

AGENDA
2:30 p.m. Thursday February 16, 2017
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 22nd 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 January 19, 2016 pp. 1-22
4. Business from the minutes
5. Report of the President pp. 23-26
6. Report of the Provost pp. 27-34
7. Student societies
 - 7.1 Report from the USSU pp. 35-36
 - 7.2 Report from the GSA pp. 37-38
8. Governance Committee
 - 8.1 Request for Decision – School of Environment and Sustainability Faculty Council Membership pp. 39-42

It is recommended that Council approve the membership changes to the Faculty Council of the School of Environment and Sustainability as shown in the attachment, and that Council’s Bylaws be amended accordingly.
 - 8.2 Notice of Motion – Changes to Council Bylaws Part III, section V. 1. A. Membership of the Faculty Councils pp. 43-46

It is recommended that Council approve the changes to the membership of the faculty councils as shown in the attachment, and that Council’s Bylaws be amended accordingly.

9. Joint Committee on Chairs and Professorships

- 9.1 Request for Decision – Revised Chairs and Professorships Policy
pp. 47-62

It is recommended that Council approve the revised Chairs and Professorships Policy.

10. Academic Programs Committee

- 10.1 Report for Information – Changes to the Master of Nursing (M.N.) Course-Based Program
in Educational Leadership pp. 63-88

- 10.2 Report for Information – Credit Reduction for the Master of Arts (M.A.) in Sociology
Project-Based Program pp. 89-100

- 10.3 Report for Information - Terminations in the College of Arts and Science pp. 101-108
- Northern Studies Field of Study
 - Public Administration Field of Study

- 10.4 Report for Information - Second Degree Option for the Bachelor of Science (B.Sc.) in
Kinesiology (Exercise and Sport Studies) pp. 109-112

11. Teaching, Learning and Academic Resources Committee

- 11.1 Report for Information – Definition of “Indigenizing” pp. 113-114

12. Other business

13. Question period

14. Adjournment

Next meeting March 23, 2017 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: March 6, 2017



*Minutes of University Council
2:30 p.m., Thursday, January 19, 2017
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 2:30 p.m., observing that quorum had been attained.

1. Adoption of the Agenda

D'EON/FLYNN: *To adopt the agenda as circulated.*

CARRIED

2. Opening Remarks

The chair made brief remarks, referring to the protocol at meetings and welcoming all members back in the New Year. She expressed that she was pleased with the collegiality and engagement shown at Council meetings in her first months as chair and that she looked forward to seeing it continue in 2017.

3. Minutes of the Meeting of December 15, 2016

Beth Williamson, university secretary indicated that a correction to 8.1. Request for decision – Nominations to the Review Committee of the Vice-Provost Teaching and Learning had been submitted, comprising the addition of two sentences at the beginning of the first paragraph under item 8.1 as follows:

A Council member asked about the criteria for choosing members and whether any criteria existed. Tamara Larre referred to the criteria set out in the Council Bylaws for nominations.

WILSON/AITKEN: *That the December 15, 2016 Council minutes be approved with the correction as noted.*

CARRIED

4. Business from the Minutes

The chair noted four items of business arising from the minutes and each was addressed in turn.

1. In response to the question on the number of visiting speakers hosted by the university and how that number might compare to U15 comparators, the chair reported that the coordinating committee discussed the question at its recent meeting. Members were in favour of further analysis, and therefore the question has been referred to the research, scholarly and artistic work committee to discuss with the vice-president research and to report back to Council.
2. Michelle Prytula, dean of Education responded to a question about the activities undertaken during a recent trip to China by a group of individuals from the College of Education, reporting that a group of four individuals travelled to China to further work previously

established and to engage in a collection of opportunities to forge new relationships. Dr. Prytula briefly outlined the itinerary and objectives for the trip relative to each educational institute visited. Among those visited were Tianjin Normal University, Beijing Language and Culture University, Beijing Normal University, Beijing Institute of Technology, Yunnan Agricultural University, and Concorde Chinese Canadian School. Dean Prytula indicated the trip was productive and expressed her openness to engage in discussions with members of Council, should anyone have further questions or interest.

3. Patti McDougall, vice-provost teaching and learning responded to the question of the impact that the new fall break is having on students by presenting slides containing faculty and student survey data on the question of whether the expectations associated with the fall break week were being realized. Dr. McDougall reported that 86% of students surveyed were satisfied with the fall break week compared to 58% of faculty members surveyed. Dr. McDougall indicated that the slides would be appended to the minutes.

Comments included the importance of having a break in the first term, particularly for first-year students who may be experiencing transitional issues, the question of whether the break will be extended to students in the colleges of Medicine and Veterinary Medicine with future discussion to occur in February with students in these colleges, and the increasing prevalence of mental health issues among students. Dr. McDougall noted that those between the ages of 18-24 are at the highest risk for the onset of mental health illness. The university has seen an increase in the use of student support services over the past five years related to student mental health.

4. Chad London, dean of Kinesiology and vice-chair of the Huskie Athletics Board of Trustees responded to the question of why the composition of the Board of Trustees does not include a graduate student representative. Dr. London indicated that the board will be reviewing revisions to its draft terms of reference in March to ensure its governance structure supports its goals. The purpose of the board is to provide strategic guidance to Huskie Athletics. A key topic is engagement with students. Dr. London reported that the working groups reporting to the Board of Trustees include student representation and consultation has occurred with the Huskie Athletics Student Council.

5. Report of the President

President Peter Stoicheff referred members to his written report, and reported on his presentation to the City of Saskatoon at the “Let’s Talk 2020 campaign,” a daylong session among city councilors to talk about trends that cities are considering around the world as they imagine their futures.

President Stoicheff spoke of the educational landscape across the country and the role of Universities Canada as an advocacy body that focuses the federal government on post-secondary education. The president referred specifically to the education committee of Universities Canada and its action plan on Indigenous Action, which is under development. Further information can be found at: <http://www.univcan.ca/priorities/indigenous-education/>.

A national steering committee on university gatherings to build reconciliation is supported by Universities Canada. Blaine Favel, former Chancellor and Vice-Provost Patti McDougall are involved in lobbying for this initiative. The goal is to sustain the national forum on building truth and reconciliation that the university was the first to hold with the *Building Reconciliation National*

Forum in November 2015. The third national forum will be held at the University of Manitoba in the fall of 2017.

President Stoicheff noted three areas of deep concern in anticipation of the federal budget: driving innovation through discovery as Canada falls behind other OECD¹ nations in investments in research and development; mobilizing Canada's talent to succeed in the global economy through the next generation of entrepreneurs and innovators; and developing tomorrow's Indigenous leaders, with the request to the federal government to commit additional financial assistance to Indigenous students by lifting the cap on the Post-Secondary Student Support Program (PSSSP) for Indigenous college and university students. In addition, a parliamentary committee is conducting a review of *The Copyright Act*; of particular concern is the importance of protecting fair dealing and the exemption for educational institutes.

The president drew attention to the university's recent success in the CFI Major Science Initiatives (MSI) funding competition, resulting in the Canadian Light Source (CLS), InterVac/VIDO, and the SuperDARN network receiving major awards comprising one-fifth of all CFI funding announced in the competition. Special note was made of the leadership of Professor Kathryn McWilliams of the Department of Physics and Engineering Physics in leading the SuperDARN network, which enables the prediction of electromagnetic storms above the earth.

President Stoicheff concluded his remarks by commenting on the work done by Universities Canada in the recent past on the future of the liberal arts and universities as cultural hubs. There were no questions of the president.

6. Report of the Provost

Interim Provost Michael Atkinson presented the provost's report to Council. Provost Atkinson projected a slide on the university's integrated planning process and associated timeline. Planning efforts will culminate in a fourth integrated plan being submitted to Council for approval in the fall of 2017.

The chair invited questions of the provost. A Council member spoke of reports in the media about tuition, specifically that Canada has the second highest tuition fees in the OECD as reported by *The Guardian*. Further, as reported by Statistics Canada, Saskatchewan has the second highest tuition fees in the country and ranks lowest in terms of student financial aid. He asked when the university would look at the impact of these high student fees on current students and the effect of student debt on past students. Other concerns expressed related to perceived corporatization within the university and the exclusion of some faculty from undergraduate teaching responsibilities.

Provost Atkinson acknowledged the spirit of concern evident in the comments and agreed the university needs to do more to support its students. With respect to setting tuition rates, the university has adopted a responsible process that includes consultation with students. The rate of inflation experienced by the university is higher at around 2.5% compared to the 1.1% inflation index reported by the Consumer Price Index (CPI). To contextualize the reports referenced, he noted that the average tuition rate in the College of Arts and Science is lower than the average across Canada, but that the higher number of professional colleges within the university elevates

¹ Nations belonging to the Organization for Economic Co-operation and Development (OECD)

the average tuition fee reported by Statistics Canada. He suggested that the topic of student financial concerns could be considered further by Council through its committees.

7. Student Societies

7.1 Report from the USSU

Kehan Fu, president of the University of Saskatchewan Students' Union (USSU) presented the USSU report, reporting on student union activities throughout the month of January, including promotion of the uSAFE app, the Women in Leadership week, and work with the Nasser Family Emergency Student Trust, which assists students facing unexpected financial difficulty.

7.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association, presented the GSA report to Council. In addition to the Three-minute Thesis (3 MT) competition and the GU15 Conference for graduate students among the U15, he reported on the governance restructuring within the GSA and continuing efforts to formalize a new graduate student/supervisor agreement. The agreement template is a co-project with the College of Graduate and Postdoctoral Studies and will be considered and implemented appropriately through the university's governing bodies.

8. Planning and Priorities Committee

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

8.1 Request for Decision – Respiratory Research Centre in the College of Medicine

Professor de Boer referred to the report before members requesting approval of the Respiratory Research Centre as a centre that will build knowledge of respiratory disease and increase research activity in the clinical sciences to provide improved health care to those suffering from respiratory illnesses. Professor de Boer indicated that proponents made revisions throughout the review process in response to feedback received. These revisions included placing milestones in the proposal against which the centre's progress in fulfilling its mandate will be tested.

Discussion of the proposal included the observation that the centre has a budgetary structural deficit, which will be realized in the fourth year of its existence. Professor Darcy Marciniuk, lead proponent of the centre, indicated that funding agreements with the Saskatchewan Lung Association and the Saskatchewan Health Research Foundation (SHRF) are pending but were not included in the budget as written confirmation has not yet been received. Other discussion focused on external versus internal funding support, the source of the internal funding, and the sustainability of centres. Vice-President Chad spoke of work underway to review the categorization, governance, leadership, and sustainability of centres which will culminate in an overall report recommending revisions to the university's centres policy and guidelines. The need for a structured reporting and review process of centres has been identified, and Dr. Chad noted that over the last several years, many of the university's Type B centres have been reviewed. In response to a question from a Council member about information on these

reviews, Dr. Chad indicated that the centres' review documents are publicly available and that she would reference their location on the university website in the minutes.²

De BOER/K. WILSON: *That Council approve the Respiratory Research Centre as a type A centre in the College of Medicine.*

CARRIED

9. Academic Programs Committee

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

9.1 Request for Decision – Doctor of Philosophy (PhD) in Indigenous Studies

Professor Flynn reported that the Department of Indigenous Studies has had special-case doctoral students for the past ten years but is limited by the requirement that there be only four students in the program at any one time. Standardization of the special-case program as a regular program recognizes the success of the special-case program, allows increased enrolment, and places the university on a competitive footing with the University of Alberta and the University of Manitoba which have regular-case Ph.D. programs in Indigenous studies. Culturally and philosophically, the program supports important commitments honoured by the university to Indigenous students, who comprise the majority of students in the program.

Questions from Council members clarified details of the qualifying and comprehensive exams and student timeline in program. Indigenous students are underrepresented in doctoral studies, and a plea was made for the university to provide additional funding to these studies as many Indigenous students do not have funding beyond the master's level. Professor Rob Innes of the Department of Indigenous Studies responded to a question about the sustainability of the program, indicating that the regularized program will enable more even distribution of courses among the faculty in the department, rather than having a small subset of the faculty teach the special topics reading courses. He expressed confidence in the program, reporting that the number of faculty within the department has increased and with this expansion, the department has grown in capacity and maturity.

FLYNN/J. WILSON: *That Council approve the Doctor of Philosophy (PhD) in Indigenous Studies, effective September 2017.*

CARRIED

9.2 Request for Decision – College of Medicine – Changes to Approved Grading System

Professor Flynn explained that the College of Medicine uses a pass/fail grading system for students in its M.D. program and all final grades are reported as a pass or fail on the student's transcript. However, a numeric grade is also assigned and used internally within the college to identify those students at academic risk and to determine student eligibility for scholarships and awards. The numeric grade does not appear on the student's transcript. The proposed change is to the literal grade descriptors and sets a higher standard, with any

² The self-study documents and external reviewers' review report are posted under the name of the relevant centre on the *Centres* website. See list of centres and institutes at: <http://centres.usask.ca>

percentage grade below 70% denoted as a failure. The change is supported by the college's student curriculum review committee, which includes student members who have both voice and vote on the committee.

There were questions about the percentage of medical students who fail and what the equivalent percentage grade of an F is for medical students on their transcript. Note was made of these questions for future response.

FLYNN/J. WILSON: *That Council approve the changes to the literal grade descriptors for courses taught as part of the MD program, effective September 2017.*

CARRIED

9.3 Request for Decision – Retroactive Approval of Changes to Approved Grading System in the College of Dentistry

Professor Flynn referred Council to the context presented in the previous item. Similar to the College of Medicine, the College of Dentistry used a pass/fail system in the past, but changed to a numerical percentage system in 2012/13. At the time of this change, the request to have Council approve the change to a minimum passing grade of 60% was inadvertently not submitted. The requested retroactive approval corrects this oversight to ensure that appropriate documentation exists for the non-standard minimum pass scores in Dentistry.

FLYNN/J. WILSON: *That Council provide retroactive approval to the changes to the literal grade descriptors for courses in the College of Dentistry, effective immediately.*

CARRIED

10. Governance Committee

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

10.1 Notice of Motion – School of Environment and Sustainability Faculty Council Membership

Professor Racine outlined the changes submitted which provide clarity to the membership of the School of Environment and Sustainability Faculty Council with respect to the definition of standard faculty member appointments within the school. As the membership of faculty councils are listed within the Council's Bylaws, a notice of motion is required.

Professor Racine read the motion to Council:

That Council approve the membership changes to the Faculty Council of the School of Environment and Sustainability as shown in the attachment and that Council's bylaws be amended accordingly.

11. Research, Scholarly and Artistic Work Committee

Paul Jones, chair of the research, scholarly and artistic work committee, presented the committee report to Council.

11.1 Report for Information – Changes to Terms of Reference for the New Researcher and Distinguished Researcher Awards

Professor Jones reported on the changes made to the terms of reference of the New Researcher and Distinguished Researcher awards. Discussion occurred on the number of awards made by the university relative to internal awards made by other U15 universities. Karen Chad, vice-president research, indicated the university lags behind other U15 universities in terms of the number of awards it makes to recognize its own researchers. A Council member spoke of her concern about the lack of recognition of childcare leaves and the impact of such leaves upon research productivity and the qualifying timelines that apply to many awards.

12. International Activities Committee

Gordon Zello, chair of the international activities committee, presented the committee report to Council.

12.1 Report for Information – Mid-year Report of the International Activities Committee

Professor Zello reported that the international activities committee (IAC) has a broad mandate on behalf of Council and invited Council members to bring any international issues to the committee. Presently, the IAC is actively involved in the development of the university's Blueprint on Internationalization. The mid-year report submitted to Council acknowledges the international activity reports from colleges and schools that the committee has received over the past two years.

11. Other Business

The chair invited the university secretary to provide an update on Council elections. Ms. Williamson reported that a call has been issued for nominations in the categories of member at large and college faculty representatives. Nominations close February 1, 2017. Ms. Williamson asked that Council members encourage their colleagues to submit a nomination.

12. Question period

The chair invited questions. A member inquired about the status of the question of what access Council members should have to Council committee minutes. The chair indicated that the governance committee of Council considered the question and supported the present practice of keeping Council committee minutes confidential but that excerpts of committee minutes may be released at the discretion of the committee chair upon request. The chair noted the suggestion to modify the guidelines to provide clarity on when a committee chair might decline to provide the minutes would be submitted to the governance committee chair for additional consideration.

13. Adjournment

The meeting was adjourned by motion (FLYNN/RACINE) at 4:35 pm.

Voting Participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Abbasi, Aliya	N/A	N/A	A	A	A					
Aitken, Alec	P	P	R	P	P					
Allen, Andy	P	P	P	P	P					
Atkinson, Michael	N/A	P	P	P	P					
Barber, Ernie	P	N/A								
Baxter-Jones, Adam	P	P	P	P	A					
Bell, Scott	P	P	P	P	P					
Bergstrom, Don	P	P	R	P	P					
Bindle, David	R	A	P	R	P					
Bonham-Smith, Peta	P	R	R	A	P					
Bowen, Angela	R	P	P	P	A					
Buhr, Mary	A	A	A	A	A					
Calvert, Lorne	P	A	P	A	A					
Card, Claire	A	P	P	A	P					
Chernoff, Egan	P	P	P	P	R					
Chibbar, Ravindra	P	P	P	P	P					
Crowe, Trevor	A	P	P	A	P					
De Boer, Dirk	P	P	P	P	P					
D'Eon, David	N/A	N/A	A	P	P					
D'Eon, Marcel	P	P	P	P	P					
Deters, Ralph	P	P	P	P	P					
DeWalt, Jordyn	A	A	A	A	A					
Dick, Rainer	P	P	P	P	R					
Dobson, Roy	P	P	P	P	P					
Dumont, Darcy	N/A	N/A	A	R	P					
Ervin, Alexander	P	P	A	A	P					
Eskiw, Christopher	N/A	N/A	N/A	A	P					
Findlay, Len	P	P	P	P	A					
Flynn, Kevin	P	P	P	P	P					
Freeman, Douglas	R	P	P	R	R					
Gabriel, Andrew	R	A	A	P	A					
Gill, Mankomal	A	A	A	A	A					
Gjevre, John	P	P	P	P	P					
Goodridge, Donna	P	P	P	P	P					
Gordon, John	P	P	R	P	P					
Gray, Richard	P	A	A	A	P					
Greer, Jim	R	R	R	R	P					
Grosvenor, Andrew	P	P	P	P	P					
Gyurcsik, Nancy	P	R	P	R	P					
Hamilton, Murray	P	P	A	P	P					
Havele, Calliopi	P	R	P	P	R					
Hayes, Alyssa	P	R	P	R	P					
Honaramooz, Ali	A	P	P	P	P					
Horsburgh, Beth	P	R	P	P	A					
Jamali, Nadeem	R	R	P	P	P					
Jones, Paul	P	P	P	P	P					
Julien, Richard	A	A	A	A	A					
Just, Melissa	N/A	N/A	N/A	N/A	N/A					
Kalagnanam, Suresh	P	P	P	P	P					
Kalra, Jay	P	P	P	P	P					
Kalynchuk, Lisa	P	P	P	P	P					
Kampman, Courtney	N/A	N/A	A	A	A					
Khandelwal, Ramji	P	P	R	P	P					
Kiani, Ali	P	P	P	P	A					
Kumaran, Arul	P	R	A	P	P					
Langhorst, Barbara	P	P	R	P	P					
Larre, Tamara	P	P	P	P	R					
Lemisko, Lynn	P	R	R	R	P					

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Lindemann, Rob	A	P	P	A	R					
London, Chad	N/A	N/A	P	P	P					
Low, Nicholas	P	P	P	P	P					
Luke, Iain	N/A	A	A	R	R					
MacKay, Gail	P	P	R	P	R					
Marche, Tammy	P	R	R	P	P					
Martz, Lawrence	P	R	P	P	P					
Mathews, Rosemary	A	A	A	A	A					
McEwen, Alexa	P	R	R	P	P					
McWilliams, Kathryn	R	R	R	R	R					
Molesky, Mark	N/A	N/A	A	A	A					
Mousseau, Darrell	P	P	P	A	P					
Muri, Allison	P	P	P	P	P					
Nel, Michael	A	A	A	A	A					
Nickerson, Michael	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nicol, Jennifer	R	R	P	A	P					
Orsak, Alanna	A	A	A	A	A					
Osgood, Nathaniel	R	A	A	P	P					
Pan, Henry	N/A	N/A	A	A	A					
Phillips, Peter	P	P	P	P	P					
Phillipson, Martin	P	P	P	P	R					
Prytula, Michelle	R	P	R	R	P					
Racine, Louise	R	R	P	P	P					
Rangacharyulu, Chary	A	A	A	A	A					
Rea, Jordan	R	P	N/A							
Reimer, Serena	A	A	A	A	A					
Rodgers, Carol	R	R	N/A							
Roesler, Bill	A	A	A	A	A					
Roy, Wendy	P	P	P	P	P					
Sarjeant-Jenkins, Rachel	P	P	P	P	P					
Scoles, Graham	P	P	R	R	R					
Shevchuk, Yvonne	A	P	R	R	P					
Smith, Preston	P	R	P	P	R					
Solose, Kathleen	P	P	P	P	P					
Soltan, Jafar	P	P	P	P	P					
Sorensen, Charlene	R	R	P	P	P	N/A	N/A	N/A	N/A	N/A
Stiocheff, Peter	R	P	P	P	P					
Swidrovich, Jaris	N/A	N/A	R	P	P					
Stone, Scot	P	R	P	R	P					
Tait, Caroline	R	P	R	P	P					
Thomson, Preston	A	A	A	A	A					
Tyler, Robert	P	R	P	P	P					
Uswak, Gerry	P	R	P	R	P					
Vassileva, Julita	R	P	P	R	P					
Walker, Ryan	P	P	P	R	P					
Walley, Fran	P	P	P	P	R					
Wasan, Kishor	P	P	R	R	P					
Watson, Erin	P	R	P	R	P					
Willness, Chelsea	P	A	R	P	R					
Willoughby, Keith	P	R	R	R	P					
Wilson, Jay	P	P	P	R	P					
Wilson, Ken	P	P	R	P	P					
Wilson, Lee	N/A	N/A	N/A	R	P					
Wotherspoon, Terry	P	P	P	P	P					
Wurzer, Greg	A	P	A	P	P					
Yates, Thomas	R	P	R	P	R					
Zello, Gordon	P	P	P	P	P					



Attachment 2

The Fall Break Week

University Council

January 19, 2017

Background

- February 2014 - APC brings forward the information that there is a fall break week slated for November, 2014
 - *Some colleges and programs do NOT use the fall break (Medicine, Vet Med, Physical Therapy, Dentistry, Nursing, and 4th year Nutrition)*

Survey on the fall break

- March/April 2016 – survey conducted with students and faculty to get feedback on the implementation of fall break week (after consultation with Associate Deans)
- Lists of potential respondents constructed to match colleges and programs using the fall break week

Who responded?

- **The student survey** was sent to 15,949 students via e-mail
 - 4,484 completed the survey (28.11%)
- **The faculty survey** was sent to 588 faculty via e-mail
 - 270 faculty completed the survey (45.92%)

Satisfaction – Adding the Break Week

- Majority of students (86%) were satisfied with the addition
- 58% of faculty members were satisfied with the addition

Highlights from student responses

- **64%** of students preferred the November timing; **26%** said October (Thanksgiving) would be better
- Impact:
 - Majority found the break beneficial to their mental health (86%) and/or physical health (75%)
 - Felt tired (84%) and/or stressed (83%) before break
 - 76% thought the break helped them manage their academic workload for the remainder of term

Highlights from faculty responses

- **44%** of the faculty preferred November timing; **30%** would prefer October
- Impact:
 - **60%** of faculty members agreed that the break was beneficial in terms of students' mental and/or physical health
 - **48%** of faculty members agreed that the break helped students to manage their academic workload for the rest of the term

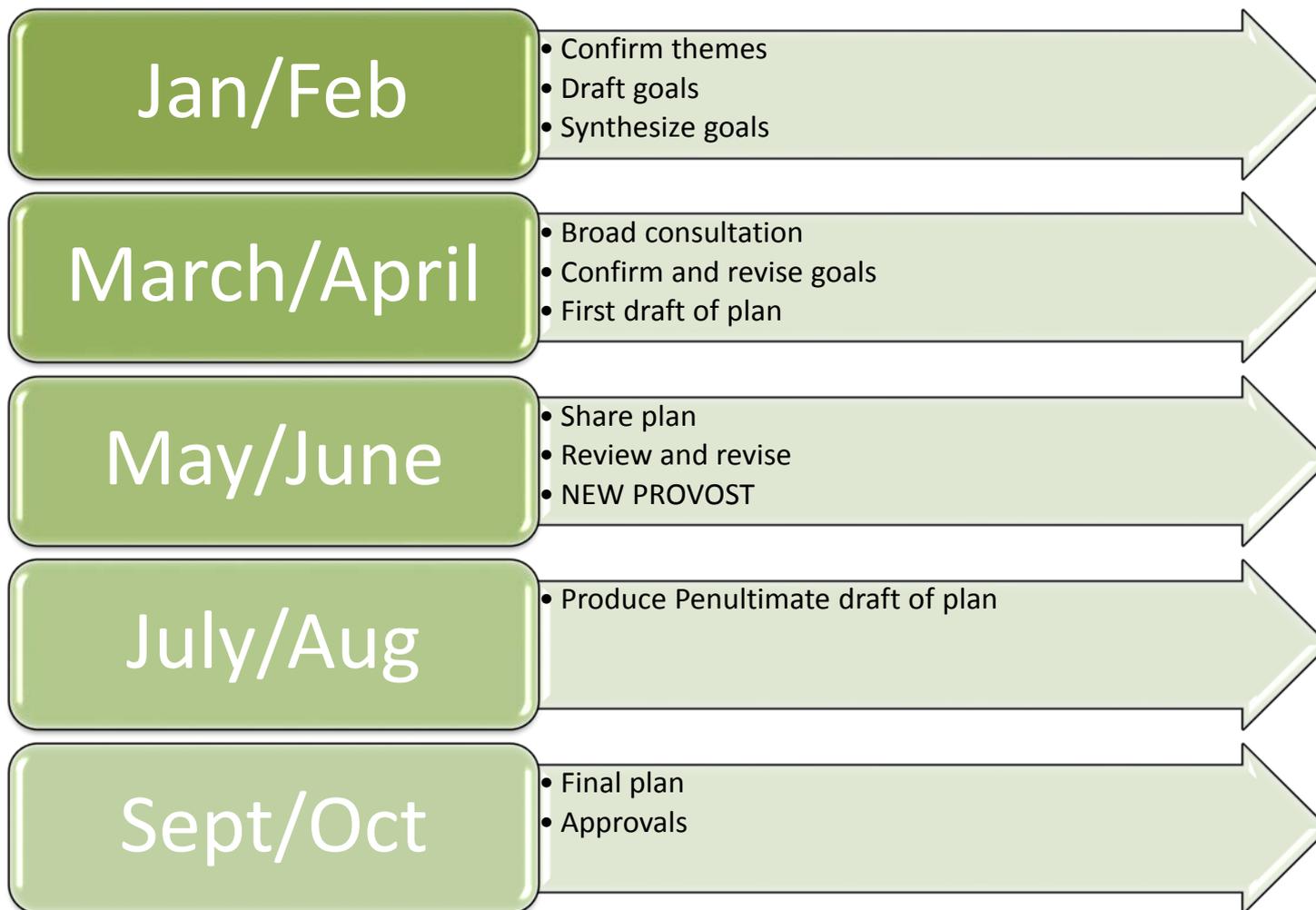
Faculty comments

- Some faculty members appreciated the break for their own health and workload management
- Some faculty were not convinced of the necessity of the break
- Some faculty thought the break interrupted the flow of the semester

Additional data - External

- 50+ universities in Canada have a fall break
- Some that have 2-3 day fall breaks are moving to a full week

Process to develop an Institutional plan



PRESIDENT'S REPORT TO UNIVERSITY COUNCIL February 2017 

On Sunday, January 29th, after the American executive order regarding immigration bans was signed, I posted the following message on the University's website:

The University of Saskatchewan expresses its deep concern regarding the American presidential order which bans the immigration of citizens and refugees from certain countries to the U.S. We affirm the values of diversity, inclusion and respect asserted in our mission statement. Along with Universities Canada and the Association of American Universities, the U of S calls for this ban to end as quickly as possible.

The executive order has the potential to negatively affect our research and teaching partnerships with U.S. institutions, conference participation, study abroad, and interactions with U.S. colleagues with common academic interests. We are working at our globally-connected university to understand the full impact the executive order will have on our students, faculty and staff. We will keep our community informed as our analysis continues.

Universities such as ours play a critical role in advancing a civil society, and in attracting international talent to Canada. We will remain, as our mission statement asserts, "an innovative, accessible, and welcoming place for students, educators, and researchers from around the world."

Welcoming our New Provost and Vice-President Academic

On Jan. 23rd, it was my pleasure to announce Dr. Tony Vannelli as our new provost and vice-president academic. Dr. Vannelli joins us after completing two terms as dean of the College of Physical and Engineering Sciences at the University of Guelph. He has also held faculty and administrative positions at the University of Toronto and the University of Waterloo.

Although Dr. Vannelli will start his 5-year term on August 1st, he has agreed to visit the U of S over the next few months to begin his transition. Dr. Vannelli replaces interim provost Michael Atkinson, who has our gratitude for stepping into the interim role last October.

FSIN Memorandum of Understanding

By the February Council meeting, the University of Saskatchewan and the Federation of Sovereign Indigenous Nations (FSIN) will have signed its first memorandum of understanding (MOU).

The agreement builds on our relationship with the FSIN so we can increase our collaborative efforts, more effectively work with First Nations in Saskatchewan and improve educational outcomes for First Nations students.

The work outlined in the MOU will be shaped and developed by engagement and dialogue between the FSIN and the university. We are committing to engaging in regular dialogue to facilitate the achievement of shared initiatives and to formally entrench the opportunity for reciprocal presentations on our respective work. We also commit to form working groups or other mechanisms as needed to focus on particular issues that are of mutual concern and facilitate joint action on areas and projects of interest.

Prime Minister Trudeau's January 25th Town Hall at the U of S

The Prime Minister held a well-attended town hall in Saskatoon on the U of S campus on the evening of January 25th. Members of the Saskatoon community were there, and many students. I was pleased that our university was chosen by the PMO as the venue for the event. It provided an opportunity for the PM to get a sense of our university and its priorities, and to be introduced by one of our law alumni, Minister Ralph Goodale.

U of S / Saskatoon Symphony Orchestra January 28th MoU signing

On January 28th I publicly signed a first-of-a-kind MoU between the U of S and the Saskatoon Symphony Orchestra. In addition to connections we have enjoyed with the SSO for several decades, the MoU prepares the way for artist-in-residence programs, a formal relationship with the SSO artistic director, the potential to collaborate on the instrument collections we are fortunate to have such as the Amati Instruments and the David Kaplan international and indigenous collection, e-lectures and other initiatives.

Converge2017 Conference

This month I and three undergraduate and graduate students represent the University of Saskatchewan at the Universities Canada event "Converge 2017". *Converge* is an opportunity for future innovators, creators, entrepreneurs and community leaders from Canada's universities to join other leaders from across the country in Ottawa to explore what Canada can become in the next 50 years.

The conference will include discussions on issues such as global migration, reconciliation, and strengthening pluralism through the arts. Conference-wide sessions will focus on our next generation of innovators, entrepreneurs and community leaders. I look forward to reporting back to this body regarding my discussions in Ottawa.

January 26-27 U15 meetings

I met with U15 Executive Heads in Toronto on January 26th and 27th. The meetings included useful discussions with Kirsty Duncan, Minister of Science and Jane Philpott, Minister of Health, among others. Topics included the upcoming federal budget, expectations regarding Canada's

Fundamental Science Review report, the role of research-intensive universities in a “post-truth” era, and the importance of U15 universities to Canada’s innovation needs.

AGENDA ITEM NO: 6.0***PROVOST'S REPORT TO COUNCIL******February 2017******INSTITUTIONAL PLANNING AND ASSESSMENT*****Planning**

The planning framework will enable the university, colleges and units to be continuously responsive to new funding and new ideas, by supporting the creation and ongoing maintenance of continuously relevant plans that inform our work.

The formal process for the development of the next integrated plan began in January 2017 with consultations with Senior Leadership Forum and the Planning and Priorities Committee of Council. Additionally, a Planning Advisory Group was created. Membership of the Planning Advisory Group includes membership from each of the university's governing bodies, four of the Council chairs, two student members, several deans, associate deans, and members of senior administration.

The initial consultations focused on the form, content and process for the plan. Possible guiding themes were discussed. The possible themes build upon the work of the Mission, Vision and Values statements that were approved in 2016. Conversations with campus community groups, deans, faculty, governing bodies are subsequently planned to further refine these themes and to develop institutional goals to guide the next plan. In February, the IAC, APC, TLARC and RSAW committees of Council will be consulted. Additional in-depth meetings with PPC are also intended. The outcomes of these consultations will be shared with the broader campus community and feedback will be invited.

COLLEGE AND SCHOOL UPDATES**College of Pharmacy and Nutrition**

Congratulations to Dean Kishor Wasan on receiving the [American Association of Pharmaceutical Scientists \(AAPS\)](#) Award of Appreciation/Merit for his work with the AAPS Pharmaceuticals in Global Health Focus Group.

U of S students attend PDW

With 75 delegates at the 2017 CAPSI Professional Development week, the University of Saskatchewan had an impressive showing at the national conference.

The conference took place January 4-7 in Winnipeg, Manitoba, and key results for the U of S include:

- Congratulations to **Heather Hodgson** and **Roya Nabi** on earning **first place** in the 2016 IPSF Anti-counterfeit Drug Campaign.
- **Jasmine Greenwald, Logan Underwood, Meghanne Rieder, and Andrew Groat** **earned second place** in the Pharmafacts Bowl.

- CAPSI University of Saskatchewan **earned second place** in the Award for Professionalism for their efforts during Pharmacist Awareness Month 2016. Congratulations to **Kelsey Joorisity**, **Kaitlyn Tress**, and the 90 students who volunteered their time.
- **Lin Wang** **earned third place** in the Patient Interview Competition.
- **Caitlyn McGrath** accepted the CAPSI-Pfizer Consumer Healthcare Guy Genest Passion for Pharmacy Award for Saskatchewan, and the Pfizer Leadership Award for serving as CAPSI National President.

The CAPSI National Council met during the four days of the conference and discussed pertinent topics and strategic planned for the upcoming semester. National Council members from U of S include **Caitlin McGrath** (National President), **Sophie Châtillon** (Finance Officer), **Darren Reithmeier** (CAPSIL Editor), **Samantha Cunningham** (CSHP Liaison), **Kaitlyn Tress** (CAPSI Senior), and **Shivani Trivedi** (CAPSI Junior).

The U of S will continue to be engaged with CAPSI on a national level during the 2017-18 year:

- **Caitlin McGrath** will transition to the CAPSI Past-President position.
- **Kaitlyn Tress** has been elected the CAPSI Secretary.
- **Shivani Trivedi** will transition to the CAPSI Senior position.

Congratulations to all those who proudly represented the U of S!

College of Arts and Science

- **Eric Price** (Chemistry/CRC in Radiochemistry) is leading team of scientists to develop a new generation of medical imaging technology and radioactive drugs that together will select specific cancer cells and kill them: <http://news.usask.ca/articles/research/2017/new-u-of-s-canada-research-chair-working-on-smart-cancer-drugs.php>
- The University of Saskatchewan and the Saskatoon Symphony Orchestra signed a memorandum of understanding to enhance and extend joint initiatives that benefit the cultural interests of the province of Saskatchewan and beyond: <http://news.usask.ca/articles/general/2017/u-of-s-and-saskatoon-symphony-orchestra-sign-partnership-agreement.php>
- **SuperDARN Canada** (Physics & Engineering Physics) was awarded \$1.56M from the Major Science Initiatives fund of the Canada Foundation for Innovation: http://artsandscience.usask.ca/news/articles/712/U_of_S_flagship_research_centres_awaarded_69M_to_advance_inno
- **“Galleries Reimagined”** paves the way for a new hub for the visual arts in 2017, linking the university’s art galleries and permanent art collection within the college: http://artsandscience.usask.ca/news/articles/717/The_galleries_reimagined_a_game_changer_for_the_visual_arts_
- **Kimberly McKay** (Ph.D. student in Bioinformatics) and **Jacques Demarais** (Ph.D. student in Geological Sciences) were awarded Vanier Canada Graduate Scholarships: <http://news.usask.ca/articles/people/2017/vanier-scholarships-supporting-students.php>
- **Susan Shantz** (Art and Art History), **Carla Orosz** (Drama) and **Iain Rose** (Drama) were part of a team that created a multimedia art exhibit currently on a tour of five Canadian delta communities. The project is an extension of the Delta Days initiative in partnership with the School of Environment and Sustainability (SENS): http://artsandscience.usask.ca/news/articles/784/Discovering_the_deltas
- Award-winning novelist **Lawrence Hill** visited the university in November for the college’s annual **“Book Club”** and **“My Writing Life”** lecture - watch it here:

- <http://artsandscience.usask.ca/college/bookclub/>
- **Department of Geography & Planning** offers climate change course tackles global implications: <http://news.usask.ca/articles/colleges/2017/climate-change-course-tackles-global-implications.php>
- In a unique course, students studying **Chemistry** teamed up with their counterparts in **Classical, Medieval and Renaissance Studies**. They used the power of the Canadian Light Source (CLS) to explore material culture, the chemical and material composition of ancient glass, pottery and coins: http://artsandscience.usask.ca/news/articles/736/A_bright_light_on_the_past
- The National Film Board of Canada will be celebrating the 150th Anniversary of Canada's Confederation with three major projects including Legacies150, Aabiziingwashi (#WideAwake): Indigenous Cinema on Tour, and Special Online Programming. **Tasha Hubbard** (English) created a documentary that will be showcased
- Religious faith and a strong independent streak are some of the key features of Canadian generosity, say researchers in the **Social Sciences Research Laboratories**: http://artsandscience.usask.ca/news/articles/682/Gauging_generosity

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

SEARCHES AND REVIEWS

Search, Dean, College of Arts & Science

The search committee for the Dean, College of Arts & Science had candidates on campus in early February.

Search, Dean, College of Graduate Studies & Postdoctoral Studies

The search committee for the Dean, College of Graduate Studies & Research met in late December and the search is continuing.

Search, Dean, Edwards School of Business

The search committee for the Dean, Edwards School of Business will present a candidate to the college as soon as a date can be set.

Search, Dean, College of Dentistry

The search committee for the Dean, College of Dentistry met in late January.

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. The committee will meet again in late February.

Search, Vice-Provost, Indigenous Engagement

The search committee for the Vice-Provost, Indigenous Engagement met in early December. Advertisements are being placed and recruitment will begin.

Search, Dean, College of Nursing

The search committee for the Dean, College of Nursing met in early December. Advertisements were placed in early January and recruitment has begun.

Search, Executive Director, School of Public Health

The search committee for the Executive Director, School of Public Health met in January. Advertisements are being placed and recruitment will begin.

Search, Dean, College of Engineering

The search committee for the Dean, College of Engineering will meet in late December. Advertisements are being placed and recruitment will begin.

Review, Vice-Provost, Teaching and Learning

Meetings for the review committee for the Vice-Provost, Teaching and Learning are in the process of being scheduled.



RESEARCH UPDATE

NATIONAL IMPACT

Minister of Science visits

Federal Minister of Science Kirsty Duncan visited the U of S Saskatchewan Centre for Cyclotron Sciences radiochemistry lab on January 19, and met with **Eric Price** (Radiochemistry) and **Kate Dadachova** (Radiopharmacy), pictured above, to discuss their respective research into targeted cancer therapy. Duncan also held roundtable discussions on research and innovation at the Canadian Light Source. [Read more here](#)

NEW INITIATIVES

U of S and Saskatoon Symphony Orchestra sign partnership agreement

U of S and the Saskatoon Symphony Orchestra (SSO) signed a memorandum of understanding (MOU) on January 28 for future research and artistic collaborations between the two institutions that could include shared artist-in-residence programs, research chairs, and development of joint online programs. [Further details are available in this release.](#)

Saskatoon wins U of S-led bid to host global One Health research congress in 2018

Led by the U of S, Saskatoon will be the first North American city to host the *International One Health Congress*, June 21 to 25, 2018. The event at the U of S campus and TCU Place is expected to bring more than 1,000 researchers and health professionals from around the world. The congress theme will be *One Health in Underserved Communities*, focusing on underprivileged or subsistent communities where there's a complex interplay of environmental, animal and human health issues. [More details are available here](#)

U of S joins *Fusion 2030* to make fusion energy a national priority

A national consortium of academic, industry and non-profit organizations has come together to make fusion energy a national priority. The overall aim of the project is to participate in the design and deployment of a demonstration prototype fusion power plant by 2030.

The program, outlined in a new report, *Fusion 2030: Roadmap for Canada*, aims to foster collaboration among all of Canada's fusion projects, including research leaders such as the University of Saskatchewan, University of Alberta, University of Ontario Institute of Technology, General Fusion (Burnaby, B.C.), and other private sector companies, academic institutions and government laboratories. The Sylvia Fedoruk Canadian Centre for Nuclear Innovation at the University of Saskatchewan and the Alberta-Canada Fusion Technology Alliance are also active partners in the initiative. [More details on U of S's involvement are available](#), as is the [text of the report](#).

RESEARCH INFRASTRUCTURE

U of S flagship research centres awarded \$69M to advance innovation

Three U of S research centres have been awarded almost \$69 million for their continued operations as part of the Major Science Initiatives (MSI) fund of the Canada Foundation for Innovation (CFI). Of a \$328-million purse granted to 17 national science centres over the next three to five years, three U of S centres were awarded over one-fifth of the total:

- \$48 million for the Canadian Light Source (CLS),
- \$19.3 million for the International Vaccine Centre (InterVac), part of the Vaccine and Infectious Disease Organization (VIDO),



- ❖ \$1.56 million for SuperDARN Canada, a U of S-led initiative operating five radar arrays across Canada, providing critical radar mapping of electromagnetic “space weather” just above Earth’s atmosphere.

[More details are available here](#)

RESEARCH CHAIRS

Federal Funding for New and Renewed Canada Research Chairs at the U of S

The UofS will receive a total of \$ 3.8M in federal CRC Funding over the next seven years for one new and three renewed chairholders.

- ❖ **Eric Price** (Radiochemistry) [was awarded a five-year, \\$100,000-a-year, new Tier 2 CRC](#)
- ❖ **Ajay Dalai** (Bioenergy and Environmentally Friendly Chemical Processing) was renewed as a Tier 1 CRC
- ❖ **Markus Hecker** (Predictive Aquatic Ecotoxicology) was renewed as a Tier 2 CRC
- ❖ **Philip Griebel** (Neonatal Mucosal Immunology), was renewed as a Tier 1 CRC

Additionally, Eric Price was awarded \$125,000 (\$351,608 project total) in associated Canada Foundation for Innovation funding through the John R. Evans Leaders Fund for his project, *Radiopharmaceuticals for Imaging and Treating Cancer and Bacterial Infections*.

New \$8.4 million Saskatchewan MS research chair announced at U of S

A new \$8.4-million U of S Chair in Multiple Sclerosis Clinical Research will lead a drive toward a cure for multiple sclerosis (MS), a debilitating disease of the central nervous system. Rates of MS are among the highest in the world in Saskatchewan where 3,500 to 3,700 residents live with the disease.

Dr. Michael Levin, neurologist and professor at the College of Medicine at the University of Tennessee Health Science Center, and Director of the Multiple Sclerosis Center and Laboratory of Viral and Demyelinating Diseases, in Memphis, Tennessee, will lead a team of researchers, clinicians and students during a seven-year term, starting March 2017. The team includes **Dr. Katherine Knox**, whose research focuses on MS and mobility, and **Dr. Valerie Verge**, director of the Cameco Neuroscience Research Centre, whose research focuses on nerve injury and repair mechanisms.

Support for the chair is provided by the Saskatoon City Hospital Foundation, the Saskatchewan Health Research Foundation, the MS Society of Canada and the U of S Centennial Enhancement Chair program, as well as the U of S College of Medicine and the Saskatoon Health Region. [More details are available here.](#)

DISCOVERIES WITH IMPACT

U of S researchers discovers possible source of Earth’s water

Canada Research Chair **John Tse** (Physics and Engineering Physics) and **Yuanming Pan** (Geological Sciences), working with **Xue Yong** (former PhD student, now at the Institute of High Performance Computing, Singapore) and colleagues from University College Dublin have discovered a possible explanation for the origins of water on Earth: water was created within the upper mantle of Earth’s crust rather than having arrived via ice-rich comets. Using computer simulation, the researchers demonstrated that liquid hydrogen and quartz react to form liquid water and silicon hydride at temperatures and pressure consistent with conditions in the Earth’s upper mantle. The discovery may also explain earthquakes which occur hundreds of kilometres below the surface of

the Earth. The results were published in [Earth and Planetary Science Letters](#) and were also featured in [New Scientist](#).

Saskatchewan researchers working towards new breast cancer treatment

Research teams of **Andrew Freywald** (Medicine), **Franco Vizeacoumar** (Medicine, Saskatchewan Cancer Agency) and the Saskatchewan Cancer Agency are organizing clinical trials for a new made-in-Saskatchewan breast cancer treatment. By selectively turning off the SRC gene, breast cancer cells and some tumours could be eliminated without affecting normal cells. The researchers are currently testing which types of breast cancer their discovery will benefit and are seeking funding to support clinical trials. [Read the details here](#)

U of S technology approved by USDA APHIS

A microbial endophyte, developed at and owned by U of S, has passed regulatory approval by U.S. Department of Agriculture Animal and Plant Health Inspection Service (USDA APHIS), a significant achievement towards commercialization. The technology which was licensed to Boston-based Indigo Agriculture in 2013, will improve crop yield in drought conditions, can now be sold to millions of farmers in the U.S., and is scheduled for registration in many more countries in coming years.

In the past three years, Indigo Agriculture and the U of S, through the Industry Liaison Office, have built an extensive collaborative research program around this technology and secured almost \$3 million in research grants and an additional \$11 million from industry. Indigo Agriculture has grown from a two-person workshop to a company with more than 100 employees and has raised \$165 million USD in investments.

CONTRACT AND GRANT FUNDING SUCCESS

CONTRACTS

- Ekaterina Dadachova (Pharmacy) has received \$340,837.50 USD funding from Defense Threat Reduction Agency for the project, *Investigation of radiation resistance mechanisms in melanized fungi*.

GRANTS

Mounders McNeil Foundation Inc.

- Jonathan Dimmock (Pharmacy) has received \$270,000 funding for the project *Creation of tumour-selective compounds*.

MITACS Accelerate

- Andrew Van Kessel (Animal and Poultry Science) with intern **Michael Wellington** was awarded \$120,000 for *Impact of dietary fibre and immune challenge on threonine requirements and pig robustness*, in partnership with Prairie Swine Centre Inc.
- Kerry McPhedran with **Won Jae Chang** and **Bradley Schmid** (all from Civil, Geological, and Environmental Engineering) with intern **Raquibul Alam** have won \$45,000 for *Assessing bioremediation potential for arsenic released from mine waste rock* in partnership with Areva Resources Canada Inc.
- John McKinnon (Animal and Poultry Science) with intern **Katelyn Stehr** were awarded \$30,000 for *Alkaline treated straw and micro machine technology to improve digestive health and profitability of feedlot cattle*, in partnership with Gowans Feed Consulting.



MITACS Elevate

- ❖ **Robert Clark** (Biology) with post-doctoral fellow **Chrystal Sharon Mantyka-Pringle** was awarded \$55,000 for *Prioritizing decision-making for agriculture and conservation in North America's prairies under climate change and land-use change* in partnership with Ducks Unlimited (Manitoba).

NSERC Engage

- ❖ **Ajay Dalai** (Chemical and Biological Engineering) was awarded \$25,000 for *Production and techno-economic evaluation of carboxymethyl cellulose (CMC)*, in partnership with Titan Clean Projects Corporation.

INTERNATIONAL

❖ **GRANTS**

Korea Institute of Energy Research (KIER) "Global Research Collaboration Project"

- ❖ **Gap Soo Chang** (Physics and Engineering Physics), one of only two projects selected from Canada, was awarded \$112,000 for *Development of biodegradable organic solar cells based on new eco-friendly metal/cyclolinopeptide biosemiconductors*.

Mitacs Globalink Research Award, Campus France

- ❖ **Jeffery Zielinski** (Physics and Engineering Physics) supervised by **Andrei Smolyakov** was awarded \$10,000 for the project *Drift Wave Turbulence in the Presence of Neoclassical Forces*.

International Delegations to U of S

- ❖ **Consul General of the U.S. in Calgary** – December 09, 2016. Consul General Tom Palaia had meetings with President Stoicheff; Lorna Butler of the International Centre for Northern

Governance; Howard Wheeler of the Global Institute for Water Security; and Maurice Moloney and Leon Kochian of the Global Institute for Food Security.

International Agreements

MOU Student Training Agreement

- ❖ Northwest Agriculture & Forestry University, **China** – Joint Programme for Innovative Talent Training in Leading-edge Soil and Water Resources – signed October 06, 2016

MOU and Undergraduate and Graduate Student Exchange Agreement

- ❖ Ghent University, **Belgium** – signed December 08, 2016

Undergraduate Student Exchange Agreement

- ❖ University of Chile, School of Economics and Business, **Chile**, and Edwards School of Business – signed October 20, 2016

Room 110, 1 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 5A3



Telephone: (306) 966-6960
Fax: (306) 966-6978
E-mail: contactus@ussu.ca
Website: www.ussu.ca

University Council Report February 2017

In the Operations and Finance Portfolio, VP Emmanuel Barker continues working with the USSU's Budget and Finance Committee to oversee funding and ratification for all campus student groups. As well, VP Barker is working with the USSU senior management in preparing the USSU 2017 - 2018 budget to be approved by Students' Council in March.

VP Academic Affairs Brooke Malinoski continues her work as an undergraduate advocate for student academic grievances and appeals. Furthermore, VP Malinoski wishes to thank all judges, participants, sponsors, and award winners that were involved in the Undergraduate Project Symposium. The initiative was a resounding success - with record attendance and student voting.

VP Malinoski currently coordinating the second meeting of the Association of Constituency of Presidency (AOCP). Along with the rest of the executive, this evening forum will be an opportunity for the USSU and our constituency representative to discuss:

- Tuition consultation within the TABBS framework alongside Provost Atkinson;
- The framework of the alcohol policy with Vice Provost Teaching and Learning Patti McDougal; and
- Strategies to increase USSU election turnout and participation with President FU

Through the VP Student Affairs portfolio, Renata Huyghebaert also expressed her sincerest gratitude to all attendants, student volunteers, organizing committee members, university leadership, community organizers, and industry representative for their overwhelming support for of Women in Leadership. VP Huyghebaert and the USSU sustainability committee have been working to promote the Student Sustainability Fund in order to support student sustainability initiatives. She has also worked closely with our International Members of Student Council with the consultation process to kickstart an International Students' Association. VP Huyghebaert and VP Malinoski coordinated the Moment of Silence January 31st in memory with the victims of Quebec Mosque

terrorist attack. A banner of solidarity was also presented at both the USSU event, as well as the evening vigil at City Hall - where President Fu and VP Barker were in attendance on behalf of the Students' Union. VP Huyghebaert will be facilitating a Students with Disabilities Discussion Group February and March 8th & 22nd. The discussion group is aimed at cultivating more understanding of disabilities and the physical and non-physical challenges of living with a disability and being a student at the University of Saskatchewan.

In the Presidential Portfolio, Kehan Fu has strived to improve the Union's outreach and communication with the Face-to-Face campus wide information/question booths and a regular President's Video Address. In the wake of the Quebec terrorist attacks and the travel ban issued by the American Government, President Fu has maintained constant contact with Muslim groups on campus in providing support and solidarity. In striving to improve the student experience, President Fu has collaborated with the "Usask Strong" (a newly formed student group dedicated to inspiring campus pride and community) in organizing a kickoff event celebrating the CANWEST Wrestling Tournament and the Men's and Women's Volleyball home game February 11th - 12th. Along with the External Affairs Committee, President Fu will be organizing a #UsaskMatters campaign in early March. The week will be composed of various media and outreach initiatives educating the student body as well as lobbying the Provincial government regarding the importance of funding post-secondary education.

The USSU Executive are committed to working together with the University in building an inclusive and diverse campus. We will be vigilant and persistent in efforts to ensure that the students' academic experience will not be hindered.



University of Saskatchewan - Graduate Students' Association

GSA President Ziad Ghaith February report

In January 2017, the GSA dedicated additional time on internal issues, including updating the governance documents, and drafting the new proposed structural changes to be presented to the General membership in March. The GSA is working with different units within the university and other GSAs across Canada to investigate any potential impact of the recent travel ban into the United States and its effects on graduate students at our University.

- GSA proposed new structure

The GSA Governance review committee is proposing some structural changes in the GSA to be implemented for May, 2017 (subject to the general membership approval). The proposed changes include creating a board of governors and combining some GSA executive roles (VP Operation and Finance in one position, and VP Academic and Student Affairs in one position). These changes are proposed as part of GSA efforts to improve and develop the GSA services and roles and to ensure that the GSA is fulfilling its mission of serving graduate students at the University of Saskatchewan.

- Recent travel ban

The GSA has recently expressed its concerns regarding the recent travel ban into the United States and its potential consequences on graduate students at our University. Many of our members are citizens of countries included in the ban. The GSA is working with other graduate leaders in other Universities in Canada, consulting with our members, and the College of Graduate and

Postdoctoral Studies to investigate the potential consequences on our members' participation in conferences and other academic events. We call upon our fellow colleagues at the University Council to stand in solidarity against obstacles of academia, and to support any graduate student at the University who might be affected by this ban.

- **GSA Events**

We have recently announced the dates for our Spring events. Our local 3 Minutes Thesis will be hosted at the GSA Commons between 29-31 of March. The regional 3 Minutes thesis will take place on April 28th, GU15 Conference between April 18-21, and the GSA Awards Gala on April 1st. The GSA would like to ask the Council members to encourage the graduate students in their units to participate in these important GSA events. These events represent a great opportunity for students to develop their skills, network with other colleagues to celebrate and receive recognition for their success.

- **Student Supervisor agreement**

We have collected some feedback from our members and faculties in various departments regarding our proposed agreement, we are currently updating our agreement draft.

Ziad Ghaith

President, Graduate Students' Association

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: February 16, 2017

SUBJECT: School of Environment and Sustainability Faculty Council
Membership

DECISION REQUESTED: *It is recommended*

*That Council approve the membership changes to the
Faculty Council of the School of Environment and
Sustainability as shown in the attachment and that
Council's Bylaws be amended accordingly*

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their faculty council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws. A notice of motion of the change was presented to Council January 19, 2017 in accordance with the requirement for a 30-day notice of any bylaws amendments.

DISCUSSION SUMMARY:

The governance committee met with Toddi Steelman, executive director of SENS on December 9, 2016, to provide guidance and feedback to the school on revisions to its faculty council bylaws and to ensure the revised bylaws remained in accordance with the bylaws of University Council. The majority of changes discussed related to the committees of the SENS faculty council and their responsibilities and membership. However, there was one change suggested to the membership to clarify what is meant by a standard appointment. The governance committee supports this change as it clarifies the membership in University Council's Bylaws.

ATTACHMENT:

1. Faculty Council Membership of SENS – revisions showing in markup

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

A. [section A lists those members common to each college or school faculty council]

B. [section B lists those members unique to each college of school faculty council]

Faculty Council of the School of Environment and Sustainability

See (i), Sections (a) to (o) above.

(p) All faculty members who hold a standard, 100%, in scope appointment in the School.

(q) All faculty members holding primary-joint and secondary-joint appointments in the School.

(r) The president of the School of Environment and Sustainability Students' Association.

(s) The following members may be heard in faculty council, but may not vote:

- i. Associate members
- ii. Adjunct members

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: February 16, 2017

SUBJECT: Changes to Council Bylaws Part III, section V.1.A.
Membership of the Faculty Councils

DECISION REQUESTED: *It is recommended*

*That Council approve the changes to the membership of the
faculty councils as shown in the attachment, and that
Council's Bylaws be amended accordingly.*

PURPOSE:

Council approves the membership of faculty councils as set out in Part III Section V.1.A. of Council's Bylaws. As changes to Council's Bylaws require a 30-day notice of motion, the changes to this section are first presented to Council as a notice of motion.

DISCUSSION SUMMARY:

The governance committee met on January 26, 2017 to consider changes to update Part III Section V.1.A of Council's Bylaws. This section sets out that portion of the membership common to all college and school faculty councils. The revisions proposed are shown in the attachment and are primarily editorial in nature, consisting of title change updates, clarification of language, and removal of the associate vice-president student affairs position as it no longer exists.

FURTHER ACTION REQUIRED:

Once approved by Council, colleges and schools will be informed of the changes so that they may also update the membership section of their faculty council bylaws.

ATTACHMENT(S):

1. Council Bylaws Part III Section V.1.A. Membership of the Faculty Councils – with changes showing in markup

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members):

- (a) The President of the University*
- (b) The Provost and Vice-president Academic*
- (c) The Vice-president Research*
- (d) The Vice-president Finance and Resources*
- (e) The Vice-president University Relations~~Advancement~~*
- (f) The Vice-provost Teaching and Learning*
- (g) ~~The Associate Vice-president, Student Affairs*~~[deleted]
- (h) Chief Information Officer and Associate Vice-president Information and Communications Technology*
- (i) The Dean of the College or ~~school or, in the case of a school that is not part of a college,~~ the Executive Director of the school, when the school is not encompassed within a college
- (j) The Dean of Graduate and Postdoctoral Studies ~~and Research~~
- (k) The Dean, University Library or designate*
- (l) The University Secretary *
- (m) The University Registrar and Director of Student Services*
- (n) Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS
REQUEST FOR DECISION

PRESENTED BY: Jim Germida, chair, joint committee on chairs and professorships

DATE OF MEETING: February 16, 2017

SUBJECT: **Revised Chairs and Professorships Policy**

DECISION REQUESTED:

It is recommended:

That Council approve the revised Chairs and Professorships Policy.

PURPOSE:

Council and the Board of Governors have a dual role with respect to chairs and professorships, with Council responsible for academic oversight and the Board of Governors responsible for fiduciary oversight. The revised policy on Chairs and Professorships therefore requires approval by both governing bodies.

DISCUSSION SUMMARY:

The joint committee on chairs and professorships (JCCP) is responsible to develop guidelines on the establishment, funding and ongoing administration of chairs and professorships. On February 19, 2016, JCCP approved revisions to the Guidelines for Chairs and Professorships. These changes prompted review and revision of the Chairs and Professorships Policy.

On November 23, 2016, a revised policy was presented to the policy oversight committee for feedback. Further revisions were made to the policy based on the guidance of the policy oversight committee and on February 3, 2016, JCCP approved that the revised policy be submitted to Council and the Board of Governors for approval.

The policy changes bring into the policy much of the preamble formerly contained in the guidelines, including the definitions of the various types of chairs and professorships at the university. Other changes are to emphasize the role of the university's financial policies in providing financial oversight of chair funding over the life of the chair and to underscore the recognition that the chair or professorship brings to the university and the chair holder. The policy was also rewritten to conform to the policy template that applies to all university policies.

Changes to the guidelines include:

- The discontinuation of the requirement to submit a letter of intent prior to a proposal to establish a chair or professorship was discontinued in favour of having proponents submit an early-stage version of the proposal to the vice-provost faculty relations and director of finance and trusts to ensure that the chair funding and chair purposes are considered together early in the process;
- The requirement that the proposal to establish the chair or professorship include a process to disestablish the chair or professorship;
- The inclusion of a section on the naming of chairs and professorships in accordance with the Naming of University Assets Policy;
- Editorial changes throughout to update the guidelines.

SUMMARY

The last revisions to the policy occurred in 2005. The revisions clarify and update the Chairs and Professors Policy and provide a clearer distinction between the policy and guidelines.

FURTHER ACTION REQUIRED:

Once the policy is approved by Council, the revised policy will be submitted to the Board of Governors for consideration of approval.

A future request will be made to the governance committee of Council and the governance and executive committee of the Board of Governors to consider whether the joint committee on chairs and professorships should be included in the bylaws of each governing body as a standing committee.

ATTACHMENTS

1. Revised Chairs and Professorships Policy (the current policy is posted on the Policies page of the university website at <http://policies.usask.ca/> under Academic Affairs)
2. Guidelines for Chairs and Professors approved by JCCP February 6, 2016

Chairs and Professorships Policy

Category: *Academic Affairs*
 Number: 7:**
 Responsibility: *Vice-Provost Faculty Relations*
 Approval: *Board of Governors, University Council*
 Date: *June 28, 2001, with revisions July 8, 2005 and XX, 2017*

Purpose:

The purpose of the policy is two-fold:

- To ensure chairs and professorships are established in accordance with the university's financial policies, that they contribute to the academic mission of the university, and that they are financially viable based on the scope and objectives of the chair or professorship; and
- To honour and celebrate outstanding achievement in research, scholarly, or artistic work by those appointed to chairs or professorships and through honorific programs designed to recognize the accomplishments of the university's faculty and emeriti.

Scope of this Policy:

The policy encompasses the following types of chairs and professorships:

Tenure-Track or Continuing Status Chair: to appoint a chair to establish and maintain an emphasis in a particular academic area or field of study, for an extended period of time. Normally this would be a distinguished scholar appointed to a tenure-track, who would contribute to academic programs through teaching, research and service;

Defined /Limited Term Chair: to appoint chair holders to develop and enhance a specific area of teaching, research, or service for a defined or limited period.

Visiting Chair: to bring outstanding individuals with a national or international reputation in their field to the university for a limited period of time

Enhancement Chair: to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

Honorary Chair/Professorship: to recognize the contributions of an outstanding faculty or research staff member, retired colleague, or professional colleague from the public or private sector.

Chairs and professorships are supported by a wide array of different types of funds and may be funded either through an endowed trust, agreement, contract or other means, including university funds. The policy relies on the investment fund policies set by the Board of Governors and maintained by Financial Services and Trust and Endowment Services that apply to the funds supporting endowed chairs and professorships. Endowed or non-endowed chairs and professorships supported by donated funds may only be established with the authorization of Council and the Board of Governors. Chairs supported by tri-agency funding or similar agencies are covered by other procedures outside the scope of this policy.

Policy:

Chairs and professorships will enhance specific areas of teaching, research and service, including outreach and engagement activity. The areas of development and enhancement will support the overarching goals and objectives of the university, the college or school, and the department and contribute to their achievement without compromising the academic freedom of the chair holder. Chairs and professorships enable the university to celebrate and recognize the accomplishments of chair holders and those named to professorships. The university will recognize the commitment and generosity of those who donate funds to the university to support chairs and professorships.

Responsibilities:

The university will ensure that gifts of chairs or professorships do not contain conditions that compromise either the university's or the chair holder's integrity, autonomy or academic freedom.

The university is committed to accountability in its acceptance of chairs and professorships and for this reason the terms and conditions attached to these gifts will be matters of public record.

The university is committed to the highest standards of stewardship and will provide benefactors with timely information on the work completed under the sponsorship of the chair or professorship.

The university will recognize the generosity of its benefactors, and celebrate their gifts, in ways that are consistent with the policies and traditions of the university.

Procedures:

The Guidelines for Chairs and Professors set out the categories and conditions of chairs and professorships, required funding, and related procedures and responsibilities. These guidelines are intended to provide guidance to the university community in its acceptance and administration and fiduciary oversight of chairs and professorships.

Contact:

Contact: Vice-Provost, Faculty Relations (966-8485)
Director, Finance and Trusts, University Relations (966-5186)
Web Site: <http://www.usask.ca/vpfaculty/programs/JCCP.php>



GUIDELINES FOR CHAIRS AND PROFESSORSHIPS

1.0 The University of Saskatchewan encourages the establishment of chairs and professorships in order to develop and enhance specific areas of teaching, research and service, including outreach and engagement activity. The areas of development and enhancement must support the overarching goals and objectives of the university, the college or school, and the department and contribute to their achievement.

Purposes:

- to promote scholarship and research in a particular area of interest;
- to promote the exchange of ideas with outstanding scholars from other institutions and locations;
- to recognize the accomplishments of an individual.

Application:

These guidelines are intended to provide guidance to the university community in its acceptance and administration and fiduciary oversight of chairs. Accordingly, these guidelines will not apply to chairs supported by Tri-agency funding or similar agencies, e.g. Canada Research Chairs, which are covered by other policies and procedures. In those situations, where it is not clear whether the guidelines will apply, the provost and vice-president academic, or designate, will determine the application of the guidelines.

2.0 Chairs

2.1 Chairs and professorships may be funded via an endowed trust fund, a contract/agreement, or internally designated funds. Regardless of the source, there must be sufficient funding provided to attain and maintain the proposed purpose and tenability of the chair. Funding requirements will vary significantly depending upon the nature of expenditures associated with the chair and its anticipated tenability. As a result, funding requirements for individual chairs must be determined on a case-by-case basis.

The dollar amount of an endowment created to support a Chair position shall take into account the identified financial requirements of the initiative and must reflect, and be consistent with, the university's Spending Policy.

Expenditures that must be considered and addressed include:

- Chair salary
- Benefits
- Research and other support
- Related infrastructure and equipment
- Protection of the fund value

To confirm the most current funding requirements for a chair position, contact the director of finance and trusts, University Relations.

Chairs may be of the following types:

2.1.1 *Tenure-Track or Continuing Status Chair*

The objective of the chair is to establish and maintain an emphasis in a particular academic area or field of study, for an extended period of time. Normally this would be a distinguished scholar appointed to a tenure-track, who would contribute to academic programs through teaching, research and service;

Typically, it is expected that the chair would be primarily supported through an endowed trust fund such that sufficient funding is available to financially support the ongoing costs of the chair, including salary, benefits, research activities and other potential support and infrastructure requirements of the chair holder.

(The following chair types may be funded through either an endowed trust and/or an agreement/contract as outlined in 2.1 above)

2.1.2 *Defined /Limited Term Chair*

The objective of the chair is to develop and enhance a specific area of teaching, research, or service for a defined or limited period. The appointment would be for a fixed term, with possible renewal; it may also be a development position for base-budget tenure-track positions. It is expected that funds provided will support the annual costs of the chair, including salaries, benefits and research activities of the chair holder, for a specified term, usually one to 10 years.

2.1.3 *Visiting Chair*

The objective of the chair is to bring to the university outstanding individuals for a limited period of time, generally three months to two years.

The chair holder would be expected to have a national or international reputation in their field. They would be expected to interact with staff and students, and to stimulate activity in their area of expertise during their period of residence. There should be sufficient funds to accommodate any required travel, salary, benefits, and related expenditures, and also to provide support for the research activities of the chair holder.

2.1.4 *Enhancement Chair*

The objective of the chair is to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

The appointment may be for a period of one to five years. Sufficient funding may be available to allow the incumbent to be relieved of other duties and to focus on a specific area of teaching, research or service; and/or to provide funding in support of the appointee's research.

2.1.5 *Honorary Chair/Professorship*

The objective of the chair is to recognize the contributions of an outstanding staff member or colleague.

Normally the designation is entirely honorary; however, in those instances where a nominal contribution is provided, it would provide financial support to enhance the incumbent's research, teaching or service activities. External sponsorship of these types of chairs could provide financial support for the incumbent's research and academic endeavors.

Eligible persons would include current faculty or research staff, retired colleagues, and professional colleagues from the public or private sector.

2.2 Direct costs of all chairs must be totally self-financing and must not impose any financial commitment on the university unless otherwise authorized by the Board of Governors. Externally sponsored chairs or professorships must have adequate financial resources to ensure maintenance of the value of the fund, or have provisions allowing for the use of contributed capital to support the program.

2.3 At a minimum, fully endowed chairs will provide for the full salary and benefit costs of the chair holder, and provide for adequate capital growth to protect the value of the fund. In addition, the fund should also provide an allowance to support the chair holder's research activities, general administrative and clerical support, appointment-related travel expenses, and other potential support and infrastructure requirements.

2.4 In the case of a faculty secondment to a chair, the incumbent may be relieved of other duties to focus on the purpose and objectives of the chair. Provision must be made for resources to offset the duties of the seconded faculty member, and for the resumption by the individual of a normal range of duties on completion of his or her term.

- 2.5 To confirm the most current funding requirements contact the director of finance and trusts, University Relations.

3.0 Procedures for the Establishment of a Chair

- 3.1 Chairs will be attached from their inception to a department, college, or school of the university.
- 3.2 The initiative for the establishment of a chair must come from a department, college, school, institute or centre, from the president, or from a prospective funder.
- 3.3 Early in the process, the dean or executive director or their designates should communicate their intent to establish a chair to the vice-provost faculty relations and to the director of finance and trusts so that discussions of the chair funding and chair purpose can occur together at the outset.
- 3.4 A formal proposal for the establishment of a chair will be prepared as outlined in these guidelines and submitted to the vice-provost faculty relations and director of finance and trusts for review and feedback.

The proposal must address:

- the type of chair;
 - the objectives of the chair;
 - the terms and conditions of the chair;
 - the responsible college or school and department;
 - the sources of funding;
 - the proposed management; and
 - an indication of how the chair will enhance the goals and objectives of the university, college or school, and department
 - the process for disestablishment of the chair.
- 3.5 All formal proposals for the establishment of chairs will be considered by the Joint Committee on Chairs and Professorships and approved by Council and subsequently authorized by the Board of Governors. See Appendix A for the joint committee roles and responsibilities, as approved by Council and the Board of Governors.
- 3.6 Externally funded chairs, in addition to the teaching/research/service components, carry with them legal and financial obligations and responsibilities. To address the legal and financial components, a formal trust deed (*chair terms of reference*) between the sponsor and the university will be required. The trust deed outlines the financial commitment and expectations of the funder, and the commitment of the university. At an early stage in the discussions with the funder, the department and/or college or school should seek the advice and assistance of the director of finance and trusts to ensure all the legal, financial and chair program requirements are addressed. The trust deed would be processed and signed according to the normal university procedure relating to contracts of this nature.

Finalization of the trust deed and approval of the chair shall be coordinated.

4.0 Responsibilities – Selection

For all chair appointments:

- 4.1 The provost and vice-president academic, or designate, and the dean or executive director, in consultation with the department or faculty in the school or college, shall appoint a selection committee for selection of an appropriate candidate. The selection committee will consist of the provost and vice-president academic or designate, the dean or executive director, and the department head, and may include other members, including a representative of the funder(s) (where the funder has requested that opportunity), appointed by the provost and vice-president academic or designate and the dean. The dean will act as chair.

- 4.2 The dean or executive director shall ensure that members of the department or school are advised of the existence of the chair.
- 4.3 Selection of the incumbent and a recommendation of appointment will be made in accordance with standard university policies and practices and in consultation with the department;
- 4.4 The scope of the appointee shall be in accordance with standard university policies and practices, which recognize the Faculty Association Collective Agreement.
- 4.5 The dean and department head will ensure that the activities of the incumbent are integrated with the college or school and department activities.
- 4.6 The specific duties of each incumbent of a chair will be stated in the formal letter of offer.

5.0 Chair Oversight – Operational and Fiduciary Responsibilities [Refer to Appendix B]

For all chair appointments:

- 5.1 To oversee the activities of each chair, the provost and vice-president academic or designate, in consultation with the dean, shall determine if a management committee will be struck. If a management committee is determined to be necessary, it shall consist of the dean, the department head, the director of finance and trusts, (or respective designates) and others, including a representative of the funder(s), as may be deemed beneficial to achieving the objectives of the chair. The dean will act as chair of the management committee.
- 5.2 Where there is no management committee, the dean will assume the responsibilities outlined in 5.3 below, as appropriate.
- 5.3 The management committee will:
 - oversee the activities of the chair or professorship;
 - oversee management of the fund to ensure compliance with the terms of the trust deed and the on-going financial integrity of the initiative;
 - approve annual budgets;
 - receive annual financial statements of the trust fund;
 - receive and review the annual report and financial report on the activities of the chair;
 - provide a copy of the annual report and financial report with commentary as appropriate to the provost and vice-president academic or designate.
- 5.4 The holder of the chair will submit an annual report of activities in accordance with university practices to the department head and to the dean or executive director, as appropriate, and to the provost and vice-president academic or designate. The report will outline accomplishments of the chair in keeping with the chair's purpose and objectives.
- 5.5 The department head or dean or executive director as appropriate will conduct an annual review of the performance of the incumbent in accordance with the university's practices for the review of equivalent positions.
- 5.6 The department head or dean or executive director as appropriate will ensure that the activities of the incumbent are integrated with college and department activities.
- 5.7 Maintaining the on-going financial integrity of the chair will be the responsibility of the dean or executive director and the department head.
- 5.8 The dean will submit a copy of the annual report and financial report to the provost and vice-president academic or designate and to the funder as requested.
- 5.9 The provost and vice-president academic or designate will receive a report of the administrative and financial arrangements pertaining to each chair, and the performance of the chair in keeping with its purpose and

objectives at least every five years, or more frequently if so determined by the dean, unit head, or by an external agency.

6.0 Naming of Chairs

In accordance with the university's policy on the *Naming of University Assets*, the naming of chairs is a joint responsibility of Council and the Board of Governors where the naming reflects both the academic intent for the chair and a naming opportunity related to donor recognition. The academic purpose of the name is approved by Council when it recommends that the Board authorize the establishment of the chair, and the honorary designation of the chair name is approved by the Board when it authorizes the establishment of the chair.

Changes to the names of chairs that follow subsequently are handled as follows:

When the change in the name clarifies the academic purpose of the chair and is not a substantive change to the academic purpose and activities of the chair, or is a minor editorial change to the honorary designation of a chair, the joint committee approves the new name of the chair and reports on the name change to Council and to the Board;

When the change of name reflects the re-purposing of the chair, the joint committee recommends that Council approve the new academic purpose of the chair and the chair name and reports on the name change to the Board;

When the change of name reflects a new honorary designation associated with the chair, the joint committee recommends that the naming committee of the Board of Governors approve the new name of the chair in accordance with the procedures of that committee and reports on the name change to Council.

7.0 Other

7.1 These guidelines are also applicable in the establishment of chairs that are held jointly with another university or with a hospital or research institute or other entity. Such chairs shall follow the same process and procedures, will be considered by the joint committee on chairs and professorships and approved by Council and subsequently authorized by the Board of Governors.

7.2 Joint committee on chairs and professorships terms of reference [refer to Appendix A].

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS TERMS OF REFERENCE

Preamble:

Specific provision for Council's role is provided within the *The University of Saskatchewan Act, 1995*, Section 61, which describes the powers of Council. Section 61.1 states that Council may “... where it considers it appropriate on academic grounds, authorize the Board to provide for (i) the establishment of any college, school, department, chair, endowed chair or institute.” As the establishment of a chair or professorship has a financial consequence, the board's role in approving the establishment of a chair is required.

Purpose:

The purpose of establishing a joint Board/Council committee on chairs and professorships is to bring both approving bodies to the table, thus ensuring that academic and financial concerns are considered in conjunction with one another.

1.0 Membership:

- the provost and vice-president academic or designate – chair;
- one member of Council appointed by Council;
- one member of the Board of Governors appointed by the Board;
- one member of the research, scholarly, and artistic work committee of Council appointed by Council;
- the university secretary or designate;
- the vice-president research or designate;
- the vice-president, University Relations or designate;
- the associate vice-president, Financial Services or designate.

2.0 Responsibilities:

- to develop and review procedures and guidelines relating to the establishment, funding, and on-going administration of chairs at the University of Saskatchewan;
- to receive and review proposals for the establishment of all chairs and professorships, assessing compliance with university aims and objectives, administrative processes, and financial integrity;
- to recommend to Council approval of proposed chairs, and subsequently to recommend to the Board of Governors that the Board authorize the establishment of chairs and changes to the structure of chairs as may be required from time to time;
- to receive notice of proposed changes to the names of chairs in accordance with the university's policy on *Naming of University Assets*; and
- to submit an annual report to Council and the Board on the activities of the joint committee on chairs and professorships.

APPENDIX B

Template for Proposal to Establish a Chair/Professorship

Date:	Name & contact information:	
Name of Chair:		
1. Name of responsible college, school, or department:	2. Proposed type of chair/professorship:	
3. Objective of chair/professorship:		
3a. Briefly describe how the concept of this chair/professorship fits the university and college strategic plans:		
4. Proposed terms and conditions of chair/professorship and related funding:		
5. Potential sources and level of funding:		
6. Proposed management of chair/professorship:		
7. How will this chair/professorship enhance the goals and objectives of the university, college or school and department:		
8. What considerations apply to the disestablishment of the chair in the future:		
9. Other relevant information:		
<p>Recommended:</p> <p>Head: _____ Dean: _____</p> <p style="text-align: center;">(Please Print Name & Sign) (Please Print Name & Sign)</p>		

APPENDIX C

Template for Annual Report on Chairs/Professorship
to be submitted to the vice-provost faculty relations and director of finance and trusts
after June 30th each year

Part I: To be completed by chairholder

NAME OF CHAIR:				
Reporting Year:		Name of Chairholder:		
College / School:		Department:		
Dean /Executive Director:		Department Head:		
Summary of Research Results / Impact:				
Indicate the number of publications, technical papers and other contributions where you were the primary author, co-author or lead researcher.				
Books:	Peer-reviewed Publications:	Technical and Presented Papers:		
Invited presenter at Conferences:	(national) (international)		Patent applications submitted:	
Comments:				
Training of Highly Qualified People (HQP) Indicate the numbers below.				
	Masters Students	Doctoral Students	Postdoctoral Students	Other (R.A & T.A.)
Supervised				
Co-Supervised				
Graduated				
External Research Funding: Indicate the type and amount of funding acquired during the reporting period and whether it came to this or another institution.				
Other relevant information (courses/lectures/seminars)				
Signature: _____		Date:		

Part II: To be completed by Chair, Management Committee or Dean

Oversight of Chair/Professorship: Management Committee: Dean:

If by Management Committee, please list current members:

How has this chair/professorship enhanced the goals and objectives of the university, college and department:

▪

What collaborative relationships have been developed by the activities of this chair/professorship:

▪

Are there other sources of funding supporting this chair/professorship? If so, please list source and amount.

▪

Has the funding associated with this chair helped you to leverage new funding from other sources (e.g. granting agencies, provincial sources, private sector, CFI or any other source) If yes, state the value of the funding and identify the source.

▪

Have you completed an annual review of the performance of the current incumbent? Date:

Comments Optional:

Briefly describe how the activities of the incumbent are consistent with the approved mandate of the chair.

Please attach Part III - Financial Report

I have reviewed the Annual Report and conclude the information is accurate and timely. The financial sustainability of the chair has been reviewed and there are adequate funds to ensure the financial integrity for:

5 years 10 years More than 10 years

If less than ten years of sustainability, outline the nature and scope of potential exposure to the College and to the Institution.

Dean or Chair of Management Committee: _____

(Name)

(Signature)

(Date)

This report covers a one-year period from July 1st through to June 30th.

Part III: Financial Report

For the fiscal
year ending
April 30, 20__

	Spendable Fund Fund #	Endowment Fund * Fund #	TOTAL
REVENUE			
Donations			
Investment Income			
EXPENDITURES			
Salary & Benefits			
Operational Supplies & Expenses			
Travel			
TOTAL - Revenue less Expenditures			
Fund Balance, beginning of year			
Fund Balance, end of year			

* This amount is not available to be spent

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: February 16, 2017

SUBJECT: **Changes to the Master of Nursing (M.N.) Course-Based Program in Educational Leadership**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Academic Programs Committee (APC) approved the changes to the Master of Nursing (M.N.) course-based program in Educational Leadership at its January 25, 2017 meeting.

As per the Academic and Curricular Change Authority Chart approved by Council at its June 23, 2016 meeting, APC has the authority to approve changes to the name of a field of study, as well as changes to the total number of credit units required for an approved degree program when this change affects tuition or overall program length for students.

DISCUSSION SUMMARY:

The College of Nursing recommended the following changes to their M.N. course-based program in Educational Leadership:

- change the concentration name from Educational Leadership to Professional Practices;
- increase the minimum credit-unit requirement from 24 to 27 to better align with U15 comparators;
- make program modifications that remove 12 credit units of existing course requirements, introducing 9 credit units of required courses and 6 credit units of restricted electives; and
- introduce 4 new courses.

These changes revitalize the M.N. course-based offering and ensure that program offerings meet the needs to the university and the province. The program changes will

ensure a focus on interprofessional healthcare, innovation, and policy development. This program will train nurse leaders and nurse educators.

The changes to the M.N. course-based program were approved by the Executive committee of the College of Graduate Studies and Research on November 17, 2016.

ATTACHMENTS:

- 1. Proposal for Academic or Curricular Change – M.N. course-based curricular and name change.**



Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: Lorraine Holtlander, Graduate Chair, College of Nursing

From: Office of the Associate Dean, College of Graduate Studies and Research (CGSR)

Date: November 29, 2016

Re: Changes to course-based master's program in Nursing

The Graduate Programs Committee considered changes to the course-based master's program in Nursing in September and November 2016. In November 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research accepted the proposed changes.

The proposed changes are as follows:

1. Changing the concentration from Educational Leadership to Professional Practice to better align with graduate training programs nationally.
2. The program will have a 3 cu increase to total requirements. As it is the standard grad course-based tuition, that results in a total tuition increase for the program of \$630.30 (based on current domestic rates). [$\$210.10 \text{ per cu} \times 24 \text{ cu current} = \$5,042.40$ versus $\$210.10 \text{ per cu} \times 27 \text{ cu proposed} = \$5,672.70$ for a total increase of \$630.30]. The credit unit increase is a result of a comprehensive review of requirements at comparator institutions and the desired learning outcomes for the program.
3. Changes to program requirements to better achieve programmatic learning objectives, including 4 new course proposals.

Please note that Institutional Planning and Assessment has been consulted regarding the overall increase to program tuition. They have indicated that as the credit unit increase is minor, and the tuition rate on the courses will not change, further analysis is not required.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the changes to the course-based master's program in Nursing. We are now seeking to have the changes approved by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the changes
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the changes
- The full proposal including appendices
- The Consultation with the Registrar Form

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator, Academic Programs Committee of Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: November 24, 2016

Re: Modification to the course-based Nursing master's program

Members of the Executive Committee of the College of Graduate Studies and Research met on November 17, 2016, and considered the recommendation from the Graduate Programs Committee to approve the modification to the course-based Nursing master's program.

Committee members learned that the program had the most demand of the graduate-level nursing programs. The program exists to develop nurse leaders and educators, and the modifications were being requested to align the program requirements and learning objectives with comparator institutions.

While the admission requirements would not be changing, a member questioned the requirements and it was confirmed that they were consistent with CGSR admission requirements.

The standard graduate course-based tuition was questioned, and it was clarified that standard graduate course-based tuition assessed tuition per credit unit of registered coursework each term.

The Executive Committee unanimously supported the modification to the course-based Nursing master's program.

Kelly Clement will be available to attend the Academic Programs Committee meeting to respond to questions regarding the proposal.

:kc



Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. Lorraine Holtlander, College of Nursing

From: Graduate Programs Committee, CGSR

Date: November 14, 2016

Re: Program Modification to the course-based Master of Nursing program (Professional Practice)

The Graduate Programs Committee met on September 6, 2016, and November 10, 2016, and reviewed the proposal to modify the requirements for the course-based Master of Nursing program currently identified with a concentration of “Educational/Leadership”. The program modification was viewed favourably by the Graduate Programs Committee; however, they had requested greater detail on the course syllabi and consultation. The proponents have responded satisfactorily to the committee’s requests. The changes include the following:

- Changing the concentration name from Educational Leadership to Professional Practice.
- Increasing the minimum credit unit requirement from 24 to 27 to better align with U15 comparators.
- Program modifications to remove 12 credit units of identified course requirements; introduce 9 credit units of required courses, and 6 credit units of restricted electives; identify course options to satisfy the requirement for 3 credit units of statistics.
- Introduce 4 new courses.

The Graduate Programs Committee recommends approval of the modification to the course-based Master of Nursing focusing on Professional Practice.

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc



MEMORANDUM

TO: Graduate Programs Committee, CGSR

FROM: Dr. Lorraine Holtslander, Graduate Chair, College of Nursing

DATE: October 26, 2016

RE: Master of Nursing Professional Practice Program Modification

On September 27, 2016, I received a memo from the Graduate Programs Committee, CGSR, in regards to the Master of Nursing Professional Practice Program Modification that was reviewed by the committee on September 6, 2016. The memo stated that it was not clear if the program was to change to a project-based program. The program will not change to a project-based program but will have a 6 credit unit integration exercise as a capstone course.

The main concerns we addressed were regarding the course syllabi, specifically:

- Elements for assessment needed to include more specific details
- Reading lists were incomplete
- Writing requirements seemed insufficient for graduate-level programming
- Statements on student conduct and student services, such as DSS, were missing

We have extensively revised the syllabi for the four courses we are submitting, with these concerns in mind, and are submitting them for your review.

The Graduate Programs Committee also wanted to see a more thorough consultation process for the proposed changes. In the package reviewed by the committee, on September 6, I included documents regarding consultation with Dr. Lalita Bharadwaj, Associate Professor and Graduate Chair, School of Public Health, Dr. Bonnie Janzen, Graduate Chair, Community Health and Epidemiology, and Maha Kumaran, Nursing Library Liaison. I have since consulted with Dr. Jennifer Nicol, Professor, Educational Psychology & Special Education and Dr. Bonnie Janzen, Graduate Chair, Community Health and Epidemiology specifically regarding the four course syllabi we are submitting. Both Jennifer and Bonnie reviewed each syllabus and were satisfied that we had addressed the committee's concerns. Both recommended providing more details on the assessment elements, which were subsequently added.

If you have any questions or concerns, please contact me at lorraine.holtslander@usask.ca or 306-966-8402.



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: MN Course Based curricular and name change

Degree(s): Master of Nursing

Field(s) of Specialization: Major – Nursing, Concentration - Professional Practice

Level(s) of Concentration: Professional Practice

Option(s):

Degree College: Nursing

Contact person(s) (name, telephone, fax, e-mail): Lorraine Holtslander, Graduate Chair, Phone: 306-966-8402, Fax: 306-966-6621, Email:lorraine.holtslander@usask.ca

Proposed date of implementation: September 1, 2017

Proposal Document

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

1. Academic justification:

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

This program is a revision to our current Master of Nursing, Course-based program. The revisions were made to align the program with the needs of the university, the province and the current expectations of the profession of nursing.

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

Based on the College of Nursing's response to the University of Saskatchewan's Third Integrated Plan, the vision of the College of Nursing is to be a world leader in educating nurses in interprofessional health care, research, practice, innovation, capacity building and policy development. The guiding principles include responsiveness and flexibility for student learning, research intensiveness, and a knowledge economy for Saskatchewan through continuous innovation and enlargement of our graduate student programs. The proposed changes are based on extensive consultation with stakeholders, students, and faculty which was completed in 2014.

- c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

Target student demographic is Registered Nurses in practice with a focus on making the program accessible to people living in remote areas. Aboriginal students have been targeted through strategic recruitment of our undergraduate students and scholarships. This program is also a benefit for international students in terms of attracting international health care professionals who will become established in the province. Most of our students are currently mid-career professionals who require flexibility and accessibility to study where they live while they are engaged in clinical practice.

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

There are no other similar programs offered in Saskatchewan for Master of Nursing. In Canada, there are many other course-based programs, with a main goal of facilitating advanced nursing practice through leadership, education and research. Please see **Appendix A** - U15 Nursing Masters Programs Comparison 2016. Offering this program at the University of Saskatchewan will allow us to retain these highly qualified individuals for teaching, research and clinical practice. This program differs from others in Canada in that it is mainly offered asynchronously online, with the addition of a web-based seminar course and an integration exercise completed with a supervisor and committee member. Our revisions also include an additional 3 credit unit course, which brings our proposed total to 27 credit units, to match similar programs offered by U15 universities.

2. Admissions

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

Same as previous MN Course Based program:

- Bachelor's degree in nursing
- Cumulative weighted average of 70% or better on last 60 credit units of study at the undergraduate level
- Current licensure as a Registered Nurse or Registered Psychiatric Nurse
- Equivalent of three credits in both undergraduate statistics and research methods
- English language proficiency

3. Description of the program

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

Based on a consultation with stakeholders, a faculty retreat was held in 2014 where the following overall outcomes recommended for the MN programs were: “Nurses who demonstrate advanced practice, scholarship and leadership for improved health and health care.” Graduates of the MN programs with an advanced level of knowledge in nursing will:

- Critically examine and articulate perspectives on nursing and the health care system
- Demonstrate leadership in collaborative environments to influence change towards improved nursing and health
- Develop, implement and evaluate strategies for nursing roles at the client, family, community and system level

These objectives will be accomplished by offering courses that will include critical thinking, leadership, and innovative strategies for improving health and healthcare. Students will have the choice of 3 themes (education, leadership or research), and complete 27 credit units which includes a 6 credit unit integrative exercise.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

This program will be delivered primarily asynchronous online with the opportunity to engage with faculty during the integrative exercise course. Support is provided for the students and students have opportunities to connect with faculty via WebEx, Skype, WebCT, Videoconferencing and remote presence via robotics. The College of Nursing has dedicated IT staff members to support these technologies in Saskatoon, Regina and Prince Albert. Innovation and flexibility are key goals in the technology approach used by the College of Nursing

c. *Provide an overview of the curriculum mapping.*

Please see **Appendix B** for a mapping of the 3 streams offered over a 2 year period.

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

All courses in the program will offer opportunities for synthesis, analysis, critical thinking and problem solving. We have mapped our courses to the National Nursing Education Framework (2016) that addresses national Masters and PhD level competencies identified by the Canadian Association Schools of Nursing. These key domains include: a) knowledge of the discipline, b) research methodologies critical inquiry and evidence, c) nursing practice, d) communication and collaboration, e) professionalism and f) leadership. **Appendix C** contains a chart mapping the 44 competencies/core indicators under these 6 themes with the curriculum we are proposing.

e. *Explain the comprehensive breadth of the program.*

The program provides three themes: research, education and leadership. A student completing the Course-Based program will be able to:

- articulate perspectives on nursing
- critique, utilize and contribute to theoretical and empirical knowledge bases for nursing
- develop, implement and evaluate strategies for advanced nursing practice at the client and system level; and
- demonstrate leadership skills needed to influence change.

Graduates will be able to assume leadership/advanced practice roles in health care, educator roles in service and educational institution, research roles in terms of generation and utilization of nursing knowledge; and further study at the doctoral level.

The Master of Nursing programs prepare nurses with advanced clinical knowledge and expertise.

f. *Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

Core Learning Goals	Learning Goals Descriptions	How this program meets the goal
Discovery Goals	<ul style="list-style-type: none"> • Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation. • Be adept at learning in various ways, including independently, experientially, and in teams. • Possess intellectual flexibility, ability to manage change, and a zest for life-long learning. 	The program will provide opportunities to engage in discovery through each course and specifically through the integration exercise course.
Knowledge Goals	<ul style="list-style-type: none"> • Have a comprehensive knowledge of their subject area, discipline, or profession. • Understand how their subject area may intersect with related disciplines. • Utilize and apply their knowledge with judgement and prudence. 	Students will gain knowledge of nursing in each course. Competencies provided by the Canadian Association of Schools of Nursing have been mapped to the curriculum (Appendix C)

Integrity Goals	<ul style="list-style-type: none"> • Exercise intellectual integrity and ethical behaviour. • Recognize and think through moral and ethical issues in a variety of contexts. • Recognize the limits to their knowledge and act accordingly. 	Ethical integrity courses are required and then reinforced in each course. They will apply these skills in their integrative exercise course.
Skills Goals	<ul style="list-style-type: none"> • Communicate clearly, substantively, and persuasively. • Be able to locate and use information effectively, ethically, and legally. • Be technologically literate, and able to apply appropriate skills of research and inquiry. 	Students will provide oral presentations and have many opportunities to develop technological skills through their online coursework.
Citizenship Goals	<ul style="list-style-type: none"> • Value diversity and the positive contributions this brings to society. • Share their knowledge and exercise leadership. • Contribute to society, locally, nationally, or globally. 	Students will share their knowledge at 990 seminars and through opportunities in courses and in conferences.

- g. Describe how students can enter this program from other programs (program transferability).*

Students may apply to transfer to this program from another unit at the University of Saskatchewan. Policy 10.5.1 from the College of Graduate Studies and Research is followed.

10.5.1. Transfer from One Academic Unit to Another

Students admitted to a graduate program in one academic unit may transfer to another program at the same level in another academic unit. It is the student's responsibility to communicate with both academic units before any change is made. The student may not begin work in the new program until the transfer has been approved by the CGSR, and until the academic unit to which the student wishes to transfer has indicated formal approval and accepted the student.

Students must meet regular admission requirements for the program. Students will be required to take all core courses.

- h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
- Student completion in the program within five year framework.
 - Low attrition rates.
 - Feedback given to Graduate Program Coordinator.
 - Employability in advanced nursing practice.
 - Student engagement and satisfaction in the program.
 - Achievement of program and course objectives as evaluated by faculty, employers and students.
- i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*
- Accreditation is not available for this program.

4. Consultation

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?* This program has some overlapping courses with the Master of Nursing Primary Health Care Nurse Practitioner program and the Master of Nursing Thesis program. This allows for students to transfer between programs, if requested. This program prepares students to be eligible to apply for admission to the PhD program in the College of Nursing. School of Public Health students will be able to take these courses as electives for their programs. As well students from other programs across campus currently take a number of courses in this program. Nurs 893 Qualitative Research, Nurs 892 Research, Nurs 818 Statistics, Nurs 814 Aboriginal Health are popular courses for students across campus to enroll in. New courses included in this proposal, such as Nurs 821 Outcomes Based Research and Nurs 823 Applied Leadership and Management in Clinical Nursing Practice, will be of benefit to students across campus.
- b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
1. Attached (in **Appendix D**) an email from Lalita Bharadwaj, Graduate Program Chair in the School of Public Health, with her suggestions based on our proposed changes.
 2. Attached (in **Appendix E**) an email from Bonnie Janzen, Graduate Chair at the Department of Community Health and Epidemiology, voicing her support for the proposed changes.

3. Attached (in **Appendix F**) find an email from Maha Kumaran, our Nursing Liaison Librarian, with her support for the proposal. Maha is also a member of the College of Nursing Graduate Studies Committee and has provided input at monthly meetings on the proposed changes.

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

An extensive consultation with key stakeholders was completed in 2013 and a faculty retreat held in 2014 to identify the need for an integrative exercise and the continued emphasis on advanced education, leadership and research.

5. Budget

- a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

Faculty will be involved in teaching or co-teaching the graduate courses and supervising the capstone course. Almost all faculty are educated at the PhD level so all would be involved. Currently, there is 55 faculty employed at the Saskatoon, Prince Albert and Regina campuses.

- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

This is a revision of the current Master of Nursing Course Based program. The three credit unit Practicum course has been removed and a six credit unit capstone course has been added. This increase in credit units is consistent with credit units in other U15 university graduate nursing programs. The additional 3 credit units is minimal so it will not be difficult to add this into the program.

- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

In the College of Nursing we try to have almost all of the faculty involved in teaching at the graduate level, if possible. This will not affect individual faculty assignments.

- d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

There will be no changes in the needs of unit administrative support, space, class room availability. The technology is already in place as this is a revision to the current Master of Nursing Course Based program. The additional 3 credit units will be absorbed by the College of Nursing global budget.

- e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.* There will be no changes from the existing Master of Nursing Course Based as it is currently being offered distributively.

- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

Not applicable.

- g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

There will be no changes from the current scholarships, bursaries and awards offered for the students in the current MN Course Based program. There is eight College of Nursing awards, scholarships and bursaries that MN Course Based students may apply for. They are:

Annie I. Earle Award for Nurses Ernest and Isabella Forsman Bursary

Margaret Inglis Graduate Bursary in Nursing

Custody and Caring Graduate Student Scholarship in Forensic Nursing

Muriel E. Kavanagh Memorial Fund

Mrs. Jane Pinkney and Dr. George H. Peacock Memorial Scholarship in Cancer Care or Research in Nursing

Lucy D. Willis Scholarship

Mavis Kyle Evans Nursing Leadership Scholarship

Students of Aboriginal ancestry are automatically considered for the College of Nursing Entrance Scholarship for Aboriginal Graduate Students. This will remain the same after the program is revised.

This program will be offered distributively as the current program is. This makes it more feasible option for students as they are able to study from home and on their own time. This allows students to remain at their current job and work as many hours as they feel they are able.

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

The College of Nursing does not utilize a special tuition model. The College of Nursing will follow the College of Graduate Studies and Research standard tuition categories.

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

This program is 3 credit units more than the current Master of Nursing Course Based program. It is expected that additional interprofessional students will enroll in the courses offered in this program.

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

Minimum enrolment is 10 students. Intake for last three years:

2016 - 23 students

2015 – 17 students

2014 – 17 students

Currently, we do not have a limit on enrolment in this program and all fully qualified students are admitted. We have seen an increase in enrolment from 2015 to 2016 and expect that trend to continue.

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

This program is designed to meet the needs of RNs in Saskatchewan and we expect a slight increase in enrolment based on current trends.

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

The program is currently sustainable with a minimum of 10 students per each course offering. We anticipate the revised program would be consistent with this.

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

The additional costs of adding 3 credit units are minimal and would be absorbed into the College of Nursing global budget. These courses will be attractive to students across campus and will provide the college with tuition revenue.

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

There will not be any new funding sources for this program. We will continue to fund this program as the current Master of Nursing Course Based program is funded.

College Statement

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

- Recommendation from the College regarding the program
A motion to adopt the changes outlined in this document were passed at the College of Nursing Faculty Council on June 8, 2016.
- Description of the College process used to arrive at that recommendation
A subcommittee of the Graduate Studies Committee of the College of Nursing was developed to put together a program plan which is presented to the Graduate Studies Committee along with a motion to adopt. When the motion is passed it is presented to Faculty Council of the College of Nursing. When that motion is passed it is presented to the College of Graduate Studies and Research.

- Summary of issues that the College discussed and how they were resolved –On September 17, 2015 a proposal to revise our current MN Course based program was presented to the Graduate Studies Committee of the College of Nursing. The proposal was based on previous proposals (leadership and education streams) and feedback from the Dean of the College to develop a financially feasible program (based on required courses offered from within the college). A proposal was presented and a motion made to move forward with the proposal as presented with the addition of an outcomes-based research course, statistics course and an open elective. Work continued on this proposal with sub-committees of faculty developing the proposal and 4 new courses, the integration exercise course, outcomes-based research course, advanced leadership and advanced teaching.

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

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

Appendix D

From: Bharadwaj, Lalita lalita.bharadwaj@usask.ca 
Subject: Re: Revisions to our Course-Based Master of Nursing program
Date: June 23, 2016 at 10:43 AM
To: Holtslander, Lorraine lorraine.holtslander@usask.ca

LB

Lorraine

I am glad my comments were helpful. All the best to you and colleagues as you move forward with your revisions.

Cheers,
Lalita

From: "Holtslander, Lorraine" <lorraine.holtslander@usask.ca>
Date: Thursday, June 16, 2016 at 4:19 PM
To: Lalita Bharadwaj <lalita.bharadwaj@usask.ca>
Subject: Re: Revisions to our Course-Based Master of Nursing program

Dear Lalita,

Thanks so much for offering these important considerations for our proposal. Some of the key points that you bring forward speak to the needs in the current course-based MN, where the foci are not clear. While offering flexibility, this new proposal will offer students the opportunity to take 3 courses in their focus area as well as complete an integrative nursing exercise with a supervisor.

Your comments about distinguishing between all of our graduate programs are very timely! Just today at the Graduate Studies Committee meeting we formed a sub-committee to develop a program curriculum model or conceptual framework to explain the "why's" and to differentiate between our various program options including Nurse Practitioner and other areas of advanced practice and research. Most of our graduates will continue to work in our very complex health care system or in nursing education. Their learning needs and skills will be fairly unique to each student, while also meshing with the practice and research experience offered by faculty.

We look forward to a continued relationship with the School of Public Health and very much appreciate your experience and support.

Yours,
Lorraine

Lorraine Holtslander, RN, PhD, CHPCN(c)
 Graduate Programs Chair
 Associate Professor
 College of Nursing, University of Saskatchewan
 4216 E Wing Health Science Bldg
 104 Clinic Place, Saskatoon SK S7N 2Z4
 Phone: 306-966-8402
 Email: lorraine.holtslander@usask.ca

Honorary Associate Professor
 University of the Witwatersrand
 Johannesburg, South Africa

[Research Website](#)

Co-Chair Education Committee of IFNA

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On Jun 8, 2016, at 2:51 PM, Bharadwaj, Lalita <lalita.bharadwaj@usask.ca> wrote:

Hi Lorraine

I have attached a few comments to the program document. These comments may be some things you have thought of already. I hope you find them helpful. If you require any clarification please do not hesitate to contact me. The sequencing of programming seems very logical. In the streams (foci) perhaps consider targeting the specific programs to advanced theoretical, clinical, applied skill development in the foci areas such that there is a clear difference between the 3 streams (ie. What are the advanced training needs for the students within these streams and how do these streams differ to make them separate foci within the overall MN program).

All the best,

Lalita

Lalita Bharadwaj, Ph.D.
Interim Director, MPH Program
Associate Professor
Toxicologist
School of Public Health
University of Saskatchewan
Room 3326, E-Wing Health Sciences Building
104 Clinic Place
Saskatoon, SK
S7N 5E5
Phone: 966-5553
email: lalita.bharadwaj@usask.ca

From: "Holtlander, Lorraine" <lorraine.holtlander@usask.ca>
Date: Tuesday, June 7, 2016 at 2:04 PM
To: Lalita Bharadwaj <lalita.bharadwaj@usask.ca>
Subject: Re: Revisions to our Course-Based Master of Nursing program

Hello Lalita,
I forwarded my original message, let me know if it came through alright!
Thanks!!

Lorraine

Lorraine Holtslander, RN, PhD, CHPCN(c)
Graduate Chair
Associate Professor
College of Nursing, University of Saskatchewan
4216 E Wing Health Science Bldg
104 Clinic Place, Saskatoon SK S7N 2Z4
Phone: 306-966-8402
Email: lorraine.holtslander@usask.ca

Honorary Associate Professor
University of the Witwatersrand
Johannesburg, South Africa

[Research Website](#)

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On Jun 7, 2016, at 1:56 PM, Bharadwaj, Lalita <lalita.bharadwaj@usask.ca> wrote:

Hello Lorraine

The text of your message for some reason has disappeared. I would be happy to comment on your proposed revisions to your MN program.

If you could please resend your original message I will provide you some feedback tomorrow.

All the best,
Lalita

From: "Holtslander, Lorraine" <lorraine.holtslander@usask.ca>
Date: Wednesday, June 1, 2016 at 3:00 PM
To: Lalita Bharadwaj <lalita.bharadwaj@usask.ca>
Subject: Revisions to our Course-Based Master of Nursing program

<Appendix B Course Sequencing[1]-LAB comments.docx>

Appendix E

From: Janzen, Bonnie bonnie.janzen@usask.ca  
Subject: Re: Proposed revisions to our Master of Nursing Course-based program
Date: June 7, 2016 at 3:54 PM
To: Holtslander, Lorraine lorraine.holtslander@usask.ca

JB

Dear Lorraine,

Thank-you for providing me the opportunity to provide input into proposed revisions to your course based Master of Nursing program.

I am in support of your proposal and have no suggested revisions. I am happy to see that several of your courses that our graduate students in CH&E oDen benefit from, will remain available.

Regards, Bonnie

Bonnie Janzen, PhD
 Associate Professor
 Graduate Program Chair
 Department of Community Health & Epidemiology College of Medicine University of
 Saskatchewan Saskatoon, SK Canada
 ph: (306) 966-7841
 email: bonnie.janzen@usask.ca

From: Holtslander, Lorraine
Sent: Tuesday, June 7, 2016 2:30 PM
To: Janzen, Bonnie
Subject: Proposed revisions to our Master of Nursing Course-based program

Hi Bonnie,

I was wondering if you had a chance to look at the revisions we are planning to make to our Master of Nursing course based program (per my email from June 1)?

Here are the basic changes:

1. The MN Course-based degree will be titled: "Professional Practice" and will have 3 options for students to focus on either leadership, research or education.
2. The total credit units have increased to 27 from 24
3. We have removed the Practicum course and the Publishable Paper course and added a 6 credit unit "Advanced Nursing Integration Course" which will require a supervisor and one committee member
4. We have added "Outcomes Based Research" as a required course, and are continuing to offer the courses that some CH&E students have taken as electives (NURS 893

Qualitative Methods, NURS 814 Aboriginal Health)

5. We are adding “Advanced Issues in Nursing Education” and “Advanced Leadership and Management” courses as restricted electives

We will still offer an MN Thesis program as approved earlier this year.

Thanks so much for giving us some input on these changes. Please let me know if you have any questions or would like more information.

Sincerely,

Lorraine

Lorraine Holtslander, RN, PhD, CHPCN(c)

Graduate Chair

Associate Professor

College of Nursing, University of Saskatchewan

4216 E Wing Health Science Bldg

104 Clinic Place, Saskatoon SK S7N 2Z4

Phone: 306-966-8402

Email: lorraine.holtslander@usask.ca

Honorary Associate Professor

University of the Witwatersrand

Johannesburg, South Africa

[Research Website](#)

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From: "Kumaran, Maha" <maha.kumaran@usask.ca>
Subject: RE: MN Course based proposed changes
Date: June 1, 2016 at 4:40:38 PM CST
To: "Holtslander, Lorraine"
<lorraine.holtslander@usask.ca>

Hi Lorraine, Thank you for sharing this with me. If anything is needed in the areas of forensic nursing and Aboriginal health please let me know. I will keep an eye out for resources in these areas too. I think we are good for other courses.

Best,
Maha.

Maha Kumaran
Liaison Librarian
University Library, University of Saskatchewan Tel: (306) **966-7779** Fax:
(306) **966-5918** <http://orcid.org/0000-0003-4643-865X>

From: Holtslander, Lorraine **Sent:** June-01-16 3:14 PM **To:** Kumaran, Maha <maha.kumaran@usask.ca> **Subject:** MN Course based proposed changes

Hi Maha,

I know you have some awareness of these changes, but I do need to formally “consult” with you as our Nursing Liaison Librarian so that you are aware of the proposed changes and can offer us support, feedback or recommended changes.

Appendix G



Master of Nursing (M.N.) (Course-Based - Educational/Leadership)

Admission Requirements

Degree Requirements

Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.

- [GSR 960.0](#)
- [GSR 961.0](#) if research involves human subjects
- [GSR 962.0](#) if research involves animal subjects
- ~~24-27~~ credit units, including the following:
 - [NURS 812.3](#)
 - ~~NURS 813.3~~
 - ~~NURS 882.3~~
 - [NURS 891.3](#)
 - ~~NURS 892.3~~
 - [NURS 990.0](#)
 - ~~NURS 993.3~~
 - [NURS 821.3 Outcomes Based Research](#)
 - 3 credit unit 800-level [Open Elective](#)
 - ~~3 cu of NURS 818, PUBH 805, ERES 840, KIN 808, CHEP 805, CHEP 806, STAT 845, OR PSY 8053~~ credit unit 800 level ~~Statistics, typically NURS 818.3~~
 - 6 credit units [Restricted Electives](#):
 - [NURS 813.3 Teaching in Nursing](#)
 - [NURS 822.3 Advanced Issues in Nursing Education](#)
 - [NURS 892.3 Research Methods](#)
 - [NURS 893.3 Qualitative Research](#)
 - [NURS 823.3 Applied Leadership and Management in Clinical Nursing Practice](#)
 - NURS 814.3 Aboriginal Health Issues
 - NURS 815.3 Advanced Forensic Mental Health
 - NURS 816.3 Community within the Context of Diversity and Vulnerability
 - [NURS 824.6 Advanced Nursing Integration](#)

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From: Nicol, Jennifer
Sent: Thursday, October 27, 2016 11:48 AM
To: Holtslander, Lorraine
Subject: Consultation - Master of Nursing Professional Practice Program

Dear Lorraine

Thank you for the opportunity to meet on Monday October 24 2016 to discuss the Master of Nursing Professional Practice graduate program and four of its courses: *Advanced Issues in Nursing Education*; *Applied Leadership and Management in Clinical Nursing Practice*; *Outcomes based Research*; and *Advanced Integrative Exercise*. I also appreciated receiving hard copies of the materials to review after our meeting.

The applied field of nursing and my field of counselling psychology share common features; so, it was very interesting to see how the College of Nursing has designed a program that is both academically rigorous and pertinent to a practice-based profession. The *Outcomes Based Research* course and the capstone *Advanced Integrative Exercise* course stood out as substantive courses that will foster strong knowledge and skills associated with advancing nursing research scholarship. *Advanced Issues in Nursing Education* will equip students with important content (e.g., trends in nursing education and innovative pedagogy and curriculum both locally, nationally and globally) and skills (critical thinking, synthesis, evaluation, design) ; and the *Applied Leadership and Management in Clinical Nursing Practice* will prepare students to be informed and ethical leaders and managers, able to positively impact health care delivery and patient outcomes. These strike me as four potent courses!

The syllabi themselves are informative and complete, appearing to meet the university's recommendations for course syllabi. The reading lists and assignment appear appropriate to graduate-level programming; there is clarity about the assignments and their evaluation; and inclusion of draft schedules and timelines as well as materials on student conduct and students services. Congratulations and best wishes in modifying and going forward with the program!

Sincerely,

-Jennifer

Dr JNicol (RDPsych, MTA)

Professor, EPSE
University of Saskatchewan

From: "Janzen, Bonnie" <bonnie.janzen@usask.ca>

Subject: Revisions to Master of Nursing Profesional Program

Date: October 26, 2016 at 2:38:47 PM CST

To: "Holtslander, Lorraine" <lorraine.holtslander@usask.ca>

Dear Lorraine,

I have had an opportunity to review the revisions you have made to the Master of Nursing Professional Program proposal based on suggestions from the Graduate Programs Committee. The revised syllabi now include: 1) greater detail regarding student assessment; 2) statements pertaining to student conduct and services; 3) a more comprehensive reading list; and 4) graduate-level writing requirements.

Thank-you again for inviting me to part of this process. In addition to your own students, graduate students in CH&E will certainly benefit from these new course offerings, particularly Outcomes Based Research.

Regards,

Bonnie

Bonnie Janzen, PhD

Associate Professor

Graduate Program Chair

Department of Community Health & Epidemiology College of Medicine University of Saskatchewan
Saskatoon, SK Canada

ph: (306) 966-7841

email: bonnie.janzen@usask.ca

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: February 16, 2017

SUBJECT: **Credit Reduction for the Master of Arts (M.A.) in Sociology, Project-Based Program**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Academic Programs Committee (APC) approved the reduction in required credit units for the M.A. in Sociology project-based program at its January 25, 2017 meeting.

As per the Academic and Curricular Change Authority Chart approved by Council at its June 23, 2016 meeting, APC has the authority to approve changes to the total number of credit units required for an approved degree program when this change affects tuition or overall program length for students.

DISCUSSION SUMMARY:

Recommendations from the graduate program review in Sociology made it clear that a reduction in credits units (from 30 to 18) in the project-based M.A. in Sociology would be in order. The current course load makes this program an outlier in relation to comparator institutions. The change approved by APC will allow the program to be competitive in recruiting students.

The significant reduction in credit units should improve student completion times by at least one term. This reduction in time in program will have a slight impact in the tuition generated by the program, but it is expected that in making the program more competitive there may be an increase in admissions to offset that budgetary impact. It is anticipated that the reduction of course work will facilitate a renewed focus on research.

The credit reduction of the M.A. in Sociology project-based option was approved at the January 12, 2017 meetings of the Executive Committee of the College of Graduate and Postdoctoral Studies.

APC also received a report indicating a reduction in credit units in the M.A. in Sociology thesis-based program, from 18 credit units to 15. This change is within the purview of the University Course Challenge, as per the Academic and Curricular Changes Chart. This change was approved through University Course Challenge in January 2017. This change was approved by the Executive Committee of College of Graduate and Postdoctoral Studies at its January 12, 2017 meeting.

ATTACHMENTS:

- 1. Changes to MA in Sociology Academic Requirements Proposal**

**Memorandum**

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies (CGPS)

Date: January 18, 2017

Re: Credit unit reductions to the Master of Arts in Sociology

The College of Graduate and Postdoctoral Studies is recommending approval of a reduction in credit units to the Master of Arts in Sociology project-based program option. This recommendation comes following a recommendation by the Graduate Programs Committee made on January 6, 2017, and a subsequent recommendation made by the CGPS Executive Committee on January 12, 2017.

The attached proposal contains recommendations for a 12 credit unit reduction to the project-based program, resulting in an 18 credit unit program requirement. The proposal also contains a recommendation for a 3 credit unit reduction to the thesis-based program, resulting in a 15 credit unit program requirement. As the thesis-based program modification is relatively minor, it has been posted to University Course Challenge. The CGPS is seeking approval from APC for the project-based program modification.

The Sociology graduate programs recently went through the Graduate Program Review process which identified significant inconsistencies with our requirements in relation to comparator institutions. The proposed changes are necessary to allow master's level programming in Sociology to be competitive in recruitment.

As a 12 credit unit reduction is rather significant, it would be expected that student completion times should improve by a minimum of one term. No changes are being proposed to the current tuition rate; however, the program assesses the standard grad term tuition so total revenue may be reduced. Conversely, aligning the program requirements with comparator institutions may result in increased admissions providing an increase in revenue.

Please note that consultation with the registrar has occurred, and the proposed changes do not require any unusual technological set up.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate and Postdoctoral Studies is recommending the approval of the credit unit reduction to the Master of Arts in Sociology project option. We are now seeking to have the proposal supported by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the proposal
- The full proposal including supporting documents

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator, Academic Programs Committee of Council

From: Adam Baxter-Jones, Dean, College of Graduate and Postdoctoral Studies

Date: January 18, 2017

Re: Master of Arts in Sociology – reductions to credit unit requirements in project and thesis options

Members of the Executive Committee of the College of Graduate and Postdoctoral Studies met on January 12, 2017, and considered the recommendation from the Graduate Programs Committee to approve credit unit reductions to the Master of Arts in Sociology project and thesis program options.

The proposal is requesting a 3 credit unit reduction to the thesis-based Master of Arts program, to require 15 credit units rather than 18 credit units. The project-based program would see a reduction of 12 credit units to require 18 credit units rather than 30 credit units. The proposals were submitted to CGPS in response to the Graduate Program Review, which identified the program requirements as excessive in relation to comparator programs. It was anticipated that the programs may see some growth in student numbers after they are brought in line with comparator institutions making them more competitive.

Members of the Executive Committee discussed the potential impact on program quality and were confident that the proposed changes would better focus student's research to enhance overall program quality.

The Executive Committee unanimously supported the credit unit reductions to the Master of Arts in Sociology thesis and project options.

Kelly Clement will be available to attend the Academic Programs Committee meeting to respond to questions regarding the proposal.

:kc



Memorandum

To: Dr. Adam Baxter-Jones, Chair, CGPS Executive Committee

Copies: Dr. Hongming Cheng, Department of Sociology

From: Graduate Programs Committee, CGPS

Date: January 9, 2017

Re: Proposal for credit unit reductions in the project-based and thesis-based MA programs in Sociology

The Graduate Programs Committee (GPC) met on January 6, 2017, and reviewed the proposal to modify the program requirements for the Master of Arts program options in Sociology.

Members found that the rationale and supporting documentation was sufficient to support both programs changes.

While the change to the project-option is significant with a 12 credit unit reduction, the existing requirements are disproportionately high in comparison to other institutions or other project-based Master of Arts programs on campus.

The thesis-based option is requesting a minor reduction from 18 credit units to 15 credit units.

The Graduate Programs Committee unanimously recommends supporting the approval of the modifications to the Master of Arts in Sociology project-based program requirements and thesis-based program requirements.

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc

MEMORANDUM**To:** Kelly Clement, Graduate Academic Affairs and Programs Officer**From:** Hongming Cheng, Chair of Graduate Studies, Department of Sociology**Date:** December 12, 2016**Re:** Proposal for Program Change – M.A. Program

Based on the suggestions by a recent external review of the Sociology Graduate Programs in September, 2016, the Graduate Studies Committee of the Department of Sociology has reviewed the M.A. program and recommended the attached proposal for program change.

Should you have any further questions or concerns, please do not hesitate to contact me.

Sincerely,



Hongming Cheng, LL.M., Ph.D.

Chair of Graduate Studies

Department of Sociology

University of Saskatchewan

Phone: (306)966-5913

Fax: (306)966-6950

Email: hongming.cheng@usask.ca

Changes to MA in Sociology Academic Requirements Proposal

Program: MA in Sociology (Project-based) and (Thesis-based)

Effective Session of Proposed Changes: Fall 2017

1. The Context

The Sociology graduate program underwent a recent external review in September, 2016. Both during the review meetings and in their report, the reviewers strongly recommended that we revamp and promote the project-based MA, stating that this program:

...is currently too onerous and the requirements discourage students from enrolling. Improving the attractiveness of the MA project will require a major revamping, e.g., the reduction in the number of courses. The impact of encouraging more students into this program will include, but [not] necessarily be limited to, reducing the funding pressure and improving completion times. The Department will have to clarify misinformation about entrance into PhD. Currently students believe this requires an MA thesis. Making these changes will bring this Department into line with the direction that the U15 has been taking for some time. It will not represent a decline in the quality of the Master's degree and will increase the number of students moving through the program.

The department has considered the reviewers' recommendations very seriously and is carrying out necessary initiatives and discussions to incorporate such recommendations to further improve our graduate program. We strongly agree with the reviewers that for students in the non-thesis MA (Project-based) degree option, the current requirement of 30 credit units is too onerous and is diminishing the effectiveness of this program.

2. Proposed Changes

For students in the MA (Project-based) degree program, a minimum of 30 credit-unit coursework is currently required. The composition is SOC 840.6, SOC 841.6, and 18 elective credit units in the area of the student's research (in addition to SOC 990, GSR 960/961, and SOC 992 research project). For students in the MA (Thesis-based) degree program, a minimum 18 credit units of coursework is currently required. The composition is SOC 840.6, SOC 841.6, and 6 elective credit units in the arena of the student's research (in addition to SOC 990, GSR 960/961, and SOC 994 thesis).

We propose that MA (Project-based) students in Sociology be required to complete a minimum 18 credit units of coursework. The composition will be SOC 840.6, SOC

841.6, and 6 elective credit units in the arena of the student's research (in addition to SOC 990, GSR 960/961, and SOC 992 research project).

MA (Thesis-based) students in Sociology will be required to complete a minimum of 15 credit units. The composition will be SOC 840.6, SOC 841.6, and 3 elective credit units in the area of the student's research (in addition to SOC 990, GSR 960/961, and SOC 994 thesis).

All graduate students are still required to register, attend, and participate in SOC 990 Seminar. Students meet the requirements for SOC 990 by participating in the seminars and by presenting the results of their own research. All graduate students are also required to complete an ethics course GSR 960. An additional ethics course, GSR 961, is required for those working with human participants in their thesis research.

Table 1: MA (Project-based)

CURRENT ACADEMIC REQUIREMENTS	PROPOSED ACADEMIC REQUIREMENTS
<p>All students in this program are required to complete a minimum of 30 graduate credit units. This includes:</p> <ul style="list-style-type: none"> • SOC 840.6 Advanced Theory • SOC 841.6 Advanced Methodology • 18 elective credits in the area of research. • SOC 990 Seminar - All students are required to register and attend all SOC 990 seminars. Students are also required, as part of their program of studies, to present a 990 seminar based on their research. • GSR 960 and possibly GSR 961 - All MA students are required to pass GSR 960 (Introduction to Ethics & Integrity). If they are conducting research with human subjects they must also pass GSR 961 (Ethics & Integrity in Human Research). • SOC 992 Research Project - MA students must register in this class continuously while in the program. 	<p>All students in this program are required to complete a minimum of 18 graduate credit units. This includes:</p> <ul style="list-style-type: none"> • SOC 840.6 Advanced Theory • SOC 841.6 Advanced Methodology • 6 elective credits in the area of research. • SOC 990 Seminar - All students are required to register and attend all SOC 990 seminars. Students are also required, as part of their program of studies, to present a 990 seminar based on their research. • GSR 960 and possibly GSR 961 - All MA students are required to pass GSR 960 (Introduction to Ethics & Integrity). If they are conducting research with human subjects they must also pass GSR 961 (Ethics & Integrity in Human Research). • SOC 992 Research Project - MA students must register in this class continuously while in the program.

Table 2: MA (Thesis-based)

CURRENT ACADEMIC REQUIREMENTS	PROPOSED ACADEMIC REQUIREMENTS
<p>All students in this program are required to complete a minimum of 18 graduate credit units. This includes:</p> <ul style="list-style-type: none"> • SOC 840.6 Advanced Theory • SOC 841.6 Advanced Methodology • 6 elective credits in the area of research. • SOC 990 Seminar - All students are required to register and attend all SOC 990 seminars. Students are also required, as part of their program of studies, to present a 990 seminar based on their research. • GSR 960 and possibly GSR 961 - All MA students are required to pass GSR 960 (Introduction to Ethics & Integrity). If they are conducting research with human subjects they must also pass GSR 961 (Ethics & Integrity in Human Research). • SOC 994 Thesis - MA students must register in this class continuously while in the program. 	<p>All students in this program are required to complete a minimum of 15 graduate credit units. This includes:</p> <ul style="list-style-type: none"> • SOC 840.6 Advanced Theory • SOC 841.6 Advanced Methodology • 3 elective credits in the area of research. • SOC 990 Seminar - All students are required to register and attend all SOC 990 seminars. Students are also required, as part of their program of studies, to present a 990 seminar based on their research. • GSR 960 and possibly GSR 961 - All MA students are required to pass GSR 960 (Introduction to Ethics & Integrity). If they are conducting research with human subjects they must also pass GSR 961 (Ethics & Integrity in Human Research). • SOC 994 Thesis - MA students must register in this class continuously while in the program.

3. Rationale for Proposed Changes

- a. **Graduate Review Recommendation:** As recommended by the reviewers, the department has conducted research on all MA (Project-based) and MA (Thesis-based) programs in sociology in other U15 universities. Our research indicates that our coursework requirement for MA (Project-based) program is the most demanding on a student's time to complete the program. The reviewers were particularly concerned that students are not selecting this option because of the heavy coursework requirements. Demanding 30 credit units for this study option means that students are unable to complete the degree's coursework demand in the first academic year of study. Our coursework requirement for MA (Thesis-based) program is also among the most onerous, which will affect a student's plan to complete the program in time. The requirements also place demands and create stress on our limited number of faculty teaching at the graduate level. For the MA students, they are not able to look beyond meeting their coursework requirement during the first two terms of their study leaving

them with limited time to start planning their project or thesis. We believe that this makes it difficult for the students to graduate within the expected two years of their program. The proposed changes will help students to complete their programs in a more effective, intensive and timely way.

- b. **Improving the Students' Research Skills and Capacity:** These changes are consistent with a growing emphasis on research and professional training within the discipline. Worldwide and nationwide, graduate students in sociology are being required to become more engaged, outside of their coursework, in research and professional development activities through their participation in research and collaborative enterprises. While maintaining the necessary standard for students to learn fundamentally important courses in theories, methods, and their substantive areas of research, the proposed changes provide students with better opportunities to focus on their research and dedicate time to refining their research skills and professional capacities. The refined research skills will enable our MA students to be more competitive in SSHRC and PhD applications and publish their research.
- c. **Reduce Pressure on Resources:** As the review panel emphasized, the most serious difficulty lies in the limited degree of funding and resources available to sustain graduate programming at the institutional level. The proposed changes will reduce funding pressures for the department and for students. The changes may potentially help the department to increase student recruitment, attract domestic students from outside Saskatchewan, and provide students with more meaningful options to pursue their MA degree.
- d. **Maintain Competitiveness:** In comparison, most U15 departments of Sociology require fewer credits units for their graduate degree programs. The majority of project-based programs require 18cus, maximum 21cus. The majority of thesis-based programs require 12-15cus, maximum 21cus. The University of Toronto only offers a project-based MA program and has no thesis-based program. As the reviewers indicated, making these changes will bring our department in line with the direction that the U15 has been taking for some time. It will not represent a decline in the quality of the Master's degree but instead will improve the students' research capacity (See Table 3 for credit unit requirements for MA programs at U15 universities)

Table 3: Credit Unit Requirements for MA in Sociology Programs at U15 Universities

	Thesis-based	Project-based	Project Timeline
Alberta	18	18	1-1.5 yrs.
UBC	24		
Calgary	15		
Dalhousie	18		
Laval	18		
Manitoba	18		
McGill	15	21	1 year
McMaster	12	18	1 year
Montreal	18		
Ottawa	15	21	2 years
Queens	12	18	2 years
Saskatchewan	18	30	2 years
Toronto		18	1 year
Waterloo	12	18	4 terms
Western	15	18	1 year

* non-credit professional development, proposal, or project courses are not included in these credit counts

- e. **Additional Justification:** An additional reason for the differentiated coursework requirements between MA (Project-based) students (a minimum of 18 credit units) and MA (Thesis-based) students (a minimum of 15 credit units) is that MA (Thesis-based) students need additional time to focus on their thesis research. With the 3 credit unit reduction, MA (Thesis-based) students will be guided by their advisory committees to deepen their knowledge of both the discipline and their research field through directed research activities.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: February 16, 2017

SUBJECT: **Terminations in the College of Arts and Science**

- **Northern Studies Field of Study**
- **Public Administration Field of Study**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Academic Programs Committee (APC) approved the termination of the Northern Studies field of study and the Public Administration field of study at its January 25, 2017 meeting.

As per the Academic and Curricular Change Authority Chart approved by Council at its June 23, 2016 meeting, APC has the authority to approve the deletion of a field of study unless this has significant academic or financial implications.

DISCUSSION SUMMARY:

Northern Studies

The College of Arts and Science approved the termination of the Northern Studies field of study through its Academic Programs Committee on November 16, 2016 and its Faculty Council on December 7, 2016. The termination of the Northern Studies field of study affects the delivery of the Bachelor of Arts (B.A.) three-year, four-year and honours programs, as well as the minor in Northern Studies.

Northern Studies had been established through funding from the federal and provincial governments as well as through partnerships with international partners through the University of the Arctic. Changes in the funding model, as well as significant changes in the University of the Arctic consortium, have led to Northern Studies being a costly undertaking for the U of S. As part of the agreement with the University of the Arctic, students pay tuition to their home institution while being able to take classes offered elsewhere. The U of S is experiencing an imbalance vis-à-vis our commitment to this

consortium and the presence of U of S students and U of S course offerings. In short, we are no longer recovering our costs because our students are not enrolling in this program in great numbers. There are only 11 students enrolled in the program currently.

Many of the courses previously designated as Northern Studies courses will now be taught by Geography and Planning, so the academic impact of this termination is minimal.

Public Administration

The College of Arts and Science approved the termination of the Public Administration field of study through its Academic Programs Committee on November 16, 2016 and its Faculty Council on December 7, 2016. The termination of the Public Administration field of study affects the delivery of the Bachelor of Arts (B.A.) three-year, four-year and honours.

The enrolment and graduation numbers in Public Administration has dwindled over the years, to just seven students last year. These students will be permitted the opportunity to complete their studies in the field. Faculty with expertise in this field have been focusing their efforts on the very successful Master of Public Administration program that is being offered through the Johnson-Shoyama Graduate School of Public Policy. With this successful program in place, there will be minimal academic impact with this termination.

ATTACHMENTS:

- 1. Report Form for Program Termination – Northern Studies**
- 2. Report Form for Program Termination – Public Administration**

 UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Bachelor of Arts Honours, Four-year and Three-year, and Minor in Northern Studies

Effective date of termination: May 2017

1. List reasons for termination and describe the background leading to this decision.

Previous University of the Arctic (UArctic) and provincial government funding to support the operation of the International Administrative Office was withdrawn beginning a number of years ago. As a result, personnel at our partner institution in La Ronge who previously coordinated course delivery and supported students have been reassigned.

The current program delivery model, in which students from many universities across the circumpolar north take courses at any of the other participating universities under an exchange agreement, has proven to be unsustainable. This is in large part due to the imbalance between student numbers and course offerings: courses are being offered, and paid for, by some institutions, but the majority of students taking the program, and paying fees, are from other institutions. As no tuition is transferred per the terms of the exchange agreement, the cost of offering the suite of seven core Circumpolar Studies courses has become prohibitive.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

NRTH 101.3 Introduction to Circumpolar World (will become GEOG 150)
 NRTH 312.3 Environmental Geography of the Circumpolar North (approved to become GEOG 380)
 NRTH 321.3 Peoples and Cultures of the Circumpolar World I
 NRTH 322.3 Peoples and Cultures of the Circumpolar World II
 NRTH 331.3 Contemporary Issues of the Circumpolar World I (will become GEOG 331)
 NRTH 332.3 Contemporary Issues of the Circumpolar World II
 NRTH 480.6 Northern Studies Honours Thesis
 NRTH 490.0 Seminar in Northern Studies

The University of Saskatchewan has offered one or two of these courses, per year, online, for many years.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

Advising for this program is provided by the College of Arts & Science.

Technical support for course offerings is provided by the Distance Education Unit (DEU).

2.3 Courses to be deleted, if any.

NRTH 321.3 Peoples and Cultures of the Circumpolar World I
 NRTH 322.3 Peoples and Cultures of the Circumpolar World II
 NRTH 332.3 Contemporary Issues of the Circumpolar World II
 NRTH 480.6 Northern Studies Honours Thesis
 NRTH 490.0 Seminar in Northern Studies

2.4 Number of students presently enrolled.

11 students in 2016-17.

2.5 Number of students enrolled and graduated over the last five years.

	2011-12	2012-13	2013-14	2014-15	2015-16
Enrolled	4	9	14	10	15

	2011	2012	2013	2014	2015
Graduates	4	1	4	5	4

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Students currently in the program will be allowed to complete the program requirements within a reasonable period of time.

3.2 What impact will this termination have on faculty and teaching assignments?

NRTH 101, 312 and 331 will become GEOG-labelled courses and continue to be taught by the previous instructors.

Other courses were offered online by Sessional Lecturers or at partner institutions, so no impact on U of S faculty teaching assignments.

3.3 Will this termination affect other programs, departments or colleges?

Termination of this program affects the Department of Geography and Planning, which has been consulted and approves of this deletion.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

NRTH courses appear as course options in the Resource Economics and Policy, and the Resource Science programs in the College of Agriculture and Bioresources, but are not required for any program other than the Northern Studies program.

- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

A replacement program may be developed in the College of Arts & Science, but only if the program requirements can be covered by U of S resources and through stable partnerships with reliable partner institutions.

- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

It is unlikely that the courses being deleted will be exactly replaced.

- 3.7 Describe any impact on research projects.

No impact.

- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.

- 3.9 Describe the budgetary implications of this deletion.

The program currently costs significantly more to offer (online courses) than it earns (U of S tuition paid). Deletion of the program will stem this loss.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Any impact on university reputation or from other institutions and high schools is anticipated to be small, due to the limited enrolment in and general awareness of the program. No impact is expected with regard to accreditation, community organizations or professional bodies.

- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Other institutions which are members of the UArctic already offer similar programs. It is unlikely that a new institution will choose to develop a very similar program.

Other

- 3.12 Are there any other relevant impacts or considerations?

No.

- 3.13 Please provide any statements or opinions received about this termination.

Memo from Gordon DesBrisay, Vice-Dean Academic, College of Arts & Science attached.

	UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Bachelor of Arts Honours and Four-year in Public Administration

Effective date of termination: May 2017

1. List reasons for termination and describe the background leading to this decision.

The University offers a Master of Public Administration program through the Johnson-Shoyama School of Public Policy, and the number of graduates from the BA Four-year and Honours programs has been low for a number of years.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

No courses are offered exclusively for this program.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

No resources are used exclusively for this program.

2.3 Courses to be deleted, if any.

None.

2.4 Number of students presently enrolled.

6 students in 2016-17.

2.5 Number of students enrolled and graduated over the last five years.

	2011-12	2012-13	2013-14	2014-15	2015-16
Enrolled	16	16	16	10	7

	2011	2012	2013	2014	2015
Graduates	9	4	3	3	2

3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Students currently in the program will be allowed to complete the program requirements within a reasonable period of time.

- 3.2 What impact will this termination have on faculty and teaching assignments?

No impact.

- 3.3 Will this termination affect other programs, departments or colleges?

No impact on other programs. Program deletion has been discussed with and approved by the Department Head of Economics.

- 3.4 If courses are also to be deleted, will these deletions affect any other programs?

n/a

- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

The University already offers a Master of Public Administration program through the Johnson-Shoyama Graduate School of Public Policy, which meets the needs of the province. It is unlikely that a new, undergraduate program will be developed.

- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

n/a

- 3.7 Describe any impact on research projects.

No impact.

- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.

- 3.9 Describe the budgetary implications of this deletion.

None.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

No impact is anticipated.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Similar programs already exist across Canada.

Other

3.12 Are there any other relevant impacts or considerations?

No.

3.13 Please provide any statements or opinions received about this termination.

Memo from Loleen Berdahl, Head, Department of Political Studies attached.

Memo from Gordon DesBrisay, Vice-Dean Academic, College of Arts & Science attached.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: February 16, 2017

SUBJECT: Second Degree Option for the Bachelor of Science (B.Sc.) in
Kinesiology (Exercise and Sport Studies)

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Academic Programs Committee approved the addition of a second degree option for the Bachelor of Science in Kinesiology (Exercise and Sport Studies) at its January 4, 2017 meeting.

DISCUSSION SUMMARY:

The College of Kinesiology did not previously have a policy for admitting students who had already completed an undergraduate degree. The proposal provided to APC outlines the duration of a second degree option and the program requirements for a second degree option. The admissions requirements and selection criteria are identical for applicants entering the college for their first degree.

Consultation for this option was done with the Registrar's Office, the College of Kinesiology Undergraduate Committee, and Faculty Council, and support for this change was provided at all levels.

ATTACHMENTS:

1. Proposal for second degree option for the B.Sc in Kinesiology.

 UNIVERSITY OF SASKATCHEWAN	Proposal for Academic or Curricular Change
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PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): B.SC. Kinesiology

Field(s) of Specialization: Exercise and Sport Studies or Exercise and Sport Studies,
Honours

Level(s) of Concentration: Exercise and Sport Studies or Exercise and Sport Studies,
Honours

Option(s):

Degree College: Kinesiology

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

Keeran Wagner, Manager Undergraduate Student Academic Services

(O) 306-966-1101

(F) 306-966-6464

Email: keeran.wagner@usask.ca

Proposed date of implementation: September 2017

Proposal Document

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

1. Academic justification:

The College of Kinesiology does not have any formal policy in place with regards to students transferring into the College with already completed degrees. We want to

implement a policy that is fair to all students within the College of Kinesiology. We have a policy in place for those students transferring to us from other post- secondary institutions but none in place for our internal transfer students.

2. Admissions

- a. Admissions standards remain the same.

3. Description of the program

Second Degree Programs (Exercise and Sport Studies)

Other colleges at the University of Saskatchewan have policies to allow students to obtain two degrees in less time than if the two programs were taken separately, in sequence. The College of Kinesiology does not have a policy in place to streamline the achievement of a second degree.

Students who wish to follow a Second Degree Program are advised to consult the Manager, Undergraduate Student Academic Services in the College of Kinesiology to ascertain the precise course requirements. The duration of the Second Degree Program and the course requirements are determined by the following regulations:

1. New students can transfer up to **60 credits** of course work from another college or institution. In most cases, transfer credit is assessed on a course-by-course basis.
2. In meeting degree requirements for a Bachelor of Science in Kinesiology (Exercise and Sport Studies) as a second degree program, students must complete at least 30 credit units of KIN and/or KINA courses at the University of Saskatchewan.
3. *Program requirement:* Students must satisfy all program requirements and the graduation standards for the Bachelor of Science in Kinesiology (Exercise and Sport Studies)
4. In some cases, these regulations may mean that students are required to take more than the minimum 126 credit units for a Four-year or Honours degree.
5. *Date of commencement of a program:* Once a degree has been received for another college, students must complete the program requirements for the B.Sc. in Kinesiology (Exercise and Sport Studies) that are in place for the academic session in which they begin their studies. If the date of the program commencement is more than 8 years ago, students should contact the Manager, Undergraduate Student Academic Services. Such students will be required to meet the current degree requirements. (???)
6. The overall and major Cumulative Weighted Averages (C.W.A) for Kinesiology graduation are calculated on grades from all University of Saskatchewan courses that are counted towards the program requirement of the Bachelor of Science in Kinesiology.

4. Consultation

- a. With College of Kinesiology Undergraduate Committee and Faculty Council. See attached statement from the College of Kinesiology
- b. *With Registrar's Office – see attached letter*

5. Budget

- No added resources are needed for this change.
- No changes in the budget of any College or Department are required for this change.

College Statement

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

- See attached document

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

required Required for all submissions:

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

UNIVERSITY COUNCIL
TEACHING, LEARNING, AND ACADEMIC RESOURCES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Jay Wilson, Chair, Teaching, Learning, and Academic Resources Committee

DATE OF MEETING: February 16, 2017

SUBJECT: Definition of “Indigenizing”

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The teaching, learning, and academic resources committee (TLARC) invited representatives from the Indigenous faculty group, an *ad hoc* group that has been meeting over the last year, to present a definition of Indigenization that they have developed.

At its January 26, 2017 meeting, TLARC voted unanimously to support the definition of Indigenization that was developed by the Indigenous faculty group.

DISCUSSION SUMMARY:

The definition as developed by the *ad hoc* Indigenous faculty group was presented to TLARC at its November 17, 2016 and January 26, 2017 meetings.

This definition was developed to help the campus community to come to a common understanding of what Indigenous and Indigenizing mean. Using the term “Indigenizing” captures the idea that what is happening is a process, not a mandate and that there is no clear endpoint for this process. The Indigenous faculty group focused their definition on ensuring valuing the Indigenous knowledge and practices of the peoples of Saskatchewan and beyond; engaging in critical reflection of colonial history and its effects; operationalizing the Calls to Action of the Truth and Reconciliation Commission; and promoting and supporting Indigenous visions and aspirations of self-determination.

The committee was extremely supportive of the definition and appreciated the hard work undertaken by the Indigenous faculty to define Indigenization and Indigenizing in the context of our institution.

ATTACHMENTS:

1. Definition of Indigenization

A number of Indigenous faculty members came together to discuss what Indigenization could look like at the University of Saskatchewan. After a review of other universities, no satisfactory explanation or definition was found that would suffice at this University, so this group developed the following definition to help guide faculty, staff, and students in building their indigenization efforts:

Indigenizing within the University of Saskatchewan is a proactive and dynamic process for engaging faculty, staff and students to:

- strengthen inclusive communities and partnerships that respect and understand the value and importance of Indigenous¹ knowledges and practices (e.g. histories, teachings, languages, traditions, ceremonies, protocols, creative expressions, etc.) belonging to the diverse peoples of Saskatchewan and beyond, and that recognize that academia benefits by valuing and including pluralistic ways of knowing, thinking, and doing;
- engage in critical reflection of the colonial history and systemic effects on Indigenous and non-Indigenous peoples, including Treaty relationships and Métis and Inuit land rights;
- operationalize the Calls to Action of the Truth and Reconciliation Commission and to enact a transformative reconciliation of the University of Saskatchewan's commitment to inclusion and authentic voice and engagement of First Nations, Inuit and Métis peoples in Saskatchewan and beyond; and
- promote and support Indigenous visions and aspirations for self-determination through transformative education for Indigenous well-being, growth and prosperity.

¹ Indigenous peoples is inclusive of First Nations, Inuit, and Métis peoples of Canada and their unique perspectives.