Aug 06, 2018</b>	Saskatchewan Day - University Closed	
<b>Tue Aug 14, 2018</b>	Summer Term 2, Quarter 4, and multi-term classes end	
<b>Wed Aug 15, 2018</b>	Summer Term 2, Quarter 4, and multi-term final examinations begin	
<b>Fri Aug 17, 2018</b>	Summer Term 2, Quarter 4 and multi-term final examinations end	
<b>Wed Aug 22, 2018</b>	Deadline for submitting Spring and Summer supplemental and deferred exam authorizations	

## Summary of Teaching Days

**Note:** Taking into account restrictions on the Fall Term 1 teaching days, including the Labour Day weekend, Fall Mid-term Break, Thanksgiving, the Final Examination schedule and Christmas, future teaching day ranges will fall between 61-63 for Fall Term 1. Winter Term 2 will remain consistent with the historic range of 62-64 teaching days due to a more flexible calendar schedule.

[illegible]

Year	Academic Dates	M	T	W	Th	F	Total	Exam Days
2016	Sep 6 (T) - Dec 8 (Th)	11*°	13°	13°	13°	12**°	62	13(Dec 9 - 23)
2017	Jan 4 (W) - Apr 6 (Th)	12‡	12‡	13‡	13‡	12‡#	62	17(Apr 7 - 28)
							<u>124</u>	

\* Thanksgiving – M. Oct. 10  
 \*\* Term 1 Break Day (College of Nursing only) – F. Oct. 7  
 ° Fall Mid-term break – Nov. 7-12 (includes Remembrance Day – F. Nov. 11)  
 ‡ Winter Midterm Break - Feb 20 - 25 (includes Family Day - M. Feb. 20)  
 # Good Friday – F. Apr. 14

<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2015	Sep 3 (Th) - Dec 8 (T)	11 <sup>*°</sup>	13 <sup>°</sup>	12 <sup>°</sup>	13 <sup>°</sup>	13 <sup>**°</sup>	62	13(Dec 9 - 23)
2016	Jan 5 (T) - Apr 7 (Th)	12 <sup>‡</sup>	13 <sup>‡</sup>	13 <sup>‡</sup>	13 <sup>‡</sup>	11 <sup>‡#</sup>	62	18(Apr 9 - 29)
							<u>124</u>	
<p>* Thanksgiving – M. Oct. 12  ** Term 1 Break Day (College of Nursing only) – F. Oct. 9  ° Fall Mid-term break – Nov. 9-14 (includes Remembrance Day – W. Nov. 11)  ‡ Winter Midterm Break - Feb 15 - 20 (includes Family Day - M. Feb. 15)  # Good Friday – F. Mar. 25</p>								



<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2010	Sept. 7 (T) – Dec. 3 (F)	11*	13	13	12°	13	62	15 (Dec 6-22)
2011	Jan. 5 (W) – Apr. 8 (F)	12‡	12‡	13‡	13‡	13‡	<u>63</u>	16 (Apr 11-30)
							125	
	* Thanksgiving – M. Oct. 11							
	° Remembrance Day – Th. Nov. 11							
	‡ Midterm Break - Feb 21 - 25 (includes Family Day - M. Feb. 21)							
	# Good Friday – F. Apr.22							
<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2009	Sept. 3 (Th) – Dec. 4 (F)	11*	13	12°	14	14	64	14 (Dec. 7-22)
2010	Jan. 4 (M) – Apr. 8 (TH)	13‡	13‡	13‡	13‡	11†#	<u>63</u>	18 (Apr. 10-30)
							127	
	* Thanksgiving – M. Oct. 12							
	° Remembrance Day – W. Nov. 11							
	‡ Midterm Break - Feb 15 - 19							
	# Good Friday – F. Apr. 2							
<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2008	Sept. 4 (Th) – Dec. 3 (W)	12*	12°	13	13	13	63	15 (Dec 5-22)
2009	Jan. 5 (M) – Apr. 8 (W)	13‡	13‡	13‡	12‡	12‡	<u>63</u>	17 (Apr 11-30)
							126	
	* Thanksgiving – M. Oct. 13							
	° Remembrance Day – T. Nov. 11							
	‡ Midterm Break - Feb 16 - 21							
	# Good Friday – F. Apr 10							
<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2007	Sept. 5 (W) – Dec. 3 (M)	11*°	12	13	13	13	62	15 (Dec 5-21)
2008	Jan. 3 (Th) – Apr. 7 (M)	13‡	12‡	12‡	13‡	12†#	<u>62</u>	18 (Apr 10-30)
							124	
	* Thanksgiving – M. Oct. 8							
	° Remembrance Day – Sun. Nov. 11							
	‡ Midterm Break - Feb 18 - 23							
	# Good Friday – F. Mar. 21							

<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2006	Sept. 6 (W) – Dec. 4 (M)	12*	12	13	13	12°	62	14 (Dec 7-22)
2007	Jan. 3 (W) – Apr. 9 (M )	13‡	12‡	13‡	13‡	12‡#	<u>63</u>	15 (Apr 12-30)
							125	
	* Thanksgiving – M. Oct. 9							
	° Remembrance Day – Sat. Nov. 11							
	‡ Midterm Break - Feb 12 - 17							
	# Good Friday – F. Apr. 6							
<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2005	Sept. 7 (W) – Dec. 5 (M)	12*	12	13	13	12°	62	13 (Dec 8-22)
2006	Jan. 4 (W) – Apr. 7 (F)	12‡	12‡	13‡	13‡	13‡	<u>63</u>	17 (Apr 10-29)
							125	
	* Thanksgiving – M. Oct. 10							
	° Remembrance Day – F. Nov. 11							
	‡ Midterm Break - Feb 13 - 18							
	# Good Friday – F. Apr. 14							
<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2004	Sept. 8 – Dec. 6	12*	12	13	12°	13	62	13 (Dec 9-23)
2005	Jan. 5 – Apr. 8	12‡	12‡	13‡	13‡	12‡#	<u>62</u>	17 (Apr 12-30)
							124	
	* Thanksgiving – M. Oct. 11							
	° Remembrance Day – Th. Nov. 11							
	‡ Midterm Break - Feb 14 - 19							
	# Good Friday – F. Mar. 25							
<b>Year</b>	<b>Academic Dates</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Total</b>	<b>Exam Days</b>
2003	Sept. 4 – Dec. 3	12*	12°	13	13	13	63	13 (Dec 6-20)
2004	Jan. 5 - Apr. 6	13‡	13‡	12‡	12‡	12‡	<u>62</u>	16 (Apr 10-28)
							125	
	* Thanksgiving – M. Oct. 13							
	° Remembrance Day – T. Nov. 11							
	‡ Midterm Break - Feb 16 - 21							
	# Good Friday – F. Apr. 9							



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
FOR INFORMATION ONLY

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**PRESENTED BY:** Kevin Flynn; Chair, Academic Programs Committee

**DATE OF MEETING:** December 15, 2016

**SUBJECT:** Curricular changes - Bachelor of Education direct entry program

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

At its November 16, 2016 meeting the Academic Programs Committee approved curricular changes for the Bachelor of Education direct-entry program, effective September 2017.

**DISCUSSION SUMMARY:**

The College of Education already has a direct-entry program. The college has recently proposed the addition of 12 credit units of required courses that will be taught by the College of Education in the first two years of the direct-entry program. These credit units will supplant 12 credit units that were previously available for elective options, usually taken through the College of Arts and Science. The College of Education also proposed the addition of a non-credit field experience at the end of year two, which is designed to help students better understand if they are well suited for the teaching profession before they enter their upper years of study (years three and four of the direct-entry program, also referred to as the “sequential program” hereafter).

By introducing Education courses in the first two years, Education students will be able to make immediate connections to the college, to prepare students more fully for upper-year course work, and to have more meaningful and informed field experiences in their upper years. The addition of 12 credit units of required College of Education coursework also demonstrates to the Saskatchewan Ministry of Education and educational partners that we are committed to better engage students earlier in their time on campus.


An additional benefit of having College of Education students engaged in Education course work in the first two years is that the college will be in a better position to

coordinate and direct Learning Communities within the college, which helps with student support and retention.

The curricular changes proposed only apply to the students in the direct-entry Bachelor of Education program, not those who are enrolled in the sequential program (that is, those students who do qualifying course work in another college before entering the Education program). Courses will be offered in both the first and second terms of the direct-entry program to ensure accessibility for all students.

**ATTACHMENTS:**

1. Proposal for Curricular Change in the College of Education

 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>Proposal for Academic or Curricular Change</b>
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## PROPOSAL IDENTIFICATION

**Title of proposal: Direct Entry College of Education Curricular Change**

Degree(s): Bachelor of Education

Field(s) of Specialization: Elementary/Middle Years and Secondary

Level(s) of Concentration: Undergraduate

Option(s): Direct Entry Program

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail):

Dr. Dawn C. Wallin, Associate Dean of Undergraduate Programs, Partnerships and Research  
(306) 966-7560  
dawn.wallin@usask.ca

## Acknowledgements

The design and development of this proposal for curricular change would not have been possible without the support and expertise of a number of faculty and staff members who offered their time and knowledge in the creation/augmentation of courses and support documentation. Appreciation is extended to the following individuals for demonstrating leadership in service to the College of Education, and for their continuing desire to improve the Bachelor of Education program so that our teacher candidates can become professional, competent, and caring educators in this province and beyond.

- Dr. Michelle Prytula, Dean, College of Education
- Arvelle Van Dyck, Undergraduate Programs Coordinator
- Yvette Arcand, Associate Director, Indian Teacher Education Program
- Dr. Jeff Baker, Department of Curriculum Studies
- Dr. Marie Battiste, Department of Educational Foundations
- Cheryl Brooke, Director of Finance
- Dr. Egan Chernoff, Department of Curriculum Studies
- Dr. Tim Claypool, Head, Department of Educational Psychology and Special Education
- Erin DeLathouwer, Learning Communities Advisor, Undergraduate Programs Office

- Kathy Pryor-Hildebrandt, Learning Communities Coordinator and Field Experiences Officer, Undergraduate Programs Office
- Dr. Gail MacKay, Department of Curriculum Studies
- Dr. Janet McVittie, Department of Educational Foundations
- Dr. Tim Molnar, Department of Curriculum Studies
- Dr. Amin Mousavi, Department of Educational Psychology and Special Education
- Irene Oakes, Field Experiences Coordinator, Indian Teacher Education Program
- Dr. Robert Regnier, Department of Educational Foundations
- Chris Scribe, Director, Indian Teacher Education Program
- Tracy Walker, Canadian Light Source
- Melanie Wilkinson, Field Experiences Coordinator, Undergraduate Programs Office
- Dr. Jay Wilson, Head, Department of Curriculum Studies

Proposed date of implementation: 2017-2018

### Proposal Document

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

#### 1. Academic justification:

***This is not a proposal for a new program. This proposal makes a request for curricula change for the direct entry Bachelor of Education program that was approved in April, 2015.***

In April 2015, University Council approved the College of Education's proposal for direct admissions, effective September 1, 2016. Direct entry students admitted for 2016-2017 are required to complete 60 credit units of external coursework in years one and two, which is consistent with the Bachelor of Education Sequential program. In this model, there are no Education courses in years one and two. Instead, the 60 credit units are comprised of Arts and Science coursework, which vary by program stream.

The Elementary/Middle Years stream includes\*:

- English (6 credit units)
- Indigenous Studies (3 credit units)
- Mathematics or Statistics (3 credit units)
- Science (3 credit units)
- Social Studies (3 credit units)
- Fine Arts (3 credit units)
- Kinesiology (3 credit units)
- Teaching Area 1 requirements (18 credit units)
- Teaching Area 2 requirements (12 credit units)
- External Electives (6 credit units)

The Secondary stream includes\*:

- English (6 credit units)
- Indigenous Studies (3 credit units)
- Teaching Area 1 requirements (24 credit units)
- Teaching Area 2 requirements (15 credit units)
- External Electives (12 credit units)

*\*Courses part of teaching areas are replaced with external electives.*

In the letter acknowledging support for the program from Dr. Lisa Kalynchuk, Chair of the Planning and Priorities Committee of Council (PPC), the following comment was made:

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

Partly in response to the Planning and Priorities Committee's recommendation to provide at least one Education course to students in year one of the program, as well as in response to advocacy by our faculty members, our students, and our Education partners, the College of Education has planned for the addition of 12 credit units of Education coursework to be included as part of the professional study component of the direct entry Bachelor of Education program. This would deepen the professional study component of the direct entry Bachelor of Education program, as it provides for introductory level coursework that builds a solid foundation for student learning in their third and fourth years of Education coursework. The proposal brings the College of Education direct entry Bachelor of Education program in line with the number of Education courses offered in the Bachelor of Education program at the University of Regina, which is our biggest competitor for recruitment. This proposal also respects the Saskatchewan Professional Teachers Regulatory Board requirements for teacher certification in the province of Saskatchewan.

The professional study component that the College of Education is proposing includes three credit units of Education coursework per term in years one and two of the program. The proposal is also proposing the inclusion of four learning community courses to become required 0-credit unit courses for years one and two, and for the re-introduction of a 0-credit unit, two-week field experience course that would take place in the spring term following year two. Finally, the proposal requests the introduction of a required assessment course in year three of the program. These courses are open to Education students only.

## **2. Admissions**

This is not a new program proposal. There are no changes to admissions.

## **3. Description of the program**

Table 1 provides an overview of the proposed required courses as they are envisioned. Course descriptions and rationale are presented below.

Table 1

	<b>Coursework</b>
<b>Year One</b>	<p>EDLC 101.0: Education Learning Community: Community on Campus (term one)</p> <p>EDLC 102.0: Education Learning Community: Community in the City (term two)</p> <p>Total of 6 credit units of coursework including:</p> <ul style="list-style-type: none"> <li>• EFDT 101.3 (required for all students, term one or two)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Elementary Stream: (one of ECUR 163.3: Mathematical Content Knowledge for Teaching School Mathematics <b>or</b> ECUR 164.3: This is a Course About Science?) (term one or two)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Secondary Stream: ECUR 165.3: Introduction to Teaching in Secondary Schools (term one or two)</li> </ul>
<b>Year Two</b>	<p>EDLC 201.0: Education Learning Community: Discovering Saskatchewan (term one)</p> <p>EDLC 202.0: Education Learning Community: Global Community (term two)</p> <p>Total of 6 credit units of coursework including:</p> <ul style="list-style-type: none"> <li>• EPSE 202.3: Psychological Foundations of Teaching and Learning (term one or two)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• One of EFDT 265.3: Foundations for First Nations, Métis, and Inuit Teaching and Learning <b>or</b> ECUR 265.3: Teaching for Reconciliation in the K-12 Curricula (term one or two)</li> </ul>
<b>Spring, After Second Year</b>	EDST 213.0: Student Teaching in Rural and First Nations Schools
<b>Year Three</b>	EPSE 348.3: Essentials of Assessing Student Learning

These courses will be offered in class sections of 75-80 students each, and will be scheduled to accommodate the time-tabling schedule of the College of Arts and Science. It is anticipated that many college instructors will utilize grouping strategies to create more intimate learning environments for students in the courses. Although scheduled as lecture-based courses, many instructors in the College of Education use a variety of delivery formats, including face-to-face, experiential, individualized, and online delivery strategies for delivery of content, resource distribution, and assessment. The design of the proposed

coursework offers some coursework that will be delivered to all students regardless of program stream (Elementary, Middle Years, Secondary) that allows for general discussions on issues that concern all educators. Some courses are targeted to students in particular streams in order to pay attention to the unique contexts of different learning environments. Some student choice in coursework has been created to accommodate personal preference or scheduling concerns. The learning objectives for each course are found in the new course forms. Each course includes general learning objectives as well as program outcome objectives that align with the Saskatchewan Professional Teachers Regulatory Board's teacher education competencies for teacher certification in the province of Saskatchewan.

These courses are intended to be **introductory teacher education courses that lay the foundation for the upper year coursework in years three and four**. The courses reflect goals articulated in the University of Saskatchewan *Learning Charter*. In addition, the teacher education research community, students, educational partners, and the Saskatchewan Ministry of Education have consistently advocated for more Education coursework that grounds students in: the need for **critical teacher knowledge amidst contested aims and purposes of education** (*Learning Charter*, 2010: Citizenship Goals; ACDE Accord on Teacher Education, 2005; Batchelor, 2012; Brant, 1990; Giovacco-Johnson, 2011; Kelly, 2012; Lynskey, 2015; Ringo, 2010); **socialization into the education profession and disposition development** (*Learning Charter*: Integrity Goals; ACDE Accord on Teacher Education, 2005; Bercaw et al, 2012; Spangler & Fink, 2013); **focused attention on First Nations, Métis and Inuit learning** (*Learning Charter*, 2010: Knowledge Goals, Integrity Goals, Citizenship Goals; ACDE Accord on Indigenous Education, 2009; Battiste, 2013; Goulet & McLeod, 2002; Ladson-Billings, 2011; Truth and Reconciliation Commission, 2015); **contemporary issues of practice** (*Learning Charter*, 2010: Discovery Goals, Knowledge Goals, Skills Goals; ACDE Accord on Teacher Education, 2005; Harris, 2011; Hildebrand & Schultz, 2015; Koch et al, 2012; Mangin & Stoelinga, 2010; McCrimmon, 2015; Voss & Bufkin, 2011); **theory-to-practice and coursework-to-field connections** (*Learning Charter*, 2010: Discovery Goals, Knowledge Goals, Integrity Goals, Skills Goals, Citizenship Goals; ACDE Accord on Teacher Education, 2005; Flessner, 2012; Montecinos et al, 2011; Schuster, 2014; Whitney et al, 2013), and; **building confidence and competence in curricula, instruction and assessment** (*Learning Charter*, 2010: Discovery Goals, Knowledge Goals, Skills Goals; ACDE Accord on Indigenous Education (2009; ACDE Accord on Teacher Education, 2005, Batchelor, 2012; Cappon, 2008; Goulet & Goulet, 2014; Iseke-Barnes & Jundy, 2010; Kaden & Patterson, 2014; Kanu, 2011; Kelaher-Young & Carver, 2013; McIntyre et al, 2013; Niess & Gillow-Wiles, 2013; Schick & St. Denis, 2005). See references in Appendix A.

Offering these four courses provides space for the College of Education to build a stronger teacher education program that emphasizes areas of study that were minimized with the move to the Sequential Program. Students will be introduced to major educational concepts in the first two years that will be reinforced and deepened as they move through the four-year program. They will be able to apply this learning throughout their field experiences, and “test out” constructs in ways that develop their critical thinking and problem-solving skills. As a consequence, teacher candidates will leave the Bachelor of Education program

with the knowledge, skills and confidence that enable them to lead learning in this province and beyond.

All students admitted to the direct entry Bachelor of Education teacher education program will be expected to complete this program of studies. Upper year transfer students will have to complete the 12 credit units of years one and two coursework, and the 0-credit unit field placement course. Upper year transfer students would not be expected to enrol in all four Learning Community courses, but would enrol in the 0-credit unit Learning Community course that aligns with their year in program. They would then follow the regular progression of remaining Learning Community courses.

An additional bonus of this design proposal includes the fact that the four Education Learning Communities can each be paired with the proposed Education courses for sign-up/registration purposes. By using the registration system available to students through PAWS for both the LC hours and the corresponding Education classes, the logistical and time commitment burden on departments in the College of Arts and Science and the College of Education in planning for Learning Communities will be eliminated.

It should also be noted that these changes will not affect Teaching Area 1 or Teaching Area 2 requirements, or Saskatchewan Teacher Certification requirements as mandated by the Saskatchewan Professional Teachers Regulatory Board.

### **EFDT 101.3: Introduction to Education**

Currently, the other direct entry routes available through the College of Education—the Indian Teacher Education Program (ITEP) and the Saskatchewan Urban Native Teacher Education Program (SUNTEP)—include EFDT 101.3: Introduction to Education as a signature course in the first year of study. EFDT 101.3 is one of the four courses proposed for inclusion in the direct entry Bachelor of Education teacher education program. The inclusion of EFDT 101.3 allows the College of Education to respond to the recommendation of PPC to continue to find ways to align programming in the direct entry programs such that there is greater possibility to work with students across these programs. It also is a course designed to provide students with basic understandings of the aims and goals of education, and “Lays foundations for the study of education and pedagogy.” Given that this course already exists, is currently in use, and supports the intent for students to work across program routes on foundational issues in education, this is an excellent course to include in the direct entry Bachelor of Education teacher education program.

### **ECUR 163.3: Mathematical Content Knowledge for Teaching School Mathematics OR**

### **ECUR 164.3: This is a Course About Science?**

The College of Education is also proposing to increase the course credit allocations for Mathematics Education and/or Science Education, particularly for Elementary/Middle Years stream students. In this regard, the college is responding to the Saskatchewan Ministry of Education’s call in the *Education Sector Strategic Plan for 2016-2017* for increasing the Mathematical/Scientific knowledge of Saskatchewan students. The college is also responding to the request of PPC to consider the following:



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

There is a recognized need for Science and Mathematics teachers in this province and beyond, as well as a need to increase the self-efficacy of teachers of Mathematics/Science content knowledge. To this end, the College of Education is currently working with the College of Arts and Science to increase the requirements for upper level coursework in Science and Mathematics for Secondary Stream students in Teaching Area 1 and Teaching Area 2. At the Elementary/Middle Years level, the College of Education is proposing to offer two curriculum based courses offered in year one, from which students would choose either ECUR 163.3 or ECUR 164.3.

Elementary/Middle Years students would elect to take one of the two courses to fulfill the program requirement. These courses are designed to improve the knowledge, skills, and confidence of Elementary/Middle Years teacher candidates in the areas of Mathematics Education and Science Education. These courses will complement the Teaching Area coursework provided by faculty in the College of Arts and Science, and is another example of how the colleges are hoping to work together to improve programming. We also anticipate that such courses will help to improve retention in the areas of Mathematics and Science courses, as well as Mathematics Education and Science Education courses. In these courses, students receive additional support not only on Mathematics and Science topics/concepts that are aligned with Saskatchewan curricula, but also for their growing confidence as teachers of Mathematics and Science.

### **ECUR 165.3: Introduction to Teaching in Secondary Schools**

While Elementary/Middle Years students would enroll in the ECUR 163/164 option, the College of Education is proposing that Secondary Stream students would enroll in ECUR 165.3: Introduction to Teaching in Secondary Schools. This course would be the first course in which secondary students enroll that is targeted to their particular teaching level. In the results of an exit survey of B.Ed. graduates in 2015-2016, some Secondary Stream students noted that there was not always enough emphasis in the Sequential Program on the unique context of secondary school environments in the discussions of curricula, instruction and assessment. In order to address this concern, this course is meant to familiarize students with important constructs, skills, knowledge and dispositions that they will develop as teacher candidates who hope to teach in high school settings. Whereas Elementary/Middle Years stream students will deepen their knowledge of a particular discipline (Mathematics or Science), secondary students will focus on understanding an array of educational ideas/constructs as they affect teaching and learning in the unique environment of secondary schools.

### **EPSE 202.3: Psychological Foundations of Teaching and Learning**

For year two, the College of Education is proposing to include EPSE 202.3: Psychological Foundations of Teaching and Learning for all students in the direct entry Bachelor of Education program. This course is a redesigned version of EPSE 302: Situated Learners:

Contexts of Learning and Development for the Sequential B.Ed. Program, that is currently offered in the third year of the Sequential Program. The College is proposing to introduce EPSE 202.3 with the redesigned syllabus from EPSE 302.3 so that students receive instruction in learning theory, learner diversity and development earlier on in the direct entry Bachelor of Education teacher education program. The movement of EPSE 302.3 from third year to EPSE 202.3 in second year also provides space in the third year for a much-needed required course on classroom assessment (EPSE 348.3, which is being re-numbered and retitled from the elective ESPE 448.3 from the Sequential Program).

### **EFDT 265.3: Foundations for First Nations, Métis, and Inuit Teaching and Learning OR**

### **ECUR 265.3: Teaching for Reconciliation in the K-12 Curricula**

Also for year two, the College of Education is proposing to include two courses that would be cross-listed (students would elect to choose one of the two courses to meet program requirements) that focus on Saskatchewan's mandate for schools to build new relations with First Nations, Métis, and Inuit peoples. The courses will focus on the study of school purposes and practices, including teaching and learning processes, assessment, course content, and familial and community relations. The intent of these courses is to provide teacher candidates with a deep appreciation for the knowledges, experiences and perspectives of First Nations, Métis, and Inuit peoples, students in their classrooms, as well as provide them with confidence and knowledge on how to incorporate First Nations, Métis, and Inuit perspectives in curricula, instruction, and assessment. One course, EFDT 265.3: Foundations for First Nations, Métis, and Inuit Teaching and Learning, would be offered by the Department of Educational Foundations, and the second course, ECUR 265.3: Teaching for Reconciliation in the K-12 Curricula, would be offered by the Department of Curriculum Studies. These courses are a direct response to the *Calls to Action* of the Truth and Reconciliation Commission of Canada (2015) that affirm the need for teachers to be able to plan, and teach, age-appropriate First Nations, Métis, and Inuit curricula for Kindergarten to Grade Twelve students:

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
  - i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

### **EPSE 348.3: Essentials of Assessing Student Learning**

As a final 3 credit unit course, the College of Education is proposing to change the number and title of one of its current elective courses in the Sequential Program, EPSE 448.3: Assessing Learning in the Classroom, to EPSE 348.3: Essentials of Assessing Student Learning, and to make this a required course in year three. By making this change, the College of Education is more strategically placing a required emphasis on the nature and methods of assessment, and ensuring that teacher candidates receive direct instruction in student assessment prior to their major field experience in year four. This course is especially important since part of their field experience assessment is to demonstrate knowledge and competence in student assessment. In making this change, the College of Education is also responding to requests of Saskatchewan Learning and our educational

partner school divisions for a stronger, and earlier, focus on the assessment of student learning.

**EDLC 101.0: Education Learning Community: Community on Campus**

**EDLC 102.0: Education Learning Community: Community in our City**

**EDLC 201.0: Education Learning Community: Discovering Saskatchewan**

**EDLC 202.0: Education Learning Community: Global Community**

The direct entry Bachelor of Education program was approved with an understanding that the College of Education would include Learning Communities as part of its intent to recruit and retain first and second year students who were not enrolled in Education coursework (PPC, 2015). Although the College of Education has greatly benefited from the experience and support of the College of Arts and Science Learning Community Team, the model for Learning Communities that the College of Education chose to pursue is very different from the model used in the College of Arts and Science. The Education Learning Communities extend one hour per week over both terms in years one and two of the program.

The intent of the Learning Communities is to welcome and to engage students within the College of Education, and to infuse the College of Education with the strength of new ideas and fresh perspectives. Because the teaching profession is guided by the “lived curriculum” of those it serves, Learning Communities create flexible and supportive spaces that involve students in the life of the College, help them to recognize their own needs as learners and as teacher candidates, activate their strengths, and build a sense of belonging among Education students (*Learning Charter*, 2010: Discovery Goals, Knowledge Goals, Integrity Goals, Skills Goals, Citizenship Goals). The motto of the College of Education Learning Communities is, “*Be the learner you want to teach; become a teacher of learners.*”

Each Learning Community has a particular emphasis, and focuses on movement “outward” from self as learner to a developing identity as professional educator and public intellectual. There is also embedded in the conceptualization the notion of place, from local to global. Students are focused first on personal and educational issues on campus, after which they move to issues within the city, within the province, and ultimately, internationally.

The Learning Communities are facilitated by third and fourth year Bachelor of Education student peer mentors, who gain invaluable leadership/pedagogical experience prior to graduation. These peer mentors represent students from across the College’s education programs, including ITEP and SUNTEP. Sessions are also created with input by educational partners, faculty members and alumni who share their expertise on educational issues, and who help to socialize teacher candidates into the profession. The College has also worked with the student societies to ensure that their professional growth events, and social opportunities, extend to students in the Learning Communities, and they have created executive positions on the student societies for students in years one and two. Because Learning Communities are an integral way in which the College of Education conceives of building a community of professionals, developing the leadership potential of teacher candidates across programs, and create linkages to its alumni base, it is proposed that the college recognize the value of Learning Communities by providing them with required 0-credit unit course status.

### **EDST 213.0: Student Teaching in Rural and First Nations Schools**

EDST 213.0 was an integral part of the 4-year Concurrent Program that was lost with the move to the Sequential Program. This two-week field experience placement in a rural community provided Elementary, Middle Years and Secondary level students with an opportunity to observe and participate in a field experience in the spring following their second year of study. This schedule accommodates the program schedule of the College of Arts and Science, since students are primarily working on fulfilling their Teaching Area requirements with classes offered by the College of Arts and Science. This field experience course offers teacher candidates the opportunity to engage in a formal, but time-limited, field experience opportunity that minimizes financial burden and can be completed in pairs, triplets, or small groups to provide for cost sharing and the development of a small learning community of teacher candidates. It supports a goal of ensuring that students receive diverse field experience opportunities, and will help to build significant relationships with rural and First Nations partner schools and school divisions. It also supports a goal to provide service, increased accessibility and potential teacher recruitment opportunities to all schools in the province of Saskatchewan, including First Nations communities. This course is not moribund, and therefore only needs formal approval to be made a required course once again.

### **College Statement**

Please see attached statement from Dean Prytula, College of Education (Appendix B).

### **4. Consultation**

This is a curricula revision proposal, not a program proposal. The direct entry Bachelor of Education program is a college-wide program, with courses designed and delivered by four departments: Educational Administration, Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies. The proposed coursework includes contributions from three of the four departments in the College of Education: Educational Psychology and Special Education, Educational Foundations, and Curriculum Studies. Given the rationalized need above for coursework in particular areas, the Department of Educational Administration did not develop courses for inclusion, but members were aware and supportive of the proposal for curricular change.

A number of educational partners were consulted, and have provided letters of support for this proposal: including Julie MacRae, Deputy Minister of Education for Saskatchewan; Pat Bugler, Director of Treaty Six Education Council, Jamie Valentine, Superintendent of Human Resources for Saskatoon Public School Division; Scott Gay, Superintendent of Education, Greater Catholic School Division; Terri Fradette, Assistant Superintendent of Learning Services, Greater Catholic School Division; John Kuzbik, Director of Education, Lori Jeschke, Learning Superintendent, and, Noel Roche, Learning Superintendent, Prairie Spirit School Division; Sandy Sherwin-Shields, Acting Program Head, Saskatchewan Urban Native Teacher Education Program (Prince Albert), and; Robert Harasymchuk, President, St. Peter's College. These letters are attached as Appendix C.

The move to the four-year direct entry program offers more opportunity for student and faculty exchanges with the ITEP and SUNTEP program routes that are also four-year direct entry program routes. EFDT 101.3: Introduction to Education provides a course-based opportunity immediately for stronger connections between programs, and the remaining courses will be open to ITEP and SUNTEP students as electives. It is anticipated that students in both of these program routes will be very interested in the EFDT 165.3 and ECUR 165.3 courses focused on First Nations, Métis, and Inuit teaching and learning.

The partner college most directly impacted by this proposal is the College of Arts and Science. The proposal does not directly affect any complete programs in the College of Arts and Science (since all students implicated in this proposal are already admitted into the direct entry Bachelor of Education teacher education program), but it does eliminate up to four Arts and Science elective spaces that currently exist in the Bachelor of Education program. The remaining 48 credit units of College of Arts and Science coursework are necessary for the completion of Teaching Area 1 and Teaching Area 2 requirements in order to meet provincial certification requirements mandated by the Saskatchewan Professional Teachers Regulatory Board. There are no implications for pre-requisites or co-requisites for College of Arts and Science coursework. Currently, the College of Education receives 25% of the student tuition for students enrolled in courses offered by the College of Arts and Science. With this change, the College of Education would receive 100% tuition for the 12 credits of proposed coursework. This tuition adjustment is the most significant impact of this proposal for the College of Arts and Science. Greater detail on this change is presented in the budget section.

A meeting was held on October 6, 2016 with the College of Arts and Science to discuss this proposal, along with earlier meetings to discuss planning for this change. In attendance were: Dr. Michelle Prytula, Dean, College of Education; Dr. Peta Bonham-Smith, Interim Dean, College Arts and Science; Dr. Dawn Wallin, Associate Dean, Undergraduate Programs, Partnerships and Research, College of Education; Dr. Gordon DesBrisay, Vice-Dean Academic, College of Arts and Science; Dr. Kristina Bidwell, Associate Dean Aboriginal Affairs, College of Arts and Science, and; Alexis Dahl, Director of the Programs Office. The proposal was presented to the College of Arts and Science, and met with much approval and positive reception. Concerns were shared related to potential prerequisite course changes; however, such changes can be done annually through calendar postings and program advising. Concerns were also noted about tuition redirection to the College of Education, with agreement to work on future opportunities in which the two colleges would collaborate on program requirements and potential upper year College of Arts and Science courses. Reciprocal benefits of working together on improved opportunities for students were discussed. A memo of consultation from the College of Arts and Science is attached (Appendix C).

No additional library resources other than those that currently exist are necessary.

## **5. Budget**

Class sizes for the 12 credit units of coursework are 75-80 students each, with enrolment projections of 300 students in year one (150 elementary/middle years, 150 secondary), and 320 in year two (projecting for some attrition but also addition of upper year transfer students). The proposal requires 16 sections of courses to be taught by an instructor paired with a teaching assistant. No courses are being eliminated, but up to four electives offered by the College of Arts and Science will no longer be required. The teaching assignments of instructors will be based on the regular distribution of Assignment to Duties. Student tuition will cover costs of instruction. Space will be booked in the College of Education or will be scheduled in other buildings that can accommodate these section sizes. The college is looking into the capacity of the Music and Kinesiology classrooms, and the possibility of using these spaces. Room paces made available by the previous College of Arts and Science electives will need to be used. No studio/practice rooms or other types of instructional spaces are necessary. Administrative support will be provided by the current administrative supports in each department, and/or the Undergraduate Programs Office of the College of Education. Additional administrative support will be necessary for the coordination of the two-week 0-credit unit field experience course: EDST 213.0. Students have access to all scholarships, bursaries, financial aid, and accessibility services available to all undergraduate students in all Bachelor of Education program routes in the College of Education—no changes are made in this regard. Courses will be assessed at standard Category 2 (\$595.00 per three credit unit course). At the post-secondary institutional level, this curricular change translates into zero-sum tuition because tuition that was flowing proportionately to the College of Arts and Science and to the College of Education will be flowing directly to the College of Education for the 12 credit units of coursework. No tuition is assessed on the 0-credit offerings: (i.e., EDLC 101.0, 102.0, 201.0 or 202.0 and EDST 213.0).

#### Estimated costs:

The first year of implementation (2017-18) will result in a budget deficit to the college because the TABBS funding model operates on a lag year principle. College reserve funds will be required in 2017-18 to cover these incremental costs. Once the tuition impact is felt in 2018-19, tuition revenues will cover the cost of program delivery, and budget allocations will be based on course requirements through a combination of ATD for faculty plus sessional instructor allocation.

The direct costs will vary depending on whether faculty or sessional instructors teach the courses and the number of sections offered;

Faculty instruction for 16 sections = \$274,304

Sessional Instruction for 16 sections = \$175,104

The indirect costs as a result of the cost bins are not known at this time as the TABBS Scenario Analysis Tool is currently being updated and not yet available for use.

There will be corresponding cost reductions in College of Arts and Science assuming fewer sections of electives will be offered.



Previous Category 1 tuition:

Year 1: 300 students x 2 courses x \$579/course =	\$347,400
Year 2: 320 students x 2 courses x \$579/course =	<u>\$370,560</u>
	\$717,960
25% to Education	\$179,490
75% to Arts and Science	\$538,470

New total tuition for Education (Category 2):

Year 1: 300 students x 2 courses x \$595.50/course =	\$357,300
Year 2: 320 students x 2 courses x \$595.50/course =	<u>\$381,120</u>
Total tuition	\$738,420

Previous category 1 tuition allocation	<u>(\$179,490)</u>
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Incremental Tuition	<u>\$558,930</u>
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New funding source will be tuition that is required to offset the incremental program costs.

The College of Education is aware of the implications that these 16 courses will have on their faculty plan, and that it has two years until full implementation of these 16 courses. A balance of faculty capacity and sessional instructors will be used (not necessarily all in these 16 courses but spread across the program offerings, undergraduate and graduate) to meet the college commitment. By ensuring a balance of faculty and sessional instructors, the College of Education will be able to meet its commitments.

### Related Documentation

This is not a new program proposal. The proposal is for curricular change only. Please find attached the letters of support from Saskatchewan Ministry of Education, Treaty Six Education Council, Saskatoon Public School Division, SUNTEP (PA) and the memo of consultation from the College of Arts and Science. These changes are being proposed as the College of Education progresses in its efforts to design the direct entry Bachelor of Education program. The direct admissions program was approved in April, 2015. This proposal is the next step in visioning a stronger foundation for teacher education in our College. The College of Education is committed to the priorities of Research, Response, and Reconciliation within the greater University of Saskatchewan mission and vision. The courses are built on a robust educational research and practice knowledge base, and respond to educational priorities and gaps in teacher education programs articulated in other provincial jurisdictions, by the Saskatchewan Ministry of Education, the Saskatchewan Professional Teachers Regulatory Board, the Saskatchewan Teachers' Federation and the League of Educational Administrators, Directors and Superintendents of Saskatchewan. Finally, the inclusion of Indigenous knowledge within the courses, as well as the deliberate focus in two of the courses on First Nations, Métis, and Inuit teaching and learning, affirms the commitment of the College of Education to continually work towards reconciliation.

## Appendix A

### References

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**Appendix B**  
**College Statement**



**Office of the Dean**  
**College of Education**  
**28 Campus Drive**  
**Saskatoon SK S7N 0X1**

*M E M O R A N D U M*

**TO:** To whom it may concern

**FROM:** Michelle Prytula, Dean

**DATE:** October 11, 2016

---

I fully support the development of and proposed changes within the College of Education Curricular Change proposal. This proposed change is a direct and much anticipated natural next step in the implementation of the direct entry initiative for the College of Education.

The impetus for this proposed change is four-fold. First, having moved to a direct entry program, there is much for students to gain by engaging in Education courses in years one and two. At the current time, there are no Education courses in the first two years of the program. If this proposal were to pass, there would be one Education course during each term during the first two years. Secondly, College of Education partners (school divisions and the Ministry of Education) have been calling for a greater number of, and earlier exposure to, the courses proposed. Thirdly, introducing education courses earlier in the program was a recommendation from PPC during the direct entry proposal. Lastly, through the partnership with Arts and Science, there has been interest in Education assuming some courses in the first two years, and Arts and Science taking the opportunity to offer upper year content courses in the education program, thus there are reciprocal benefits to be gained between both colleges. These additional Mathematics and Science Education courses are critical: the College of Education has, since the inception of the sequential program, historically offered fewer courses in Math and Science than what our partner school divisions in Saskatchewan considered sufficient, and fewer courses compared to the University of Regina, Faculty of Education. With the move to the direct entry program, we have the opportunity to correct this historic deficit, much to the satisfaction of our partners and students.

The processes used to arrive at this recommendation were multiple. First, we have been listening to our partners, our students, and our communities, and have heard them call for more courses with FNMI content and pedagogy, courses in Mathematics and Science, and courses in assessment. In addition, students have asked, through a variety of information sources (exit surveys, practica debrief, student society conversations, etc.) for additional coursework specifically targeted for secondary level teachers. Students have informed us of program strengths and weaknesses. School division and First Nation school leaders have told us which areas they thought our students needed as they developed their knowledge and skills to become teachers in their schools. In addition, faculty members have noted that students in their courses were lacking knowledge in particular areas of study, such as lesson/unit planning, assessment, and FNMI perspectives.

The idea of introducing additional courses in years one and two, although spurred by PPC during the direct entry proposal, was initially discussed at a Deans and Heads meeting in March of 2016. Further discussions advanced generated the current proposal. At the Deans and Heads retreat at t the

end of August 2016, direction for the possibilities and plans were provided and then brought forward at our College of Education faculty retreat. Interested faculty agreed to design the courses with much enthusiasm. The proposal is moving through faculty council for input and approval. We have consulted with the Ministry of Education, school divisions, First Nation partners, and the College of Arts and Science.

The College of Education is aware that this proposal will have an impact on the College of Arts and Science. Firstly, the College of Arts and Science may experience a reduction in revenue as a result of these new Education courses. Although the College of Education's direct entry proposal was developed to ensure that there was no net change in revenue for the College of Arts and Science, this agreement did not address curricular change, including the development of these four courses. Although the impact is not yet known, the change in revenue is expected to be minimal. Mitigating the effect on revenue are plans to revise teaching area requirements, particularly in the areas of Mathematics and Science, such that secondary stream students will engage in upper year coursework offered through the College of Arts and Science. Secondly, there are plans to engage in discussions about the development of Advanced Qualification Certificates, possibly in the areas of Mathematics and Science, in which the two Colleges could collaborate on programming. Lastly, with the development of the four education courses in years one and two, the College of Education has eliminated the need to pair Education Learning Communities with Arts and Science courses. With the proposal of these four courses, Education Learning Communities will be attached to Education courses, eliminating the need for support from the College of Arts and Science Learning Communities Team.

The College of Education consulted with the College of Arts and Science, specifically with Dean Peta Bonham-Smith, Vice-Dean Gordon DesBrisay, Associate Dean Kristina Bidwell, and Director Alexis Dahl. We are all enthusiastically in agreement that this is the right way to go and that students will benefit from the addition of these courses, and that there are reciprocal benefits for both Colleges. The Colleges are continuing to meet to collaborate on ideas to improve programming for our students.

Another issue that the College experienced in proposing this curricular change was how to respond to individual faculty and department interests in determining the content of the four courses. To resolve this, attention was paid to gaps identified through student feedback, and to the needs expressed by the Ministry of Education, school divisions or Tribal Council partners, as well as expertise available among our faculty. Individual faculty members expressed an interest in designing courses, and in teaching them in the future.

In closing, I fully support this proposed curricular change. It creates an opportunity for better, earlier learning for College of Education students; and more direct and specific learning as a result of this partnership with the College of Arts and Science. I anticipate strong improvement in our Education graduates as a result of this change.

Respectfully,



Dean Michelle Prytula  
College of Education

## Appendix C Letters of Support



Government  
— of —  
Saskatchewan

Ministry of Education  
Deputy Minister  
5<sup>th</sup> Floor, 2220 College Ave.  
Regina, Canada S4P 4V9

October 18, 2016

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan  
michelle.prytula@usask.ca

Dear Dr. Prytula:

Saskatchewan's Ministry of Education would like to express its support for the new course offerings planned for first and second year students in the Bachelor of Education program at the University of Saskatchewan.

It is important to continually evaluate and improve the education offered to future teachers. These courses would be a sound addition to the Bachelor of Education program at the University of Saskatchewan. Listening to various stakeholders is essential in assuring an education system that is responsive to the needs of students and the ever-changing needs of society. The proposed courses would help support those needs.

Thank you for your continued innovation in shaping our future educators. On behalf of the Ministry of Education, I wish you continued success.

Sincerely,

A handwritten signature in blue ink that reads "Julie MacRae".

Julie MacRae





## Treaty Six Education Council

"Honour the Past, Engage the Present, Embrace the Future"

Mailing Address:

PO Box 310

North Battleford, SK S9A 2Y3

Phone – (306) 446-1411 Fax – (306) 446-0317 Web – <http://www.tsec.ca>

Office Address:

1022 102<sup>nd</sup> Street

North Battleford, SK S9A 1E6



**To:** Dr. Michelle Prytula  
**From:** Patrick Bugler  
**Date:** October 5, 2016  
**Re:** Addition of Courses to Bachelor of Education Program

Dear Michelle,

Treaty Six Education Council is a second level education support service provider for nine First Nations in Northwest Saskatchewan. Within the nine member Nations, we number 1,800 students, 11 schools and approximately 175 professional staff. Among other supports, our organization provides communities with teacher evaluation with a focus on instructional improvement.

It is with great pleasure and excitement that I write this letter to support your efforts in proposing the addition of four courses to the Bachelor of Education Program at the University of Saskatchewan. The University of Saskatchewan has made great strides in creating a teacher preparation program that is responsive to the needs of education sector. We would like to also encourage the University in its efforts to continually look at ways of strengthening its program to ensure teachers are prepared for a success transition to the classroom.

The additional courses will provide opportunities for students to gain a sound education foundation, as well as obtain skills in specifics subjects of Math, Science and teaching in secondary schools. In today's classroom, a number of educational strategies and assessments, both traditional and non-traditional, are key in creating programs that will meet the needs of all learners. The inclusion of a course aimed at creating a deep appreciation of First Nations, Metis and Inuit peoples' experiences and knowledge with a focus on how to incorporate these perspectives in the classroom addresses the *Calls to Action* of the Truth and Reconciliation Commission's findings.

The addition of the proposed courses will begin to address the need for these types of courses and will be a great addition to the teacher preparation program at the University. All of the proposed courses, in my opinion, will be valuable in the development of educators who are prepared to meet a 21<sup>st</sup> century educational setting.

If you have any questions, please do not hesitate to contact me at (306) 446-0315 or [pat.bugler@tsec.ca](mailto:pat.bugler@tsec.ca).

Sincerely,

Patrick Bugler, Director of Education, Treaty Six Education Council  
 Priority Owner, Following Their Voices



**Saskatoon Public Schools**  
Inspiring Learning

310 - 21st Street East, Saskatoon SK S7K 1M7  
Tel: (306) 683.8200 Fax: (306) 657.3900  
[saskatoonpublicschools.ca](http://saskatoonpublicschools.ca)  
Barry MacDougall, Director of Education

October 7, 2016

Michelle Prytula  
Dean of Education  
College of Education  
University of Saskatchewan  
3046 - 28 Campus Drive  
Saskatoon, SK S7N 0X1

Dear Dean Prytula,

I am writing this letter on behalf of Saskatoon Public Schools in support of proposed programming changes for the Bachelor of Education program at the University of Saskatchewan. As a school division which relies heavily on your graduates we are encouraged by the idea of students being introduced to education-specific courses in their first and second years of the program. The early introduction to the key concepts and techniques of teaching will better prepare students for their student teaching and internship experiences, and eventually a career in the profession.

The suggested courses represent fundamental and emergent issues in education that are of vital importance to teachers in Saskatchewan. The exposure to these topics in their first and second years will undoubtedly benefit and inspire students for what lies ahead in their program.

We are most heartened by the direction that the College of Education is taking to ensure that young teachers will be well prepared for the issues that they will face in the classrooms of our city and province.

Jaime Valentine  
Superintendent of Human Resources  
Saskatoon Public Schools

JV:clu





**GREATER  
SASKATOON  
CATHOLIC  
SCHOOLS**

**GREATER SASKATOON CATHOLIC SCHOOLS**

ST. PAUL'S RCSSD #20

420 - 22ND STREET EAST SASKATOON SK S7K 1X3 CANADA

306.659.7000 INFO@GSCS.SK.CA WWW.GSCS.SK.CA

**CELEBRATING A CENTURY OF FAITH AND LEARNING**

October 12, 2016

To Whom It May Concern:

The purpose of this letter is to support the proposal of the addition of the following Education based courses: EFDT 101.3: Introduction to Education, ECUR 163.3: Math and/or ECUR 164.3: Science, ECUR 165.3: Introduction to Teaching in Secondary Schools, EPSE 258.3: Learners and Learning, EPSE 348.3: Assessing Learning in the Classroom, and EFDT 265.3/ ECUR 265.3: Foundations for First Nations, Métis, and Inuit Teaching and Learning.

It is positive to see the College of Education responding to the needs of their students and our future teachers. The course descriptions reflect many of the areas that beginning teachers require to be successful as teachers and responding to the needs of their future students. The additions would support the students in being prepared for their internship and other experiences in the schools.

I fully support the addition of these courses in the first two years of a student's B.Ed. program. In doing so I believe we engage our future teachers in dialogue about instruction, assessment, curriculum, and developing rich learning environments with the learning of students as the foundation. The sooner students begin this dialogue and journey the more successful they will be in supporting students in their classrooms.

If you would like to discuss my recommendations or require clarification I would be happy to do so. I can be reached at 306-659-7128 or by e-mail at [sgay@gscs.sk.ca](mailto:sgay@gscs.sk.ca).

Sincerely,

Scott Gay

Superintendent of Education

Greater Saskatoon Catholic School




**GREATER SASKATOON CATHOLIC SCHOOLS**

ST. PAUL'S RCSSD #20

 420 - 22ND STREET EAST SASKATOON SK S7K 1X3 CANADA  
 306.659.7000 INFO@GSCS.SK.CA WWW.GSCS.SK.CA

October 13, 2016

To Whom It May Concern,

The purpose of this letter is to support the proposal of adding four courses to the Bachelor of Education program at the University of Saskatchewan. The addition of these courses within the first two years of the direct entry program allows for an opportunity for students to gain the prerequisite knowledge and understandings that would deepen their pedagogical foundation, preparing them for their experience as a teacher candidate and intern in subsequent years. The addition of these courses would strengthen and improve the current program, supporting students in building the skills and knowledge required as they transition into their role as reflective practitioners within the school environment.

The proposed additional courses reflect the needs of students entering the profession. The College of Education has engaged in dialogue with partners regarding the continuous improvement of their program. The response of additional courses demonstrates the shared needs expressed through the collection of a variety of stakeholders in education including self-reflection of students. These courses are responsive to the needs of educators today and those beginning their education as a teacher within Saskatchewan.

The course selection for the first two years demonstrates an understanding of the current needs within the education system. An understanding of being relational, responsive and reflective is a necessity in the diversity we serve in our classrooms each day. As we shift our assessment and instructional practices to meet the needs of students today, an understanding of the front matter of renewed curriculum is foundational. These courses outline the critical understandings for teachers to begin their experience in the school environment and set them up for a successful opportunity as a reflective practitioner.

I support and encourage the addition of these courses as I believe these will better prepare the teacher candidates and interns who will be working within our schools, the graduates of the College of Education and ultimately, support improved outcomes for students.

If you require additional information or support, please do not hesitate to contact me.

Terri Fradette  
 Assistant Superintendent Learning Services  
 Greater Saskatoon Catholic Schools  
 420 22<sup>nd</sup> Street East  
 Saskatoon, SK S7K 1X3  
 Email: [tfradette@gscs.sk.ca](mailto:tfradette@gscs.sk.ca) Phone: (306) 659-7059

C Greg Chatlain, Director of Education, Greater Saskatoon Catholic Schools



Box 809 • 121 Klassen St. E.  
Warman SK CAN • S0K 4S0  
Phone: 306-683-2800  
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www.spiritsd.ca

October 11, 2016

Dr. Michelle Prytula  
College of Education  
University of Saskatchewan  
3046 - 28 Campus Drive  
Saskatoon, SK S7N 0X1

Dear Dr. Prytula:

We are encouraged and support including the suggested four proposed course offerings to students as requirements for the Bachelor of Education Program at the University of Saskatchewan. University students who are entering the teaching profession are better prepared when their beliefs about learning are developed and they are able to articulate them with clarity. These beliefs will serve as the foundation to developing their pedagogy and acquiring and accessing strategies in their classrooms and future leadership opportunities. The course, *Introduction to Education*, will provide your students with an opportunity to explore their beliefs in the context of the bigger purpose of learning beyond daily lessons and units of study.

To appreciate and understand the big ideas in math and science, we ask our students to think like mathematicians and scientists. It makes sense then to have our emerging teachers to have similar experiences. The *ECUR Math and Science* courses will engage beginning teachers to explore core concepts in each subject area in preparation for their careers.

High school teachers often struggle with adopting learning practices that are inquiry and discovery based because they think they will not get through the curriculum. Their assumption is both cannot be achieved. Understanding, deep meaning and learning relevancy occurs when students are engaged in figuring things out. Figuring things out or understanding key concepts prepares students to scaffold their learning and engage them in tackling areas of interest in uncharted waters, in other words, uncovering the curriculum. The course, *Introduction to Teaching in Secondary Schools*, will introduce education students to pedagogy, including assessment practices to achieve high levels of student engagement.

The addition of the *Assessment for Learning in the Classrooms* and *Foundations for First Nations, Métis and Inuit Teaching and Learning* courses are responsive to required understanding for successful classroom experiences for our new teachers. Formative assessment in side by side conversations with students while they are engaged in learning tasks informs teachers of the specific learning needs of that student. The assessment class will be a step in preparing students to apply assessment practices that they may not have experienced as a student and will be expected of them as a teacher. Likewise, First

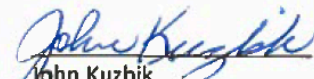
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- 2 -

Nations perspectives, awareness of systemic racism and welcoming all students as able learners will provide our First Nations, Métis and Inuit students with positive, supportive learning environments.

We applaud and endorse these new course offerings to better prepare our new teachers for classrooms that require this groundwork to launch a successful career as teacher and learner.

Sincerely,

  
John Kuzbik  
Director of Education  
Lori Jeschke  
Learning Superintendent  
Noel Roche  
Learning Superintendent

From: Sandy Sherwin-Shields <sandra.sherwin-shields@gdi.gdins.org>  
 Subject: New Courses and Updated Syllabi  
 Date: October 11, 2016 at 11:16:57 AM CST  
 To: "Wallin, Dawn" <dawn.wallin@usask.ca>

I Dawn, Thank you for the information on some new program goals for the 4-year direct entry program. We appreciate the openness, trust and respect we have between the College and SUNTEP, Prince Albert. I have attached a response to the EDST 213.0 syllabus and hope it is helpful to you. Let me know if there is other information I could include to support your package for UPC. It would be great to have coffee and share course changes and get your feedback on our program as it stands at present. Sandy

Subject: New Courses and Updated Syllabi  
 Date: Tuesday, October 11, 2016  
 From: Sandy Sherwin-Shields  
 To: Dawn Wallin

Hi Dawn,

\* I have looked over your Course Syllabus for EDST 213.0. I believe it is very comprehensive and would be extremely valuable for your students as an introduction to teaching and learning before the third and fourth year of their Bachelor of Education Degree. In comparison, our first year students have been participating in a Professional Lab in both terms (3 hours) of their first year. This Lab is very consistent with the EDST 213 syllabus. I will pass this on to the PD instructor for consideration as I believe it will have great value to him. The students complete one week of field experience in February and one week in April in a "community" school ( although no longer designated as Community Schools but are schools with diverse student population and a diverse learning needs). They are supervised by the instructor for this course with assistance from SUNTEP faculty.

\* In the second year of our program, our students complete EDST 321.3 . This includes Lab classes as well as one week in February and one week in April. This field experience is done in First Nation Schools.

\* In the third year of our program, our students complete EDST 322.3 which includes Lab time as well as four weeks of field experience (a week in November, a week in February and two weeks at the end of April).

Sandy



# St. Peter's College

Affiliated with the University of Saskatchewan 

*Your Key to Success!*

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## President's Office

Oct. 18, 2016

Michelle Prytula  
Dean  
College of Education  
University of Saskatchewan  
3046 – 28 Campus Drive  
Saskatoon, SK S7N 0X1

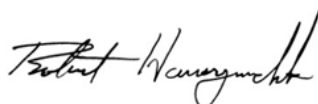
Dear Dean Prytula:

As a rural college, every day we see education at work firsthand in small communities across Saskatchewan. In delivering U of S courses, we strive for excellence, and thus we appreciate your work to continuously improve the Education program.

We believe that having Education courses (such as those you've discussed with us) in the first two years of study is something that would benefit Education students. We applaud your initiative in striving to address the learning needs of the future teachers of Saskatchewan and beyond.

We wish you all the best in your endeavours.

Sincerely,



Robert Harasymchuk  
President  
St. Peter's College

## Appendix D

### Memo of Consultation: College of Arts and Science

From: "DesBrisay, Gordon" <gordon.desbrisay@usask.ca>  
 Subject: Arts & Science Support for junior level curricular change in the College of Education  
 Date: October 11, 2016 at 4:50:49 PM CST  
 To: "Wallin, Dawn" <dawn.wallin@usask.ca>, "Prytula, Michelle" <michelle.prytula@usask.ca>, "Bidwell, Kristina" <kristina.bidwell@usask.ca>, "Elias, Lorin" <lorin.elias@usask.ca>, "Bonham-Smith, Peta" <peta.bonhams@usask.ca>, "Dahl, Alexis" <alexis.dahl@usask.ca>, "Gillis, Barbara" <barb.gillis@usask.ca>  
 Cc: "Adams, Toryn" <toryn.adams@usask.ca>, "DesBrisay, Gordon" <gordon.desbrisay@usask.ca>

Dear Dean Prytula and Associate Dean Wallin,

On behalf of the College of Arts and Science I would like to register our support in principle for the proposed curricular changes in the College of Education that we discussed in our meeting of October 6<sup>th</sup>, 2016.

We understand that Education is proposing to "repatriate" to the College of Education a total of 12 credit units of 100- and 200-level electives that direct entry students in Education currently take in the College of Arts and Science as part of the existing Education curriculum.

- We support this proposed change on academic grounds, because it promises to introduce direct-entry Education students to the academic and professional culture of their chosen profession earlier than is currently the case, enabling them to confirm early on whether that path is right for them.

- The change could negatively impact Arts and Science tuition revenues, however, and this should be discussed by our two colleges in light of the MOU between us intended to ensure that Education's switch to direct entry would be revenue-neutral for Arts and Science.

The College of Education is also proposing to couple the proposed repatriation of 12 cus of classes with a revision of their learning communities, such that Education LC's would no longer include Arts and Science courses. By building their learning communities around the proposed junior-level Education courses, this change should help foster the acculturation of Education students, noted above, and promises to reduce the administrative burden our college has assumed since the introduction of Education LC's.

- We support this proposed change to the structure and administration of the College of Education learning communities.

Best wishes,

Gordon

***Gordon DesBrisay, Ph.D.***

Vice-Dean, Academic  
 & Associate Professor of History  
 College of Arts and Science  
 University of Saskatchewan  
 9 Campus Drive  
 Saskatoon, SK S7N 5A5  
 Tel: (306) 966-2644  
 Email: [gordon.desbrisay@usask.ca](mailto:gordon.desbrisay@usask.ca)