

**AGENDA**  
**2:30 p.m. Thursday June 22, 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 22<sup>nd</sup> year of the representative Council.*

*As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of May 18, 2017 pp. 1-42
4. Business from the minutes
  - Correspondence regarding Policy for Medical Faculty pp. 43-46
5. Report of the President pp. 47-48
6. Report of the Provost pp. 49-62
7. Student societies
  - 7.1 Report from the USSU pp. 63-64
  - 7.2 Report from the GSA pp. 65-66
8. Governance Committee
  - 8.1 Request for Decision – Changes to Council Bylaws Part III, section V.1.B. (p) Membership of Faculty Councils pp. 67-70  
  
*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.*
  - 8.2 Request for Decision – School of Physical Therapy Faculty Council Membership pp. 71-74  
  
*It is recommended that Council approve the membership changes to the Faculty Council of the School of Physical Therapy as shown in the attachment, and that Council’s Bylaws be amended accordingly.*

- 8.3 Request for Decision – College of Kinesiology Faculty Council Membership pp. 75-78

*It is recommended that Council approve the membership changes to the Faculty Council of the College of Kinesiology as shown in the attachment, and that Council's Bylaws be amended accordingly.*

- 8.4 Request for Decision – Nominations to the Nominations Committee for 2017-18 pp. 79-82

*It is recommended that Council approve the nominations to the nominations committee as outlined in the attachment for three-year terms effective July 1, 2017 to June 30, 2020, and that Jim Greer be appointed as chair for a one-year term effective July 1, 2017 to June 30, 2018.*

- 8.5 Request for Input – Attendance at Council Meetings pp. 83-84

- 8.6 Report for Information – Number of Student Appeals for 2016-17 pp. 85-86

- 8.7 Report for Information – Annual Report of the Governance Committee for 2016-17 pp. 87-88

9. Nominations Committee

- 9.1 Request for Decision – Nomination for the Vice-Chair of Council pp. 89-90

*It is recommended that Council approve the nomination of Chelsea Willness as vice-chair of Council for a two-year term effective July 1, 2017 and ending on June 30, 2019.*

- 9.2 Request for Decision – Nominations to the Academic Programs Committee pp. 91-94

*It is recommended that Council approve the appointment of Angela Kalinowski, Department of History to the academic programs committee for a three-year term, effective July 1, 2017 and ending on June 30, 2020, and that Terry Wotherspoon be appointed as chair for a one-year term effective July 1, 2017 and ending on June 30, 2018.*

- 9.3 Request for Decision – Nominations to the Promotion Appeals Panel pp. 95-98

*It is recommended that Council approve the nominations to the promotions appeal panel with member terms as outlined in the attachment.*

10. Academic Programs Committee

- 10.1 Request for Decision – Revisions to Academic Courses Policy pp. 99-132

*It is recommended that Council approve revisions to the Academic Courses Policy effective September 1, 2017.*

- 10.2 Request for Decision – Revisions to Nomenclature Report pp. 133-170

*It is recommended that Council approve the revisions to the Nomenclature Report, effective immediately.*

- 10.3 Request for Decision – Doctor of Philosophy (Ph. D.) in Applied Economics pp. 171-228

*It is recommended that Council approve the Doctor of Philosophy (Ph. D) program in Applied Economics, effective September 1, 2018.*

- 10.4 Request for Decision – Admissions Qualification Change for Educational Administration Graduate Programs pp. 229-238

*It is recommended that Council approve changes to admissions qualifications for Educational Administration graduate programs, effective September 1, 2018.*

- 10.5 Request for Decision – Deletion of the Sequential Program for the Bachelor of Education (B. Ed.) pp. 239-280

*It is recommended that Council approve the deletion of the Sequential Program for the Bachelor of Education (B. Ed.), effective May 1, 2018.*

- 10.6 Request for Decision – English Proficiency Policy – Minimum English Proficiency Requirements for the College of Graduate and Postdoctoral Studies pp. 281-298

*It is recommended that Council approve the revisions to the minimum English Proficiency Standards for the College of Graduate and Postdoctoral Studies, as per the attached table, effective the 2018/19 admissions cycle.*

- 10.7 Report for Information – Graduate Programs Review 2014/15 and 2015/16 pp. 299-332

- 10.8 Report for Information – Deletion of the Vaccinology and Immunotherapeutics Field of Study for the Master of Arts (M.A.) Program pp. 333-340

- 10.9 Report for Information – Annual Report of the Academic Programs Committee for 2016-17 pp. 341-346

11. Research, Scholarly and Artistic Work Committee

- 11.1 Request for Decision – Dissolution of the University Committee for Ethics in Human Research (UCEHR) pp. 347-350

*It is recommended that Council approve the dissolution of the University Committee on Ethics in Human Research, effective immediately, to be replaced with ad hoc committees that would be struck as needed by the research ethics board chairs with RSAW approval, as per the attached request.*

- 11.2 Report for Information – Annual Report of the Research, Scholarly and Artistic Work Committee for 2016-17 (Includes OVPR and CGPS Annual Reports) pp. 351-402

12. Joint Committee on Chairs and Professorships

- 12.1 Request for Decision – The Cameco Chair in Aboriginal Health Revised Terms of Reference pp. 403-412

*It is recommended that Council approve the Cameco Chair in Aboriginal Health as re-envisioned under the new terms of reference and recommends to the Board of Governors that the Board authorize the approval of the new chair.*

- 12.2 Item for Information – Annual Report of the Joint Committee on Chairs and Professorships for 2016-17 pp. 413-414
- 13. Planning and Priorities Committee
  - 13.1 Request for Input – University Integrated Plan pp. 415-440
  - 13.2 Report for Information – Annual Report of the Planning and Priorities Committee for 2016-17 pp. 441-448
- 14. International Activities Committee
  - 14.1 Item for Information – Annual Report of the International Activities Committee for 2016-17 pp. 449-452
- 15. Teaching, Learning and Academic Resources Committee
  - 15.1 Item for Information – Environmental Scan – Indigenous Teaching and Learning Experiences pp. 453-470
- 16. Scholarships and Awards Committee
  - 16.1 Item for Information – Annual Report of the Scholarships and Awards Committee pp. 471-486
- 17. Other business
- 18. Question period
- 19. Adjournment

*Next meeting September 21, 2017 – Please send regrets to [katelyn.wells@usask.ca](mailto:katelyn.wells@usask.ca)*

*Deadline for submission of motions to the coordinating committee: September 1, 2017.*





*Minutes of University Council*  
 2:30 p.m., Thursday, May 18, 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

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

CARRIED

2. Opening remarks

The chair recognized newly elected members of the Graduate Students' Association (GSA) and University of Saskatchewan Students' Union (USSU): Ziad Ghaith, GSA president; Ali Kiani, GSA VP student affairs; Vita Andersone, GSA VP external; Jordan Bonkowski, GSA VP operations and finance; Iloradanon Efimoff, GSA Aboriginal liaison; David D'Eon, USSU president; Crystal Lau, USSU VP student affairs; Jessica Quan, USSU VP academic affairs; and Deena Kapacila, USSU VP operations and finance and welcomed those members in attendance. On behalf of Council, she expressed pleasure at being able to work with the new student executives.

The chair provided introductory remarks about the proposed Policy for Medical Faculty introduced at the previous Council meeting. She also recognized Lee Ahenakew, chair of the Board of Governors, in attendance at the request of the coordinating committee to hear from Council in anticipation of the policy being submitted to the Board of Governors for approval. The policy raises new concepts that are challenging and many individuals and groups, which include Council committees, have worked over the past month to address the issues and concerns raised. Members of the provost's office, College of Medicine, and Human Resources Division have been responsive to the feedback received and have taken action to revise both the policy and the procedures manual. The goal is to have a policy that serves the College of Medicine and the rest of the campus community in the best way possible.

3. Minutes of the meeting of April 20, 2017

GJEVRE/RACINE: *That the April 20, 2017 Council minutes be approved as circulated.*

CARRIED

4. Business from the minutes

The chair reported that comments on the review of the Indian Teacher Education Program (ITEP) as noted in the minutes under item 6, Provost's Report would be provided at a future Council meeting.

5. Report of the President

President Peter Stoicheff thanked the chair for recognizing the newly elected GSA and USSU executives and noted that members of senior administration meet monthly at breakfast meetings with the student executives.

The president augmented his written report with remarks about the response of members of the U15 to the Fundamental Science Review Report and comments about Universities Canada and the development of a set of excellence principles developed by its education committee. The education committee is also invested in the review of the federal government's Post-Secondary Student Support Program. President Stoicheff indicated he recently met with Perry Bellegarde, national chief of the Assembly of First Nations to discuss the program.

The president invited questions. A member of Council asked the president to account for what he perceived as the dubious relationships of academic members with large transnational corporations, specifically with Monsanto Corporation. He cast these ties as unethical and referred to a CBC news article published earlier in the month about the relationship of a university professor with Monsanto. He suggested that all would benefit from an independent investigation of this relationship.

President Stoicheff indicated that his response was directed by the principles that direct any relationship, regardless of the organization. He articulated these as whether any human rights have been transgressed, whether anything illegal has been done, and whether academic freedom is protected. Further discussion ensued about the nature and purpose of a meeting at the university to which Monsanto representatives were invited. There was no resolution through discussion and objections were registered about the implication that the conduct of the professor involved was unethical.

## 6. Report of the Provost

Interim Provost Michael Atkinson presented the Provost's report to Council. Provost Atkinson indicated that in addition to his written report, he planned to report on the state of the university's financial situation with Greg Fowler, vice-president finance and resources. The role of the provost and the VP finance and resources relative to the university budget was clarified. The provost is to allocate institutional resources to academic priorities, whereas the VP finance and resources is responsible for the financial health of the institution encompassing the full-range of the university's assets and liabilities (e.g. investments, capital pension funds, infrastructure, business development, subsidiaries).

The 2016-17 university operating budget revenue is \$507M, of which \$125M is derived from tuition revenue and \$47M from investment income. In total, the provincial grant makes up 60% of the operating budget. This year, the university received a 5% reduction to the provincial grant and a \$20M reduction to funding for the College of Medicine, which translates into a further 6.4% reduction to the university's base budget. These reductions result in a significant reduction overall to the university's operating capacity. In addition, all provincial funding to the International Centre for Northern Governance and Development (ICNGD) was eliminated. Provost Atkinson indicated he would report further on the ICNGD and the university's northern strategy at the June Council meeting.

In sum, the university is now funded at the same level as it was in 2013, due to this year's budget reduction and the budget hold backs and mid-year claw backs over the past two years that have reduced its funding. Government reductions to other sectors such as student financial aid also affect

the university. The province has asked the university to model a 0% increase and a 2% decrease in its 2018-19 Operations Forecast submission.

Information was provided on the Saskatchewan Universities Funding Mechanism (SUFM) used by the province to allocate funding between the University of Regina and the University of Saskatchewan, the operating grant relative to university reserves, the operating budget per student across the U15 member institutes, and 2017-18 provincial government funding by province.

At year-end the university is projected to have \$27M in a central reserve, due to a positive variance in investment income revenue. However, a \$35M budget deficit will be submitted to the Board of Governors in June to provide senior administration with additional time to consider how best to approach the funding reduction. The Board proposal will also include a request to establish a \$7M transition fund.

Short-term approaches include constructive discussions with collective bargaining units and voluntary employee exit programs. Longer-term, the university will review tuition and strategic enrolment strategies. The university's endowed lands are a potential long-term funding approach, as the university has over a billion dollars' worth of land. Academic and administrative units will manage the budget reduction in a hands-on manner through the responsibility centre management (RCM) process.

Patti McDougall, vice-provost teaching and learning presented on the university's latest enrolment statistics. She asked Council to consider the data presented from a strategic enrolment perspective in terms of distribution across categories of students and in setting recruitment objectives, retention goals, and graduation rates. This past year, the university had 24,227 students registered, a 2.3% enrolment increase over the previous year. Graduate student enrolment is 4,049 students, representing 17% of the university's student population; a third of these students are international. The number of Saskatchewan high-school graduates entering the university has increased by 2.2% over the past year and by 3.5% over the past five years. The number of new, direct entry, undergraduate students from Saskatchewan has also increased by 9.4%. These increases are offset by a decline in new, direct entry, undergraduate international students. Dr. McDougall also reported on out-of-province students, country of origin of international students, number of self-declared Indigenous students, three-credit unit teaching activity, retention and graduation rates, and number of students registered with Disability Services for Students.

There was discussion about the surge in international student applicants at other Canadian universities as reported recently in *The Globe and Mail* and speculation of whether the university might experience the same surge. Dr. McDougall reported the university is closely tracking international applications and that she would report in the fall on admission numbers. This year, the university has already received as many admission applications from the USA half-way through the admissions cycle as it obtained over the full admissions cycle last year.

The university applies one of the lowest differential tuition fees in Canada to international graduate students, and this lower differential tuition rate is an incentive to students to attend the U of S. A Council member noted, however, that as many graduate students are funded from faculty member research grants, students pay tuition fees out of university funds.

The new requirement of Immigration Canada that international students applying for admission have a Canadian bank account with \$10,000 in it was noted. Dr. McDougall offered thanks for notice of this latest regulatory requirement. The university is subject to provincial and federal regulations

but does discuss the effect of these types of requirements with members of the provincial and federal governments.

A request was made to report on the self-declaration of Aboriginal students in relation to the number of Aboriginal students in all program years, and the effect of the closure of some of the programs for students in the north. Dr. McDougall indicated she would report at the next Council meeting on Indigenous students by year in program. The slide presented reports on new first-time Indigenous students and shows an increase in this category this year. Dr. McDougall affirmed that despite the loss of provincial government funding for the Northern Teacher Education Program (NORTEP) and the ICNGD centre, the university is continuing its commitment toward a strategy for education, research, and relationships with those in the North.

## 7. Student Societies

### 7.1 Report from the USSU

The chair indicated that as executive members of the USSU were away at a retreat that any questions about the USSU report could be submitted to David D'Eon, president of the USSU by email to [president@ussu.ca](mailto:president@ussu.ca).

### 7.2 Report from the GSA

Jordan Bonkowski, VP operations and finance of the Graduate Students' Association presented the GSA report to Council. The GSA will concentrate on four priorities this year: the development of internal audit financial controls; improved graduate student representation on decision-making bodies, specifically the Board of Governors; implementation of a new graduate student/supervisor agreement; and ongoing discussion of issues pertinent to graduate students as discussed at the ThinkGRAD conference with fellow graduate student associations.

## 8. Nominations Committee

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

### 8.1 Request for Decision – Committee Nominations for 2017-18

Tamara Larre referred to the process of selection of nominees as provided in the report to Council and thanked all present who agreed to let their name stand as nominees. The chair issued three calls for nominations from the floor for any of the positions.

GOODRIDGE/GYURCSIK: *It is recommended that Council approve the nominations to University Council committees, Collective agreement committees, and other committees for 2017-18 as outlined in the attached list.*

CARRIED

## 9. Governance Committee

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

9.1 Notice of Motion – Changes to Council Bylaws Part III, section V. B. (p) Membership of the Faculty Councils

Dr. Racine explained that the employment category “extension specialist” is no longer in use at the university and therefore the notice of motion requests removal of this category from the membership of faculty councils. Based on new information submitted to the committee the notice of motion is amended to retain instructors within the membership of faculty councils as the university is once again making appointments using the category of instructors. Professor Racine amended the notice of motion to read “change” rather than “changes.”

RACINE/de BOER - *It is recommended that Council approve the change to the membership of the faculty councils as shown in the attachment, and that Council's Bylaws be amended accordingly.*

9.2 Notice of Motion – School of Physical Therapy Faculty Council Membership

Professor Racine outlined the process of consultative process between the governance committee and the School of Physical Therapy and the nature of the changes proposed.

RACINE/de BOER: *It is recommended that Council approve the membership changes to the Faculty Council of the School of Physical Therapy as shown in the attachment, and that Council's Bylaws be amended accordingly.*

9.3 Notice of Motion – College of Kinesiology Faculty Council Membership

Professor Racine noted that although the College of Kinesiology has few postdoctoral fellows, the amended faculty council membership includes the appointment of a postdoctoral fellow if one is available to serve. In principle, the governance committee supports that each college or school have at least one postdoctoral fellow serve on its faculty council.

RACINE/de BOER: *It is recommended that Council approve the membership changes to the Faculty Council of the College of Kinesiology as shown in the attachment, and that Council's Bylaws be amended accordingly.*

10. Planning and Priorities Committee

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

10.1 Request for Decision – Name Change of the Department of Obstetrics, Gynecology and Reproductive Sciences

Dirk de Boer explained the name change of the Department of Obstetrics, Gynecology and Reproductive Sciences to the Department of Obstetrics and Gynecology better reflects the clinical activities of the department. Changing the name to the former name of the department also places the department in line with other departments in Canada.

De BOER/WILSON: *It is recommended that Council approve that the Department of Obstetrics, Gynecology and Reproductive Sciences revert to the department's former name of Department*

*of Obstetrics and Gynecology effective June 1, 2017, and that Council's Bylaws be amended accordingly.*

CARRIED

10.2 Report for Information – Report on Input Received in Response to the Policy for Medical Faculty

Dirk de Boer reported that at the April Council meeting, Council saw a draft of the Policy for Medical Faculty and members were invited to submit comments about the policy. He reported having received ten written responses, most from members of Council. Several of the responses captured responses on behalf of colleagues. The responses were detailed, thoughtful, and referred to variability of similar positions across Canada.

Comments focused on the elimination of the clinical designation of the medical faculty, which was thought important to distinguish non-university employees from tenure-track university employees. Respondents also provided numerous examples of other types of practitioners who provide similar essential services, such as clinical instruction and supervisor placements. In other colleges and schools, these individuals are not afforded the same opportunity to contract with the university at the rank of a faculty member.

Provost Atkinson outlined the principal changes to the policy and acknowledged the work of those involved in rewriting the policy. The policy now clearly states that the medical faculty are not part of the General Academic Assembly and are ineligible to be members of University Council. The tone of the policy is more even and emphasizes the reciprocity of the relationship between the university and the medical faculty.

The change requested to precede the category of appointment as assistant, associate, or professor with the designation “clinical” was not made due to the negative associations of the term in relation to the “town/gown” divide between the university and clinicians. Therefore, the university has acceded to not use the term “clinical” but has insisted that the standards for promotion of the medical faculty parallel the standards for all other faculty at the university. The application of the term “faculty” to these individuals indicates that the term faculty encompasses a broad range of types of appointments and activity at the university. Provost Atkinson acknowledged the implications the application of the term has for other colleges and schools who engage with individuals in a similar manner.

Provost Atkinson assured Council that the final version of the procedures manual will be brought to Council for information.. The procedures speak to the appointment of the faculty and will be changed in the future as necessary as there is experience gained under the new policy. The standards that will apply to the promotion of the medical faculty will be approved by the university review committee and will also be provided to Council. Although eager to have the policy approved, Provost Atkinson indicated that further adjustments to the policy are being considered.

Preston Smith, dean of the College of Medicine provided additional comments, indicating that the college must submit the documentation of its appointment policy and procedures in June prior to the accreditation visit this fall. One of the 12 standards of accreditation is about faculty and the structure and systems in place to recognize faculty. A key principle is that all faculty be appointed with the same title, regardless of role. The model proposed is consistent with most medical schools across the country and the pedagogy of medical education. Those



schools with a dual appointment track have a much larger population base. The reality of the province is that all physicians across the province are needed to provide the clinical teaching capacity required by the college.

There were varying views of the revised policy and of the appointment of the physicians across the province as faculty of the university. Those in favour of the policy as means to advance the college and its teaching and research activities spoke of the immense impact that having a successful College of Medicine would have overall. The benefits to be realized, as opposed to the costs in terms of perceived dilution of the title of “faculty” were emphasized.

A number of members deemed the policy to be premature and suggested tabling the discussion as issues of scope and of rank have not been settled, noting there was already a title reserved for community faculty in the faculty association collective agreement which prefaces the title of these faculty with the word “clinical.” These members indicated that the name applied does matter. Other programs engage individuals in a similar manner and employ a different nomenclature to distinguish the work of these individuals from the work of full-time tenurable faculty member.

A simple name change was not perceived as being able to heal the town/gown rift or enhance the college’s research performance and appropriating the title of the full-time faculty to apply to the medical faculty was seen as co-optation. Further, that the public would be confused about the rights and privileges of the medical faculty without the clinical designation. Objections were made about the manner in which the change was made, with a demonstrated lack of collegiality based on lack of consultation with those university faculty members that the medical faculty will join.

Provost Atkinson observed that many of the objections relate to the procedures rather than the policy, which makes no reference to titles. The policy connects the university to the communities of the province and draws them into the university. He agreed that the title change alone will not make a difference, but that the change will better engage the medical faculty. The policy for medical faculty recognizes the contributions of these individual explicitly. The experience of other medical schools that have already made this change is that their research gaps have improved and that clinical work begins to be practiced in a more academically-informed manner.

The chair thanked those who contributed to discussion.

## 11. Academic Programs Committee

- 11.1 Request for Input – Academic Courses Policy
- 11.2 Request for Input – Nomenclature Report
- 11.3 Report for Information – Graduate Programs Review 2014-15 and 2015-16
- 11.4 Report for Information – Deletion of the Vaccinology and Immunotherapeutics field of study for the Master of Arts (M.A.) Degree
- 11.5 Report for Information – Annual Report of the Academic Programs Committee

The chair asked that items 11.1 to 11.5 be postponed until the next Council meeting given that it was close to 5:00 pm.

12. Teaching, Learning and Academic Programs Committee

Jay Wilson, chair of the teaching, learning and academic programs committee requested permission to present the committee report to Council, rather than defer the item to the next meeting. The chair agreed to the request. Professor Wilson referred members to the report tabled with Council and invited questions. There were none.

12.1 Report for Information – Annual Report of the Teaching, Learning and Academic Programs Committee

13. Scholarships and Awards Committee

12.1 Report for Information – Annual Report of the Scholarships and Awards Committee

The above item was postponed to the June meeting.

14. Other business

Beth Bilson, university secretary reported that Professor Kevin Flynn was elected by acclamation to serve as Council chair for a two-year term.

15. Question period

The chair invited questions. There were none.

16. Adjournment

The meeting was adjourned by motion (FLYNN/WASAN) at 5:07 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	A	A	A	P	
Aitken, Alec	P	P	R	P	P	P	P	P	R	
Allen, Andy	P	P	P	P	P	R	P	R	R	
Atkinson, Michael	N/A	P	P	P	P	R	P	P	P	
Barber, Ernie	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Baxter-Jones, Adam	P	P	P	P	A	P	P	P	P	
Bell, Scott	P	P	P	P	P	P	P	A	P	
Bergstrom, Don	P	P	R	P	P	R	R	R	P	
Bindle, David	R	A	P	R	P	P	P	P	R	
Bonham-Smith, Peta	P	R	R	A	P	P	P	P	P	
Bowen, Angela	R	P	P	P	A	R	P	P	P	
Buhr, Mary	A	A	A	A	A	A	P	P	R	
Calvert, Lorne	P	A	P	A	A	R	P	P	A	
Cameron, Mason	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Card, Claire	A	P	P	A	P	P	P	P	P	
Chernoff, Egan	P	P	P	P	R	R	R	R	P	
Chibbar, Ravindra	P	P	P	P	P	R	P	P	A	
Crowe, Trevor	A	P	P	A	P	R	P	P	P	
De Boer, Dirk	P	P	P	P	P	P	R	P	P	
D'Eon, David	N/A	N/A	A	P	P	P	R	P	N/A	N/A
D'Eon, Marcel	P	P	P	P	P	R	P	P	R	
Deters, Ralph	P	P	P	P	P	P	P	P	P	
DeWalt, Jordyn	A	A	A	A	A	A	A	A	N/A	N/A
Dick, Rainer	P	P	P	P	R	R	R	P	P	
Dobson, Roy	P	P	P	P	P	R	P	P	P	
Dumont, Darcy	N/A	N/A	A	R	P	P	R	A	A	
Ervin, Alexander	P	P	A	A	P	A	P	A	P	
Eskiw, Christopher	N/A	N/A	N/A	A	P	P	P	P	A	
Findlay, Len	P	P	P	P	A	R	P	P	A	
Flynn, Kevin	P	P	P	P	P	P	P	P	P	
Freeman, Douglas	R	P	P	R	R	R	P	P	R	
Gabriel, Andrew	R	A	A	P	A	A	A	A	A	
Gill, Mankomal	A	A	A	A	A	A	A	A	N/A	N/A
Gjevre, John	P	P	P	P	P	P	P	P	P	
Goodridge, Donna	P	P	P	P	P	P	P	P	P	
Gordon, John	P	P	R	P	P	P	P	R	P	
Gray, Richard	P	A	A	A	P	A	A	P	P	
Greer, Jim	R	R	R	R	P	P	R	P	P	
Grosvenor, Andrew	P	P	P	P	P	P	P	P	R	
Gyurcsik, Nancy	P	R	P	R	P	P	P	P	P	
Hamilton, Murray	P	P	A	P	P	R	P	A	P	
Havele, Calliopi	P	R	P	P	R	P	R	P	R	
Hayes, Alyssa	P	R	P	R	P	P	P	P	R	
Heintz, Austin James	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Honaramooz, Ali	A	P	P	P	P	R	R	P	R	
Horsburgh, Beth	P	R	P	P	A	P	R	R	P	
Jamali, Nadeem	R	R	P	P	P	P	P	P	P	
Jones, Paul	P	P	P	P	P	R	P	R	R	
Julien, Richard	A	A	A	A	A	A	A	A	A	
Just, Melissa	N/A	N/A	N/A	N/A	N/A	P	P	P	R	
Kalagnanam, Suresh	P	P	P	P	P	P	A	P	P	
Kalra, Jay	P	P	P	P	P	P	P	A	P	
Kalynchuk, Lisa	P	P	P	P	P	P	P	P	P	
Kampman, Courtney	N/A	N/A	A	A	A	A	A	A	A	
Khandelwal, Ramji	P	P	R	P	P	P	P	P	P	
Kiani, Ali	P	P	P	P	A	A	A	A	A	
Kobes, Brent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Koh-Steadman, Noah	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Kumaran, Arul	P	R	A	P	P	P	P	P	P	
Langhorst, Barbara	P	P	R	P	P	P	R	P	P	
Larre, Tamara	P	P	P	P	R	P	P	P	P	
Lemisko, Lynn	P	R	R	R	P	P	P	P	P	

[illegible]

# COUNCIL ATTENDANCE 2016-17

## Non-voting participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Bilson, Beth	N/A	N/A	N/A	N/A	N/A	P	P	P	P	
Chad, Karen	A	P	R	P	P	P	R	P	R	
D'Eon, David	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	R	
Downey, Terrence	R	P	P	P	R	R	P	A	P	
Fowler, Greg	P	A	P	P	P	P	P	A	P	
Fu, Kehan	P	P	R	A	P	P	P	P	N/A	N/A
Gary Gullickson	A	A	P	R	A	A	A	A	P	
Ghaith, Ziad	P	P	P	P	P	P	R	P	R	
Isinger, Russell	P	P	A	A	P	P	P	P	P	
Malinoski, Brooke	A	P	R	P	P	A	P	A	N/A	N/A
Pozega Osburn, Debra	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	
Pulfer, Jim	N/A	P	P	P	R	R	P	P	P	
Quan, Jessica	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	
Williamson, Elizabeth	P	P	P	P	P	N/A	N/A	N/A	N/A	N/A





UNIVERSITY COUNCIL

# Post Provincial Budget Conversation

## University's Financial Position and Outlook

MAY 18, 2017

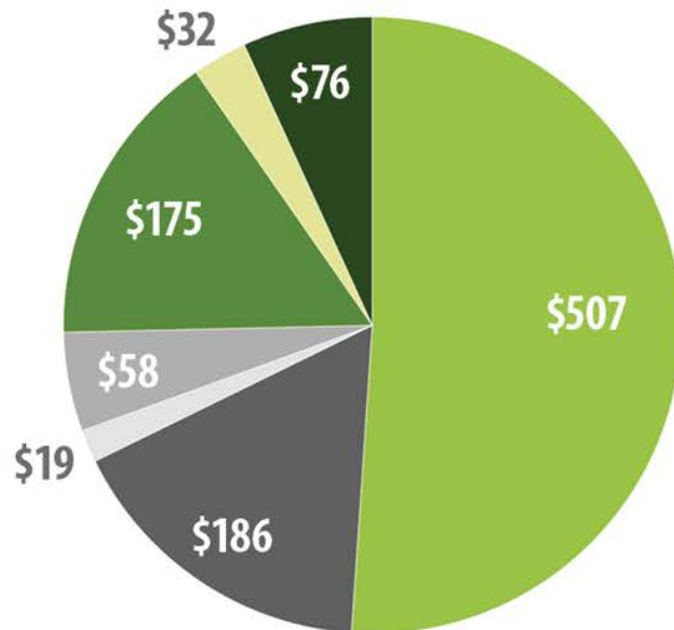


## Our Focus

- Mission - Vision - Values
- Institutional Planning and Resource Allocation
- Aligning Resources with Mission and Plan
- Financial Sustainability

# 2016-17 preliminary funding sources (\$ million)

\$1.05 billion consolidated revenue 2016-17



## OPERATING FUND

Operating Budget (\$507)

Other operating (\$175)

## OTHER FUNDS

Research (\$186)

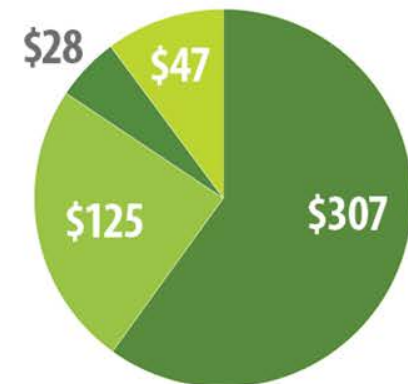
Ancillary (\$58)

Student financial aid (\$19)

Endowment (\$32)

Capital (\$76)

**\$1.05 billion**



## OPERATING BUDGET REVENUE

Provincial Government Grant (\$307)

Tuition (\$125)

Other (\$28)

Investment income (\$47)

**\$507 million**

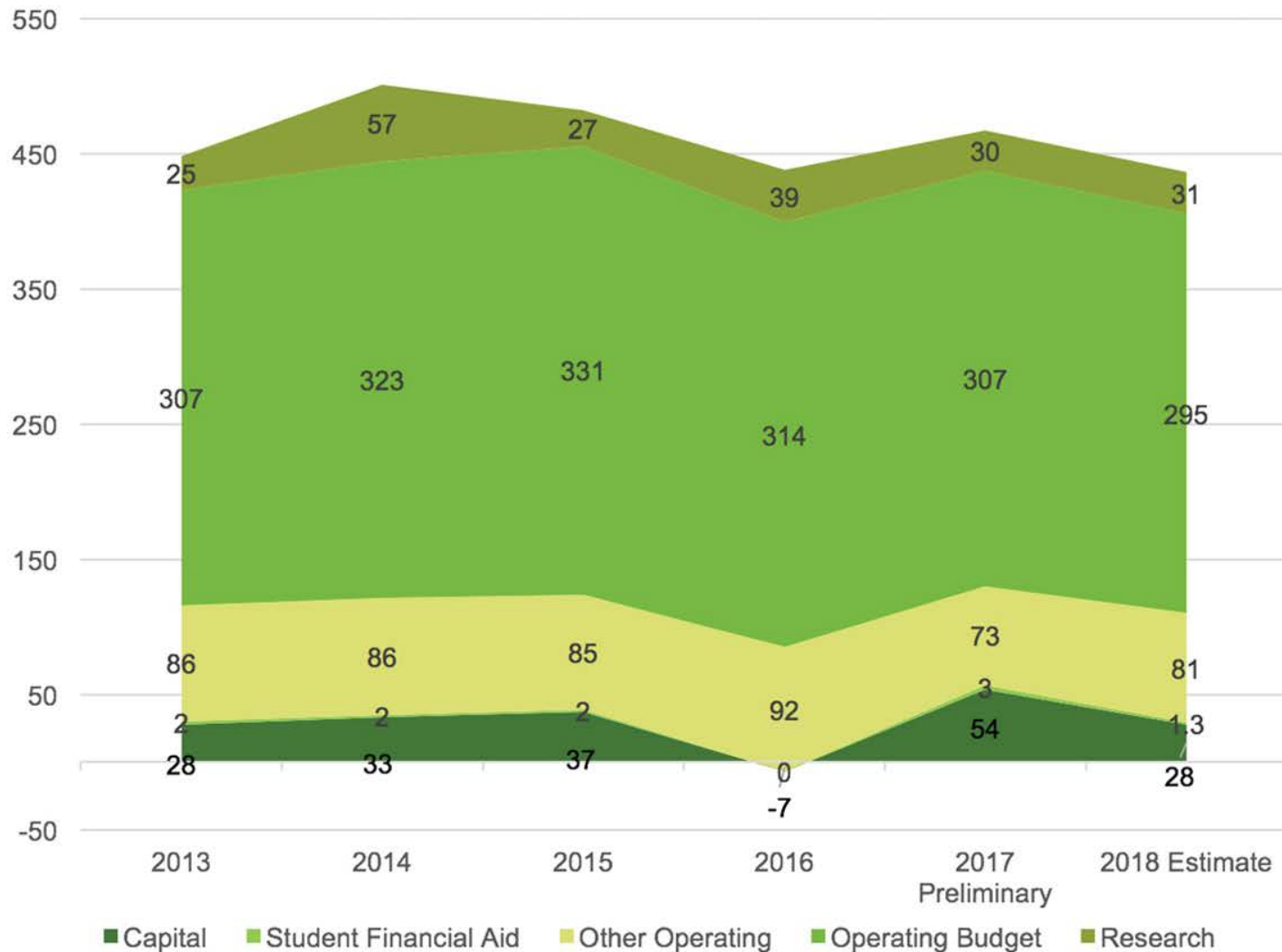


## Provincial Budget 2017-18

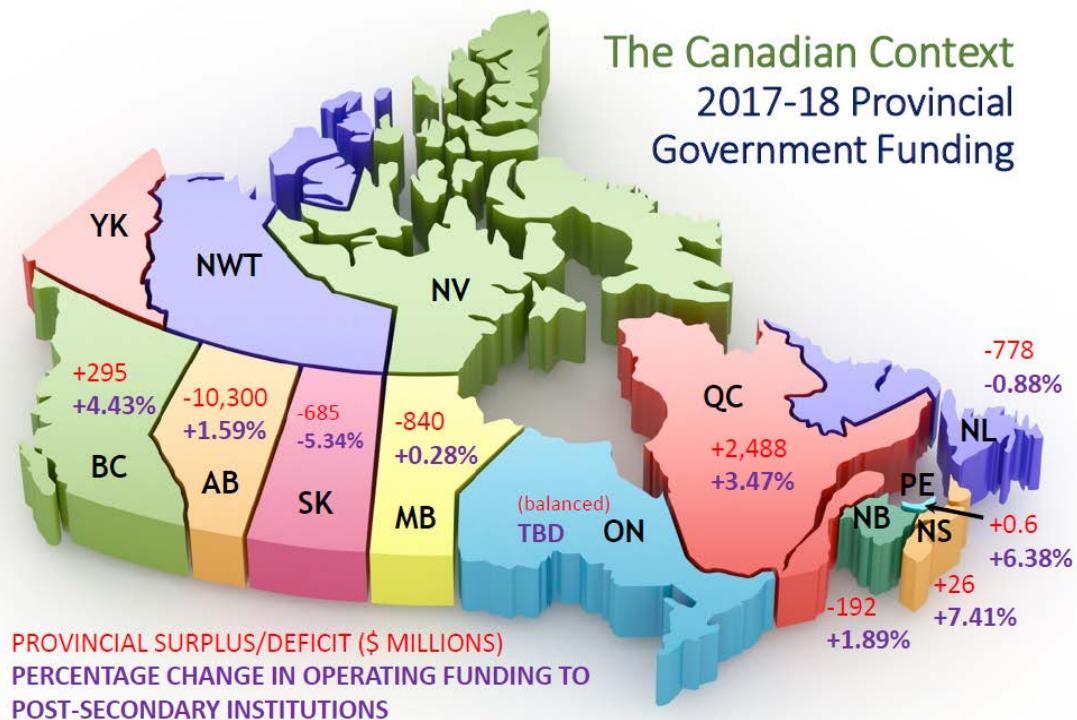
- ❖ 5.0% Reduction to Base (\$16M)
- ❖ Another 6.4% Redirected from Base to CoM (\$20M)
- ❖ Other Direct Reductions  
- Scholarships, SUFM, ICNGD
- ❖ Capital Commitment -  
Academic Health Sciences



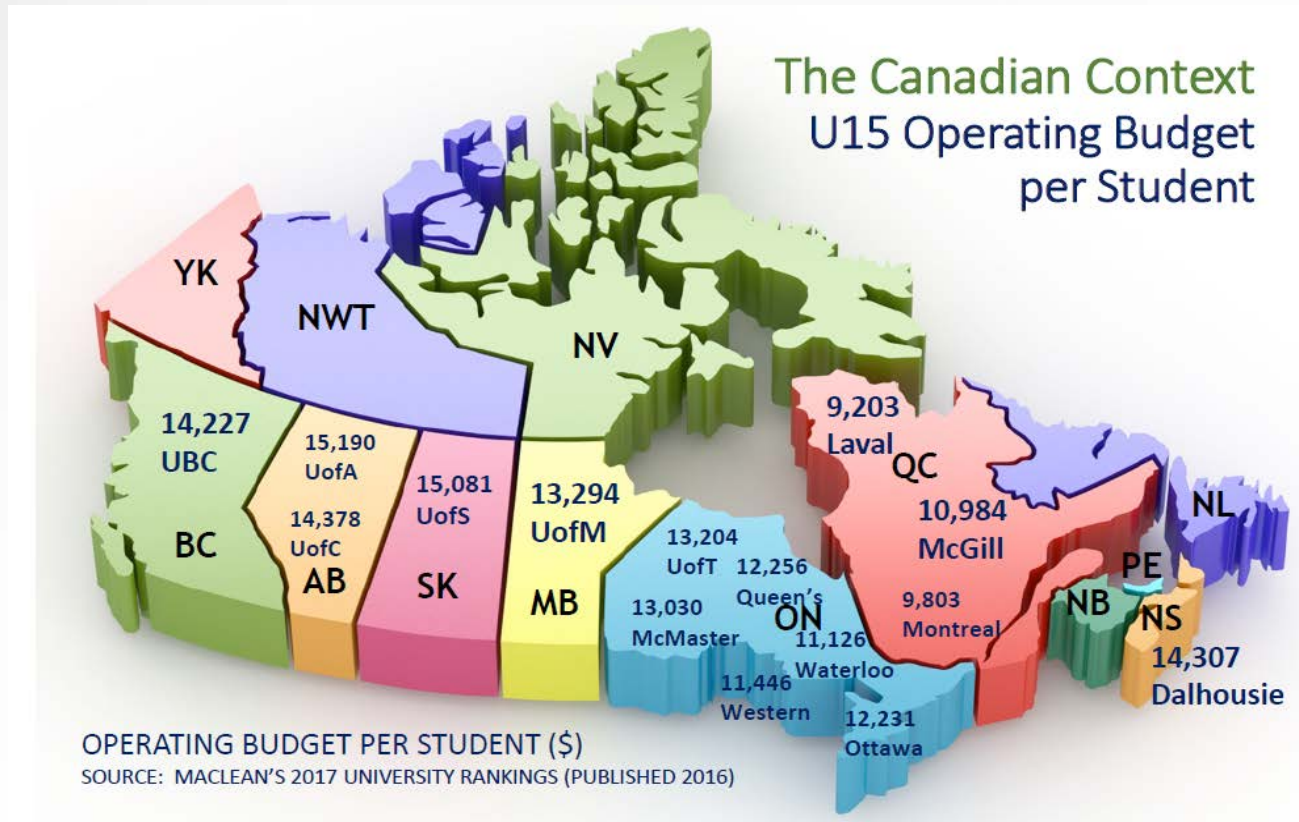
# Province of Saskatchewan Grants



## Canadian Landscape



## Canadian Landscape

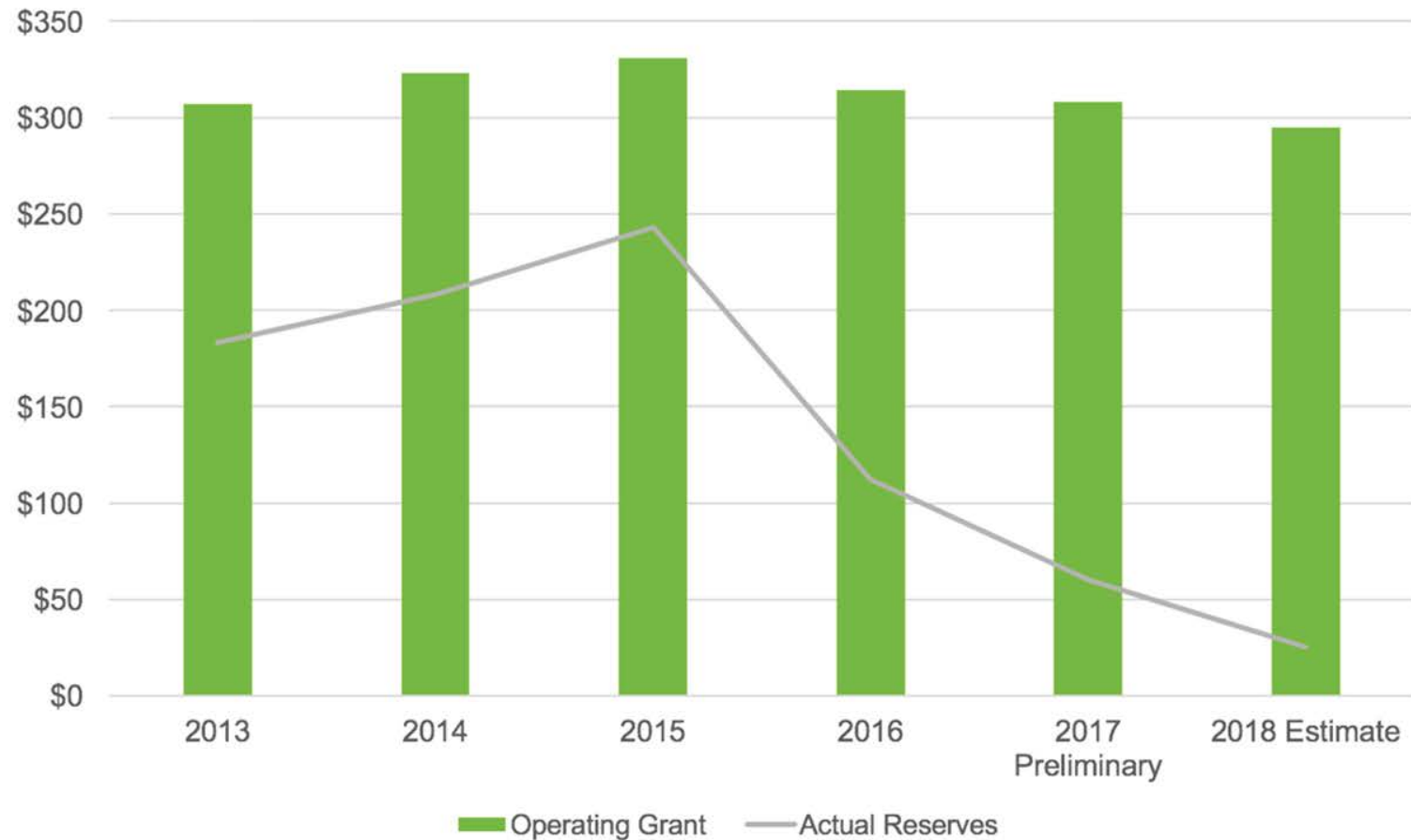




## Financial Milestones

- Current year Q4 update (2016/17)
- Resource Allocation (2017/18)  
[www.usask.ca/ipa/resource-allocation-and-planning/Resource-Allocation-2017-18.php](http://www.usask.ca/ipa/resource-allocation-and-planning/Resource-Allocation-2017-18.php)
- U of S comprehensive budget (2017/18)
- Operations forecast (2018/19)

## Operating Grant Compared with Reserves





## Upcoming Weeks

- ❖ Institutional and College/Unit Level Planning
- ❖ Voluntary Program
- ❖ Discussions with Government
- ❖ Collective Bargaining
- ❖ Medium and Longer-Term Solutions





# Enrolment report

## Academic Year 2016/2017



# Thinking about our enrolment numbers

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

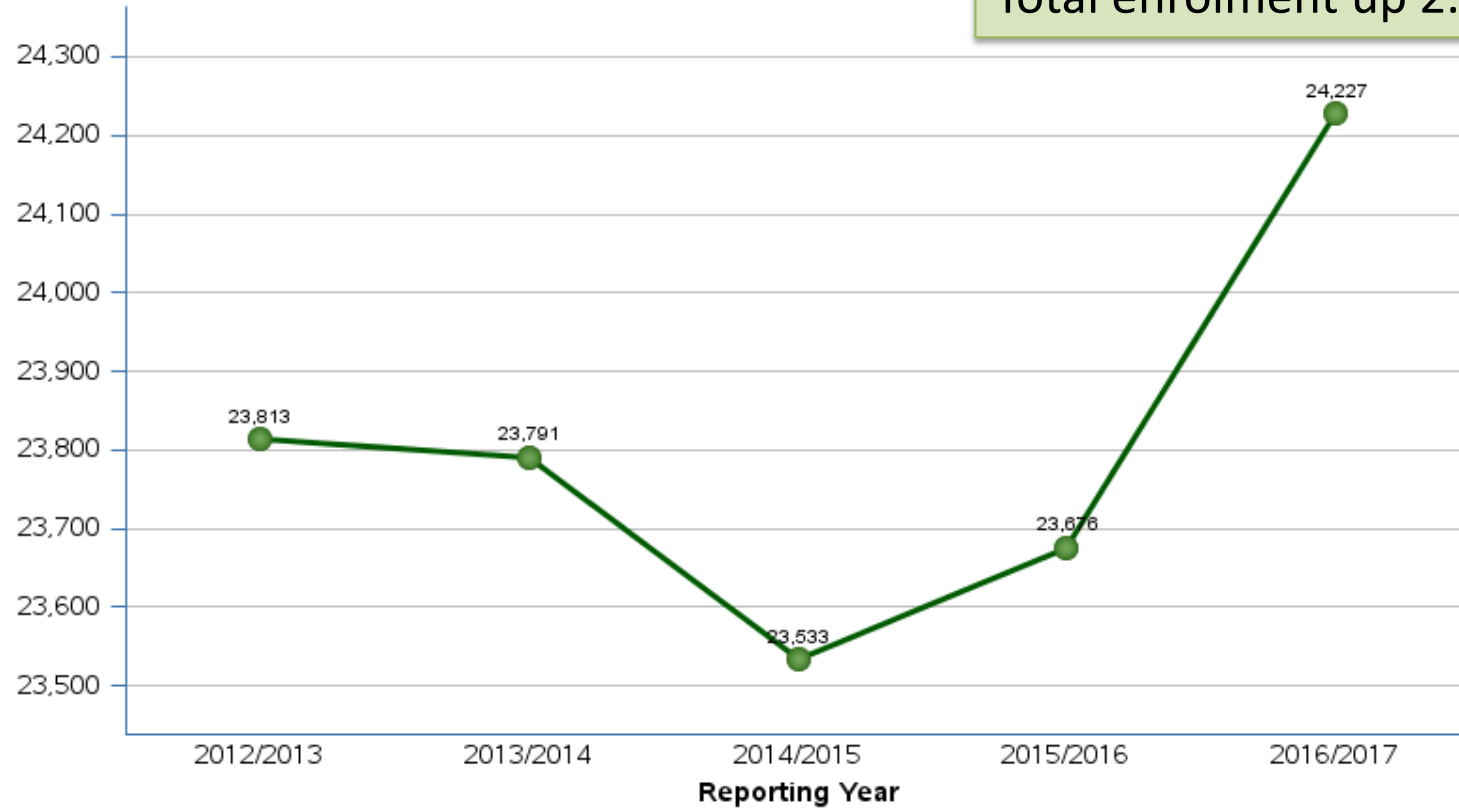




# Total Enrolment<sup>25</sup>

## Academic Year

Headcount



# Strategic Enrolment Management Targets

College	Academic Year (May-April) 2016-17	2015/16 SEM Targets (annualized)
AgBio	1,436	828
Arts and Science	9,106	8,679
Dentistry	111*	112*
Education	1,674	1,389
Edwards School of Business	2,043	1,827
Engineering	1,705	2,063
Graduate Studies	4,049	4,445
Kinesiology	553	523
Law	421	370
Medicine	406*	400*
Nursing	1,034	995
Pharmacy and Nutrition	454	460
Vet Med	324	320

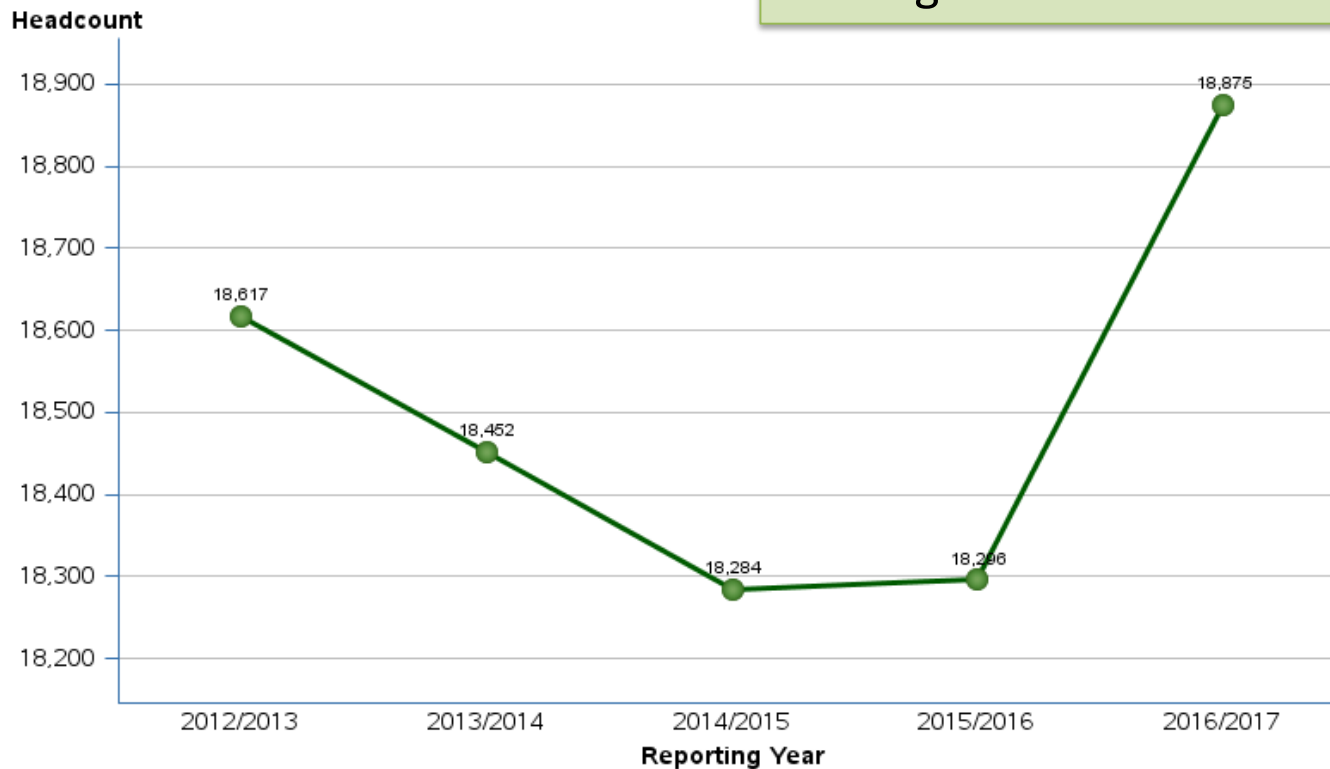
*\*Excludes post-grad clinical*



# Academic Year Enrolment<sup>27</sup>

## Undergraduate

Undergraduate enrolment up 3.2%



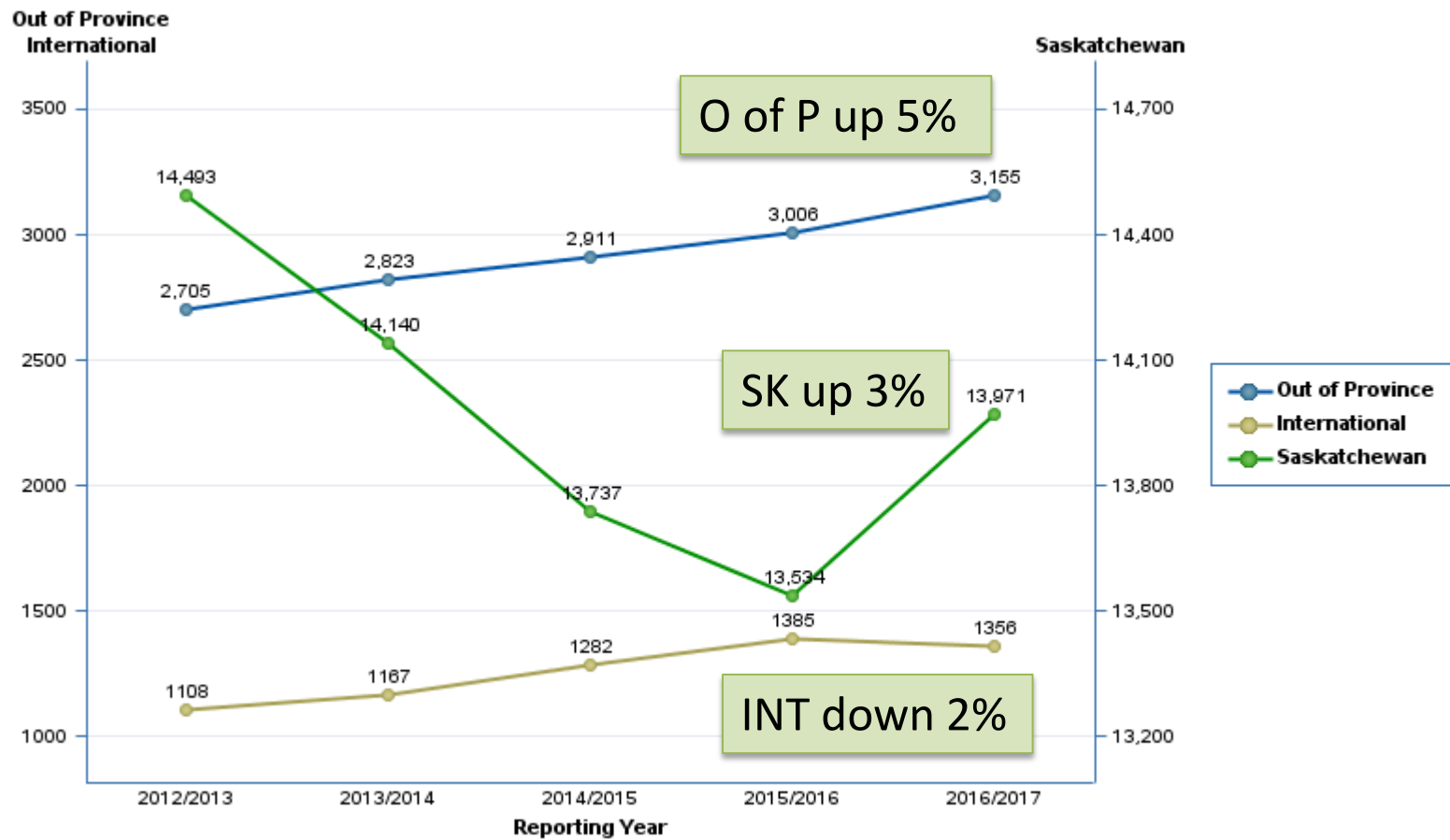
# Factors impact our undergraduate enrolment?

- Highly competitive market for post-secondary students in Canada.
- Significant increase in **number of Saskatchewan high school graduates** +2.2% (267) students provincially over last year, +3.5% (419) students over 5 years.
- A significant increase in the **number of new direct entry, undergraduate students from Saskatchewan** of +9.4% (+234 students) over last year.
- This is offset by a decline in **new, direct entry, undergraduate international students** of -25.6% (-54 students).

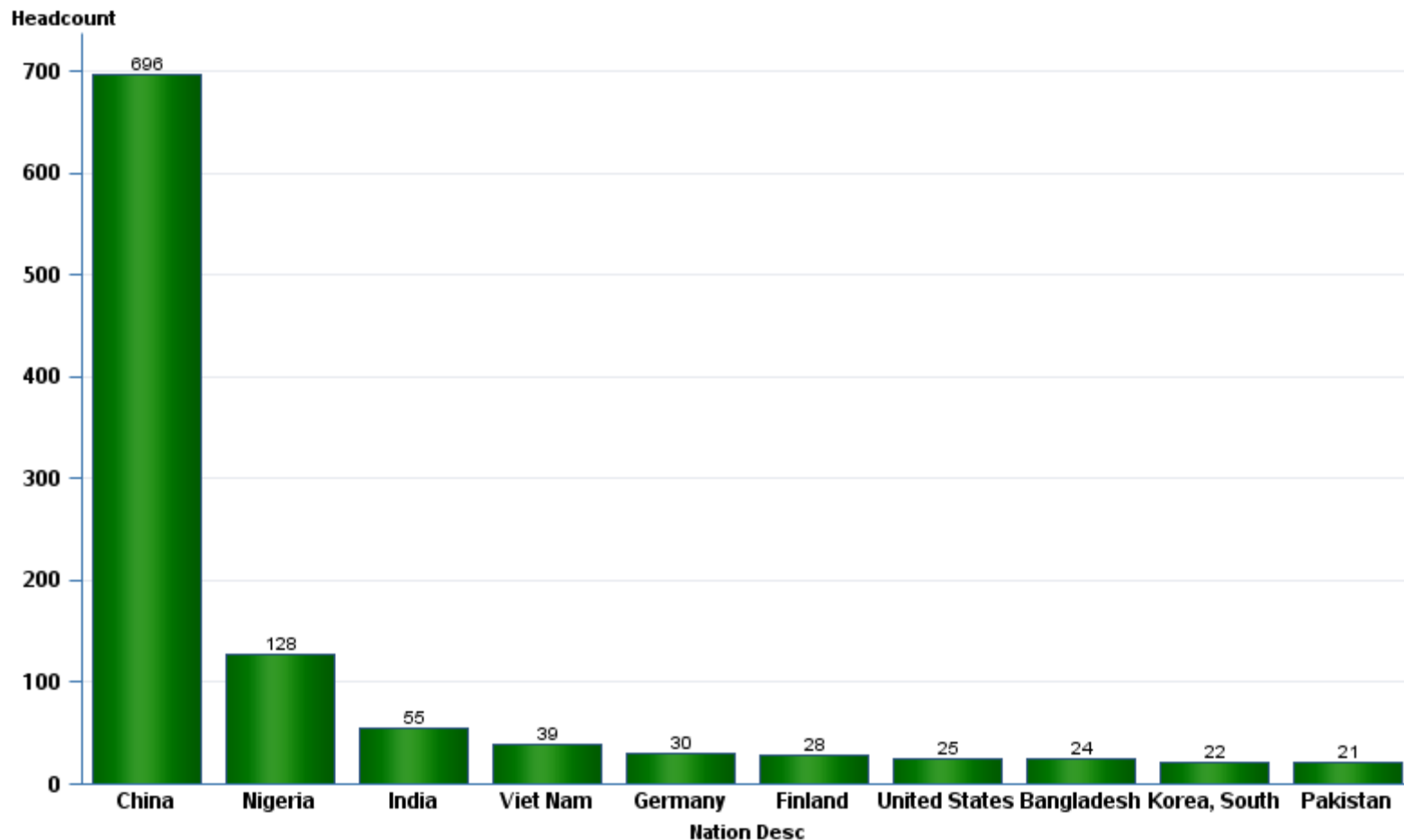


# Academic Year

## Where do students come from?



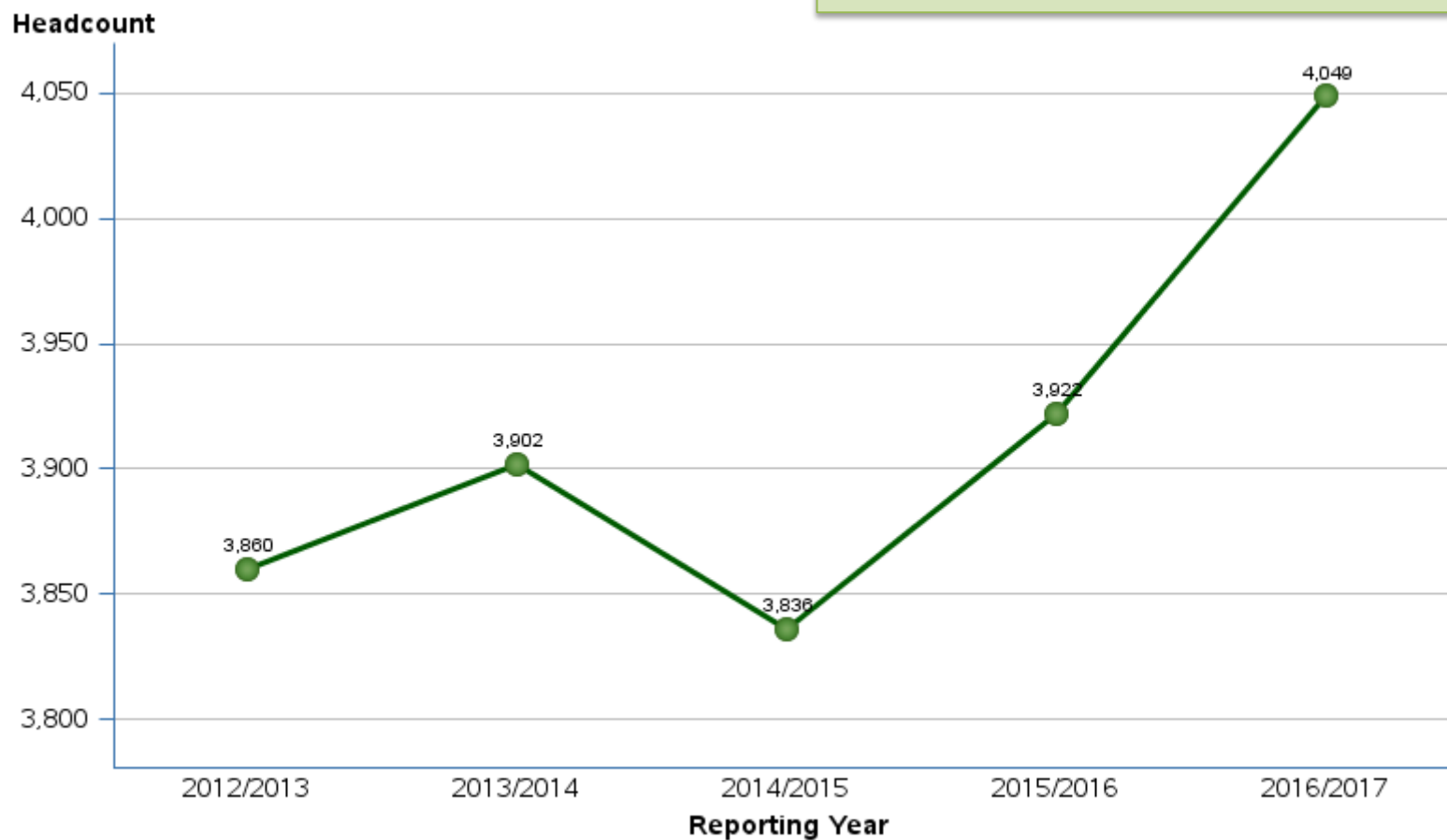
# Academic Year Enrolment<sup>30</sup> International Undergraduates By Country



# Academic Year Enrolment

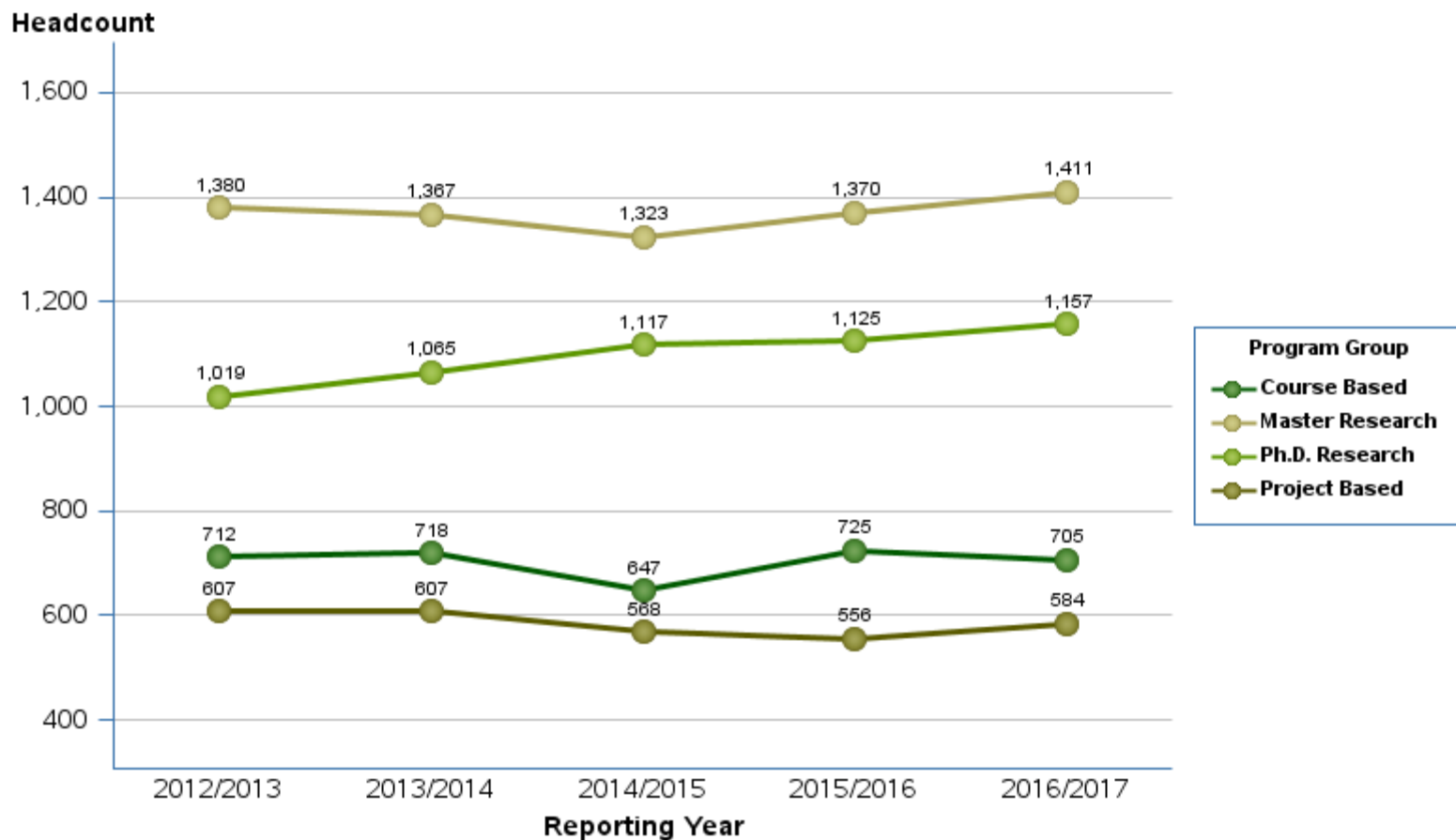
## Graduate

Graduate enrolment up 3.2%



# Academic Year Enrolment

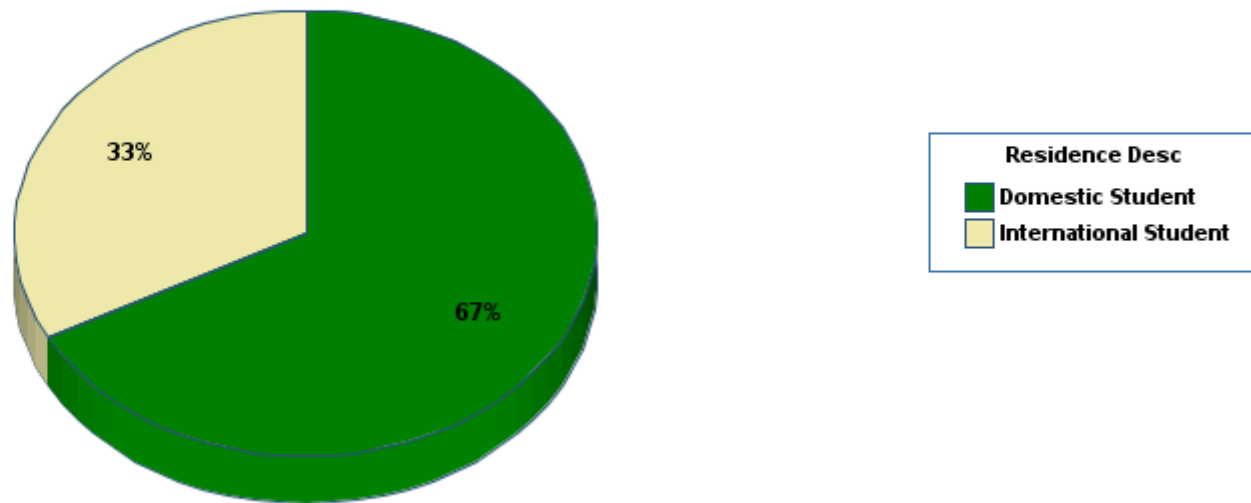
## Graduate, By Program Type



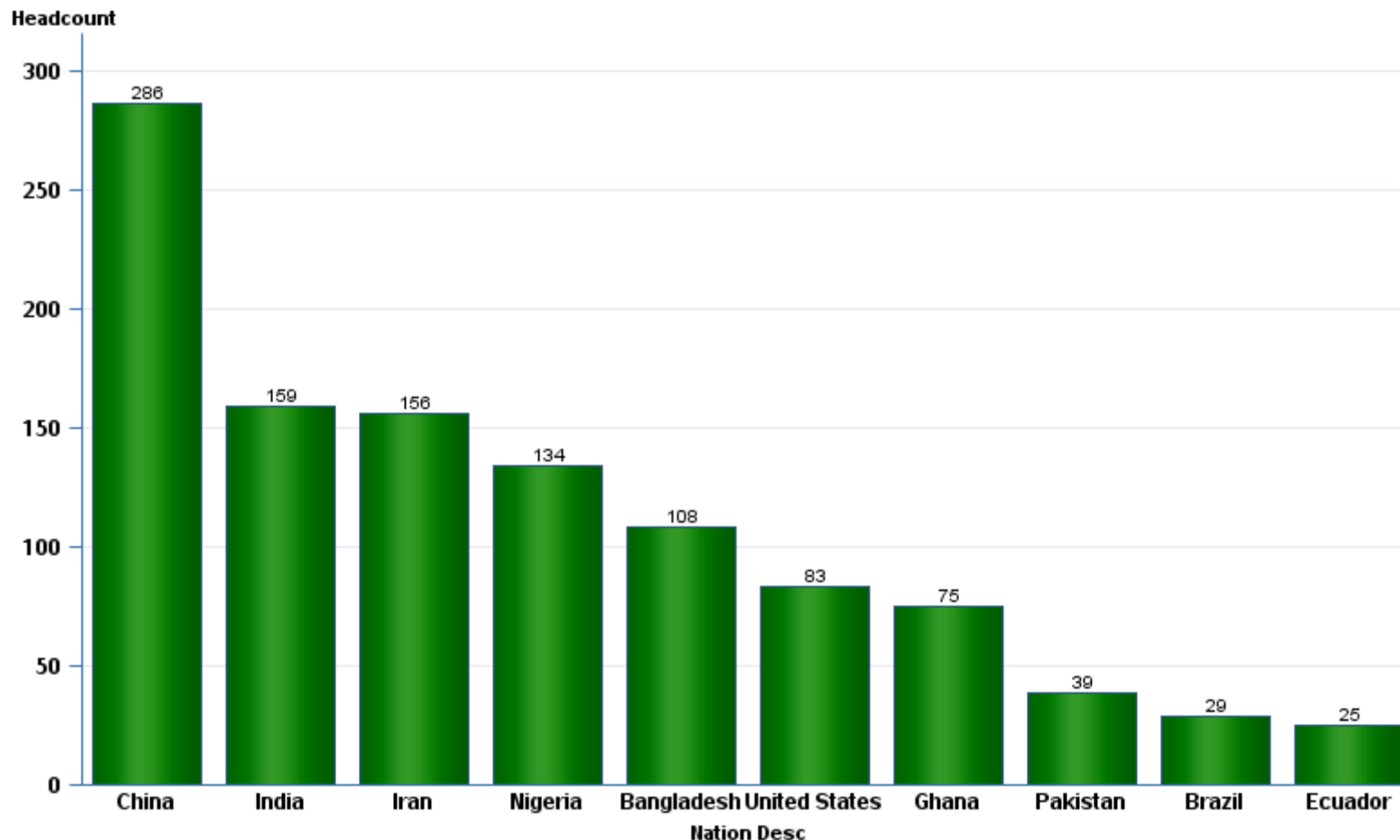


# Academic Year Enrolment

Graduate Students (Domestic and International)

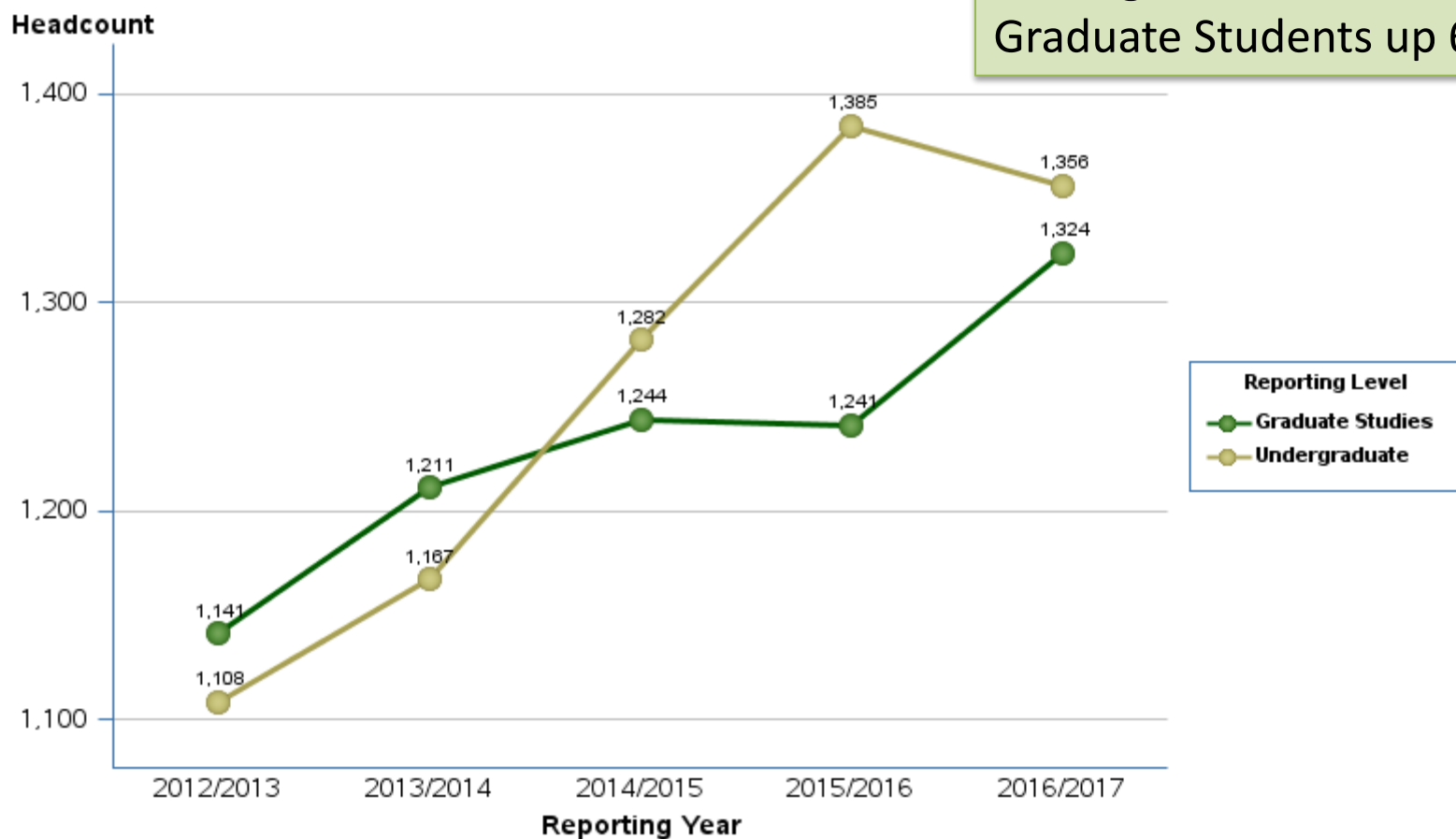


# Academic Year<sup>34</sup> Enrolment International Graduate Students By Country



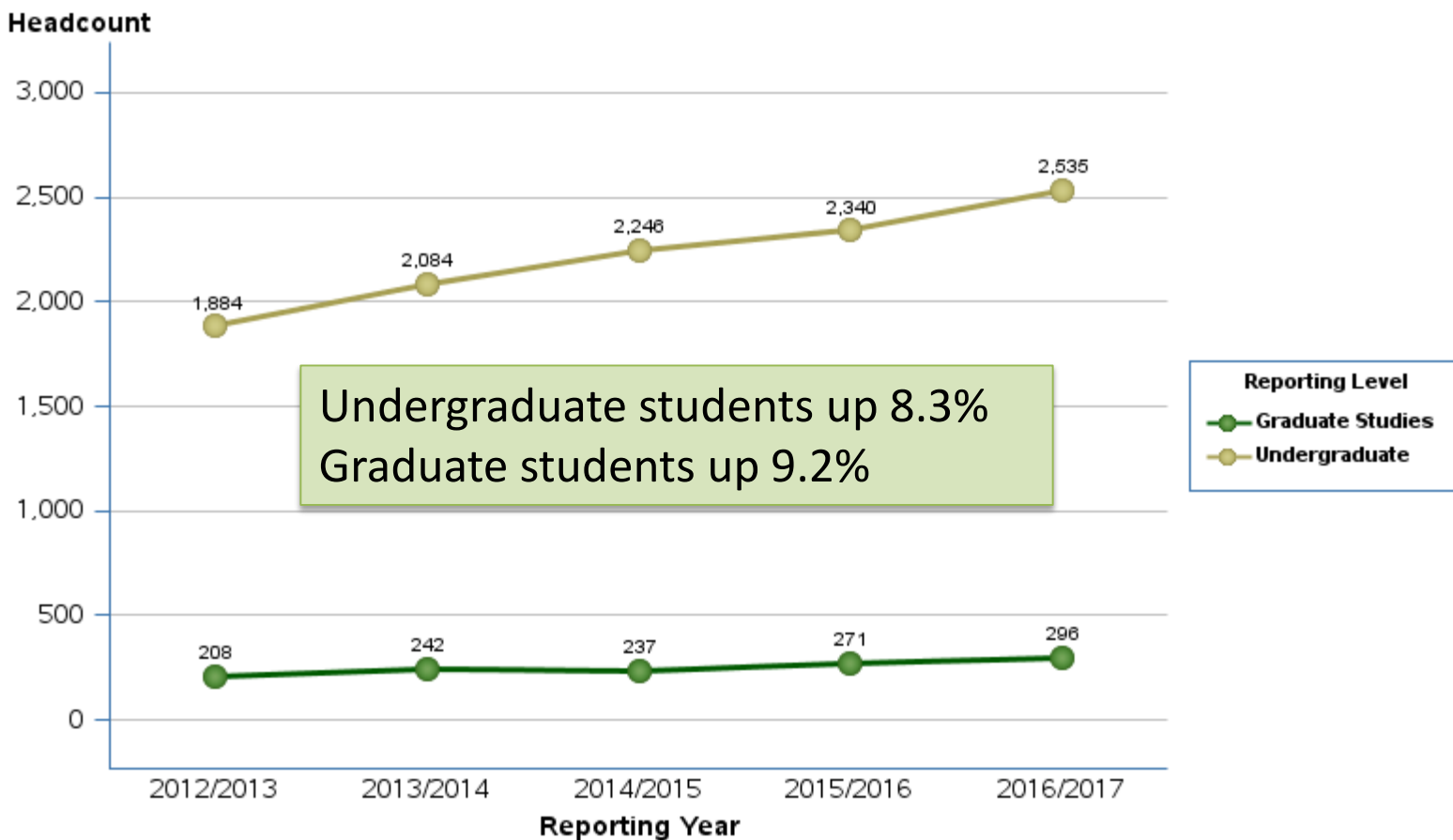
# Academic Year Enrolment

## International Students (Undergraduate and Graduate)



# Academic Year Enrolment

## Indigenous Students (Undergraduate and Graduate)



# Fall and Winter Term Enrolment

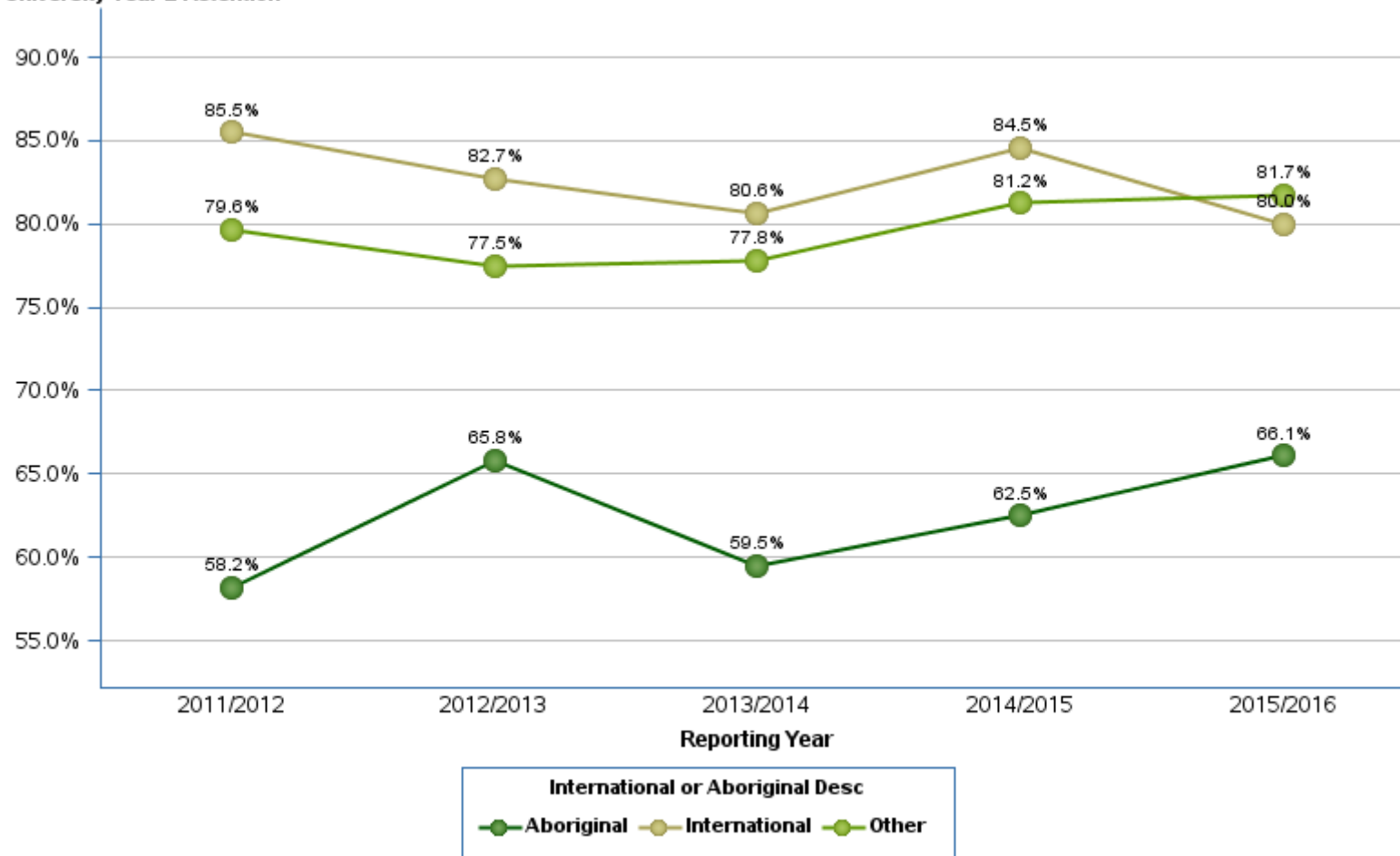
Students Registered for Disability Services  
(All Student Groups)



# Fall Term 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate

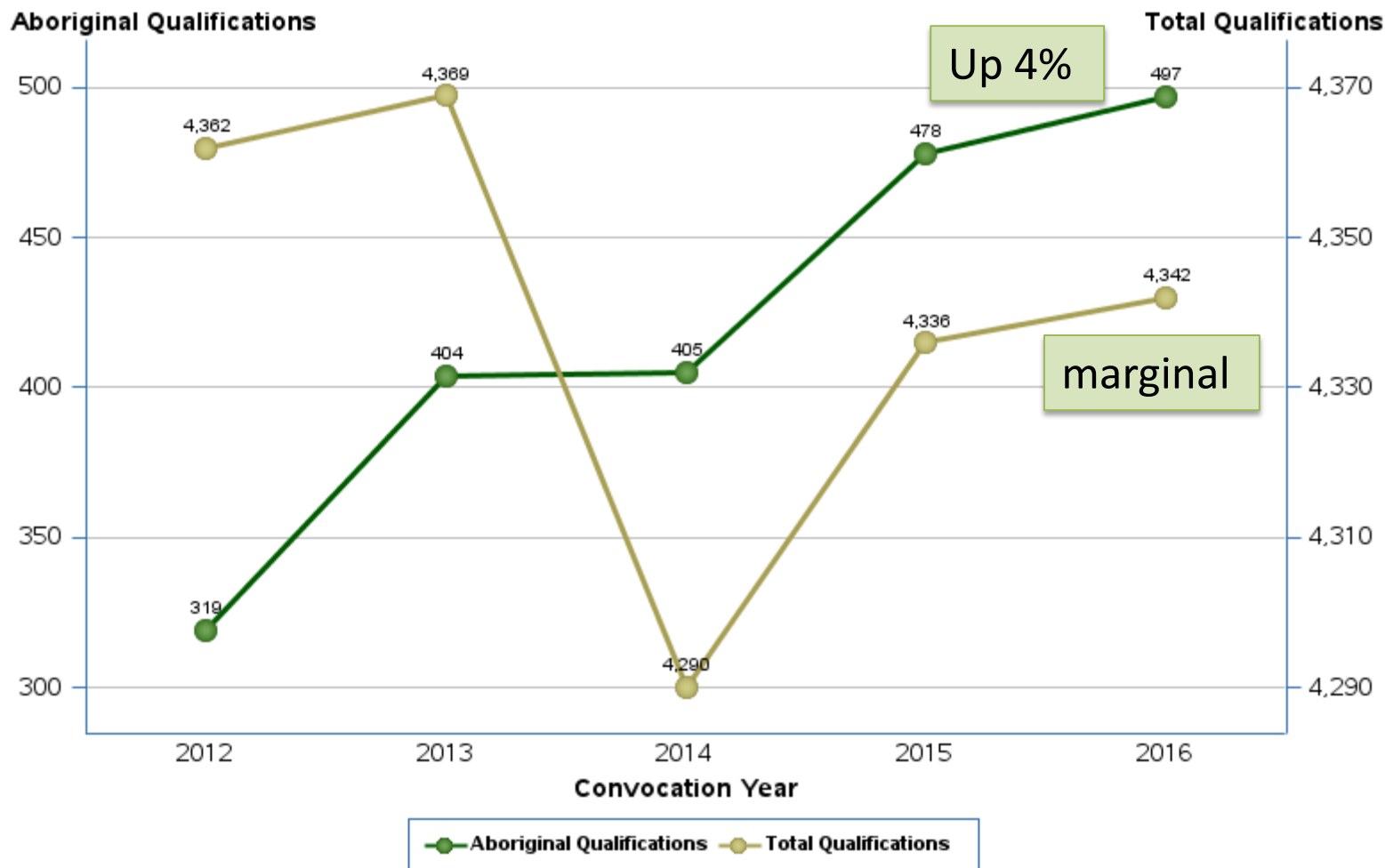
## Direct Entry Programs

University Year 2 Retention



# Graduation<sup>39</sup>

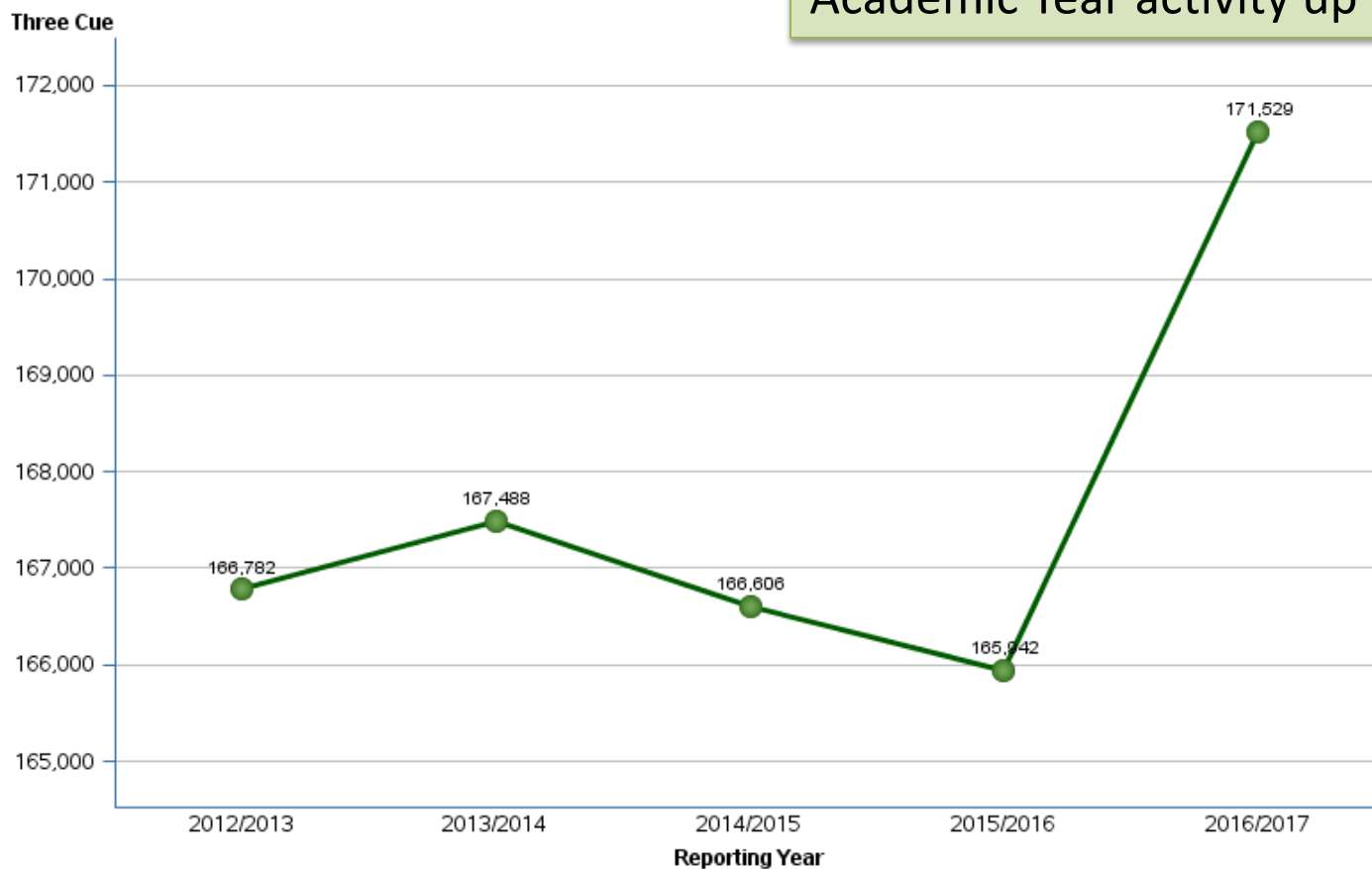
## Fall and Spring Convocation



# Three Credit Unit Activity

All Student Groups

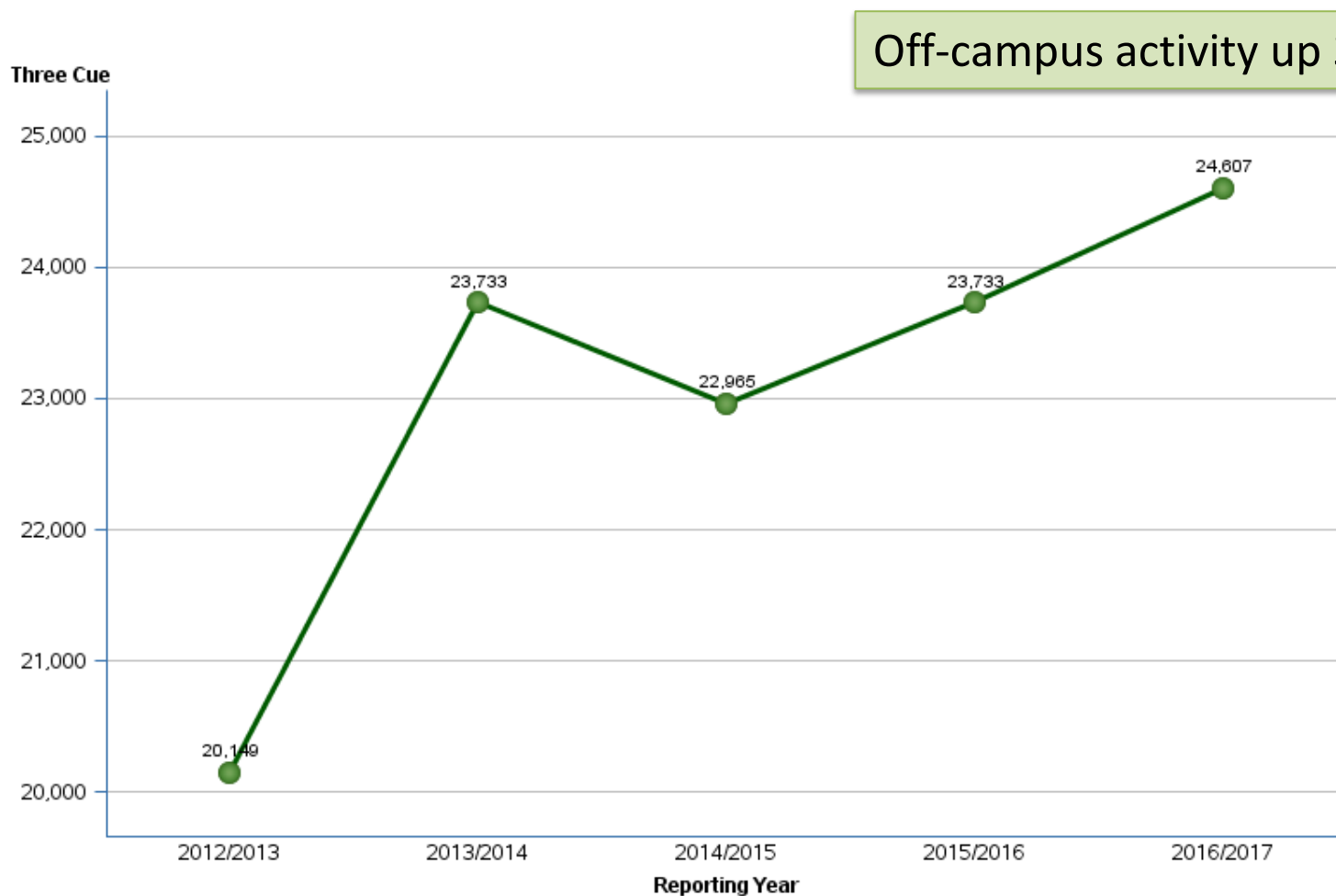
Academic Year activity up 3.4%





# Three Credit Unit Activity<sup>41</sup>

Off Campus, All Student Groups





Thank you

Questions?





UNIVERSITY OF SASKATCHEWAN

# Office of the University Secretary

USASK.CA/SECRETARIAT

**University Council**

E70 Administration Building  
107 Administration Place  
Saskatoon, SK Canada S7N 5A2  
Phone: (306) 966-4632  
Fax (306) 966-8306

June 7, 2017

Lee Ahenakew, Chair  
Board of Governors  
University of Saskatchewan  
107 Administration Place  
Saskatoon, SK Canada S7N 5A2

Dear Lee:

I am writing on behalf of members of the coordinating committee of Council about the proposed policy for medical faculty. To begin, thank you for attending the May 18 Council meeting to listen to the lengthy discussion about the policy, during which you will have heard many indications of support for the College of Medicine. University Council has supported the College of Medicine as it has worked to overcome past challenges and meet the accreditation standards for the M.D. program. I expect this support to continue. Council recognizes that a strong and vibrant College of Medicine is essential for our university and for the people of Saskatchewan, as it will ensure quality health care and health innovation throughout the province and beyond.

You will have also noted the concerns raised by members about certain aspects of the policy during our May 18 meeting. As medical faculty contribute directly to the university's academic mission and teach in programs that fall under Council's purview, Council has a responsibility to ensure that these faculty are committed to academic work and that their role in our academic community is appropriately defined. University Council should work constructively with the College of Medicine to ensure that this transpires, as it is necessary both for the accreditation of our M.D. program and also for building research intensity in the college, which is critical if the university is to improve its standing among U15 institutions. As you saw, many of the concerns raised at the May 18 meeting concerned the distinction between medical faculty and other faculty at the university, and the standards that will define the appointment and review of these medical faculty. It is crucial to the university's mission, vision, and values that medical faculty contribute meaningfully to academic work in the College of Medicine and that clear procedures are in place to ensure that this occurs.

I will be writing separately to Preston Smith, dean of Medicine, to request that the procedures manual be provided to Council as soon as a revised version of this manual is available. I will also request that Dean Smith provide a copy of the relevant accreditation standards and a covering memo that explains how the new policy and procedures will aid the college in meeting those standards. The proposed policy on medical faculty represents a significant change in the nature of faculty appointments at the University of Saskatchewan and Council members need to be assured that this change will achieve outcomes that will put the college on the path to success.

Michael Atkinson, interim provost and vice-president academic, has committed to providing a copy of the College of Medicine standards for promotion and tenure to Council once these standards are revised in light of the new policy on medical faculty. This is also important to ensure that Council members are fully informed about how the academic work of faculty in the College of Medicine will be assessed.



Lee Ahenakew  
June 7, 2017  
Page 2

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Please feel free to contact me if you have any questions or concerns about this request from the Board's perspective.

Sincerely,



Lisa Kalynchuk  
Chair of Council

c Beth Bilson, university secretary  
Preston Smith, dean of Medicine  
Michael Atkinson, interim provost and vice-president academic  
Tony Vannelli, incoming provost and vice-president academic  
Members of Council



### ***MEMORANDUM***

TO: Preston Smith, dean, College of Medicine

FROM: Lisa Kalynchuk, chair of Council

DATE: June 7, 2017

RE: **Request for submission of College of Medicine Procedures Manual for Medical Faculty to Council**

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I am writing on behalf of members of the coordinating committee of Council about the procedures manual that will accompany the proposed new policy for medical faculty.

The coordinating committee discussed the policy and the procedures manual at its meeting on June 2, 2017, in response to the discussion of the draft policy at the April and May meetings of Council. Members of the coordinating committee appreciate your willingness to engage Council on this topic. As you know, University Council has supported the College of Medicine through several years of change. We will endeavor to continue to work collaboratively with the college to ensure that medical faculty are committed to academic work and that their role in our academic community is appropriately defined.

The policy indicates that medical faculty will be recognized as university faculty with appropriate rights and responsibilities because of the benefits this will bring to the college and the university. Given Council's oversight of the M.D. program, the status of its accreditation, and the ongoing efforts to build research intensity in the college, Council has a responsibility to ensure that the college realizes the benefits it foresees from the new policy. As the procedures enact the policy, coordinating committee members carried a motion at the June 2<sup>nd</sup> meeting to request that Council be provided with the procedures manual when approved by the college, a copy of the relevant accreditation standards, and a covering memo from you that explains how the policy and procedures will aid the college in meeting those standards. This will help reassure Council that the policy on medical faculty and accompanying procedures, which represent a significant change in the nature of faculty appointments at the University of Saskatchewan, will achieve desired outcomes, and put the college on the road to success.

Please feel free to contact me if you have any questions or concerns about this request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lisa Kalynchuk".

Lisa Kalynchuk  
Chair of Council

c Beth Bilson, university secretary  
Kevin Flynn, incoming Council chair  
Michael Atkinson, interim provost and vice-president academic  
Tony Vannelli, incoming provost and vice-president academic  
Members of Council



**PRESIDENT'S REPORT TO UNIVERSITY COUNCIL June 2017****Graduation Powwow**

I was pleased to participate in this year's graduation Powwows. Since 2009, the Powwows have been held in the spring to celebrate the academic achievements of graduating First Nations, Métis and Inuit students from the U of S and from Saskatchewan high schools.

In addition to honouring our almost 500 indigenous graduates, more than 1,800 students from kindergarten to Grade 12 attended the Powwows. This year, attendees had the opportunity to:

- celebrate and honour Aboriginal graduates from Saskatchewan,
- listen to traditional First Nations drumming and singing,
- watch a variety of traditional First Nations dance styles and dress, and
- participate in educational children's workshops held in tipis and a Métis Red River cart

**Indspire Youth Laureates Cross Canada Tour**

To mark Canada's 150th anniversary, the U of S has partnered with Indspire to bring the Indspire Cross Canada Youth Laureate Tour to our campus on May 30, 2017. In the form of a panel discussion, the event showcased local Indspire Awards laureates to dialogue with local Indigenous and non-indigenous students, educators, parents and the community about the importance of education. The interactive panel session was attended by over 250 engaged youth.

**Northern Partnership with Northlands College**

The University of Saskatchewan has officially partnered with Northlands College to offer a program designed to reduce barriers people living in northern Saskatchewan may face when preparing to enter into post-secondary science and engineering programs. The Pre-Engineering and Science (PRES) program is offered by Northlands College in Buffalo Narrows, Creighton, Ile a la Crosse and La Ronge. The 42-week program runs from September to April and includes high school upgrading, 10 university courses and programming designed to help students successfully transition to the U of S.

**Celebration of ASAP Program**

The Aboriginal Student Achievement Program (ASAP) celebrated its fifth anniversary this past month. ASAP was created, in part, to address lower retention rates of Aboriginal students in the college of Arts & Science. In the past, only about half of First Nations, Métis and Inuit students who entered the college returned for their second year, compared to about three-quarters of Arts & Science students overall.

The program's mission is to close that gap by offering first-year Aboriginal students academic, financial, social and cultural support. Participants in ASAP join learning communities of students who attend classes together throughout their first year. Elders and peer mentors—upper-year Aboriginal students—offer regular motivation and guidance. Advisers work closely with students to establish academic and financial plans.

A total of 383 students have enrolled in ASAP since 2012 and these students are more than twice as likely to seek out the campus resources they need than are Aboriginal students outside of ASAP.

## YWCA Women of Achievement

Over the past 35 years, hundreds of local leaders have been honoured for their contributions to the community at the PotashCorp YWCA Women of Distinction Awards, which also serves as the largest annual fundraiser for Saskatoon's YWCA.

This year, 26 of the 50 nominees had connections to the U of S. Ten award winners were honoured on Wednesday, May 31 from these 50 final nominees, and five of the 10 winners were U of S alumni and faculty.

The award winners from the U of S were:

- **Research and technology: Professor Erika Dyck (BA'98, MA'00)**, a current faculty member in the U of S College of Arts and Science, and Canada Research Chair in the History of Medicine.
- **Lifetime Achievement: Kathryn Ford (BA'71)**, long-time local lawyer who was admitted to the Saskatchewan bar in 1977 and current member of the U of S Board of Governors since 2013.
- **Education: Cathy Mills (BEd'77)**, spent four decades as an educator before retiring in 2008 and serving as a consultant with the Saskatchewan Education Leadership Unit in the College of Education.
- **Health and Wellness: Dr. Vicki Holmes (MD'73)**, a family physician for four decades in Saskatchewan and Manitoba and the creator of the Mid-Life Women's Centre.
- **Athletics: Darlene Danyliw (BSHEC'76, BEd'77)**, a long-time local volunteer and past president of Curl Saskatchewan and a finalist for the 2016 Curling Canada Volunteer of the Year Award

## Recent Scholarship Recipients

### ***Queen Elizabeth II Scholarships***

Stephanie Ortynsky (left) and Tasha Spillett, doctoral students in the School of Public Health and the College of Education, respectively, have been awarded the prestigious Queen Elizabeth II scholarships. Each \$20,000 scholarship is awarded annually on the basis of academic excellence to students who are pursuing graduate or post-graduate studies at any accredited university in Saskatchewan.

### ***Vanier Scholarships***

Four PhD students at the University of Saskatchewan (U of S) have been awarded 2017 Vanier Canada Graduate Scholarships. Three of the recipients are Indigenous students. Valued at \$50,000 per year for three years, Vanier scholarships recognize top-tier PhD students who demonstrate excellence in academia, research impact and leadership at Canadian universities. Scholarships are awarded yearly through the federal granting agencies Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and Engineering Research Council (NSERC) and Canadian Institutes of Health Research (CIHR).

Recipients this year are: Jocelyn Joe-Strack (SENS), Terrance Peltier (Education), Tasha Spillett (Education), and Ahmed Tiarniyu (Engineering).



**PROVOST'S REPORT TO COUNCIL***June 2017***VICE-PROVOST TEACHING AND LEARNING****Aboriginal Student Achievement Program (ASAP) – new Preparatory STEM Certificate**

The College of Arts & Science has created a new preparatory certificate, the STEM Accelerator Certificate, aimed at increasing access to funding and STEM degree pathways for Indigenous students who are motivated to pursue science and pre-professional STEM degree programs but were unable to access face to face instruction of 30-level science pre-requisites in their community high school and/or have been away from school for  $\geq 3$  years and wish to refresh their subject knowledge before beginning first year science courses. The STEM Accelerator Certificate, a certificate of successful completion available to Regularly Admitted and Mature status students, includes 3 new non-degree credit courses that combine traditional, experiential, and Indigenized approaches to STEM pedagogy:

- Biology 90; available fall 2018
- Chemistry 90; available fall 2017
- Physics 90; available fall 2017

A key component of the new ASAP STEM Pathways initiative, the STEM Accelerator Certificate and 90-level courses will broaden the pool of potential Indigenous students in STEM Colleges across campus, improve student success in first year classes, and ladder into ASAP's STEM-focused entrance and transition learning communities (fall 2017) and upper year interdisciplinary Indigenous STEM programming (in development).

The U of S Language Centre will be welcoming special groups from Huazhong Agricultural University (China), Kanto Gakuin University (Japan), Iwate University (Japan) and Proyecta 10,000 (Mexico).

**INSTITUTIONAL PLANNING AND ASSESSMENT****Operations Forecast**

The 2018-19 Operations Forecast was submitted to the Ministry of Advanced Education in confidential, draft form on May 31, 2017, with a final, board-approved submission provided in June 2017. A meeting between officials from the Ministry of Advanced Education, the Ministry of Finance and senior leaders at the University of Saskatchewan was held at the university on June 9, 2017 to facilitate a discussion regarding the Operations Forecast materials. The projections contained in the Operations Forecast represent the University of Saskatchewan's official statement in response to the Province's instructions to model the impact of both zero percent growth on the base grant and minus two percent reduction on the base grant. The forecast has been shared with the Planning and Priorities Committee of Council and will be made available in the fall.

**Planning**

Progress continues on the development of the next institutional plan. There has been extensive consultation with the committees of Council and other groups. The Planning and Priorities Committee of Council will be presenting a preliminary draft of the plan seeking Council input at today's meeting.

### **Institutional Reviews**

In anticipation of the new institutional plan, the office of Institutional Planning and Assessment will update the Framework for Assessment that was initially created in 2008 (located at: <http://www.usask.ca/ipa/institutional-effectiveness/what-is-institutional-effectiveness.php>). As part of this update our university review processes are being analyzed with the potential for changes and improvements to be implemented, including how academic program reviews are conducted. Presently, our Graduate Program Review (GPR) process involves reviewing all graduate programs once over a seven year cycle and undergraduate programs are included in the scope of unit reviews rather than by a separate process. Further information will be shared with University Council and its committees on the development of the new Framework for Assessment in the coming months.

With respect to our current GPR activities, all site visits for this year have been completed and reports from the review teams have been issued. Our plan is to have the 2016-2017 graduate program reviews finalized over the summer. As well, final reporting on 2014-2015 and 2015-2016 GPR activity (shared with University Council in the May 2017 meeting) is now available on IPA's review website (<http://www.usask.ca/ipa/institutional-effectiveness/reviews.php>).

In April 2017, it was reported that the review of the College of Education's Indian Teacher Education Program (ITEP) was near completion. The review report was submitted by the review team to the College of Education on June 10, 2017 for consideration and response. Once the college's response has been issued, information pertaining to this review will be made available on the IPA's review website (<http://www.usask.ca/ipa/institutional-effectiveness/reviews.php>) and discussed at a future Planning and Priorities Committee meeting.

### **Surveys**

As mentioned in my last report to Council, the Saskatchewan Ministry of Advanced Education partnered with post-secondary institutions in the province to measure the perceptions and experiences of individuals who successfully completed a post-secondary program and received a formal credential in the 2014 calendar year. This was the third survey of graduate outcomes in Saskatchewan undertaken by the Ministry and its post-secondary institutions (previous instances occurred in 2006 and 2011) and it yielded valuable insights on student satisfaction, financial aid, previous/future education, and employment. For example, 93% of survey respondents were satisfied/very satisfied with the quality of their educational experience and 85% were employed two years after graduation. The full report and University of Saskatchewan related details can be found on IPA's survey website (<http://www.usask.ca/ipa/institutional-effectiveness/surveys.php>).

This initiative has generated conversations and interest within some post-secondary institutions to explore the possibility of conducting institution-specific graduate outcomes surveys on an annual basis. More information will be forthcoming on this topic as plans unfold.

## **COLLEGE AND SCHOOL UPDATES**

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

#### **Grants**

- Ekaterina Dadachova was awarded \$340, 837.50 USD from the Defense Threat Reduction Agency for the project “Investigation of radiation resistance mechanisms in melanised fungi.”
- Jonathan Dimmock received a three-year \$270,000 grant from the Maunders McNeil Foundation for the project “Creation of tumour-selective compounds.”
- Anas El-Aneed was awarded \$190,000 over three years from the Saskatchewan Ministry of Agriculture’s Agriculture Development Fund to study high value bioactives and vitamins from canola crush waste stream.
- Charity Evans (principal investigator), with co-investigator David Blackburn and their colleagues, were awarded \$282,865 over three years from the Canadian Institutes of Health Research for their project titled “Medication adherence in multiple sclerosis: a model for other chronic diseases.”
- Jim Fang was awarded a \$196,000 grant from the Agriculture Development Fund for the project “Longer-Term Effects of Saskatoon Berries in Elderly – A Placebo Controlled Study.”
- Thomas Rotter is the nominated provincial principal investigator on a one-year project titled “Interventions and Policies Influencing Primary Healthcare Professionals Managing Chronic Diseases: An Evidence Synthesis.”
- Meena Sakharkar was awarded a \$121,000 grant from the Agriculture Development Fund and SaskMilk for the project “Treatment of Mastitis Infections in Dairy Cattle.” Sakharkar also received a five-year \$145,000 Natural Sciences and Engineering Research Council of Canada Discovery Grant for the project “Understanding the transcriptional role of PPAR gamma in metabolic rewiring.”
- Hassan Vatanparast was awarded a University of Saskatchewan President’s Social Sciences and Humanities Research Council of Canada for The Impact of Socio-Economic, Geography and Cultural Factors on Household Food Insecurity of Syrian Refugees Resettled in Rural Areas and Small Cities across Saskatchewan.
- Vatanparast is also part of a \$1.5 million 38-month project funded by the Public Health Agency of Canada, “Achieving Healthier Weights in Canada’s Communities.” This is the third phase of the Healthy Start/Départ Santé project led by the Réseau Santé en Français de la Saskatchewan.
- Kishor M. Wasan was awarded \$119,856 over three years from the Saskatchewan Health Research Foundation for his project titled “Chronic in vivo study of lanthanide compounds in an osteoporosis model (OVX rat) for the treatment of bone density disorders.”

#### **Promotions**

Roy Dobson was promoted to full professor.

Charity Evans was promoted with tenure to associate professor.

Derek Jorgenson was promoted to full professor.

Thomas Rotter was promoted to associate professor.

Ellen Wasan was renewed as an assistant professor.

### **College of Arts and Science**

- A very special thank you to outgoing president Olya Stepanenko and the 2015-16 ASSU Executive for their dedicated and hard work. Congratulations to the new 2016-17 ASSU

Executive, and incoming President Travis Hebert, VP Operations & Finance Sherry Guan, VP External Tanner Bayne, and VP Academic Emily Klatt.

- Galleries Reimagined: Following up to last year's commissioned report on ways in which the galleries and art collection will be aligned to the academic mission and strategic priorities of the college and the university, we engaged arts consultant Jeremy Morgan to assist the college in key changes, including: the head of new visual arts hub will be a faculty appointment in the Department of Arts & Art history; the Snelgrove Gallery will be integrated into the hub; significant emphases on Indigenization, student experiential learning and the development of the collection as a research and scholarly resource; and, an aggressive purchasing program for the collection focused on Saskatchewan and Indigenous artists. 2017-18 will bring some exciting changes!
- We celebrated the 5<sup>th</sup> Anniversary of the Aboriginal Student Achievement Program (ASAP). Data on program outcomes over this time period have been analyzed and presented in a five-year report on the program: [http://artsandscience.usask.ca/news/articles/1091/Aboriginal\\_Student\\_Achievement\\_Program\\_has\\_helped\\_close\\_educ](http://artsandscience.usask.ca/news/articles/1091/Aboriginal_Student_Achievement_Program_has_helped_close_educ)
- With funding from the Indigenous Engagement Fund, the ASAP STEM Pathways, a program to begin this fall and intended to support and engage Aboriginal students in science, technology, engineering and math programs, has been established, and will include access to science programs through 90-level preparatory courses, first-year transition programming through ASAP, and upper-year enrichment through interdisciplinary seminar courses and travel funds.
- Faculty Council recently approved motions to create both a new degree program template, the Bachelor Design (B.Des.), and a new degree program, a B.Des. in Architecture. The program would be delivered by a proposed School of Architecture and Visual Arts made up of a new architecture unit in the college and the existing department of Art and Art History.
- Congratulations to the following recipients of these college awards: New Scholar / Artist: Matthew Neufeld (History); Clint Westman (Archaeology & Anthropology); Distinguished Scholar / Artist: Geoff Cunfer (History); New Scientist: Megan O'Connell (Psychology); Yansun Yao (Physics & Engineering Physics); Distinguished Scientist: Doug Chivers (Biology); Alex Moewes (Physics and Engineering Physics).
- Congratulations to the winners of the PotashCorp YWCA Women of Distinction 2017 Awards, including Erika Dyck (Hist) for Research & Technology, and alumna Kathryn Ford, for the Lifetime Achievement Award.
- Donna Bilokreli (Undergraduate Student Office) and Kyla Denton (Mathematics & Statistics) received the 2017 Dean's Distinguished Staff Awards

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

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

## ***SEARCHES AND REVIEWS***

### **Search, Vice-Provost and Dean, College of Graduate & Postdoctoral Studies**

The search committee for the Vice-Provost and Dean, College of Graduate & Postdoctoral Studies had candidates on campus in May.

**Search, Dean, College of Dentistry**

The search committee for the Dean, College of Dentistry met in early May.

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

The search committee for the Executive Director, School of Environment and Sustainability had candidates on campus in May and early June.

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

The search committee for the Vice-Provost, Indigenous Engagement had candidates on campus in May.

**Search, Dean, College of Nursing**

The search committee for the Dean, College of Nursing had candidates on campus in late April. The committee met again in May.

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

The search committee for the Executive Director, School of Public Health had candidates on campus in May.

**Search, Dean, College of Engineering**

The search committee for the Dean, College of Engineering had candidates on campus in May.

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

The review committee for the Vice-Provost, Teaching and Learning met in May.





# U of S Research Update

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June 2017

## RESEARCH UPDATE

Awang Junaidi's NSERC image, see the story on p.3

### NEW INITIATIVES

#### U of S alumnus establishes major graduate scholarship in global food security

Dr. Patrick Man Pan Yuen, a distinguished pediatrician and U of S alumnus living in Hong Kong, has made a \$1 million gift to U of S to establish the Dr. Donald Baxter Scholarships in Global Food Security.

With a matching contribution from the U of S Global Institute for Food Security, two \$40,000-a-year awards will be offered to pay for students from China and Hong Kong to study at U of S, as well as U of S students to study in China. [Read more details here.](#)

#### Government of Canada invests \$4.47 million for U of S livestock-forage research centre

A \$4.47-million investment by the Government of Canada was announced by David Lametti, parliamentary secretary to Navdeep Bains, Minister of Innovation, Science and Economic Development and for Western Economic Diversification Canada on May 26. The funding is to support the planned construction of the university's Livestock and Forage Centre of Excellence (LFCE), two new facilities on U of S land designed to address forage, cow-calf, beef cattle, and environmental research.

The LFCE has already received commitments of \$10 million from the federal and provincial governments, \$10 million from U of S, and \$1 million from the Saskatchewan Cattlemen's Association. [Details of the project and funding are available here.](#)

#### U of S student aims to improve healthcare delivery for Indigenous peoples

**Charlene Thompson** (School of Public Health) has been awarded \$108,000 for a three-year CIHR Aboriginal Research Methodologies grant to develop a model for improved delivery of health

programs in Indigenous communities that, for the first time, incorporates feedback from the communities' frontline health workers. [Read more here.](#)

#### U of S launches engineering engagement program for Indigenous youth

U of S has been awarded nearly \$150,000 in federal funding to teach Indigenous youth about engineering principles underlying the technologies and designs in their own communities. A grant from the NSERC PromoScience Program will invest \$147,474 in the project over three years.

**Sean Maw** (Engineering) is working with **Matthew Dunn**, Indigenous Peoples initiatives co-ordinator at the College of Engineering, to develop a new education program entitled *Ancestral Engineering Design Activities*. The program aims to teach Indigenous youth about the engineering principles behind Indigenous technology and designs, such as the forces acting on an animal trap or the design principles behind choosing the materials for a canoe. [Read more here.](#)

#### Open SESAME: U of S building bridges in the Middle East through synchrotron science

U of S—home to the Canadian Light Source synchrotron—is part of an international effort to use science for diplomacy in one of the world's most volatile regions. The Synchrotron-light for Experimental Science and Applications in the Middle East (SESAME) synchrotron facility, a collaboration between Israel, Iran, Cyprus, Egypt, Pakistan, Turkey and the Palestinian Authority, is the largest scientific project in the Middle East. Canada, which has been granted observer status on the SESAME Council, will be represented by Rob Lamb, director of the U of S-owned Canadian Light Source (CLS), and a representative of the Government of Canada. [Read the details here.](#)

## U of S opens water research facility in the Rocky Mountains to study flooding and drought risk

U of S has opened a cold water laboratory in Canmore, Alberta, to better study the impacts of a changing climate on water resources. Part of the U of S-led international Global Water Futures program, the Coldwater Laboratory will improve the flood and drought resiliency of communities by developing tools that provide better disaster monitoring, predict future water availability and help stakeholders with water resource decision making. [More details are available here.](#)

## Aboriginal Student Achievement Program has helped close education gap at U of S

Five years since its inception, the College of Arts and Science Aboriginal Student Achievement Program (ASAP) is demonstrating concrete success. A total of 383 students have enrolled in ASAP since 2012, according to a five-year report released this month.

Students within the program are more likely to return for their second year of study (60 per cent versus 46.5 per cent for those not enrolled in the program). ASAP students are also more than twice as likely to seek out the campus resources they need compared to Aboriginal students outside of ASAP. Three-quarters of ASAP students reported a sense of belonging to the College of Arts & Science and the U of S. [Read more here.](#)

## U of S to help northern Saskatchewan students access science and engineering programming

U of S officially partnered with Northlands College in Buffalo Narrows, Creighton, Ile a la Crosse and La Ronge to offer a 42-week Pre-Engineering and Science (PRES) program designed to reduce barriers people living in northern Saskatchewan may face when preparing to enter into post-secondary science and engineering programs. The program which runs from September to April includes

high school upgrading, 10 university courses, and programming designed to help ease the transition into university. [More details are available here.](#)

## REPUTATIONAL SUCCESS

### Four U of S students awarded prestigious Vanier Scholarships

Four U of S PhD students have been awarded 2017 Vanier Canada Graduate Scholarships, three of them Indigenous students. Awarded annually by SSHRC, NSERC and CIHR, and valued at \$50,000 per year for three years, Vanier scholarships recognize top-tier PhD students who demonstrate excellence in academia, research impact and leadership at Canadian universities.

The winners are **Jocelyn Joe-Strack** (SENS), **Terrance Pelletier** (Educational Administration), **Tasha Spillett** (Education), and **Ahmed Tiamiyu** (Mechanical Engineering). [Read the details of their research projects here.](#)

### PotashCorp Saskatoon YWCA Women of Distinction Awards

Faculty, alumni and senior leaders were among the honourees at this year's Saskatoon YWCA Women of Distinction Awards. Canada Research Chair in the History of Medicine **Erika Dyck** (history) was among five U of S alumnae awarded. [Details about the other awardees are available online.](#)

### International partners gather at U of S to celebrate 20 years of food security development

On May 25 and 26, international researchers and dignitaries from U of S and Ethiopia's Hawassa University celebrated a 20-year partnership of using pulse crops and education to combat child malnutrition and increase farmer incomes for thousands in Ethiopia.

Through the project, researchers developed water-efficient, short-season pulse crops to account for a lack of affordable protein and deficiencies in nutrients such as zinc and iron, and assembled recipes and preparation techniques to make nutrients easier to absorb. [Read more details here.](#)

## U of S student finalist in national research photo competition

**Awang Hazmi Awang Junaidi** (Veterinary biomedical sciences) PhD student in from Malaysia, has been named one of 20 finalists in the nationwide NSERC 2017 *Science Exposed Competition*, an initiative that showcases images of scientific research from all fields of study. His image is included in this month's Research Update banner on each page.

You can vote for Awang Junaidi's submission, (image number 11) [on the NSERC website](#). Read more [about his image here](#).

## DISCOVERIES WITH IMPACT

### U of S "Bat Men" shed light on bat super immunity

**Vikram Misra** (Veterinary microbiology) and PhD candidate **Arinjay Banerjee** (Veterinary microbiology) may have unlocked the secret behind bat "super immunity" to deadly respiratory diseases such as SARS and MERS, which often cause serious often fatal disease in humans but leave bats unharmed. In a May 2017 article in *Nature's Scientific Reports*, the researchers concluded that unlike with human cells, bat cells actively suppress inflammation when they are infected with viruses. [Read the full story here](#), which is part of the *Young Innovators* series published in conjunction with The StarPhoenix.

### U of S study aims to improve depression treatment

Research from **Lisa Kalynchuk** (Neuroscience), **Hector Caruncho** (Pharmacy), and PhD student **Kyle Brymer** may hold promise for producing newer, faster-acting antidepressants using reelin, a protein naturally produced by the brain. In animals, the protein shows an antidepressant effect in just one day, and the ability to reverse structural changes in the brain caused by depression. The story is part of the Young Innovators series published in conjunction with The StarPhoenix.

### Benefits of pet therapy recognized by Saskatchewan people in recovery

**Colleen Anne Dell** (sociology) has found Saskatchewanians recovering from addictions confirm the value of pet therapy as a pathway to recovery. A total of 86 Saskatchewan people responded a national survey conducted by the Canadian Centre on Substance Use and Addiction (CCSA), with 854 people in recovery across Canada responding. Of the Saskatchewan respondents, 68.4 per cent identified their relationship with animals or pets as an important support in recovery. As well, 39.5 per cent identified their relationship with animals or pets as important to maintaining their recovery. [The details of the survey report are available here.](#)

## INITIATIVES

### Newly launched centre hosts day focused on patient-oriented research in Saskatchewan

The newly launched Saskatchewan Centre for Patient-Oriented Research (SCPOR), headquartered at the University of Saskatchewan (U of S), hosted a one-day research profile event designed to connect people interested in patient-oriented research and to highlight SCPOR's role in this important work



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provincially and nationally on Wednesday, May 17 at TCU Place in Saskatoon. [Details about the event are available here.](#)

## **New executive director named to lead U of S Fedoruk Centre**

Following an extensive national search, **John Root** has been appointed executive director of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation (Fedoruk Centre) at the University of Saskatchewan. [Details are available here.](#)

## **U of S will close research centre due to provincial budget cuts**

International Centre for Northern Governance and Development (ICNGD) will close as of June 15, 2017. The annual targeted funding for this research centre was eliminated in this year's provincial budget, as of April 30, 2017. [The details of the closure are available here.](#)

## ARTISTIC DISCOVERY

### **Aboriginal Theatre Program takes centre stage**

The first students in the wîcêhtowin Aboriginal Theatre Program at the University of Saskatchewan celebrated the completion of their certificate program with four shows of *maskihkiyiwanehiyawin: Re-igniting the Fire*, directed by Carol Greyeyes.

wîcêhtowin, a Cree word meaning living together in harmony, is the first program of its kind at a Canadian university, and is helping a new generation of students tell stories about their place in the 21st century. [Read more here.](#)





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## CONTRACT AND GRANT FUNDING SUCCESS

### GRANTS

#### CIHR Project Grant

Twenty-seven applications were submitted from the U of S and four (14.8%) were awarded funding (two for full finding and two for one-year bridge funding):

- ❖ **Adil Nazarali** (Pharmacy and Nutrition), **Ian McQuillan** (Computer Science) with post-doctoral fellow Kendra Furber (Pharmacy and Nutrition), \$100,000 Bridge funding for *Integrated transcriptome analysis of de novo myelination and remyelination efficiency in the aging CNS* (we have been told by CIHR that this grant will be removed from the competition as the PI's death had occurred before the final decision was made. Although, this grant is posted on CIHR website as being awarded).
- ❖ **Saija Kontulainen** (Kinesiology), **Munier Nour** (Pediatrics), **Adam Baxter-Jones** (Kinesiology), **David Cooper** (Anatomy and Cell Biology), **James Johnston** (Mechanical Engineering), **Joel Lanovaz** (Kinesiology), **Nazeem Muhajarine** (Community Health and Epidemiology), **Michael Szafron** (School of Public Health), **Hassanali Vatanparast** (Pharmacy and Nutrition) and **Sheldon Wiebe** (Medical Imaging), \$100,000 Bridge funding for *Saskatchewan Bone Strength Development Study (BSDS)*

- ❖ **Jim Xiang** (Oncology), more than \$470,000 for *Distinct regulation of T cell fate and memory via differentially IL-2- and IL-7-activated mTORC1-KIF13A-M6PR axis and AMPK-FOXO-Eomes pathway*

- ❖ **John Howland** (Physiology), \$573,750 for *Perineuronal nets in medial prefrontal cortex: roles in the pathophysiology associated with schizophrenia*

#### CIHR Training Grant - Indigenous Mentorship Network Program

- ❖ **Caroline Tait** (Psychiatry), **Robert Innes** (Indigenous Studies), **Sylvia Abonyi** (Community Health and Epidemiology), **Lorna Butler** (Nursing), **Colleen Dell** (Sociology), **Leah Ferguson** (Kinesiology), **Heather Foulds** (Kinesiology), **Paul Hackett** (Geography), **Mansfield Mela** (Psychiatry), **Ivar Mendez** (Surgery), **Stephan Milosavljevic** (Physical Therapy), **George Mutwiri** (Public Health), **Sarah Oosman** (Physical Therapy), **Louise Racine** (Nursing), **Alan Rosenberg** (Pediatrics), **James Waldram** (Archaeology and Anthropology), **Holly Graham-Marrs** (Nursing) were awarded \$1,000,000 for *Building Reconciliation Together: Transformative Intergenerational Mentorship*. The project has additionally received \$90,000 and in kind support from the U of S Council of Health Sciences Deans and \$20,000 from CGSR.

#### CIHR Catalyst Grant

- ❖ **Vivian Ramsden** (Academic Family Medicine), **Shelley Kirychuk** (Canadian Centre for Health and Safety in Agriculture), **Sylvia Abonyi** (Community Health and Epidemiology), **James Dosman** (Canadian Centre for Health and Safety in Agriculture), **Mark Fenton** (Medicine), **Holly Graham-Marrs** (Nursing) were awarded

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## GRANTS

\$150,000 for *Māmaŵōhkamātowin (Working Together) – Enhancing Health & Wellness*.

### CIHR Operating Grant Canadian Community Health Survey – Nutrition Analysis

■ **Hassanali Vatanparast** (Pharmacy and Nutrition) and **Susan Whiting** (Pharmacy and Nutrition), more than \$91,000 for *Calcium and vitamin D intakes of Canadians: vulnerable groups and call to action for improving bone health*.

### Saskatchewan Health Research Foundation

■ **Paul Hackett** (Saskatchewan Population Health and Evaluation Research Unit), **Sylvia Abonyi** (Saskatchewan Population Health and Evaluation Research Unit), **Lorna Butler** (Nursing), **Geoffrey Maina** (Nursing) and **Kris Steward** (General Internal Medicine), \$150,000 for *Implementing the “Patient’s charter of tuberculosis care” in high incidence*, partnered with CIHR’s Pathways to Health Equity for Aboriginals Peoples Program.

### MITACS Accelerate

■ **Lorna Butler** (Nursing, ICNGD), \$195,000 for *An Engaged Community for Shared Learning: Internships Contribute to Capacity Building in Northern Saskatchewan*, in partnership with Cameco Corporation.

■ **Douglas Clark** (SENS) with intern Sujata Manandhar, \$90,000 for *Identifying potential approaches to managing water resources in Champagne and Aishihij First Nations’ Traditional Territory, Yukon*, in partnership with Yukon Energy Corporation.

■ **Eric Lamb** (Plant Sciences), **Ryan Brook** (Animal

and Poultry Science) and interns Hannah Hilger and Dale Gross, \$90,000 for *Grazing patterns vs. cattle in response to management strategies designed to improve habitat for species at risk*, in partnership with the Nature Conservancy of Canada.

■ **Christy Morrissey** (Toxicology Centre) with intern Margaret Eng, \$15,000 for *Tracking the effects of neonicotinoid insecticides on migratory birds*, in partnership with Bird Studies Canada.

### Apobiologix

■ **Kerry Mansell** (Pharmacy and Nutrition), \$14,500 for *Budget Impact Analysis of Using the Biosimilars Grastofil and Basaglar vs. Neupogen and Lantus*.

### Fisheries and Joining Management Committee

■ **Emily Jenkins** (Veterinary Microbiology), \$10,000 for *Beluga diseases and food borne parasites in the Inuvialuit Settlement Region – 2017-18*.

### Canadian Bar Association - Law for the Future Fund Grant

■ **James (Sakej) Henderson** (Native Law Centre), \$10,000 for *The Mi’kmaw Nation’s renewed relationship with Canada*.

### Foundation for Legal Research

■ **Wanda Wiegers** (Law), \$5,000.00 for *Rights of Foster Parents in Selected Jurisdictions*.

■ **Barbara von Tigerstrom** (Law), \$5,000.00 for

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*Direct and Vicarious Liability for Tort Claims Involving Violation of Privacy.*

- **Michael Plaxton** (Law), \$2,650.00 for *Sovereignty, Restraint and Guidance: Canadian Criminal Law in the 21st Century and The 1982 Criminal Code: Documents For its Interpretation.*

## Cleft Palate Foundation

- Student Paul Pown Raj Iyyanar (Pharmacy and Nutrition), supervisor **Adil Nazarali** (Pharmacy and Nutrition), were awarded the \$5,000 2017 Subtelny Orthodontic Clinical Research Grant for *Hoxa2 regulates osteogenic differentiation through Bmp signaling during palate development - Implication in cleft palate pathogenesis.*





## USSU Report to University Council

Since beginning our new roles last month, the USSU executive has been working very hard on multiple projects which we hope to have implemented before the school year begins. We would therefore like to take this opportunity to highlight some of the initiatives we will be pursuing throughout the summer.

First, we have been working on a University-level policy which would define the standards for tuition consultation, and add it as one of the tenants by which tuition rates are determined. We have been working hard on reviewing the relevant policy documents, and receiving feedback from both student and administration stakeholders. Our goal with this policy is to use tuition consultation sessions both as a means of receiving student feedback on the decisions of the colleges, and to increase the sense of ownership that students have over the University. We believe that meaningful and consistent consultation will increase cohesion between administration and students, and reduce the anxiety that students are feeling in the face of the budget cuts.

Second, we have been working on reaching out to other stakeholders across the province, particularly other students' unions, to try and lead a cohesive group in opposition of the recent budget cuts. We have received confirmation that the University of Regina Students' Union, the Saskatchewan Polytechnic Students' Association, and the SIIT Student Leadership Council will be on campus to attend a meeting in early July to discuss how to move forward in the following year. Our messaging moving forward will be focusing on the tangible and intangible value of post-secondary education, and to produce as clear a message as possible that Saskatchewan stands in support of its universities and colleges.

VP Academic Jessica Quan has been working on promoting open education resources through the Gwenna Moss Centre for Teaching and Learning. During Deena Kapacila and David D'Eon's visit to Regina, we were assured on-record that Minister Eyre will continue to fund open education resources, and is negotiating the re-signing of an MOU in support of this initiative.

VP Student Affairs Crystal Lau has been working on organizing several mental wellness initiatives which will roll out during the school year. The focus of these initiatives is to promote awareness of mental health, the services that are available to students, and means of encouraging healthy living habits, such as physical exercise, nutrition, and positive social interactions around campus. Additionally, Crystal Lau has been putting together a pilot project which would provide free menstrual products in high-traffic washrooms across campus.

VP Operations and Finance Deena Kapacila has been engaged in conversations with members of administration over the proposed alcohol policy. We are working on means of collaborating to ensure that information about liability surrounding alcohol consumption and alcohol-based events is as clear and accessible to students as possible. Additionally, VP Kapacila has been exploring other means of promoting healthy drinking habits through existing programs on campus. Work is also being done to advocate for effective transit alternatives in



the wake of the closure of STC, an issue which is a serious concern for many students whose ability to travel home to isolated communities has been undermined.

Any questions regarding the initiatives of the USSU over the summer can be directed to David D'Eon at [president@ussu.ca](mailto:president@ussu.ca).

Sincerely,

The USSU Executive Team



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

### **GSA President June University Council report**

On behalf of the Graduate Students' Association, I would like to thank the University Council members on their work over the last year, the efforts of the University Council members were remarkable. I would like also to thank the Council Chair Dr. Lisa Kalynchuk for her great efforts and cooperation with the GSA, and to extend congratulations and very warm wishes to Dr. Kevin Flynn on his new position as the University Council Chair.

Over the month of May, the GSA was working on its work plan for the upcoming year, and we have informally exploring the consultation opportunity of the new Student Supervisor Agreement which has been recently approved as a new template in the College of Graduate and Post-doctoral Studies.

#### **- GSA work plan**

The GSA work plan is in the process of internal approval; the executives have drafted their plans based on the strategic priorities of the graduate students over the upcoming year. The plans will be available on the GSA website once they are approved. This new practice has been implemented for the first time in the GSA as part of the newly approved structural changes. The work plans along with other inputs from the GSA members will be used to draft the first ever GSA strategic plan to serve as a roadmap over the upcoming five years.

#### **- Student Supervisor Agreement**

As the faculty council has recently approved the Student Supervisor Agreement that has been developed as a joint project between the GSA and the College of Graduate and Postdoctoral Students, the GSA has informally started exploring some opportunity of consultation with different units in the University including graduate chairs, as part of our efforts to continue developing the agreement and get more support of it from different departments/colleges units on campus.

- **GSA Health and Dental plan**

The GSA has recently informed by the Health and Dental provider that the cost of the Health and Dental plans will be increased by 6 percent as the government is imposing PST on all insurance premiums. As a result of this, the GSA has to increase its Health and Dental fees by 6 percent, which add another burden on the graduate students, who already face increases in the tuitions and other fees on the yearly basis, while the TA rate has been unchanged for years.

The GSA considers the new tax burden on the insurance premiums is a serious issue which compromise students' health. We are working to communicate through different channels to minimize the impact on the graduate students.

Ziad Ghaith,

President, Graduate Students' Association

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Louise Racine, chair  
Governance committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** **Changes to Council Bylaws Part III, section V.1.B.(p)  
Membership of 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. & B. of Council's Bylaws.

**DISCUSSION SUMMARY:**

The governance committee met on April 27, 2017 to consider changes to update the academic members common to faculty councils as provided in Part III Section V.1 B. (p) of the Council Bylaws. In May, the committee submitted a notice of motion to Council to remove the employment categories of "Instructor" and "Extension Specialist", as these categories were no longer reflected within the faculty association collective agreement. At the May 18 Council meeting the notice of motion was amended to retain the "Instructor" category, as the chair was informed that the university had recently begun to use this category of employment once again.

The category of "Extension Specialist" is obsolete and Council approval is requested to remove this category from the Council Bylaws and the voting membership of faculty councils.

**FURTHER ACTION REQUIRED:**

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

**ATTACHMENT(S):**

1. Council Bylaws Part III Section V.1.B.(p) Membership of the Faculty Councils – with change showing in markup



## COUNCIL BYLAWS, PART THREE

### V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

#### 1. Membership of the Faculty Councils

B. The Faculty Councils shall be comprised as follows:

Faculty Council of the College of ....

(p) Those Professors, Associate Professors, Assistant Professors, ~~Extension Specialists~~, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of ...



**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Louise Racine, chair  
Governance committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** **School of Physical Therapy Faculty Council  
Membership**

**DECISION REQUESTED:**

*It is recommended*

*That Council approve the membership changes to the  
Faculty Council of the School of Physical Therapy 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. As changes to University Council's Bylaws require a 30-day notice to University Council, the changes to the membership of the School of Physical Therapy faculty council were first presented as a notice of motion. There were no changes suggested in response to the notice of motion.

**DISCUSSION SUMMARY:**

The governance committee is committed to providing guidance and feedback to colleges and schools on their faculty council bylaws and reviews bylaws to ensure college and school bylaws are in accordance with the bylaws of University Council. The governance committee met with Liz Harrison, associate dean on December 9, 2016 to discuss the proposed membership changes and provided feedback. At its meeting on January 26, 2017, received a copy of the proposed changes with a number of additional editorial suggestions suggested by Professor Harrison after consultation within the school.

The membership changes seek to balance the representation on the faculty council among the clinical faculty members and the full-time faculty in the school. The changes also provide for a number of updates and greater flexibility in naming graduate student and postdoctoral fellow members.

The changes as shown in the attachment were approved by the Physical Therapy faculty council on May 5, 2017.

**ATTACHMENT(S):**

1. Faculty Council Membership of the School of Physical Therapy – 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 or school faculty council]

#### Faculty Council of the School of Physical Therapy

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

- (p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Physical Therapy ~~who, for administrative purposes, are assigned to the Director of the School of Physical Therapy~~
- (q) The Director of the School of Physical Therapy
- (r) The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair
- (s) Clinical Specialists in the School of Physical Therapy, ~~who for administrative purposes, are assigned to the Director of the School of Physical Therapy~~
- (t) The Director of Continuing Physical Therapy Education
- (u) No more than six ~~Up to 10~~ members of the part-time faculty of the School of Physical Therapy, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the Faculty Council of Physical Therapy
- (v) No more than eight Master of Physical Therapy Up to 8 MPT student members
- ~~(w) -and No more than a total of two people graduate students who may can be either Master of Science students, Ph.D. students up to 2 (MSc/PhD) and/or postdoctoral fellows-student members~~
- ~~(xw)~~ Head of the Health Science Library or designate
- ~~(yx)~~ The following persons are entitled to attend and participate in meetings of the Faculty Council but, unless they are members of the Faculty Council are not entitled to vote: ~~postdoctoral fEllows~~, Professor Emeriti, Clinical Faculty who are not represented under (u)Part-time Faculty, Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA)





**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Louise Racine, chair  
Governance committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** College of Kinesiology Faculty Council Membership

**DECISION REQUESTED:**

*It is recommended*

*That Council approve the membership changes to the Faculty Council of the College of Kinesiology 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. As changes to University Council's Bylaws require a 30-day notice to University Council, the changes to the membership of the College of Kinesiology faculty council were first presented as a notice of motion. There were no changes suggested in response to the notice of motion.

**DISCUSSION SUMMARY:**

The governance committee is committed to providing guidance and feedback to colleges and schools on their faculty council bylaws and reviews bylaws to ensure college and school bylaws are in accordance with the bylaws of University Council. The governance committee reviewed the new bylaws of the College of Kinesiology at its meetings on January 28 and February 23, 2017, and provided feedback. On March 30, 2017 the committee met with Chad London, dean of the college, to discuss the revisions proposed by the committee to the faculty council bylaws. Clarification of the change in undergraduate student membership was discussed at the committee's meeting on April 26, 2017 and the change to add a postdoctoral fellow

member considered by the College of Kinesiology faculty council that same day.

The College of Kinesiology proposes changes to its faculty council membership as shown in the attachment. The change from having two undergraduate students on to one undergraduate student member on the faculty council was taken in consultation with the undergraduate students in the college. The undergraduate students are in favour of the change, as there is a student member the undergraduate program committee where the majority of issues relative to undergraduate students are reviewed and approved prior to submission to the faculty council. Having one undergraduate student member on faculty council was also supported in recognition of the challenge of regular student member attendance given busy student schedules and competing commitments.

The college agreed to the change proposed by the governance committee to add a Kinesiology postdoctoral fellow to the faculty council membership. The governance committee supports that the membership of faculty councils be inclusive. In recognition, however, that the College of Kinesiology has very few postdoctoral fellows, the membership is to include a postdoctoral fellow only if one is available to serve

From the perspective of promoting research and providing greater recognition to postdoctoral fellows throughout the university, the governance committee supports having each college and interdisciplinary school have at least one postdoctoral fellow on their faculty council. The committee also wishes to maintain a degree of consistency across faculty council bylaws.

**ATTACHMENT(S):**

1. Faculty Council Membership of the College of Kinesiology – 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 College of Kinesiology

See 1.A., sections (a) to (o) above.

- (p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Kinesiology
- (q) Arts & Science – Biology (1), ~~Business—Management area (1)~~, Psychology (1); Medicine – Physiology (1), Anatomy and Cell Biology (1), Physical Therapy (1); Education (1), as non-voting members
- (r) ~~Two~~ One full-time Kinesiology undergraduate students, ~~and~~ one full-time Kinesiology graduate student, and one Kinesiology postdoctoral fellow (PDF) (if available) will be entitled to attend and vote on all non-confidential matters at meetings of the Faculty Council.





**AGENDA ITEM NO: 8.4**

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Louise Racine, chair  
Governance committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Nominations to the Nominations Committee for 2017/18

**DECISION REQUESTED:**

*It is recommended*

*That Council approve the nominations to the nominations committee as outlined in the attachment for three-year terms effective July 1, 2017 to June 30, 2020, and that Jim Greer be appointed as chair for a one-year term effective July 1, 2017 to June 30, 2018.*

**PURPOSE:**

The governance committee of Council is responsible for nominating the members and chair of the nominations committee of Council.

**ATTACHMENT:** Proposed membership of the nominations committee for 2017/18



## PROPOSED MEMBERSHIP OF THE NOMINATIONS COMMITTEE FOR 2017/18

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

### Proposed Nominees

*For chair: Jim Greer*

*Council members:*

<b>Jennifer Nicol</b>	<b>Educational Psychology &amp; Special Education</b>	<b>2020</b>
<b>Roy Dobson</b>	<b>Pharmacy and Nutrition</b>	<b>2020</b>
<b>Pamela Downe</b>	<b>Anthropology and Archaeology</b>	<b>2020</b>

### Continuing

#### Members

	<u>College/Department</u>	<u>Term Expiring</u>
Jim Greer		
Donna Goodridge	Computer Science	2018
Ryan Walker Angela	Medicine	2019
Bowen	Geography and Planning	2019
Ali Honaramooz	Nursing	2019
David Bindle Nancy	Veterinary Biomedical Sciences	2019
Gyurcski Fran	Library	2019
<del>Walley</del>	<del>Kinesiology</del>	<del>2017</del>
	<del>Soil Science</del>	<del>2019</del> (Council term ends)
Tamara Larre (chair)		
	<del>Law</del>	<del>2017</del>

### Resource Members

Secretary: Sandra Calver, Office of the University Secretary



UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR INPUT

---

**PRESENTED BY:** Louise Racine, chair  
Governance committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Attendance at Council Meetings

**COUNCIL ACTION:** For input only

**DISCUSSION SUMMARY:**

At its meeting on May 11, the governance committee discussed Council attendance and the difficulties presented when Council members attend meetings sporadically throughout the year. These include concerns about meeting quorum and lack of continuity of considerations of those items that are discussed over several or more meetings. Members who attend Council irregularly are also perceived to be poor choices to serve on Council committees.

The committee contemplated proposing a bylaws amendment to require members who attend less than a set number of meetings to step down from their position. However, members did not favour a punitive approach as a first course of action. Rather, members opted for a more open approach by submitting a request for input to Council asking what can be done to encourage better attendance among members at Council meetings

As elected members, members have an obligation to attend and participate in all decisions submitted to Council. Council members are invited to submit responses and suggestions about the question of Council attendance to Jay Wilson, incoming committee chair at [jay.wilson@usask.ca](mailto:jay.wilson@usask.ca). There will also be the opportunity for discussion at the meeting.





**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Louise Racine, chair  
Governance committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** **Number of Student Appeals from 2016/17**

**CONTEXT AND BACKGROUND:**

The governance committee requested that the university secretary, as a matter of course, report on the nature and number of student appeals under Council's regulations on Student Appeals in Academic Matters, as well as appeals of decisions related to academic misconduct.

**SUMMARY:**

1. Student appeals in academic matters

From May 1, 2016 to April 30, 2017, there were 12 applications for appeals in academic matters that were submitted. Of the 12 applications received, 11 went forward to an appeal board and one appeal was ultimately not pursued by the appellant. Three of the appeals were successful on limited grounds, five were dismissed, one is being held in abeyance, and two were still outstanding at the time of this report.

2. Appeals of decisions related to academic misconduct

From May 1, 2016 to April 30, 2017, there were six applications for an appeal of a decision of a college hearing board under the Student Academic Misconduct Regulations. Four of those applications went forward to a hearing and one went forward to a tribunal struck to review sanctions imposed by the college level board. The remaining one did not fall within any of the permitted grounds of appeal. Of the four that went forward to a hearing, three appeals were denied and one was returned to the college-level hearing board and the complaint by the college was ultimately withdrawn.

Under Council's regulations on student misconduct, allegations of academic misconduct are heard first at the college level.



**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REPORT FOR INFORMATION**

---

**PRESENTED BY:** Louise Racine, chair Governance committee  
June 22, 2017  
**DATE OF MEETING:**  
**SUBJECT:** Annual Report of the Governance Committee for 2016-17  
**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

A mid-year report on the committee's activities was provided to Council in March. The discussion summary below reports on those items that have engaged the committee from March 30 to June 1, 2017.

**DISCUSSION SUMMARY:**

***Affiliation and Federation:*** In March, the committee reported on the initiative to review Council's bylaws on federation and affiliation with other institutes and organizations. A contract has since been signed with Dan Perrins, executive in residence of the Johnson-Shoyama Graduate School of Public Policy to undertake this work with the assistance of a student from the College of Law.

***Faculty Council Bylaws:*** The committee continues its work with colleges and schools to develop and revise faculty council bylaws. In May, the committee met with interim dean Adam Baxter-Jones of the College of Graduate and Postdoctoral Studies to review the draft bylaws of the faculty council and graduate council of the college. Meetings with representatives from the College of Arts and Science to clarify the proposed amendments to the Arts and Science faculty council bylaws and further review of the College of Nursing draft bylaws also occurred. Changes to the faculty council bylaws of the College of Kinesiology and the School of Physical Therapy have been submitted to Council for approval.

***Confidentiality of Council Committee Minutes:*** The committee amended the guidelines for Council committees to permit a decision of the committee chair to withhold committee minutes to be appealed to the vice-chair of Council.

***Policy for Medical Faculty:*** The committee considered the question of Council's

authority relative to approval of the policy by Council. The committee's view was that there were several aspects of the policy that fell within Council's mandate. The committee referred the policy to the coordinating committee for further discussion among Council committee chairs.

***Part III Section V. A. of Council Bylaws and ex officio designates:*** A discussion on whether voting and non-voting *ex officio* members on faculty councils should have the ability to name a designate has just begun.

***Regulations on Academic Misconduct:*** The committee chair met with the vice-provost teaching and learning and members of the College of Arts and Science to discuss and clarify the informal resolution process within the regulations. As a result, the flow chart depicting the process of the informal and formal routes was revised to clarify that the academic administrator has the ability to consult with other colleges and schools to determine if a student has had other instances of academic misconduct resolved informally in other colleges and schools.



**AGENDA ITEM NO: 9.1**

UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Nomination for the Vice-Chair of Council

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the nomination of Chelsea Willness as vice-chair of Council for a two-year term effective July 1, 2017 and ending on June 30, 2019.*

**DISCUSSION SUMMARY:**

If approved as vice-chair, Professor Willness will step down from the governance committee. Professor Willness was appointed to a three-year term on the governance committee at the May 18, 2017 Council meeting.



**AGENDA ITEM NO: 9.2 (Amended)**

UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

---

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Nominations to the Academic Programs Committee

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the appointment of Angela Kalinowski, Department of History to the academic programs committee for a three-year term, effective July 1, 2017 and ending on June 30, 2020, and that Terry Wotherspoon be appointed as chair for a one-year term effective July 1, 2017 and ending on June 30, 2018*

**DISCUSSION SUMMARY:**

Professor Kevin Flynn has stepped down from the academic programs committee due to being elected Council chair, requiring that a new chair and a new member be appointed to the committee. Professor Terry Wotherspoon has agreed to stand as chair of the academic programs committee for a one-year term and Angela Kalinoski has agreed to stand as a member for a three-year term.

**ATTACHED:**

Academic programs committee membership



## **ACADEMIC PROGRAMS COMMITTEE**

- Reviews and approves curriculum changes from all college; recommends major curriculum changes to Council; oversees policies relating to students and academic programs.
- Membership comprises 11 members of the GAA, at least 5 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer

### **Nominees**

*For Chair:* **Terry Wotherspoon**

*New member (from GAA)*

<b>Angela Kalinowski</b>	<b>History</b>	<b>2020</b>
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### **Council Members**

Kevin Flynn (Chair)	English	2018
Kathleen Solose	Music	2019
Nathaniel Osgood	Computer Science	2018
Shelley Spurr	Nursing	2020
Terry Wotherspoon	Sociology	2020
Susan Detmer	Veterinary Pathology	2020

### **General Academic Assembly Members**

Sina Adl	Soil Science	2018
Jeff Park	Curriculum Studies	2018
Longhai Li	Mathematics and Statistics	2019
Tammy Marche	Psychology, STM	2018
Ken Fox	Accounting	2020

### **Sessional Lecturer**

Clayton Beish	Linguistics & Religious Studies	2018
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### **Other members**

Patti McDougall	[Provost designate] Vice-Provost, Teaching and Learning ( <i>ex officio</i> )
Russell Isinger	University Registrar and Director of Student Services ( <i>ex officio</i> )
Lucy Vuong	[VP Finance designate] FSD – Budget and Special Projects ( <i>ex officio</i> )
Jessica Quan	VP Academic [USSU designate]
Naheda Sahtout	[GSA designate]

### **Resource members**

Alison Pickrell	Director of Enrolment and Student Affairs
John Rigby	Interim Associate Provost, Institutional Planning and Assessment
CeCe Baptiste	Financial Analyst, Institutional Planning and Assessment

Secretary: Amanda Storey, Office of the University Secretary





**AGENDA ITEM NO: 9.3**

UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Nominations to the Promotion Appeals Panel

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the nominations to the promotions appeal panel with member terms as outlined in the attachment.*

**ATTACHED:**

Promotions appeal panel membership



## **PROMOTIONS APPEAL PANEL**

From this roster, the members are chosen for Promotion Appeal Committees (promotion appeals), Sabbatical Leave Appeal Committee (sabbatical appeals), and for the President's Review Committee (salary review appeals). This panel is mandated by Collective Agreement (16.3.5.1):

**16.3.5.1 Appeal Panel.** An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of membership. Additional members may be chosen, if necessary, to staff appeal committees. Membership shall be restricted to tenured faculty who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years. The following criteria shall govern the selection of the Panel:

- a) The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;
- b) The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

Members of the Appeal Panel shall not serve on more than one of the committees hearing appeals promotion (Article 16.3.5), sabbatical leaves (Article 20.3) or salary review (Article 17.3.5).

**16.3.5.2 Promotions Appeal Panel.** The Promotions Appeals Panel shall consist of those members of the Appeal Panel who hold the rank of Professor.

### **To June 30, 2020**

**Cindy Peterjnelj-Taylor, Nursing - reappointment**  
**Janet Hill, Veterinary Microbiology**  
**Claire Card, Large Animal Clinical Sciences**  
**Marcus Hecker, School of Environment and Sustainability**  
**Vikram Misra, Veterinary Microbiology**  
**Murray Fulton, Johnson-Shoyama School of Public Policy**  
**Moirra Day, Drama**  
**Dwayne Brenna, Drama**  
**Scott Bell, Geography and Planning - reappointment**  
**Bev Brenna, Drama**  
**Valery Chirkov, Psychology - reappointment**  
**Jerzy Szpunar, Mechanical Engineering**  
**Michael Plaxton, Law**  
**Barb Phillips, Management and Marketing - reappointment**  
**Peter Phillips, Johnson-Shoyama School of Public Policy - reappointment**  
**Jeremy Rayner, Johnson-Shoyama School of Public Policy - reappointment**  
**Verna St. Denis, Educational Foundations - reappointment**

### **To June 30, 2018**

**Lee Barbour, Geological Engineering**

### **To June 30, 2019**

Bram Noble	Geography & Planning
Rob Flannigan	Law
Jaswant Singh	Veterinary Biomedical Sciences
<del>Murray Drew</del>	<del>Animal and Poultry Science</del>
Keith Walker	Educational Administration
Suresh Tikoo	Veterinary Microbiology/VIDO-InterVac

Barbara von Tigerstrom	Law
Gord Zello	Nutrition
Linda McMullen	Psychology
Helen Nichol	Anatomy and Cell Biology
Joanne Dillon	Biology/VIDO-InterVac
Jeff McDonnell	School of Environment and Sustainability
Alexander Ervin	Anthropology
Steve Wormith	Psychology
Tony Kusalik	Computer Science
David Janz	Veterinary Biomedical Sciences
Keith Carlson	History
James Kells	Civil and Geological Engineering
Diane Knight	Soil Science

To June 30, 2018

Alex Moewes	Physics and Engineering Physics
Phil Chilibeck	Kinesiology
Cathy Arnold	Physical Therapy
<del>Colleen Dell</del>	<del>Sociology</del>
<del>Stanley Moore</del>	<del>Biochemistry</del>
Gary Entwistle	Accounting
<del>Kirstin Bett</del>	<del>Plant Sciences</del>
Erin Watson	Library
Doug Degenstein	Physics and Engineering Physics
Daniel Chen	Mechanical Engineering
Lisa Vargo	English
Linda Wason-Ellam	Curriculum Studies
Greg Wurzer	Library
Carin Holroyd	Political Studies
Daniel Beland	Johnson-Shoyama School of Public Policy

To June 30, 2017

<del>Marie Battiste</del>	<del>Educational Foundations</del>
<del>Ken Belcher</del>	<del>Bioresource Policy, Business and Economics</del>
<del>Scott Bell</del>	<del>Geography and Planning</del>
<del>Valery Chirkov</del>	<del>Psychology</del>
<del>Candice Dahl</del>	<del>Library</del>
<del>Barb Phillips</del>	<del>Management and Marketing</del>
<del>Peter Phillips</del>	<del>Johnson-Shoyama School of Public Policy</del>
<del>Jeremy Rayner</del>	<del>Johnson-Shoyama School of Public Policy</del>
<del>Dave Sanders</del>	<del>Chemistry</del>
<del>Anurag Saxena</del>	<del>Associate dean, Postgraduate Medical Education, College of Medicine</del>
<del>Verna St. Denis</del>	<del>Educational Foundations</del>
<del>Glen Gillis</del>	<del>Musie</del>
<del>Vivian Ramsden</del>	<del>Family Medicine</del>
<del>Yen-Han Lin</del>	<del>Chemical and Biological Engineering</del>
<del>Dean Kolbinson</del>	<del>Dentistry</del>
<del>Kent Kowalski</del>	<del>Kinesiology</del>

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Revisions to the Academic Courses Policy

**DECISION REQUESTED:**

It is recommended:  
That Council approve the revisions to the Academic  
Courses Policy, effective September 1, 2017.

**PURPOSE:**

The purpose of the Academic Courses Policy is to prescribe university-level requirements for delivery of academic courses and the assessment of student learning, including conduct of examinations. The Policy is periodically revised based on input from instructors, students, and staff, and to reflect changing best practices.

The changes proposed in the current round of revisions seek to clarify aspects of the section dealing with Grading Systems, including a clarification of grading deadlines, as well as the addition of a definition of “N-grades” to the section dealing with student assessment issues and special circumstances. There was also additional language added in the section dealing with the submission of final grades, to better reflect alternative start and end dates of online and distance education courses.

**CONSULTATION:**

The proposed revisions were reviewed by the Academic Programs Committee at its May 3, 2017 meeting and were provided to University Council in advance of its May 18 meeting for input.

**FURTHER ACTION REQUIRED:**

The office of the vice-provost, teaching and learning is responsible for informing all instructors, students, and the campus community of changes to the Academic Courses Policy through email, PAWS announcement, and memo. An initial communication will be sent upon approval, with a follow-up communication at the start of the academic year.

This information is also communicated through the [teaching.usask.ca](http://teaching.usask.ca) website, which highlights the importance of the Academic Courses Policy.

**ATTACHMENTS:**

1. Academic Courses Policy

# Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning

**Responsibility:** University Registrar

**Authorization:** University Council

**Approval Date:** May 19, 2011; reapproved June 18, 2015; [reapproved](#)

## Revisions

Permit the first day of final examinations to be one day after the last day of lectures ([January 2012](#))

Delete the Withdraw Fail grade effective May 1, 2012 ([March 2012](#))

Revise Course Syllabus section; additional section on Class Recordings ([March 2013](#))

[Revise Grading System section; clarification of grading deadlines \(May 2017\)](#)

[Revise Student Assessment Issues and Special Circumstances section; addition of “N-Grades” definition \(May 2017\)](#)

## Updates

Incorporate terminology used in the University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the *Procedures for Student Appeals in Academic Matters* (December 2012)

Incorporate Academic and Curricular Nomenclature terminology on courses and classes (June 2016)

## Purpose

The purpose of the Academic Courses Policy is to prescribe university-level requirements for delivery of academic courses, and the assessment of student learning including conduct of examinations.

## Principles

One of the primary purposes of a university is to optimize learning opportunities for students. The University of Saskatchewan encourages and celebrates innovation in class delivery and student assessment.

Assessment of student learning should be an effective, fair and transparent process which follows university, college, and department regulations so that students across the institution are treated respectfully and impartially. This includes accommodation for students with disabilities, in accordance with university policies and provincial legislation.

As articulated in the University [Learning Charter](#), students will be provided with a clear indication of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied consistently, and congruent with course objectives. Students will receive prompt and constructive feedback on their learning progress regularly throughout the class.



### **Scope of this Policy**

This document incorporates all of the policies, regulations, and procedures relating to class delivery and student assessment which have been previously approved by University Council in various policy documents and reports.

It supersedes the following documents previously approved by University Council:

April, 2009 Academic Programs Committee [Examination Regulations](#)  
 April, 2001 Academic Programs Committee [Policies for Final Grades Reporting](#)  
 January, 2001 Academic Programs Committee [Retroactive Withdrawal Policy](#)  
 September, 1986 – University of Saskatchewan Grading policy

It complements and maintains the principles expressed in the following documents:

June, 1999 [Guidelines for Academic Conduct](#)  
 June, 2007 Teaching and Learning Committee [Student Evaluation of Instructors/Courses](#)  
 December, 2009 [Use of Materials Protected by Copyright](#)  
 June, 2010 University [Learning Charter](#)  
 June 2011 [Nomenclature Report](#)  
 January, 2012 [Academic Accommodation and Access for Students with Disabilities](#)  
 Student and Enrolment Services Division [Instructors and Staff Handbook](#)  
 Information and Communications Technology [Lecture Capture](#)

All regulations covering class delivery, student assessment, and examinations have been developed into a framework with three levels of authority and responsibility: university, college, and department. Within the framework of this policy, departments and colleges may develop additional regulations and procedures for class delivery and student assessment. For example, colleges and departments may develop their own template for the syllabus to be used by their instructors.

In colleges where there is an alternate approved Academic Calendar, regulations covering student assessment and examinations shall be developed by the college in a manner consistent with these university regulations.

All references to “department heads” and “deans in non-departmentalized colleges” in this document would also equally apply to their delegates. All references to “departments” and “colleges” would also equally apply to schools.

### **Policy**

The *University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning* covers policies, regulations, and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations.

## **Section I. Class Delivery**

### **1 Class Syllabus**

- 1.1 Content of the syllabus
- 1.2 Changes to the syllabus after distribution
- 1.3 Change of final examination date

### **2 Contact Hours and Availability of Instructors**

- 2.1 Availability of instructor

### **3 Student Attendance**

- 3.1 Permission to attend and participate in classes
- 3.2 No credit unless registered

### **4 Class Evaluation by Students**

### **5 Class Recordings**

- 5.1 Privacy, permission, and consent
- 5.2 Intellectual property and copyright
- 5.3 Accommodation for students with disabilities
- 5.4 Definitions
- 5.5 Responsibilities of instructors and presenters
- 5.6 Responsibilities of students
- 5.7 Restrictions on use of classroom recordings
- 5.8 Storage and archiving
- 5.9 Special circumstances: clinics, training, art classes

## **Section II. Assessment of Students**

### **6 Grading System**

- 6.1 Fairness in evaluation
- 6.2 Weighting in class grades
- 6.3 Grade descriptors
- 6.4 Academic grading standards
- 6.5 Average calculations
- 6.6 Grading deadlines

### **7 Examinations**

- 7.1 Methods and types of examinations
- 7.2 Mid-term examinations
- 7.3 Final examinations
  - a. Modification of requirement to hold a final examination
  - b. Final examination period and scheduling
- 7.4 Conduct and invigilation of examinations

- a. Invigilation
- b. 30 minute rule
- c. Identification
- 7.5 Access to materials in the examination room
- 7.6 Permission to leave the examination room
- 7.7 Food and beverages
- 7.8 Protocols for an academic misconduct breach
- 7.9 Retention and accessibility of examination papers
- 7.10 Retention of the exam materials during the examination
- 7.11 Additional invigilation standards

## 8 Student Assessment Issues and Special Circumstances

- 8.1 Final grade alternatives and comments
- 8.2 Withdrawal
- 8.3 Retroactive withdrawal
- 8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
- 8.5 No Credit (N) grade alternative and grade comment
- 8.6 Deferred final examinations
- 8.7 Supplemental final examinations
- 8.8 Aegrotat standing
- 8.9 Special accommodations for disability, pregnancy, religious, and other reasons

## 9 Procedures for Grade Disputes

- 9.1 Grade dispute between instructor and department head or dean
- 9.2 Grade dispute between instructor and student

## **Authority and Responsibility**

Under the Bylaws of University Council (Section 3, VIII, 2), all matters respecting the subjects, time, and mode of the examinations and respecting the degrees and distinctions to be conferred by the University of Saskatchewan shall be provided for by University Council regulations.

Academic regulations at all levels shall be publicly accessible to all members of the university community. If a college or department has additional regulations, these must be made available to students through publicly accessible websites. Additionally, it must be communicated to students that additional regulations exist. There should also be provisions at each level of authority for periodic review and amendment of these regulations.

## **University**

University regulations will prevail in the absence of other college or departmental regulations. In the case of a discrepancy between university regulations and college or departmental regulations, university regulations will take precedence. Any college requesting an exception, change, or addition to these regulations is to submit a proposal to the Academic Programs Committee of University Council for approval.

## **Colleges and Departments**

University Council, while retaining the final authority over assessment of student learning, delegates to colleges the responsibility of establishing general policies concerning the methods and types of assessment which may be employed by the departments of that college, and each department should establish any further instructions and policies for its members as necessary.

## **Instructors and Departments**

It is the responsibility of the instructor and department head, or dean in non-departmentalized college, or those delegated such responsibility by them, to report final grades to the registrar in accordance with the regulations outlined here. Instructors will use prescribed grade descriptors or grade comments if required.

The final grade report, prepared by the instructor, must be submitted to and approved by the department head, or dean in non-departmentalized colleges.

## **Section I. Class Delivery**

The [\*Teaching and Learning Foundational Document\*](#) encourages alternative approaches to class delivery such as improved information communication technologies, experiential learning opportunities, and self-learning strategies. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students of the university.

### **1. Class Syllabus**

Department heads, and deans in non-departmentalized colleges, are accountable for the maintenance of academic standards and relevancy of programs of their department and college.

The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about university classes with the broader community (for example, for the purposes of transfer credit evaluation). Instructor syllabi must be submitted to department heads, or deans in non-departmentalized colleges, prior to the start of a class.

It is recommended that students also have online access to syllabi prior to the beginning of the class. After submission to the department head, or dean in non-departmentalized colleges, syllabi should be posted on the Blackboard Open Courseware site and/or publically accessible departmental or other websites. Instructors who post their syllabus on publically accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

## 1.1 Content of the syllabus

Instructors shall review the contents of the class syllabus with their students at the beginning of the class. The syllabus shall include the following:

- type and schedule of class activities;
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements;
- expected learning outcomes or objectives for the class;
- method of evaluation, specifically final grade mode (eg. Numeric, Pass/Fail, or Completed Requirements)
- the type and schedule of term assignments;
- the type and schedule of mid-term or like examinations;
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times, with college permission;
- the length of the final examination in hours as well as its mode of delivery;
- relative marking weight of all assignments and examinations;
- consequences related to missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other college-level regulations that specify requirements for passing the class
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- whether there are mandatory or optional excursions and the fees associated with these activities
- experiential learning expectations if applicable, the means by which experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process;
- contact information and consultation availability;
- course or class website URL, if used;
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures
- explanation of copyright where it relates to class materials prepared and distributed by the instructor
- location of the [Academic Courses Policy](#) as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure;
- information regarding support services that are available to students through the [Vice-Provost Teaching and Learning portfolio](#), Student Learning Services at the university library, and colleges.

Instructors are encouraged to use the [\*University of Saskatchewan Syllabus Template and Guide\*](#) to assist with satisfying the above requirements.

### **1.2 Changes to the syllabus after distribution**

After distribution, a syllabus may only be changed if no student in the class objects to such changes and the department head, or dean in non-departmentalized colleges, is notified. Otherwise, methods and modes of assessment for all assignments and examinations must remain as stated in the syllabus: no major graded assignment or examination is to be newly assigned in a class and no changes to already set dates or the stated grade weighting of graded assignments or examinations is permitted.

### **1.3 Change of final examination date**

Once the registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the registrar, as well as authorization from the department head, or dean in non-departmentalized colleges.

## **2. Contact Hours and Availability of Instructors**

As per [\*Nomenclature\*](#), a “traditional” three credit unit lecture course involves approximately 33-39 direct lecture hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

### **2.1 Availability of instructor**

Instructors should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design, community-service learning, and internet-based courses. For equivalent credit units, it is expected that both the instructors and students of these classes will regard the interaction, instructor availability and class workload to be equivalent to that of a traditional lecture class.

## **3. Student Attendance**

Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).

Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance learning, though the practical requirements of attendance may be defined differently in each instance.

Any attendance requirement that may result in grade penalties or other consequences must be explicitly stated in the syllabus.

### **3.1 Permission to attend and participate in classes**

No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Instructors must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student

Instructors may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth).

Instructors of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by licence for use by students. Instructors shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

### **3.2 No credit unless registered**

Only students who are registered in a class can receive credit for a class.

## **4. Class evaluation by students**

Improvement of class delivery is an on-going responsibility of all instructors. Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.

At the university, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All instructors have the responsibility to ensure that students have access to such an evaluation tool.

Department heads, or deans in non-departmentalized colleges, shall ensure that a process exists for instructors to receive student evaluations on a regular basis, and for arranging an opportunity for constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

## **5. Class Recordings**

The university is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.

Classes at the university may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of instructors, presenters, and students, and following the procedures listed below, the university supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.



### **5.1 Privacy, permission, and consent**

The classroom is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

### **5.2 Intellectual property and copyright**

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

### **5.3 Accommodation for students with disabilities**

When an accommodation for recording lectures or classroom activities is authorized by Disability Services for Students, an instructor must permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording.

### **5.4 Definitions**

#### **Definition of “presenter”**

For the purposes of this section, a presenter is defined as any individual who by arrangement of the class instructor will provide instruction to students in the class. In addition to the class instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.

#### **Definition of “classroom”**

For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class, but does not include study groups and other voluntary student activities.

#### **Definition of “learning activities”**

For the purposes of this section, a learning activity is any gathering of students and instructors which is required as part of the class requirements, such as a laboratory, seminar, tutorial, and so forth.

### **5.5 Responsibilities of instructors and presenters**

For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student’s image or voice may be recorded.

If such permission is refused by a student, the instructor will arrange for that student’s image or voice not to be included in the recording.

### **5.6 Responsibilities of students**

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor

A student may record lectures without such permission only if the Disability Services for Students office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.

### **5.7 Restrictions on use of classroom recordings**

The use of recordings of classroom activities is restricted to use for teaching, learning, and research.

Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.

Instructors may use recordings for purposes of research, teaching evaluation, student evaluation, and other activities related to teaching, learning, and research. With permission of the instructor, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.

### **5.8 Storage, archiving, and permission to use**

Permission for any use of a recording of class and other learning activities remains with the instructor after the class term is ended. In a case where the instructor is no longer available to give permission for use of a recording, the department head, or dean in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

### **5.9 Special circumstances: clinics, training, art classes**

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

## **Section II. Assessment of Students**

### **6. Grading System**

#### **6.1 Fairness**

Students need to be assured of fairness and transparency in grading.

#### **University**

The University of Saskatchewan shall periodically review methods of student assessment, and shall include student consultation when doing so.

## College

Each college will set out regulations and guidelines governing methods of assessment permitted, final or any other examination requirements, including whether a student may obtain credit for a class even if the final examination is not written, and any limits on the relative weighting of final examinations or any other term work.

Each college should establish adequate procedures for setting these guidelines and assessing applications for exceptions.

## Department

Departments and non-departmentalized colleges shall periodically discuss grading patterns and trends and reach a common understanding about what appropriate grades at all levels of their discipline should be. It is the responsibility of the department head, or dean in non-departmentalized colleges, to ensure that grading is fair and transparent.

## Appeal

A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a mid-term or final examination, shall follow the procedures set out in the University Council policy on [\*Student Appeals of Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

### 6.2 Weighting in class grades

Timely feedback is an important part of the educational experience. Assignments will be assessed and returned to students in a timely manner.

Each assignment and examination will be scheduled according to information provided in the class syllabus unless otherwise agreed by the instructor and students.

The relevant weight of assignments and examinations in determining the final grades will be specified on the class syllabus. The weighting of individual questions on any examination also needs to be specified as part of the examination.

The class syllabus will specify whether any or all of the assignments and examinations are mandatory for obtaining a passing final grade in the class.

### 6.3 Grade descriptors

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and the percentage system apply unless separate approved college regulations exist. Exceptions to the grade descriptors below require council approval:

## **Definitions**

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among colleges.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

### **90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative, and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

### **80-89 Excellent**

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative, and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

### **70-79 Good**

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner.

### **60-69 Satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

**50-59 Minimal Pass**

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

**<50 Failure**

An unacceptable performance.

**College of Dentistry**

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Dental Medicine (D.M.D.) program in the [College of Dentistry](#).

**College of Graduate and Postdoctoral Studies**

In May 1996, separate literal descriptors were approved by University Council for the grading of classes in the [College of Graduate and Postdoctoral Studies](#).

**College of Medicine**

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Medicine (M.D.) program in the [College of Medicine](#).

**University**

The registrar will record and report final grades in all classes, according to the grade descriptors outlined above, unless an exception has been approved by University Council.

All student grades in all classes must be reported according to procedures established by the registrar.

**College**

Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors. Grade modes must not change once registration in a particular class has begun.

Unless approved by the college, all sections of a given course must adhere to the same system of assessment, either a percentage grading system or a pass-fail assessment system.

**Exceptions**

University Council will receive and evaluate requests from colleges desiring exceptions to the above grade descriptors.

## 6.4 Academic grading standards

### College

College regulations govern grading, promotion, and graduation standards. Students should refer to the appropriate college sections of the [Course and Program Catalogue](#) for specific requirements.

## 6.5 Average calculations

Each college is responsible for assigning credit values to courses within its academic jurisdiction, in consultation with the registrar, to ensure that consistency is maintained across the program catalogue.

### Calculation

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for his/her total program, the terms sessional weighted average, annual weighted average, and cumulative weighted average are frequently used.

Sessional weighted averages are calculated from classes taken in Fall Term and Winter Term, annual weighted averages are calculated from all classes taken in a year, and cumulative weighted averages are calculated from all classes taken at the University of Saskatchewan.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

### Example of calculation of a student average:

<i>Class</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 110.6	83	6	498.00
PSY 120.3	78	3	234.00
PSY 121.3	79	3	237.00
POLS 111.3	89	3	267.00
POLS 112.3	92	3	276.00
BIOL 120.3	71	3	213.00
BIOL 121.3	73	3	219.00
CREE 101.6	80	6	480.00
<b>TOTAL</b>		<b>30</b>	<b>2424.00</b>

Weighted Average  $(2424/30) = 80.80\%$

## 6.6 Grading deadlines

Final grades should be released to students in a timely way, both for the benefit of the students and to assist university business processes such as Convocation.

Reports of final grades for all one- and two-term classes will be submitted and approved according to procedures established by the registrar. For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall Term and Winter Term are also reported to the registrar and released to students.

Final grades in all classes are to be submitted and approved:

- no later than the end of the final examination period for standard term classes in a given term with no final examination, and for mid-year examinations in 100-level, two-term classes offered over the Fall Term and Winter Term; or
- within five business days after the date of the final examination (not including weekends or holidays), for those classes with final examinations including final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations; or
- five days after the end of the class for open learning classes without a final examination.

If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their department head, or dean in non-departmentalized colleges. The instructor will also notify both registrar and the students in the class as to the anticipated date of submission.

Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the registrar.

The registrar shall notify colleges of any final grades not submitted by the grading deadlines.

Students shall be notified of delays related to grade changes related to any other process involving grades, including those delays related to grade disputes between a student and an instructor or between an instructor and a department head, or dean in non-departmentalized college.

### University

Only the registrar may release official final grades. The registrar will post final grades electronically as they are received.

The registrar will communicate with instructors who have not met the above deadlines but who have not notified the registrar.

### Department

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the department head, or dean in non-departmentalized colleges, who approves the final grades.



If instructors wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the department head, or dean in non-departmentalized colleges, they will be submitted electronically according to procedures established by the registrar.

Once submitted and approved, final grades may still be changed by the instructor. Grade changes are also approved by the department head, or dean in non-departmentalized colleges.

For off campus and distributed learning courses where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the registrar.

## **7. Examinations**

Students will be examined and assessed, either during the term or during the final examination, on knowledge and skills taught either directly or indirectly (such as through class reading assignments) on class materials covered during class presentations.

There will be alignment between class learning objectives and outcomes, instruction and the assessment plan for the class, of which examinations may be a significant element.

### **7.1 Methods and types of examinations**

#### **College**

University Council, while retaining the final authority over assessment of student achievement, delegates to colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the college and the departments of that college.

#### **Department**

Each department should establish any further instructions and policies for its members. Each department will establish, within the regulations and guidelines set out by the college, examination methods and the relative weighting of final examinations. These department limitations must be approved by the college.

#### **Cross-college and interdisciplinary courses**

In courses provided by a department of one college for students of another college, the examination regulations of the teaching department will have precedence unless alternative arrangements have been negotiated between the teaching department, its own college and the other college. In the case of an interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

## **7.2 Mid-term examinations and assignments**

### **Scheduling**

Mid-term examinations and other required class activities shall not be scheduled outside of regularly scheduled class times, including during the final examination period, except with the approval of the college. For graduate classes, the College of Graduate and Postdoctoral Studies is the approving authority.

Any scheduling of mid-term examinations and other required class activities outside of regularly scheduled class times needs to be noted in the class syllabus so that students have fair warning of such scheduling.

Any resultant conflicts with other mid-term examinations, other required class activities, or any other scheduled university related business a student may be involved in will be accommodated at an alternative time through consultation between an instructor and a student. Denials of such accommodation may be appealed to the dean's office of the college authorizing such scheduling, in consultation with the student's college (if in a different college from that of the class) if necessary.

### **Number of examinations**

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by their college. Colleges may establish additional regulations regarding the number of mid-term examinations a student can sit in any given period to time.

## **7.3 Final examinations**

### **a. Modification of requirement to hold a final examination**

Colleges determine whether students will be permitted to pass a class if they have not written the final examination. Colleges may allow instructors to determine whether students can pass a class if they have not written the final examination. Any requirement that a student must write the final examination in order to pass the class must be stipulated in the class syllabus.

With the approval of the college and the department, the final examination in a class may be replaced by an approved alternative form of assessment that provides a percentage assessment consistent with the literal descriptors. The registrar must be notified of all examination exemptions for classes scheduled by the registrar prior to the beginning of a term so that final examinations are not scheduled for such classes and examination rooms are not assigned.

### **b. Final examination period and scheduling of final examinations**

#### **Scheduling**

The registrar schedules all final examinations, including deferred and supplemental examinations. The registrar will post the schedules of final examinations as early in a term as possible.

The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's [Academic Calendar](#), or for deferred and supplemental examinations, in such cases where colleges want to schedule and invigilate their own.

### **Change of final examination date**

Once the registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the registrar, as well as authorization from the department head, or dean in non-departmentalized colleges.

### **Examination period**

For the Fall Term and Winter Term, the final examination period shall commence on the day following the last day of lectures for that term.

Final examinations in evening classes will normally occur in a night examination slot one or two weeks from the last day of lectures in that class except in the event of common examinations between two or more evening classes. Common examinations between day and night classes can only be accommodated in a night examination slot.

For Spring Term and Summer Term, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

Final examinations must be scheduled during the final examination period for final examinations scheduled by the registrar in that term. In very unusual circumstances, the registrar may schedule a final examination outside the examination period on the recommendation of the instructor and department head, or dean in a non-departmentalized college.

### **Duration**

Writing periods for final examinations usually start at 9 am, 2 pm, and 7 pm. Six credit-unit classes will normally have final examinations of three hours duration. Classes of fewer than six credit units will normally have final examinations of two to three hours.

However, it is recognized that colleges may authorize final examinations of different duration for classes if deemed necessary for pedagogical or other similar justifiable reasons. Such departures from the approved time duration should be done in consultation with the registrar.

### **Weekends and evenings**

Final examinations may be scheduled during the day or evening on any day during the final examination period except Sundays or holidays. No final examinations are scheduled on the Saturday following Good Friday.

Final examinations for day classes can be scheduled in the evening. In the case of common examinations between day classes and evening classes, the final examination will be scheduled in the evening.

**24-hour rule**

The registrar will arrange the schedule so that no student writes more than two final examinations in one 24 hour period.

For example, if a student has final examinations scheduled in three consecutive examination periods - such as on day one at 2 pm and 7 pm, and on day two at 9 am - the registrar will move one of the examinations.

If a student has examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on day one at 2 pm and 7 pm, and on day two at 2 pm and 7 pm – the registrar will not move any of the examinations.

**Conflicts for common examinations**

Any student conflicts created by scheduling common final examinations between two or more classes will be accommodated by the instructors of those classes.

**Warning about other commitments**

Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other professional or personal commitments for this period.

**Warning about withdrawal**

Students cannot withdraw from a class after the withdrawal deadline for that class.

**7.4 Conduct and invigilation of examinations**

All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations. It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the [\*Regulations on Student Academic Misconduct\*](#) and the [\*Standard of Student Conduct in Non-Academic Matters\*](#). Invigilators shall familiarize themselves with all related regulations and policies.

**Invigilation**

Normally, the class instructor of record is expected to invigilate their examinations. If the instructor is not available, in so much that it is possible it is the responsibility of the instructor and the department head, or dean in non-departmentalized colleges, to ensure the examination is invigilated by a qualified replacement that is familiar with the subject of the examination. The process by which backup or additional invigilation is provided should be established by the department head or dean.

It is recommended that a department, or non-departmentalized college, supply a sufficient number of invigilators as is appropriate for the size of the class, depending on the nature of the examination.

Invigilators may use a seating plan for their examinations which requires students to sit at a particular desk or table. In addition, invigilators may move any student to another desk or table in the examination room at any time before or during an examination.

Proctors provided by the registrar in gymnasiums, for deferred and supplemental examinations, for examinations accommodated by Disability Services for Students, for religious accommodation, or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce these regulations as the instructor of the class. However, in such invigilation circumstances, proctors cannot be expected to provide answers to questions specific to the examination in the same manner as the class instructor.

### **30-minute rule**

Students should not be allowed to leave the examination room until 30 minutes after the start of the examination. The invigilator may also deny entrance to a student if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under this regulation may apply to their college for a deferred final examination; such application will be subject to consideration under the usual criteria for that college.

With the exception of use of the washroom, invigilators can, at their discretion, deny students leave of the examination room for a period of time prior to the end of the examination. Students who are finished during this time should remain seated at their desk or table until the invigilator informs the class that the examination is over and they can leave.

### **Identification**

Students sitting for examinations are required to confirm their identities by providing their student ID numbers and names on their examination papers, and by presenting their university-issued student ID cards during the examination and upon signing the tally sheet when leaving the examination, or both.

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators may ask for additional photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#).

If a student refuses to produce a student ID, or other acceptable photographic identification, and refuses to complete and sign the *Failure to Produce Proper Identification at an Examination* form, the invigilator will permit them to continue writing. However, the student shall be informed that charges will be laid under the [Regulations on Student Academic Misconduct](#) and that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation.

Invigilators need not require identification if the student's identity can be vouched for by the instructor.

To assist with identification, students wearing caps, hats, or similar head-coverings of a non-religious or cultural nature can be asked to remove them.

Invigilators are permitted to take a photograph of any student if there is any question about the student's identity. Invigilators should take a photo in such a manner as to not cause a disruption in the examination room and respects the religious/cultural beliefs of the student. The registrar will arrange for any photographs taken by invigilators to be compared to student ID photos of record. Photographs will only be used for the purposes of verifying the identity of the student and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.

Invigilators are also permitted to take the student ID card of any student whose identity is in question.

### **7.5 Access to materials in the examination room**

Students should bring only essential items into an examination room. Personal belongings such as book bags or handbags, purses, laptop cases, and the like may be left, closed, on the floor beneath a student's chair or table or in an area designated by the invigilator; coats, jackets, and the like may be placed similarly or on the back of a student's chair. Students should not access any such personal belongings except with the permission of and under the supervision of the invigilator. Students should not collect their personal belongings until after they have handed in their examination. The university assumes no responsibility for personal possessions lost in an examination room.

Students also shall not have in their possession during an examination any books, papers, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), or any other materials except as indicated on the examination paper or by permission of the invigilator. Students also may not take anything with them if they are granted permission to leave the room by the invigilator.

For examinations requiring the use of a calculator, unless otherwise specified by the invigilator, only non-programmable, non-data storing calculators are permitted.

For examinations requiring the use of a computer and specific software, unless otherwise specified by the invigilator students may not access any other software or hardware.

### **No unauthorized assistance**

Students shall have no communication of any kind with anyone other than the invigilator while the examination is in progress. This includes not leaving their examination paper exposed to view by any other student.

### **7.6 Permission to leave the examination room**

Students who need to leave the examination room for any reason require the permission of the invigilator. Invigilators may also use a sign-out/sign-in sheet for students who are given permission to leave the examination room and may record the amount of time a student spends outside of the examination room, frequency of requests to leave, etc. Students must leave their examination paper, examination booklets, and any other examination or personal materials either in the custody of the invigilator for retrieval upon their return, or at the desk or table they were writing at, as per the invigilator.

Normally, only one student should be permitted to leave the room at one time. This prevents a student from discussing the examination with other students and enables invigilators to be aware of the whereabouts of their students.

Invigilators may choose to escort students to and from washrooms at their discretion, and can check washrooms for indications of academic misconduct (e.g., hidden notes or materials, books, or other papers, etc.). Invigilators may designate a nearby washroom for use by the students during the examination. However, invigilators may not deny students access to washrooms.

Students who have completed their examination are not permitted to leave the examination room until they have signed out and provided their student ID number on a university tally sheet confirming their attendance at the examination and their submission of the examination paper, examination booklets, and any other examination materials.

### **Emergency evacuation of an examination**

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion and keep the students together as much as is possible. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the registrar at the earliest practical date and time.

### **7.7 Food and beverages**

It is at the discretion of the invigilator whether or not food or beverages are permitted in an examination room, unless required for a medical purpose.

### **7.8 Protocols for an academic misconduct breach**

Where there are reasonable grounds for an invigilator believing that a violation of the [\*Regulations on Student Academic Misconduct\*](#) has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.
- once examined, any personal belongings (e.g. cell phones, text books, and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may also take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the [\*Regulations on Student Academic Misconduct\*](#) and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.



- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if thought reasonably necessary, invigilators may take a photograph of the student.
- if the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

In all the above cases, the student is allowed to finish sitting the examination. Any interaction with the student should be as discrete and quiet as is possible, so as to avoid disruption to the examination room; if practical, any conversation with the student should take place outside of the examination room. If the student is disruptive, the invigilator can require them to leave the examination room.

As soon as possible, either during or following the conclusion of the examination, the invigilator is expected to:

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair and eye colour, eyeglasses, identifying features, etc.)
- explain to the student that the status of their examination is in question, that the incident will be reported, and that possible charges under the [Regulations on Student Academic Misconduct](#) could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not same) of the circumstances and turn over all of the evidence available. In the event that the instructor is not available, the invigilator will inform the appropriate dean.

### **7.9 Retention and accessibility of examination materials and class syllabus**

All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under university policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

For details regarding accessibility of examination papers please refer to the policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **7.10 Retention of examination materials during the examination**

Students are not permitted to leave the examination room with the examination paper, examination booklets, or any other examination materials unless permitted to do so by the invigilator. It is also the responsibility of an invigilator to ensure that no such examination materials are left unattended in an examination room before, during or after an examination.

### **7.11 Additional invigilation standards**

It is recognized that departments and colleges may want additional invigilation standards for their instructors or may require them to meet professional or accreditation standards, and that invigilation may be provided differently for online, distributed learning, or off-campus classes. University Council therefore delegates to each college and department the responsibility and authority for setting additional standards for invigilation appropriate to their college or department and in compliance with university policy and federal and provincial legislation.

## **8. Student Assessment Issues and Special Circumstances**

### **8.1 Final grade alternatives and comments**

Definition:

Course Grade Modes

- Pass/Fail (P/F/IP)
- Percentage/Numeric (0-100/IP)
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- Audit (AU)
- No Credit (N)
- Not Applicable (NA)
- Withdrawal (W)
- Withdrawal from Audit (WAU)
- Aegrotat Standing (AEG)
- In Progress (IP)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- Incomplete Failure (INF)
- Deferred Final Examination Granted (DEFG)
- Special Deferred Final Examination Granted (SPECDEFG)
- Supplemental Final Examination Granted (SUPPG)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)
- Special Supplemental Final Examination Written (SPECSUP)

### **8.2 Withdrawal**

If a student withdraws from the class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.

Withdrawal is a grading status alternative which appears permanently on a student's transcript as a W.

Withdrawal has no academic standing and does not impact the calculation of a student's average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their transcript.

### **8.3 Retroactive withdrawal**

A retroactive withdrawal from a class can be granted when a student has received a failing grade in a class due to serious personal circumstances. It does not matter whether or not the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the university, has made a verifiable error in registration.

A retroactive withdrawal from a class can be placed on an academic record by the registrar, provided the student has applied for this change to the college in which they are registered, and the college approves this appeal. Changing a failing mark to a withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on serious personal circumstances (such as a mental or physical illness or condition, death of someone close, or similar reasons beyond the student's control which prevented successful completion of the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on [\*Student Appeals of Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

### **8.4 Incomplete class work (assignments and/or examinations) and Incomplete Failure (INF)**

When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

In the interim, the instructor will submit a computed percentile grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade.

In the case where the student has a passing percentile grade but the instructor has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a class on the basis of work completed in the class provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus as per college regulations for achieving a passing grade.

### **College of Graduate and Postdoctoral Studies**

The College of Graduate and Postdoctoral Studies, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the class.

#### **8.5 No credit (N) grade alternative and grade comment**

The No Credit (N) or “N-Grade” can be listed on a student’s transcript as a grade alternative. The No Credit (N) is listed to show that a student has a passing grade, but has not earned credit. N-Grades must be distinguished from failing grades in that a student will not have failed the class for which the N-Grade has been issued. For example, a college may issue an n-grade when a student has not mastered an “essential component” in a class. In the event that an essential component is failed, but the computed final grade results in a passing mark, a No Credit (N) will be added to the computed percentile grade on the transcript (eg. 72N). The student must successfully repeat the class in order to progress through the program. Essential components must always be identified as such on course syllabi.

#### **8.6 Deferred final examinations**

A deferred or special deferred final examination may be granted to a student.

#### **Examination period**

The deferred and supplemental examination periods are as follows:

- Fall Term classes, the four business days of the February midterm break;
- Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June;
- Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September.

The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's [Academic Calendar](#), or in such cases where colleges want to schedule and invigilate their own deferred, special deferred, and supplemental examinations.

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

#### **College**

The college must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The college, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- a student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to their college for a deferred examination.
- a student who becomes ill during a final examination or who cannot complete the final examination for other valid reasons must notify the invigilator immediately of their inability to finish. The student may then apply for a deferred examination.
- a special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- a student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to their college within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the registrar at least five business days prior to the start of the deferred examination period.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

### **Exceptions**

With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The registrar must be notified of any departures from the regular form of examination.

The registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

### **Appeal**

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the University Council policy on [\*Student Appeals of Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

### **8.7 Supplemental final examinations**

A student who is assigned a failing grade in a class as a penalty for an academic offence is not eligible to be granted a supplemental examination in that class.

### **Examination period**

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated.

### **College**

Supplemental final examinations may be granted only according to the following conditions:

- in consultation with the department concerned, a college may grant a supplemental or special supplemental examination to a student registered in the college. Within the limits defined in this section, the college shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year.
- factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to: the subsequent availability of the course or an appropriate substitute; the grades obtained by the student in term work; the weighting of the final examination in determining the final grade; the class schedule of the student in the subsequent session.
- supplemental final examinations may be granted under regulations established at the college level except that any student who is otherwise eligible to graduate and who fails one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class. A student who fails more than one class in the graduating year may be considered for supplemental examinations according to the regulations established by the student's college.
- the student must make formal application for a supplemental examination to their college by the stated deadline of the college.
- a special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the registrar at least five business days prior to the start of the supplemental examination period.

## Exceptions

The registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

## Appeal

A student is entitled to an Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

## 8.8 Aegrotat standing

In exceptional circumstances, in consultation with the registrar, a student may be offered Aegrotat Standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the department head, or dean in a non-departmentalized college, recommends offering Aegrotat standing, and the student's college approves the award.

## 8.9 Special accommodation for disability, pregnancy, religious, and other reasons

a. Students registered with Disability Services for Students may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the [Academic Accommodation and Access for Students with Disabilities policy](#).

Students must arrange such special accommodations according to stated procedures and deadlines established by Disability Services for Students. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Disability Services for Students.

b. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

The University of Saskatchewan has a general duty to provide special accommodation related to the academic obligations of a class to students who are pregnant, and students whose spouses or partners may be pregnant. Students who are experiencing medical issues resulting from pregnancy may be able to arrange accommodation through Disability Services for Students. Students can also arrange such special accommodations in consultation with their instructor, and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of



delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the dean's office of the college of instruction.

c. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including of mid-term and final examinations) for religious reasons.

Students must arrange such special accommodations according to stated procedures and deadlines established by the registrar. Instructors must provide mid-term and final examinations for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the registrar.

d. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed [\*Student Permission to Travel for University Business\*](#) form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

In the event that such activities create a conflict with class work students shall be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed [\*Student Permission to Travel for University Business\*](#) form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

## **9. Procedures for Grade Disputes**

### **9.1 Grade dispute between instructor and department head or dean**

In the absence of any other approved mechanism to resolve grade disputes between an instructor and department head, or dean in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

- a. Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.
- b. If five business days following the last day of examinations pass and the department head or dean has not approved the grade report for a class due to a dispute with the instructor, the department or non-departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.
- c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. In the event that one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the instructor cannot agree.
- d. Also within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the instructor shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.
- e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.
- f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college.

g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse and the arbitration committee will have two business days to resolve their differences and come to a final decision.

h. If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college

i. Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

## **9.2 Grade dispute between instructor and student**

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled [\*Student Appeals or Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work.

## **Contact Information**

**Contact Person:** University Registrar

**Phone:** 306-966-6723

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Revisions to the Nomenclature Report

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the revisions to the Nomenclature  
Report, effective immediately.*

**CONTEXT AND BACKGROUND:**

The Nomenclature Report provides a consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the institution. This report was last revised in 2011, with those revisions approved by Council in June 2011. Revisions are now being introduced to include a number of definitions for new academic programming options, as well as to refine some existing definitions.

The following sections and definitions have been added or changed in the Nomenclature report:

New Definitions

- Postdoctoral Fellow (PDF)

Adjustments

- Dual Degree Policy to include cotutelle programs
- Academic Credit Units to provide clarification

**CONSULTATION:**

In drafting the changes to the Nomenclature Report, the Registrar's office worked closely with members of Student and Enrolment Services Division, particularly Admissions. At the recommendation of APC, the USFA was consulted specifically regarding definitions relating to roles as defined in the *University of Saskatchewan Act*.

APC discussed the Nomenclature Report at its meeting on May 3, 2017, and recommended it to Council for decision. The item was sent to Council for input at its May 18, 2017 meeting.

**FURTHER ACTION REQUIRED:**

The Nomenclature Report is a living document that, while offering consistent language relating to academic programming, is adaptable to changing and developing practices and

program options at the U of S. As changes and innovations occur, the Registrar's office will continue to review and revise this document so that it adequately captures current practice at the institution.

The final Nomenclature Report will be posted on the University of Saskatchewan Policies website (<http://policies.usask.ca>).

**ATTACHMENTS:**

1. Nomenclature Report



## Academic and Curricular Nomenclature

Responsibility: Russell Isinger, University Registrar



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**Purpose**

The purpose of the University of Saskatchewan Academic and Curricular Nomenclature is to provide a consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the university. Nomenclature defines terms contained in other duly approved University of Saskatchewan policies and procedures and commonly used administrative practices and processes.

**Principles**

Shared language makes collaboration possible and our nomenclature needs to evolve and be flexible enough to encourage the changes in academic programming that are developing throughout campus. In particular, there is a need to offer compelling, engaging, and challenging academic programs which are creatively designed, are grounded in both global and Indigenous perspectives, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Therefore, the terminology in this document has been developed with a focus on facilitating change and creativity in curricular development, providing structure only to ensure quality and fairness. The guiding philosophy of nomenclature is that we can improve our academic programs by clarifying and revising the language we use to communicate across campus.

**Authority and Responsibility**

Under the bylaws of university council, council prescribes curricula, programs of study, and courses of instruction, and authorizes the establishment of colleges and departments. This responsibility includes the authorization of policies related to curriculum, programs, courses, and academic administrative structures. The [Academic Programs Committee of Council](#) is responsible for recommending to council classifications and conventions for instructional programs.

The registrar is responsible for management of registration and student information systems so that academic programs may be administered in an orderly manner. This responsibility includes the development and implementation of definitions for academic and curricular terminology, including coordinating with other university offices to establish common terminology.

Additional definitions relating to university governance and the administration of nomenclature, students and faculty can be found in [The University of Saskatchewan Act \(1995\)](#), the [University Council bylaws](#), and the USFA [Collective Agreement](#).

## ORGANIZATIONAL DEFINITIONS

### Academic Unit

The term "academic unit" is used to describe authority over academic programs and student progression. Primarily, these refer to departments, schools, and colleges, but for specific programs the academic authority could be an academic division, a research centre or an interdisciplinary administrative committee. Regardless of the, it is the structure and purpose of the academic or administrative unit that determines the nomenclature that applies.

### Affiliated College

An educational institution recognized by the University of Saskatchewan as carrying on work of a university level. As described in the bylaws of council, the aim of affiliation is to associate with the university for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized by council as of university grade, where such association is of mutual benefit to the university and the institution seeking affiliation. The colleges affiliated with the University of Saskatchewan are Horizon College and Seminary, Saskatoon; College of Emmanuel and St. Chad, Saskatoon; Gabriel Dumont College, Saskatoon and Prince Albert; Lutheran Theological Seminary, Saskatoon; St. Andrew's College, Saskatoon; St. Peter's College, Muenster; and Briercrest College and Seminary, Caronport, SK.

### Board of Governors

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. The board is responsible for overseeing and directing all matters involving the management, administration and control of the university's property, revenues and financial affairs.

### Centre

The university currently hosts a variety of centres, variously known as centres, institutes, units, organizations, networks, or programs, including incorporated entities. For purposes of this policy, a centre is a formally structured organization which is not a division, department, school or college, but which is established within or in conjunction with the university, for the pursuit or support of: scholarly, artistic, scientific, or technological objectives; teaching; or outreach.

- **Type A Centres** are those that are organizationally part of one college, and report to a dean. These centres involve activities that complement and enhance the work of primarily one college, and could involve multi-disciplinary and multi-faculty work. The activities of the centre should be congruent with approved college plans and would be established with the dean's endorsement and council approval. Responsibility for funding of these centres rests with the college.

- **Type B Centres** are those that involve activities beyond the scope of a single college and/or involve significant resources and will require the endorsement of the deans involved, the appropriate vice-president (usually the vice-president research) and Provost's Committee on Integrated Planning (PCIP) before seeking the approval of council. These centres are organizationally part of the university and are subject to university management and control, reporting to a designated dean, an executive director that reports to the vice-provost, or an appropriate vice-president (usually the vice-president research).
- **Type C Centres** are incorporated and legally distinct from the university, and which have academic/research implications for the university. These centres must have the authorization of the vice-presidents and secure council approval before being recommended to the Board of Governors. These centres may be either a cooperative relationship involving the sharing of resources, or a landlord-tenant relationship, reflecting the academic interest of the university in the centre's activities and recognizing the university's community obligation to promote the greatest community use of its faculties and resources. These centres will report on their academic and research activities to a dean to the extent possible, and/or to an appropriate vice-president. A financial report must also be provided to the vice-president (finance and resources) for the board, and all legal requirements of incorporated entities met.
- **Type D Centres** are legally incorporated entities, established to support the activities of the university, but which have no academic focus. Such centres may be proposed by a college or administrative unit, and their establishment would require the approval of the vice-president finance and resources, PCIP, and the Board of Governors. Type D centres would report on an annual basis to the vice-president finance and resources and through that office to the board.

### Chancellor and Senate

The duties and authority of the chancellor and senate are described in The University of Saskatchewan Act 1995. In general, the chancellor presides at meetings of convocation and senate, and confers degrees. In general, senate is responsible for non-academic student discipline, examination for professional societies, grants honorary degrees, and confirms the decisions of council in the areas of admission requirements, quotas, the disestablishment of departments and colleges, and the dissolution of affiliations.

### College

An organizational unit of the university, the faculty council of which is assigned the general responsibility for the development and delivery of programs and courses leading to degrees, certificates, diplomas and other forms of recognition approved by the university and for matters of scholarship and discipline relating to the students enrolled therein.

The dean of a college is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The dean is responsible for general supervision over and direction of the work of the college and of the teaching and training of the students of the college.

In a non-departmentalized college, the college is also responsible for instruction, research and scholarly work, as described for departments.

### **Department**

An organizational unit of a college, the faculty of which is responsible for the development and delivery of instruction and for carrying out research and scholarly work in a particular subject and/or related subjects.

The head of a department is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The department head has general supervision over and direction of the work of the department and shall assign teaching duties to the members of the department following consultation with the department as a whole. The head is also responsible to the dean for the satisfactory performance of the work of the department.

### **Division**

A division may be an academic division or an administrative division. **Academic divisions** are under the authority of University Council, Senate, and the Board of Governors, and operate much like departments, defining the unit's disciplinary or interdisciplinary approach towards program delivery and research, scholarly and artistic work. Examples of academic divisions include the Division of Nutrition in the College of Pharmacy and Nutrition and the Biomedical Engineering Division in the College of Graduate Studies and Research. Academic divisions operate under the direction of a dean and are often governed by an interdisciplinary committee of faculty members. In contrast to academic divisions, **administrative divisions** do not require oversight by University Council, Senate, or the Board of Governors. These units are organized to facilitate administration of a group of departments, programs, or other specific activity in order to achieve administrative efficiencies.

### **Faculty**

A faculty member is defined in The University of Saskatchewan Act (1995) as a person who serves as a professor, associate professor, assistant professor, lecturer, special lecturer, instructor, or librarian. The act requires full-time employment. However, the bylaws of university council defines as members of a college or school faculty, those professors, associate professors, assistant professors, and full-time lecturers, who are members of departments which, for administrative purposes, are assigned to the dean of that college or the head of that school.

### **Federated College**

An educational institution authorized by the university to offer for university credit, courses in certain subject areas. As described in the bylaws of university council, a federated college must be authorized by the university to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science. The members of the federated college teaching staff, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized, and the college must be situated on or adjacent to the campus at Saskatoon. St. Thomas More College, Saskatoon, is the university's only federated college.



## Off-Campus

- **Off-Campus Site** – a regional college or other educational institution where students may be admitted to the University of Saskatchewan for one or more years of study. Sites designated are reviewed at regular intervals under a policy that requires, among other things that the site offer classes in humanities, social sciences and sciences so that students can complete at least the first year of studies.
- **Off-Campus Class** – the administration of the class is not through the main university campus (e.g. through a regional college), if the class is not taught in Saskatoon, or if permitted by the registrar. This definition is used in the determination of student fees.
- **Off-Campus Activity** – refers to university-affiliated activities involving faculty, staff, or students which occurs off of the main university campus. This includes academic activities, including fieldwork and all off-campus modes of instruction, and non-academic activities, such as ratified student group events.
- **Off-Campus Graduate Student** – students completing thesis and project requirements are considered to be on-campus unless specifically designated by the registrar for program purposes.

See also "Off-Campus Class" under Course Definitions.

## Officers of the University

The authority and duties of the following are described in The University of Saskatchewan Act 1995: president, vice-president and acting president, deans, heads of departments, secretary, and controller. The president is responsible for supervising and directing the academic work of the university, its faculty and student body, and the business affairs of the university.

## School

A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.

**The university-level school** is governed by a faculty council and carries a status that is similar to a college, with the head of the school having a status similar to a Dean. The head of the university-level school is responsible for the school's curriculum, financial affairs and human resource requirements and reports to the Provost and vice-president academic. Faculty associated with the school are assigned through a variety of appointments and are responsible for the general responsibilities assigned to colleges, which include outreach activity, service, research, and the delivery of programs. These programs are most often graduate programs that are interdisciplinary in nature. Examples include: the Johnson-Shoyama Graduate School of Public Policy, the School of Environment and Sustainability, and the School of Public Health.



The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Physical Therapy in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.

### **University Council**

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. In general, council is responsible for overseeing and directing the university's academic affairs. This includes establishment of departments, colleges and programs; affiliations; student discipline for academic offences; admission standards and quotas; scholarships and bursaries; examinations; library policies; and advising the board on physical and budgetary plans.

## **ADMISSION DEFINITIONS**

### **Admission Category**

A way to differentiate and compare applicants with similar qualifications (i.e. regular admission, special admission).

### **Admission Qualifications**

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Colleges may make recommendations to University Council concerning the qualifications for admission to programs offered by the college.

### **Admission Requirements**

These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

### **Provisional Admission**

Available to applicants who have attempted less than 18 credit units and are currently in grade 12 or wish to take a course for interest only.

### **Regular Admission**

Applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions.

- **Early Admission** – applicants currently completing high school considered based on preliminary high school marks and are admitted with conditions that must be fulfilled by a specified date.
- **Conditional Admission** – applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions are considered for admission with partial or incomplete documentation. All conditions must be fulfilled by a specified date.

### **Residency Regulations for Admission**

The required length of residency in Saskatchewan and/or Canada is program specific and is determined by each college, with final approval being conferred by University Senate.

### **Selection Criteria**

These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories. Colleges may establish specific selection criteria for admission to programs administered by the college, subject to the general qualifications for admission to the university.

### **Special (Mature) Admission**

Available to applicants who do not qualify for regular admission. Most direct-entry colleges consider applicants for special (mature) admission. Applicants must be 21 years of age or older.

## **STUDENT DEFINITIONS**

### **Audit Student**

An individual who is admitted to the University of Saskatchewan in order to sit in a particular course but do not wish to take the course for credit. Audit students are not entitled to have assignments corrected or to write any examinations.

### **Continuing Student**

An individual who is currently registered and not yet graduating in a college or program at the University of Saskatchewan.

### **Exchange Student**

- **Inbound exchange student:** an individual who is admitted to the University of Saskatchewan on the basis of an exchange agreement which enables the student to pay tuition to their home institution, and to register and study at the University of Saskatchewan, with credit transferred back to their home institution.
- **Outbound exchange student:** an individual who is admitted to a host partner institution on the basis of an exchange agreement which enables to student to pay tuition to the University of Saskatchewan, and to register and study at the host institution, with credit transferred back to the University of Saskatchewan.



**Full Time Student**

A student is defined as being full time if:

- An undergraduate student who registers for 9 or more CUs (Operational and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.
- A graduate student who registers for 6 or more CUs (Operational and/or Academic CUs) during a regular term or spring and summer term; or who is designated as having full time status by the College of Graduate Studies and Research.
- A student who does not meet the above requirements but is deemed to be full time by the university secretary or registrar. Examples include certain DSS students, elected USSU representatives or the editor of the Sheaf.

**Graduate Student**

An individual who has been admitted to the College of Graduate Studies and Research.

**Internal Transfer Student**

An individual who is currently studying or who most recently attended the University of Saskatchewan and wants to apply to a different college or program within the University of Saskatchewan. An internal transfer student may apply part way through their studies or they may have already graduated.

Applicants who have attended another post-secondary institution after the University of Saskatchewan would then be designated as transfer students.

**New Student**

An individual that has never attended any post-secondary institution prior to attending the University of Saskatchewan.

**Non-Degree Certificate/Diploma Student**

An individual who is enrolled in courses not accepted for credit in a degree program. The topics covered by these students may be similar to topics covered by degree students but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion.

**Part-Time Student**

Any student who does not meet the criteria of full time student as defined above.

**Postdoctoral Fellow (PDF)**

An individual with a doctoral degree (PhD or equivalent) completing defined research mentored by a faculty member over a specified time period.

**Probationary Student**

An individual who has not met the required minimum admission average or has been required to discontinue multiple times. Admission is at the discretion of the college.

**Provisional Student**

An individual who has attempted less than 18 credit units and is currently in grade 12 or wishes to take a course for interest only. Provisional admission is valid for one academic year and allows the completion of a maximum of 12 credit units.

**Returning Student**

An individual who has previously studied at the University of Saskatchewan and is applying to return to the same college they last attended, without having attending another recognized post-secondary institution during that time. Students may re-apply after an absence from their studies or they may have already graduated.

**Special (Mature) Student**

An individual who is 21 years of age or older, has attempted less than 18 credit units of post-secondary studies and does not meet the requirements for regular admission.

**Transfer Student**

An individual who has studied at another post-secondary institution prior to studying at the University of Saskatchewan. A transfer student may apply part way through studies at a post-secondary institution, or they may have already graduated.

**Undergraduate Student**

An individual who is registered in a degree level course(s) offered by a school or college other than the College of Graduate Studies and Research.

**Visiting Student**

An individual who is admitted to the University of Saskatchewan, with the purpose of receiving credit at their home institute. Visiting students may be undergraduate or graduate, and they may be here through an established agreement or through a letter of permission.

**Visiting Research Student**

An individual who has been admitted to the University of Saskatchewan as an undergraduate or graduate student for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, will not be enrolled in any credit course work, and are registered at the university for a period not exceeding six months in any 12 month period.

**Year in Program**

This designation is attached to a student record for individuals working toward a degree-level certification. It signifies the progress a student has made towards the program requirements and has an effect on administrative process (e.g. assigned registration windows).

## PROGRAM DEFINITIONS

### Academic Program Type

A prescribed set of requirements related to fields of study within a program.

### Certificates and Diplomas

The terminology of "certificate" and "diploma" is used both for degree-level (undergraduate and graduate) programs and for non-degree-level programs.

- ***Certificates of Proficiency*** Under the authority of council and the Academic Programs Committee, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. Undergraduate programs in this category include certificates, post-degree certificates, post-degree specialization certificates; graduate programs in this category include certificates, and postgraduate specialization certificates. These programs may be completed alongside a degree program, or as a stand-alone program.

#### Undergraduate Programs

- Certificates
- Post-Degree Certificates
- Post-Degree Specialization Certificates

#### Graduate Programs

- Certificates
- Postgraduate Specialization Certificates

- ***Diplomas of Proficiency*** Under the authority of council and the Academic Programs Committee, these programs include degree-level courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain undergraduate degree-level programs.
- ***Certificate of Successful Completion*** These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Certificates of successful completion not under the authority of a college shall fall under the authority of an identified administrative unit.

- ***Certificate of Attendance*** These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and is comprised of non-academic courses numbered 001-009.

### **Combined Degree**

The terms "combined degree" or "second degree" are used by colleges to describe two degree programs containing courses which may be counted toward the requirements of both degrees, so that a student can achieve both degrees in less time than if the programs were taken separately. This can involve the awarding of more than one degree or the creation of a new degree entity.

### **Community Level Program**

These programs lead to certificates of attendance which are available to the general public. They are comprised of a single course or program of courses, usually numbered 001 to 009, which are non-academic, not accepted for credit toward any certificate or degree, and not listed on transcripts.

### **Degree Program**

Approved by council, these programs lead to a specific academic credential, such as a degree, diploma, or certificate of proficiency at this university.

- ***Undergraduate Level Program*** – a program of courses numbered 100 to 699 and other educational experiences intended for students at the university undergraduate level (bachelor degree).
  - ***Direct-Entry***: undergraduate programs which admit students with high-school level preparation.
  - ***Non-Direct Entry***: undergraduate programs which admit students only after one or more years of university-level preparation.
  - ***Professional***: programs which are designed to ensure that students will qualify to receive professional certification from a professional body or association in addition to their degree. Professional certification bodies usually specify course requirements and graduation standards expected.
- ***Graduate Level Program*** – a program of courses numbered 700 to 999 and educational experiences intended for students at the graduate level (post-graduate diploma, master's degree and Ph.D. degree).
  - ***Direct-Entry***: direct-entry Ph.D. programs at the graduate level allow students to be admitted to a Ph.D. program without having been admitted to a master's program.

## Depth of Study

In undergraduate programs, several depths of study in a field of study are recognized.

- **Minor** – (18-24 CUs) is a depth of study which prescribes a minimum number of courses in one or more related fields of study and which may require the student to maintain a specific scholastic standing in these courses. In contrast to degree-level certificates, a minor may or may not include the completion of a capstone course. Cross-college minors are governed by policies and procedures outlined in the “Adoption and Oversight of Cross College Minors” document, approved by University Council in 2007. Cross-college minors are comprised of courses from more than one college. Authority for cross-college minors is distributed as follows:
  - **Adopting College** - the college responsible for the degree program to which the minor is attached.
  - **Resource Unit** - may be a college, department, school or interdisciplinary group, which provides the majority of resources for the cross-college minor and is the academic unit with primary expertise for a field of study.
  - **Resource College** - the resource unit, in the event that it is a department or interdisciplinary group, will reside within an identified resource college.
- **Major** (>24CUs) is a depth of study which prescribes a significant number of courses in one or more related fields of study and usually requires the student to maintain a specific scholastic standing in these courses. Colleges offering majors with less than 24 credit units must complete the Consultation with the Registrar Form and obtain Academic Programs Committee approval. Exceptions outside of the credit unit values can be approved only by the Academic Programs Committee.
- **Honours** (>42CUs) is a depth of study which prescribes a high number of courses in one or more related fields of study and which always requires the student to maintain a high scholastic standing in these courses (double honours is also permitted as a type of honours program.)
- **Concentration** is a depth of study which prescribes a suite of courses that provides students additional expertise and specialized training in one aspect of their major. Typically, a concentration will be similar in requirement to a minor, but the majority of coursework will occur within the student’s major field of study rather than outside of it. A concentration cannot be completed as a stand-alone program, independent of the student’s major field of study. Other formats of concentration are possible such as, for example, the Business Cooperative Education Program.

Colleges have developed a variety of terms for concentrations (*option, specialization within a major, themes, streams, focus*, etc.). It is possible (within technical limitations) to have the concentrations appear on the transcript, but these terms collectively are referred to and displayed as "concentrations". While the connotation of "option" varies across academic units, it is necessary to have a single term to describe this level of study, and concentration is the simplest and most descriptive at the university/information systems level.

The first three depths of study within a field of study always appear on university transcripts. Concentrations may also appear on the transcript, provided that the proposed concentration is consistent with Canadian university general practices and/or acknowledged and desirable for professional organizations and accreditation and is feasible within the technical limitations of the transcript's reporting system. Consultation with the registrar and Academic Programs Committee must be performed for new concentrations to appear on transcripts.

### Discipline

Academic areas of study, research and scholarly work are described at many universities as "disciplines" and terms like "disciplinary", "interdisciplinary" and so forth are used worldwide. In considering descriptive terminology for programs and curriculum at the U of S, however, the term "field of study", as defined below, is a more inclusive term to describe student programs.

### Dual Degree Program

A program where a student pursues a degree both at the University of Saskatchewan and another post-secondary institution with whom an agreement is established, with the student receiving two degrees at the end of the program, one from the U of S and one from the partner institution. The U of S parchment and transcript reflect the dual nature of the program. The degree can be at the undergraduate or graduate level.

- Cotutelle Program: A Cotutelle program is a type of dual degree program, where a doctoral student is jointly supervised by two supervisors, each from a different university, and, the student alternates time between the two universities. The student writes one thesis, under the supervision of an advisory committee comprised of members from both universities, and, if successful, the student receives two degrees, each recognized by both universities. However, while the dual degree program is an agreement between two programs at two institutions, a Cotutelle program is an agreement tailored to an individual student studying at two institutions.

### Field of Study

A field of study requires completion of a number of prescribed courses in a specific subject or discipline. Programs may permit several fields of study. The number of fields of study identified for a student may be limited by policy or practical considerations. In colleges with many fields of study, it is often convenient to group them by program type. For example, the College of Arts and Science defines three program types within the Bachelor of Arts programs and one program type within the Bachelor of Science program; the College of Education types its programs as secondary, and elementary/middle years. Within a program or program type, the student usually is required to complete a particular field of study. See also "Teaching Areas".

**Interdisciplinary Program**

An interdisciplinary program is a field of study which permits students to study beyond the boundaries of traditional disciplines, to explore the relationships among disciplines in depth, and to integrate knowledge gained into a central theme. It may be cross-departmental or cross-college in nature.

**Joint Degree Program**

A student pursues a degree at both the University of Saskatchewan and another post-secondary institution with whom an agreement is established. The student will receive only one degree at the end of the program jointly awarded by both institutions, with the parchment issued either from the University of Saskatchewan or from the partner institution. The parchment and transcript reflect the joint nature of the program. The degree can be at the undergraduate or graduate level.

**Non-Degree Programs**

These programs lead to a certificate of successful completion. A program consisting of courses which are generally numbered between 010 and 099. In some degree-level programs, these courses are treated as cognate courses or can be used towards the completion of a degree-level program

**Program**

A generally defined set of courses and other requirements described in the catalogue, which the student must successfully complete to obtain a specific degree, certificate or diploma or other recognized qualification. Programs are offered at four educational levels: community, non-degree level, undergraduate, and graduate levels. See also Appendix: Course level numbering.

**Program Options**

Within the general requirements of a particular program, many colleges provide one or more program options, which identify a specific set of courses and other requirements. Program options may be identified by program type, field of study, depth of study, thesis/non-thesis, and work experience. In graduate programs, a program may have a research option (thesis or project) or a non-research option (course based). Work experience is a program option used to identify a prescribed course or group of courses and associated requirements that provide university-recognized work experience (e.g. Business Co-operative Education Program, internship) in a program.

**Residency Regulations for Degree Completion**

Residency regulations for degree completion are determined by each college. In some cases, residency refers to a certain number of University of Saskatchewan credit units to be completed toward a program of study. These credit units may be completed online, by distance, or in-person, but must be awarded by the University of Saskatchewan. In other cases, residency refers specifically to the length of time a student must be physically present at the University of Saskatchewan while completing his/her program of study.





## Teaching Areas

Similar to fields of study, teaching areas require the completion of a number of prescribed courses in a specific subject or discipline. Teaching areas, however, are specific to the Bachelor of Education (B.Ed.) and the Bachelor of Music (B.Mus.(Mus.Ed.)) degree programs. As defined by University Course Challenge (September 2011), teaching areas represent disciplinary fields developed by the Saskatchewan Ministry of Education in order to align with the Saskatchewan pre-kindergarten to grade twelve curriculum areas.

## Work Experience Program Options

- **Professional Internship Program** is a supervised, practical training period for a student, usually endorsed by a professional association or accreditation body.
- **Cooperative Education Program** is a program which allows a student to combine academic study with work experience by combining terms on campus with terms working full-time in a job related to the field of study.

## COURSE DEFINITIONS

### Course

A unit of study in a subject area defined by a course description, title, and number in the Course and Program Catalogue. This unit of subject material is normally presented over a term to students in one or more registered classes. The smallest formally recognized academic unit of the curriculum is the course – a unit of study in a subject area identified by a description of activities.

### Course Authority

Each course label is normally under the administrative authority of one academic unit. Control and management of course labels are delegated to the registrar, but authority for label association with specific courses remains with APC/council. Three types of authority can be defined for each course:

- **Resource authority:** provision of teaching resources for the course
- **Content authority:** determining what should be taught in the course. This is the authority that will be listed in the student information system. It is often referred to as academic authority. This authority includes such areas as grade approval.
- **Administrative authority:** administration of the course when it is taught, including such areas as times and location of classes, class maintenance and dealing with student complaints.

For most courses, all three types of authority are held within a single department or college (in the case of non-departmentalized colleges). For interdisciplinary courses the three types of authority can be spread over several departments, colleges, or other units.

A course label is a subject area identifier (four alphabetic characters) and the course number (numeric). An academic department or college or interdisciplinary program may offer courses titled with several course labels. Each course label should be under the administrative authority of one academic unit or an identified administrative unit for courses in certificates of successful completion not under the authority of a college.

### **Cognate Courses**

The practice of allowing students credit for a course from another department. For example, biology allows students to take several agriculture courses for credit towards a major in biology.

### **Corequisite Courses**

A course or other requirement that must be taken at the same time as the course being described.

### **Course and Class Titles**

Effective communication should be the primary consideration when determining appropriate titles. Course titles appear in the Course and Program Catalogue and class titles are listed on transcripts. As such, titles should reflect educational content and should not include administrative details like credit units, etc. Short titles must be limited to 30 characters in length so they can reasonably appear on transcripts and in the student information system and long titles should be no longer than 100 characters.

### **Course Numbers**

Course numbers are used according to the conventional practices established by the university for course numbering, as adapted by each college within the academic structure of its programs.

Consistent with the usual university practice, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available and on the order in which they want to have their courses appear in the catalogue. Please see [Appendix: Course Level Numbering](#).

Course numbering will usually follow the conventional practice as described below and shown in the course levels chart.

- ***Community level courses***: The numbers 01-09 are used for tracking membership in community-level classes and are not used for university credit towards a degree, diploma, or certificate.
- ***Non-Degree courses***: The numbers 010-099 are used for courses developed for non-degree level programs.
- ***Undergraduate courses***: The numbers 100-109 are used for general introductory courses which are not usually acceptable as a preparation for more advanced work in the subject area. In some specialized cases, 200-level courses may be considered introductory courses.

The numbers 110-199 are used for courses that introduce a subject area and which could serve as prerequisite to senior-level courses in that subject. These are often referred to as junior undergraduate courses. Usually these are taught in direct-entry programs.

Courses numbered 200-699 are also referred to as senior undergraduate courses, including courses in the first year of a non-direct-entry program. These numbers are used for courses that offer advanced study in a subject area. Some post-baccalaureate certificates requirements are comprised of 500 level courses (e.g. Special Education Certificate). 200-level courses usually have 100-level prerequisites, while 300-level and 400-level courses often have 200-level prerequisites. While 300- and 400-level courses are usually taken in the third and fourth years of a program, they need not be numbered according to the year-in-program in which the student completes them.

- **Graduate courses:** The numbers from 700 to 999 are used for graduate-level courses. The 800 series is usually for senior graduate courses which require undergraduate degree completion. The 900 series has been reserved for graduate research and seminar courses.

Consistent with the above scheme, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available and on the order in which they want to have their courses appear in the catalogue. The numbers x98 and x99 are reserved by the university for special topics courses, 990 for graduate level seminar requirements, 992 for masters level project-based program requirements, 994 for masters level thesis-based program requirements, and 996 for PhD level thesis requirements. After a course is deleted, that course number cannot be reused for a different course for a minimum of ten years. This avoids confusion for students in registration and transcripts.

### **Double-Counting or Multiple-Counting of Courses**

Applying credit from one course toward more than one degree requirement.

### **Double-Listing or Cross-Listing of Courses in the Catalogue**

The terms "double-listing" and "cross-listing" have been used to describe a variety of academic course delivery methods, but in this document, they are defined as following:

- **Academic Cross-Listing**  
Components of two different courses of different levels (often 400 and 800) which are taught by the same instructor in the same location at the same time. For example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.
- **Administrative Cross-Listing**  
Refers to the practice of creating multiple sections for one class in order to facilitate reserved seating for two or more groups of students or other administrative purposes. For example, a class may require a certain number of seats to be allocated to students in several different colleges. This can be accomplished by creating several different sections and administratively cross-listing the sections back into a single class.

- **Double-Listing**

The practice of offering a single course under two different course labels with the course requirements for successful completion being the same for all enrolled students. Typically, double listing is reserved for circumstances involving professional accreditation. The practice relies upon the coordination of multiple offices and is therefore more complex and time-consuming to administer. Historically, double-listing has hindered registration and it should continue to be used as a last resort. Please refer to the policy section for guidelines in the use of double-listing of courses. Proposed double-listings should be circulated through the Course Challenge Process and submitted to Academic Programs Committee for approval.

The following guidelines apply to double listings:

- Once a student has completed the course then that course label is the one for which they receive credit. However, equivalencies for double listed courses would apply in the event of program changes.
- The course must be delivered with the same credit units and level for both course labels. Double-listing of an undergraduate-level course with a graduate-level course is not allowed.
- It must be explicitly stated in the Course and Program Catalogue and on the syllabus that it is a double listed course.
- Content resource and administrative authority for the double listed course should be clearly explained and each authority must track back to a single unit. By default these authorities would reside with the unit of the faculty member who is delivering that section of the course.

### **Elective Courses**

An elective course is one chosen by a student from a number of courses in a curriculum, as opposed to a required course which the student must take.

### **Equivalent Courses**

Courses that are deemed to possess equivalent content such that they are considered to be interchangeable across all programs, and students may receive credit for only one of the courses. Equivalent status must be honoured by both or all colleges involved.

### **Moribund Courses**

A moribund course is one that has not been taught in the previous 48 months. Moribund courses will be retained in the course archive for an additional 48 months and then will be deleted. A moribund course does not appear in the catalogue but can still be activated for registration.

**Moribund/Closed Subject Codes**

A moribund or closed subject code is one that is no longer in use but historically has been used at the University of Saskatchewan. Repurposing of historic or expired subject codes is not feasible due to detrimental effects it would have upon historic academic history records.

**Mutually-Exclusive Course**

Courses that are not entirely equivalent to each other, but possess similar or overlapping content. Students may receive credit for only one of the courses deemed to be mutually-exclusive. However, in contrast to the status of equivalent courses, the mutually-exclusive status is program-dependent and therefore does not automatically apply across all programs. Mutually-exclusive status must be honoured by both or all colleges involved.

**Placeholder Course**

Placeholder courses are created for administrative purposes, normally to allow students access to university services such as the library and the Physical Activity Complex. These courses may be listed on transcripts, but they do not signify the attainment of academic credit. Placeholder subject codes normally begin with the letter "X." Final authority for the technical setup or adjustment of placeholder courses rests with the Registrar.

**Practicum Courses**

At the University of Saskatchewan, a practicum is usually a course in which a student works part-time in a workplace for a specified number of hours per week. However, the term is used widely in undergraduate and graduate education to describe all kinds of work-based learning experiences from single courses to lengthy clinical practice experience

**Prerequisite Courses**

A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

**Required Courses**

A course that all students following a particular program of studies are required to take.

**Selected Topics Courses**

Regular course offerings approved by University Course Challenge that allow for the subject of offering to change at the discretion of the Instructor. Typically, these courses are approved with a general topic area, for example, "Topics in Literary and Cultural Theory".

**Special Topics Courses**

These courses are offered on a special case basis, to allow colleges and schools some latitude in course offerings in special circumstances. These courses must be approved by the faculty of the college responsible for the course, forwarded to APC and the Registrar's Office for information, and should be numbered 298, 398, 498, 598, 898 or 299, 399, 499, 599, or 899. Special Topics courses are not normally used to substitute for required courses in a program. Please see the Special Topics Policy for further information.



## **Subject Codes**

A code that most accurately and comprehensively represents the subject matter being taught in the course(s). Most subject codes consist of 4 characters. Courses are identified on transcripts and the Course and Program Catalogue by subject codes, so effective communication should be the primary consideration when determining subject codes.

## **Interdisciplinary use of Subject Codes**

New subject codes are initiated by colleges and approved by the registrar. Approval involves assigning authority for each subject code to a specific department or academic unit within the college of ownership. After approval by the registrar, the college and academic unit/departamental ownership is recorded in the student information system. A college may permit the use of a subject code under its authority by another academic unit for a specific course or courses, with the secondary unit then having administrative, content and/or resource authority for this specific course. This arrangement requires the agreement of the college authority and is contingent upon consultation with the registrar and the approval of APC via the course challenge process. This arrangement would allow for specific classes to be delivered and administered by faculty from another academic unit (a different resource authority), which is important and desirable for both inter- and multi-disciplinary programs. This would mirror the cross-college minor system where both colleges must agree to the minor for it to be delivered.

## **CLASS DEFINITIONS**

### **Class**

While "course" is used to identify subject matter, "class" is used to refer to the offering of a course to one or more students within a term.

### **Class Scheduling for Common Components**

Components of two different courses can be taught in common – for example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.

### **Registered Class**

When a group of one or more students register in a course under the general direction of a particular instructor(s) at a given time. Each class requires an assigned academic instructor. A registered class may consist of one or more instructional units. Registered classes are defined by the label of the course under study and a registered class section number or by the term and course reference number attached to the class.

### **Off-Campus Class**

Classes are defined as on-campus or off-campus for various reasons, including assessment of fees. An off-campus class is usually a class offered through a Regional College, at a Saskatchewan Polytechnic campus, or by an affiliated college such as Gabriel Dumont College. All web-based classes are considered off-campus. Occasionally, if an affiliated college is offering a class at the Saskatoon campus,

these would still be considered as "off-campus" classes for the purposes of student fee assessment. Such classes are offered at a number of locations throughout the province. They are taught by instructors approved by the university's academic departments. See also "Off-campus" under organizational definitions.

### Section Numbers

Classes are identified by section numbers which may contain a prefix indicating the delivery mode or other information. Prefix codes are as follows:

A	Taught as a mixture of delivery modes at off-campus sites (multi-mode)
C	Taught in person at off-campus sites
E	Taught through or for a contracting agency
G	Sponsored by a government agency
L	Laboratory
N	College of Nursing class
P	Practicum
R	Taught in Regina (used by JSGS)
S	Seminar
T	Tutorial
U	University sponsored classes not taught through U of S
V	Television deliver mode at off-campus sites
W	Online or web-based deliver mode
X	Independent Studies deliver mode

Section number without delivery mode codes are 2 characters in length (eg: Section 21 or Section 03). Section number with embedded delivery mode codes are 3 characters in length (eg: Section L01 or Section W21). Certain number ranges also are reserved to help identify various administrative functions of the class:

01-29	General Use – On Campus
30-49	General Use – Off Campus
50-59	*Reserved
60-67	STM Classes
68-69	NORTEP
70-75	Outbound Exchange
76-79	USLC Classes
80-83	SUNTEP (Saskatoon)
84-85	SUNTEP (PA)
86-87	ITEP (Elementary)
88-89	ITEP (Secondary)
90	*Reserved
91-95	Aboriginal Student Achievement Program
96-99	St Peter's College



## MODES OF INSTRUCTION

### Schedule Types

The following types of instruction are offered in various classes (all schedule types are gradable unless otherwise noted).

- **Clinical Service (CL) and Teacher Supervision (SUP)** an instructional unit in which the students are required to meet with instructors for scheduled instructional periods to perform a professional service while receiving instruction. Examples are clinical classes in the Health Sciences and Student Teaching in Education. Instruction is typically provided on a one-to-one basis or to very small groups of students.
- **Co-op Work Experience/Internship (COO, IN1, IN2, IN3)** the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a paid work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported.
- **Field Study (FST)** Field study/fieldwork refers to activities conducted for the purpose of research, teaching, or study, and are undertaken by students of the university at any “off-campus” workplace where the standard operating procedures of the university would not apply.
- **Independent Studies (IND)** A class offered by a department utilizing non-face to face and non-web based methods of instruction.
- **Individual Research/Reading (RES or RDG)** included in this category are individual research, reading and other studies or projects in which each student works independently under the direction and supervision of an assigned instructor(s). The student and instructor usually meet on an "as required" basis. Since the number of hours spent by the student and the number of hours of instruction given by the instructor cannot be determined, only the number of students enrolled in the activity are recorded.
- **Laboratory (LAB)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities (non-gradable).
- **Lecture (LEC)** an instructional unit in which the instructor is responsible for preparing and presenting the course material.
- **Multimode (MM)** an instructional unit in which the instructor uses a combination of instruction types in a way which makes a breakdown by specific instruction type difficult.
- **Practicum (PRA)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities.

- **Seminar (SEM)** an instructional unit in which the students usually share some of the responsibility for preparing and presenting course topics. It may include more discussion types of interaction between instructor and students.
- **Supervised Self-Instruction (SSI)** an instructional unit in which instructors are scheduled to be available for instruction and supervision of a group of students engaged in solving problem assignments; in using programmed or automated instructional materials; or in other supervised activities. A room or facility may be scheduled for this activity. However, the extent to which the individual student takes advantage of the facility or opportunity to meet with the instructor is not known. Problem labs are an example of SSI. The number of students attending each class may vary; therefore assign maximum enrolment limits as an average number in attendance (can be both gradable and non-gradable).
- **Tutorial (TUT)** a mechanism to review in class materials and content with greater student interaction between instructor and students outside of the central lecture (non-gradable).
- **Web-Based (WEB)** A class where either the entire class or a majority of the class is presented to students with a web tool.

### Instructional Activity Codes

Abbreviations are used to describe instruction type and modes of delivery.

IND	Independent Studies
LIVE	Live Face to Face
MULTI	Multimode
PRINT	Print Based
TELE	Televised
WEB	Web Based
XHIGH	High School (Admin Only)
XINA	Instructional Mode Not Applicable

## CREDIT UNITS AND BILLING HOURS

### Academic Credit Units

Academic credit units (CU) define the amount of credit awarded for successful completion of a course and [is](#) displayed on the transcript or, in the case of transfer credit, of study elsewhere. A frequent criterion used in judging credit units would be the expected student effort in the course. Hours of instruction [are](#) also a component of this value [with](#) a course [requiring approximately 33-39](#) instructional course hours of lecture [per 3 credit](#) units. [Courses may be offered with any whole number of credit units.](#)

Courses offered to meet requirements for a non-degree level diploma or certificate will have [courses with credit units](#) at the non-degree level, in contrast to degree-level [classes with degree-level credit units](#), attached to them. [Non-degree level credit units are attached to courses appropriate for post-secondary training but not classified as degree-level courses. Non-degree level courses are numbered 010 – 099.](#) The value of these non-degree level credit units compared to degree-level credit units is established by the college concerned.

### **Operational Credit Units**

For administrative purposes, courses often carry “operational” credit units, rather than academic credit units. While the course may be listed on transcripts with 0 credit units, the operational credit unit weight of the class are used to determine a student’s full or part time status; control the number of classes a student may register in for a term (maximum credit units); determine a student’s loan eligibility; determine eligibility for full or part time months for T2202A processing.

### **Billing Hour Units**

The billing hour (BH) unit applied to a class is used in the calculation of tuition and student fees.

## **TRANSFER CREDIT DEFINITIONS**

### **Articulation**

A process by which institutions assess learning acquired elsewhere in order that credit toward their own credential may be provided. Articulation is based on faculty decisions and established institutional principles, policies and procedures. It acknowledges the missions of different types of institutions and the quality and integrity of their programs. Transfer credit is the result of the articulation process.

### **Block Transfer**

The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessment. An example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution. Block transfer credit assessments establish and recognize that certificate, diploma, and other program graduates possess the knowledge, skills and abilities necessary to succeed in upper-year courses at the receiving institution.

### **Course-by-Course Transfer**

The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit may be awarded for a specific U of S course (or courses), non-specific credit for a subject area, or an elective at the junior-level, senior-level, or unspecified-level.

### **Laddering**

Seamless movement of a student between certificate, diploma, and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

**Learning Outcomes**

The knowledge, skills, competencies, and abilities that a student has attained and is able to demonstrate as a result of successfully completing a particular set of educational experiences.

**Learning Pathways**

Different routes that individuals choose to progress into, within, and out of the post-secondary education system. Learning pathways are used to describe the recognized mobility options available to different learners.

**Mobility**

The ability to move freely from one jurisdiction to another and to gain entry into an academic institution, trade or profession or to participate in a learning experience without undue obstacles or hindrances.

**Recognized Post-Secondary Institution**

A public or private institution that has been given authority to grant degrees, diplomas, certificates, and other formal credentials by competent authorities within the country or that is widely accepted by other institutions and organizations inside and/or outside the country. Examples that designate an institution as such include a public or private act of the provincial/territorial legislature, a government-mandated quality assurance mechanism, or a national accrediting body.

**Transfer Credit (Credit Transfer)**

Transfer credit refers to a course or courses taken at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution for credit (the receiving institution). Transfer credit is sometimes also called credit transfer or advanced standing. The U of S accepts, for transfer of credit, courses from accredited institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work which has been completed at another institution and to reduce the likelihood of a student repeating academic work for which there has already been a demonstrated competence.

**STUDY ABROAD DEFINITIONS****Cotutelle Agreement**

The agreement required to establish a Cotutelle program. Please see “Cotutelle program” under program definitions.

**Dual Degree Program**

Please see “dual degree program” under program definitions.

**Independent Study Abroad**

A credit-based education abroad activity initiated and arranged by the student with the home institution, and recognized by establishing an independent leaning course or the granting of transfer credit.

**Internship Abroad Program**

A supervised work-placement abroad where the primary motivation is educational. Internships may be credit or non-credit, and paid or unpaid.

**Joint Degree Program**

The agreement required to establish a joint degree program. Please see “joint degree program” under program definitions.

**Student Exchange Program**

A Student Exchange is a program of study whereby partner institutions establish a reciprocal agreement which enables students to pay tuition at their home institution and to register and study at the host partner institution, with credit transferred back to the home institution. The typical duration of an exchange is one or two terms.

**Taught Abroad Course/Program**

A short-term credit-based activity, involving a group of students taking one or two University of Saskatchewan courses abroad, under the supervision of a University of Saskatchewan faculty member.

**Term Abroad Program**

A one term group program abroad with a prescribed course of study offered by an institution such that the student obtains home-institution credit.

**Visiting Student Program**

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition is paid to the University of Saskatchewan.

**Visiting Research Student Program**

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding six months.

**MOBILITY AGREEMENT DEFINITIONS****Block Transfer Agreements**

A type of block transfer credit agreement between the U of S and another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at the U of S. This type of agreement goes beyond a basic transfer credit agreement because it specifies that the completion of specific courses, or completion of a specific credential, will fulfill the requirements of a particular program at the U of S. Students would receive their final credential from the U of S. Some examples of these agreements include, but are not limited to: 2+2, 1+3 and 3+1.

**Consortium**

A network to which the university is a member, along with other universities or institutions with the objective of facilitating student mobility (eg. TASSEP, CALDO, MICEFA).

**Dual Degree Agreement**

The agreement required to establish a dual degree program. The agreement required to establish a Dual Degree Program.

**Home Institution**

The institution in which a student is formally enrolled and is expected to graduate from.

**Host Institution**

The institution which has agreed to accept a student from the home institution for a limited period of study.

**Joint Degree Agreement**

The agreement required to establish a Joint Degree Program.

**MOU (Memorandum of Understanding)**

A non-legally binding umbrella agreement that provides a framework for collaborative activities between international partners. This agreement has also commonly been referred to as a “handshake agreement” or “parent agreement.” This agreement is often the beginning of a formal relationship between two institutions.

**Student Exchange Agreement**

A reciprocal agreement which allows for the exchange of students where students pay tuition at their home institution and study at the host partner institution, with credit transferred back to the home institution. These agreements can be university wide or restricted to specific colleges, departments or levels of study.

**Transfer Credit Agreement (Articulation Agreement)**

An agreement between two institutions that authorizes studies completed at one institution to be credited toward studies taken at another institution. Transfer credit agreements can be bilateral (with each institution agreeing to recognize the other’s courses) or unilateral. Transfer credit can be recognized course-by-course or as a block transfer credit.

**Visiting Student Agreement**

An agreement established between two universities that allows students from the home institution to attend the host institution as a visiting student.



## STUDENT RECORD DEFINITIONS

### Student Record

The student record holds the program and course information related to a specific student. It will typically contain information related to the specific classes, sections, and sessions.

### Qualification

The qualification is the degree, diploma, or certificate awarded to the student, which may be accompanied by an indication of distinction (Distinction, Great Distinction, Honors, or High Honours).

### Transcript

The transcript is the official and unabridged version of a student's educational record at the University of Saskatchewan provided to the student and at the student's request to third parties. The transcript shows the label, title, class, term and result for each course in which a student was registered past the add/drop deadline. It also records such information as faculty actions, suspensions, expulsions, transfer credits, and qualifications and distinctions. The nature, extent and format of information that appears on the transcript are determined by the registrar in accordance with national and international professional standards, normal practice in higher education, and practical systems. An official transcript is one issued directly to another agency or institution and bearing the seal of the University of Saskatchewan and the signature of the registrar. The seal and the signature may be in electronic form in accordance with the university's signing policy.

### Parchment

The parchment is a legal document issued by the University of Saskatchewan, that confirms the recipient has successfully completed a specific program and confers an academic qualification. The parchment displays the University of Saskatchewan seal, at minimum the signatures of the university president, university chancellor, university secretary, dean of the college, and the date, degree, and major (or program in the case of the College of Graduate Studies and Research) where appropriate. The nature, extent and format of information that appears on the transcript are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

## TIME-PERIOD DEFINITIONS

### Academic Calendar

A listing of the dates of major academic events or deadlines for the academic calendar year.

### Academic Calendar Year

A twelve month time period beginning May 1st of each year around which admission procedures and curricular changes are organized. Students are generally expected to complete the program requirements approved for the academic calendar year in which they were admitted. As such, program changes and new programs are typically implemented with an effective date of May 1st. The degree audit system evaluates each student's progress toward program completion based upon his/her designated academic calendar year.



## Academic Year

A twelve-month period beginning on July 1st of each year. This is the usual time period used for academic appointments in the hiring and promotion of faculty.

## Final Exam Period Definitions

*Fall term:* The examination period begins on the first day following the last day of instruction and goes no later than December 23<sup>rd</sup>.

*Winter term:* The examination period begins the first day following the last day of instruction and goes no later than April 30<sup>th</sup>.

*Spring & summer:* The examination periods for spring and summer include the two days following the last day of instruction after each quarter and the 3 days following the last day of instruction after each term.

- **Deferred examinations:** A deferred examination is the sitting of a final examination at a time other than the scheduled time and date. A deferred examination may be granted to a student who is not able to complete a final examination through no fault of his/her own, for medical, compassionate, or other valid reasons. These examinations are granted under regulations established by the college and subject to the Academic Courses Policy.
- **Supplemental examinations:** A supplemental examination is the re-writing of a final examination. A student may be granted a supplemental examination under regulations established by the college and subject to the Academic Courses Policy.
- **Special deferred and special supplemental examinations:** the college may, under extenuating circumstances, grant a special deferred or supplemental examination to a student who submits satisfactory evidence of inability to be present at the deferred or supplemental examination under regulations established the Academic Courses Policy and the college.

## Fiscal Year

The fiscal year for the university runs from May 1 to April 30 as defined in [The University Act \(1995\)](#).

## Instructional cycle and instructional periods

For fall and winter term standard day period lecture classes:

- 50 minute instructional periods starting half-past the hour, on the instructional cycle every Monday, Wednesday and Friday; or 75 minute instructional periods starting at 0830, 1000, 1130, 1300 or 1430, on the instructional cycle every Tuesday and Thursday;
- Edwards School of Business (ESB) offers Monday/Wednesday classes on a 75 minute instructional period AND the current instruction period and instruction cycle does not capture the delivery of MBA and MPAcc classes

For fall and winter term standard evening period lecture classes:

- 150 minute instructional periods, on the instructional cycle of one evening per week;

For spring and summer terms lecture classes:

- Presently these are usually taught for about two instructional hours per day (110 minutes), five days per week, but this can vary depending on the course requirements.

Classes can be offered in any day or night standard instructional period except Sundays.

### Instructional period

A scheduled period of time in which a group of students participate in a particular type of instructional activity (laboratory, lecture, discussion, etc.) related to a specific subject.

- **Day period** – an instructional period currently between 0730 and 1730 hours.
- **Evening period** – an instructional period currently between 1730 and 2200 hours.

Classes on campus can be held from 0730 – 2230 using standard time blocks as defined by the registrar. Colleges using non-standard time blocks need the approval of the registrar.

### Term

A period of time defined in the Academic Calendar, for which a course for credit may be offered. Terms are identified by the year and the month of when they occur (e.g. 201609 is September of 2016). Each term usually allows for a minimum of 33 instructional period hours of instruction per term. For graduate students, the year is divided into graduate term one, graduate term two and graduate term three.

- **Fall and winter (fall term 1 and winter term 2)** - each term usually allows for 13 weeks of instruction followed by the examination period. Fall term 1 runs from September to December and term 2 runs January to April. Some professional colleges have longer fall and/or winter terms, and different start and end times.
- **Spring and summer (spring term 1 and summer term 2)** – these two terms begin in mid-May and end in mid-August. Instructional periods and times differ from those in the fall and winter. Spring term 1 runs through May and June and is split into quarter 1 and quarter 2. Summer term 2 runs through July and August and is split into quarter 3 and quarter 4.
- **Irregular terms** – some programs have longer terms, and different start and end times. Several colleges deviate from this terminology – for example, for graduate students, the year is divided into graduate term 1, graduate term 2, and graduate term 3, while Veterinary Medicine divides its instructional sessions into "Quarters".

### Quarter

A division of the university academic year composed of half a term.



## UNIVERSITY CATALOGUE DEFINITIONS AND STANDARDS

### University Catalogue

Formerly known as the University Calendar, the University Catalogue is an online document that at a minimum consists of the Course & Program Catalogue and the Academic Calendar as well as any other online content pertaining to tuition & fees and registration and admissions policies and requirements. The nature, extent and format of information contained in the catalogue are determined by the registrar in accordance with national and international professional standards, normal practice in higher education, and practical systems.

### Catalogue Format for Programs

All programs shown in the catalogue should list all degree requirements, including specified and elective courses, required averages for graduation, and any other requirements.

### Catalogue Format for Courses

The format for presenting consistent course information in all formats includes:

- 1) the course label (consisting of a subject code of 4 characters and a 3 digit numeric code)
- 2) the full title of the course (in English)
- 3) the course academic credit unit value
- 4) prerequisites (course(s) that must be completed prior to the start of the course for which registration is occurring), corequisites (course(s) that must be taken at the same time as the course for which registration is occurring), permissions and restrictions if any
- 5) course description of 150 words or less
- 6) additional information about transferability, duplication, or loss of credit

Title, label, and credit unit value identify the courses used to meet requirements for graduate and undergraduate degrees. Typically credit units are attached to these courses. Courses offered to meet either degree or certificate requirements follow the same identification system as degree-level courses.

**Appendix One: Course Level Numbering**

<b>Educational Level</b>		<b>Course Level</b>	<b>General Description of Courses Numbered in this Range</b>
Community		001-009	Courses or groups of courses intended for the general public
Non-Degree Non-University		010-089	Courses intended primarily for Non-university level programs. These are appropriate for post-secondary training and may have content similar to degree-level courses, but do not have the breadth or depth of understanding.
Upper Level Non-Degree		090-099	Courses which do not require the matriculation level preparation generally required by most Universities as a necessary prerequisite for a first year undergraduate level course in the subject. In particular, this series of course numbers are used when a department also offers a junior level course in a subject for students with matriculation level 30 preparation (identified by a 100 series number). Students should be advised that courses numbered in the 90 series <u>may not</u> be accepted for credit toward a degree in some programs at this or another University and therefore should check course descriptions and program requirements carefully.
University Degree-Level	Undergraduate Junior Level	100-109	General introductory courses usually not intended as preparation for more advanced study in the subject but are designed to acquaint the student with a field of knowledge in which they do not propose to concentrate. Students should be advised that these courses may not be accepted as prerequisites for advanced undergraduate study in the subject or as adequate preparation for entry into some programs and should therefore check course descriptions and program requirements carefully.



<b>Educational Level</b>		<b>Course Level</b>	<b>General Description of Courses Numbered in this Range</b>
University Degree-Level	Undergraduate Junior Level	110-199	All other courses offered for junior undergraduate level credit. These courses are usually accepted toward meeting introductory-level program requirements and are usually used as prerequisites to senior-level courses.
University Degree-Level	Undergraduate Senior Level	200-699	Courses intended for an advanced level of study. In some non-direct entry programs, the first digit will indicate the year of the program for which the course has been designed. For example, first year program courses will usually be numbered 200-299, second year program courses 300-399, etc. Post-Baccalaureate Certificate programs would typically use 500-699 course numbers.
University Degree-Level	Graduate Junior Level	700-799	A graduate course which has a significant amount of content on the undergraduate level should be numbered on the 700 level. A 700-level designation does not suggest that students taking the course are unprepared for the program in which they are registered; it only indicates that they lack the normally expected undergraduate preparation in the subject area of the course itself.
University Degree-Level	Graduate Senior Level	800-899	A course which may be taken only by students who have completed the undergraduate level preparation generally expected for a graduate level course in the subject.
		990-999	Graduate Seminars, Projects, Theses, Exhibitions



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Doctor of Philosophy (Ph.D.) in Applied Economics

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the Doctor of Philosophy  
(Ph.D) program in Applied Economics, effective  
September 1, 2018.*

**PURPOSE:**

The PhD in Applied Economics will build on expertise from across campus, bringing together faculty from the Department of Agricultural and Resource Economics in the College of Agriculture and Bioresources, the Department of Economics in the College of Arts and Science, the Department of Finance and Management Science in the Edwards School of Business, and the Johnson Shoyama Graduate School of Public Policy. This PhD program will build upon expertise from across campus, allowing the University of Saskatchewan to provide new opportunities for graduate education. Agriculture and Resource Economics has a longstanding and successful PhD program in Agricultural Economics, which it will continue to offer. Building on Agriculture and Resource Economics' experience will enable the participating units to jointly offer a program that will provide new educational opportunities for students and collaborative research opportunities for faculty.

**CONTEXT AND BACKGROUND:**

As the academic landscape continues to change, it is critical that the University of Saskatchewan position itself so that it can best take advantage of available resources and expertise in order to construct new academic programs. Through the cooperation of faculty members in a formal program, the PhD in Applied Economics allows the U of S to offer a broader range of research opportunities for students.

The PhD in Applied Economics will be administered by an admissions and program committee (the Applied Economics Graduate Committee) consisting of a representative from each of the four participating units.

The PhD in Applied Economics combines advanced courses in applied economics with a major research dissertation. The core of the program focuses on microeconomic theory and quantitative methods but includes one advanced course in macroeconomics. Each student and his/her advisory committee determine the remainder of the student's field



courses. While students will graduate with an in-depth knowledge of a particular field (e.g., environmental economics, health economics, labour economics, resource economics), they will also be required to obtain a broad knowledge of economics and its application.

There is an expectation that students will take 36 credit units (or two years' worth of courses) regardless of their prior coursework. Although it is possible for very well-trained students to take the minimum 27 CUs, this will normally occur only under exceptional circumstances.

The PhD in Applied Economics is complementary to the Masters programs in Economics, Agricultural Economics and Finance, and to the PhD program in Agricultural Economics, in that all of the programs make use of some of the same courses. It will also strengthen these programs by providing a larger cohort of economics students and by allowing a wider set of courses to be offered. It is expected that some of the students in the PhD program will come from the above Masters programs. Some students from other programs on campus (e.g., the Masters of Public Policy or the MA in Political Studies) may also apply to the PhD in Applied Economics.

#### **CONSULTATION:**

- Planning and Priorities Committee of Council – January 30, 2015
- Graduate Programs Committee in the College of Graduate and Postdoctoral Studies – November 10, 2016 and January 6, April 3, May 12, 2017
- CGPS Executive Committee – January 12 and May 19, 2017
- Academic Programs Committee - January 25 and May 24, 2017

#### **SUMMARY:**

The U of S has many faculty members who are applying economic concepts to real-life problems. These faculty members are spread across a number of academic units and have different skill sets and areas of expertise. Bringing them together through this PhD in Applied Economics will strengthen our research program in economics, will provide an expanded scope for engagement with faculty in other areas through interdisciplinary research, and will provide new and exciting opportunities for incoming students.

#### **FURTHER ACTION REQUIRED:**

Tuition for this program will require review and approval by the Board of Governors, and will be presented at its December 2017 meeting.

#### **ATTACHMENTS:**

1. Proposal – Ph.D. in Applied Economics

## **Proposal Document – PhD in Applied Economics**

Revised: June 6, 2017

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### **Related Documentation**

Appendix 1: Comprehensive Exam Guidelines

Appendix 2: Letters of Support

Appendix 3: Existing Courses Offered by the Participating Academic Units

Appendix 4: Estimated Incremental Revenue and Expenses

## Proposal Document – PhD in Applied Economics

Revised: June 6, 2017

### 1. Academic Justification

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

*"The ultimate aim of applied economics is to increase human welfare by the investigation and analysis of economic problems of the real world."*<sup>1</sup> Scholars capable of assembling and analyzing data, and making practical recommendations worthy of implementation, in plain language, are in short supply.

Economics is one of the cornerstones for understanding and managing the modern economy. Society continues to look to experts for advice on how to interpret economic events and to contribute to policy discussions. The University of Saskatchewan has a substantial number of faculty members who are applying economic concepts to challenging real-world problems. These faculty members, who are spread over a number of academic units, have different skill sets and different areas of expertise. These units include (in alphabetical order): Department of Agricultural and Resource Economics (ARE) in the College of Agriculture and Bioresources; the Department of Economics (Economics) in the College of Arts and Science, the Department of Finance and Management Science (Finance) in the Edwards School of Business, and the Johnson Shoyama Graduate School of Public Policy (JSGS). There are also a few economists in other departments, such as the Department of Accounting in the Edwards School of Business.

Creating a PhD in applied economics will increase the research intensity at the University of Saskatchewan. By working with a larger student base and by pooling their expertise, the economist faculty will be more competitive in Tri-Agency and other large funding competitions, enabling a greater scope of economic research to address real-world issues. In addition, the applied nature of the research will provide an expanded scope for engagement with faculty in other areas in interdisciplinary research projects.

The PhD in Applied Economics will build on expertise from across campus, thus allowing the University of Saskatchewan to provide new opportunities for graduate education. Agriculture and Resource Economics has a long-standing and successful PhD program in Agricultural Economics, which it will continue to offer. Building on Agriculture and Resource Economics' experience will enable the participating units to jointly offer a program that will provide new educational opportunities for students and collaborative research opportunities for faculty.

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<sup>1</sup>So began the proposal to build the now-famous Cambridge department of Applied Economics. See Pesaran, M.H. and G.C. Harcourt (2000), "The life and work of John Richard Nicholas Stone 1913-1991." *The Economic Journal* 110(461). Stone was awarded the Nobel Prize for applying economics to the development of national accounts.

The proposed PhD program in Applied Economics would initially draw upon faculty from four academic units on campus – the department of Agricultural and Resource Economics; the department of Economics; the department of Finance and Management Science; and the Johnson Shoyama Graduate School of Public Policy. The result will be a highly innovative program that truly involves cross-campus co-operation. The structure of the proposed program is sufficiently flexible that other economists/units would be able to participate in the future.

The proposed PhD in Applied Economics develops possibilities that can only be realized through formal co-operation among the participating academic units. While each of the units is focused on research and teaching in its particular area of expertise, there are aspects of their work where there is a high degree of complementarity. Co-operation in graduate teaching and supervision at the PhD level will lead to the sharing of teaching resources and create opportunities for collaboration on large-scale research projects and grant applications. To provide the proper incentives for collaboration and thus achieve the benefits of this complementarity, however, a formal structure is required. The PhD in Applied Economics is this structure.

The University of Saskatchewan currently offers a number of programs that will be highly complementary to the proposed PhD in Applied Economics. In addition to the PhD program in Agricultural Economics and the PhD in Public Policy, there are Masters programs in Agricultural Economics, Economics, Finance and Business, and Public Policy. All of these programs offer courses that will slot directly into the PhD in Applied Economics. As well, it is expected that with the establishment of the PhD in Applied Economics, the units will develop new course offerings as faculty come on stream and the field areas are systematically explored.

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

The proposed PhD in Applied Economics fits very well with the priorities of the *Third Integrated Plan*. In particular, it addresses two of the key areas of focus outlined in the *Integrated Plan – Knowledge Creation: Innovation and Impact* and *Innovation in Academic Programs and Services*. With respect to *Knowledge Creation*, the PhD in Applied Economics can be expected to contribute directly to the campus-wide goal of increasing PhD program enrolment by 10 per cent and to support the goal of increasing the proportion of research-appointed faculty holding Tri-Agency funding and supervising graduate students.

The proposed PhD in Applied Economics is an example of one of the kinds of innovative academic programming that is envisioned and encouraged in the area of *Innovation in Academic Programs and Services*. As the academic landscape continues to change, it is critical that the University of Saskatchewan position itself so that it can best use the resources that are available and that it find new academic program niches that it can exploit. Through the co-operation of faculty members in a formal program, the PhD in

Applied Economics allows the University of Saskatchewan to offer a broader range of research opportunities for students.

The proposed program is also aligned closely with the university's signature areas. The discussion of this alignment is presented in the Resources section below.

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

The proposed PhD program addresses the demand for a top academic credential in applied economics. Students with a PhD in Applied Economics will be well trained in the research skills necessary to play integral roles in the civil service, research organizations and industry associations. Some students from the program will pursue academic careers in Canada and abroad and will be in a position to train the next generation of applied economics professionals to conduct research for governments, businesses, think tanks and other research organizations. As the designation emphasizes, the program is oriented toward students seeking the knowledge and research skills required to inform and examine the important concerns of the day.

The PhD in Applied Economics is designed to meet academic, government and industry demand for research-oriented graduate training in applied economics. A PhD in Applied Economics makes particular sense at the University of Saskatchewan given the applied nature of the participating units. A focus on the application of economics to real world problems will be attractive to students who want this focus and who wish to work with faculty with experience in applied research,

The demand for PhD graduates from this program can be expected to be strong. Evidence of this demand is in the recent draft report by the American Economic Association, which organizes an annual job market in conjunction with its annual meetings. Job listings for PhDs increased by 8.5% to 3,309, 25.6% of which were non-academic: the “number of open positions ... far exceeds the number of new PhDs awarded in economics” (<https://www.insidehighered.com/news/2015/12/29/report-finds-increase-job-openings-economics-phds>). Similarly, the academic job market alone for PhD in financial economics is tight. The placement services website at the 2016 Financial Management Association International lists 209 positions, while resume listings remain at 132 as of November 2016 (<http://www.fma.org/Placement/2016/OpeningPageSecure2016.htm>).

Evidence of strong demand also exists from the experience of the program in agricultural economics. Recent graduates of this program have taken positions in academia – in Canada, the US and Europe – as well as in government at both the federal and provincial level and in private industry. Employers like the applied nature of the training received by these graduates and the program attracts considerable funding to support the applied research undertaken by its students. The market in the agriculture area is not unique -- there is currently an underserved market in other areas where economics (e.g., resources, energy, health, labour) can be applied, and which the new program can supply. Indeed,

the Economics department and the Department of Finance routinely receive inquiries from students about the potential to do a PhD at the University of Saskatchewan.

There will be significant opportunities to stream Masters students directly into a PhD program (as is common in the United States and increasingly in Canada). Although some Masters graduates learn the particular advanced skills required for their job over several years of work experience, this learning is not equivalent to the coherent and integrated preparation developed in a well thought-out PhD program. Currently, Agricultural and Resource Economics, Economics and Finance receive many more applications for their Masters programs than they are able to accommodate with admissions (for example, Finance routinely receives well over 70 applications, while only 4 students are admitted).

We expect opportunities for well-trained applied economists to become available in both the public and private sectors. There are considerable demographic forces and shifts in the skill composition at work that indicate a need for applied economists in the future. In the case of the public sector, since the early 1990s there has been a substantial shift in the age profile of the public service in Canada, with a significant decline in the number of civil servants under the age of 35 and an increase in the number in the 35-54 year age group. In 2003–04, the average age of public service employees in Canada was 44, with just over 50 percent of employees over the age of 45. In the Executive category, the average employee age was 50 years, with 60 percent of employees over the age of 50 (Public Service Human Resources Management Agency of Canada, 2005). For Saskatchewan, these numbers are even higher (Public Service Commission, 2005) – for instance, the average age of senior executives is nearly 52. In addition, there has been a move to improved credentials within the public service, with more jobs in the Scientific and Professional, and Administrative and Foreign Service categories (Nehmé, 1998, Public Service Commission of Canada, 2002). Local governments, particularly those in cities, and First Nations, are becoming increasingly important policy players in Canada. Future demand for highly qualified analysts will be strong as employees retire and organizations – including federal, provincial, municipal and Aboriginal governments – strengthen their analytical and research capacities.

There is also a significant demand in the private sector. Applied economic skills are valuable to industry associations and large corporations as these organizations seek to understand the economic environment in which they are operating and to develop responses to this environment.

There is a strong international demand for PhD training in applied economics. Each of the participating units regularly receives enquiries from students seeking PhD training at the University of Saskatchewan (as well as from young scholars with PhDs seeking to strengthen their research programs as visiting scholars) and the University is working to establish itself as a locus of doctoral training opportunities for international students.

The combined reputation and expertise of the faculty in the four participating units will be a strong draw for students. Prominent research areas include agricultural economics,

environmental and natural resource economics, financial economics, health economics, international economics, labour economics, and public policy. As mentioned, each of these areas regularly attracts inquires from students seeking doctoral training. It is anticipated that the program would be able to support 5-9 new PhD students a year.

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

The Vancouver School of Economics (VSE) at UBC and the U of Toronto (U of T) are the largest Canadian PhD programs in Economics and are designed to produce internationally competitive graduates. These programs are summarized in Tables 1a and 1b below. Their structures parallel those of the top U.S. and European programs, as do the other Canadian Economics PhD programs (excluding French language programs) at the universities of Victoria, Simon Fraser, Calgary, Alberta, Manitoba, Western, McMaster, York, Carleton, Queen's, McGill, and Dalhousie. The University of Waterloo's PhD in Applied Economics is described in Table 1c.

Economics PhD programs have a relatively common structure. Year 1 teaches the core of microeconomic theory, macroeconomic theory, and econometrics and concludes with comprehensive examinations in economic theory. Year 2 courses in chosen fields of specialization are followed with field examinations and a research paper demonstrating an ability to undertake doctoral level research. The thesis topic is developed in Year 3. Thesis research occupies Years 3-5 or 3-6. An unsatisfactory research paper or thesis proposal by the end of Term 1 in Year 3 requires withdrawal.

The American Economics Association facilitates recruiting in conjunction with its annual meetings in early January of each year. Final year economics PhD students meet with prospective employers; invitations for site visits follow. In preparation, students develop their job market paper and seminar in the fall of their final year and most expect to complete all degree requirements by the end of the academic year.

Table 2 summarizes the University of Minnesota's PhD in Applied Economics, a multi-unit collaboration of the department of Applied Economics in the College of Food, Agricultural and Natural Resource Sciences, the department of Human Resources and Industrial Relations in the Carlson School of Management, the Division of Health Policy and Management in the School of Public Health, and the Hubert H. Humphrey Institute of Public Affairs. The department of Economics offers a PhD in Economics; students in the Applied Economics program take courses from the department of Economics as well as the co-operating units.



**Table 1a: Vancouver School of Economics: PhD in Economics**

	Course requirements	Examinations	Research	Seminars & Workshops
Year 1	2 Microeconomics 2 Macroeconomics 2 Econometrics	Comprehensives: Microeconomics Macroeconomics		
Year 2	1 Econometrics 7 field courses		Summer research paper	
Year 3+			Thesis proposal Thesis research	PhD Seminar (3cu) PhD Workshops (6cu)
Year 5			Prepare for job market Thesis defense	

**Notes** (1) The VSE program has recently expanded significantly from an average of 6.25 placements per year in 2011-2014 to an expected 13 in 2015. (2) An MA is normally required for admission; the program requirements are beyond the MA. (3) The VSE program is normally completed in 5 years.

**Table 1b: University of Toronto: PhD in Economics**

	Course requirements	Examinations	Research	Seminars and Workshops
Year 1	2 Microeconomics 2 Macroeconomics 2 Econometrics	Comprehensives: Microeconomics Macroeconomics		
Year 2	1 Econometrics 6 field courses	Comprehensive in major field	Research Paper	Research seminar (2 terms)
Year 3+			Thesis proposal Thesis research	Workshops
Year 4-6			Prepare for job market Thesis defense	

**Notes** (1) The U of T program has placed an average of 6.5 students per year in 2011-2015. (2) An MA is normally required for admission; the program requirements are beyond the MA. (3) The U of T program is normally completed in 5 to 6 years.

**Table 1c: University of Waterloo: PhD in Applied Economics**

	Course requirements	Examinations	Research	Seminars & Workshops
Year 1	2 Microeconomics 2 Macroeconomics 2 Econometrics	Comprehensives: Microeconomics Macroeconomics		
Year 2	1 Econometrics 5 field courses		Summer research paper	
Year 3+			Thesis proposal Thesis research	PhD Seminar (3cu) PhD Workshops (6cu)
Year 5			Prepare for job market Thesis defense	

**Notes** (1) The Waterloo program is small, with 2 graduates per year in 2012 – 2014. (2) An MA is normally required for admission; the program requirements are beyond the MA.

**Table 2: University of Minnesota: PhD in Applied Economics**

	Course requirements	Examinations	Research	Seminars & Workshops
Year 1	2 Microeconomics 1 Macroeconomics 2 Econometrics	Comprehensives: Microeconomics		First Year Seminar
Year 2	6+ field courses	Comprehensive in major field	Qualifying paper	Qualifying Paper Seminar
Year 3			Thesis proposal and Oral examination Thesis research	
Year 4			Prepare for job market Thesis defense	

**Notes** (1) The Minnesota program will graduate 4 students this year. (2) This is a direct entry program requiring background in economics and quantitative methods. Of the 4 students graduating this year, 2 entered with MAs and 2 with BAs. (3) The Minnesota program is designed to be completed in 4 years.

Table 3 summarizes the proposed PhD in Applied Economics at the University of Saskatchewan; a detailed description is provided in the next section, Description of the Program. The proposal follows the Minnesota model in requiring one course in macroeconomic theory; a second course may be required if appropriate to the chosen field. The overall course structure is comparable to the Minnesota program and if a second macroeconomic theory course is taken, it is also comparable to the Canadian programs. The proposed program differs in requiring two research papers and an earlier engagement in research.

## 2. Admissions

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

- A master's degree, or equivalent, in a related field of study from a recognized college or university.
- A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units).
- International applicants must meet the English proficiency requirements set forth by the college.

We recognize that applicants meeting either of the first two requirements will normally meet the other.

## 3. Description of the Program

### **PhD in Applied Economics**

The PhD in Applied Economics will be administered by an admissions and program committee (the Applied Economics Graduate Committee) consisting of a representative from each of the four participating units.

#### *Draft Calendar Entry*

The PhD in Applied Economics combines advanced courses in applied economics with a major research dissertation. The core of the program focuses on microeconomic theory and quantitative methods but includes one advanced course in macroeconomics. The student and their advisory committee determine the remainder of the students' courses.

#### *Degree Requirements:*

Course Requirements – minimum 27 CUs. Following the norm in all major economics PhD programs in Canada and the United States (see the above tables), there is an expectation that students will take 36 CUs (or two years worth of courses) regardless of the courses they have taken earlier. Although it is possible for very well trained students to take the minimum 27 CUs, this will normally occur only under exceptional circumstances.

**Year 1**

Students will take the following:

- 6 CUs in Microeconomics (from ECON 800, ECON 873, AREC 842; ECON 850, or course approved by graduate committee)
- 6 CUs in Econometrics (from ECON 808, ECON 809, or course approved by graduate committee)
- 3 CUs in Macroeconomics (from ECON 801, ECON 874, or course approved by graduate committee)
- 3 CUs approved by the admissions and program committee

The Microeconomics requirement will typically be met by taking ECON 800.3 (Microeconomic Theory) and ECON 873.3 (Advanced Microeconomic Theory), both of which are offered annually. Depending on their background (e.g., if they have obtained an MA in Economics from the University of Saskatchewan and have already taken one of the courses), students may be allowed to substitute AREC 842.3 (Agricultural Market Organizations), ECON 850.3 (Game Theory, Strategic and Co-operative Choices) or a

**Table 3: University of Saskatchewan: Proposed PhD in Applied Economics**

	Course requirements	Examinations	Research	Seminars & Workshops
Year 1	2 Microeconomics (ECON 800, ECON 873, AREC 842; ECON 850, or course approved by graduate committee) 1 Macroeconomics (ECON 801, ECON 874, or course approved by graduate committee) 2 Econometrics (ECON 808, ECON 809, or course approved by graduate committee) 1 Approved course	First Comprehensive Exam	Research paper (as part of comprehensive exam)	APEC 990
Year 2	6 field courses	Second Comprehensive Exam	Research paper (as part of comprehensive exam)	APEC 990
Years 3-4			Thesis proposal Thesis research	APEC 990
Year 5			Thesis research Prepare for job market Thesis defense	APEC 990

course recommended by the student's advisory committee and approved by the graduate committee.

The Econometrics requirement will typically be met by taking ECON 808.3 (Econometrics I) and ECON 809.3 (Econometrics II), both of which are offered annually. Depending on their background (e.g., if they have obtained an MA in Economics from the University of Saskatchewan and have already taken one of the courses), students may be allowed to substitute a course recommended by the student's advisory committee and approved by the graduate committee.

The Macroeconomics requirement will typically be met by taking ECON 801.3 (Macroeconomic Theory), which is offered annually. Depending on their background (e.g., if they have obtained an MA in Economics from the University of Saskatchewan and have already taken this course), students may be allowed to substitute ECON 874.3 (Advanced Macroeconomic Theory) or a course recommended by the student's advisory committee and approved by the graduate committee.

As is common in most economics programs, both Masters and PhD students take the same introductory micro, macro and econometrics courses – the reason is that these courses provide the basic theoretical framework in the discipline. A similar practice will be followed in this program, with ECON 800.3 (Microeconomic Theory), ECON 801.3 (Macroeconomic Theory) and ECON 808.3 (Econometrics I) offered to students in both Masters and PhD programs. Given their advanced nature, ECON 873.3 (Advanced Microeconomic Theory), ECON 850.3 (Game Theory, Strategic and Co-operative Choices) and ECON 809.3 (Econometrics II) will focus on PhD students. However, since all graduate (800) level courses at the University of Saskatchewan are available to both Masters and PhD students, it will be possible for very good Masters students to take one or more of these courses. To accommodate students that have taken their Masters degree at the University of Saskatchewan, the program has included a number of other options that students can take to fulfill their microeconomic, macroeconomic, and econometric requirements.

Students successfully completing these courses will write the first of two comprehensive exams at the end of the first year (the second exam is a field exam – see below for details). This exam will have three components. The first is an exam requiring students to apply the microeconomic theory they have taken in their courses. The second component takes the form of a research paper that focuses on the use of the theory and empirical tools taught in the first year (students are expected to complete the paper with minimal input from faculty). Students will also be given an oral examination of the paper and the exam (the oral exam constitutes the third component). Students must receive a Pass on all three components in order to pass the first comprehensive exam. To receive a Pass, students must achieve a score of Very Good (80-85) or Excellent (85+). A detailed description of these scores is provided in the Comprehensive Exam Guideline document in appendix 1. This document also provides more detail on the comprehensive exam process.

By the end of the first year of study, the student will have an approved supervisor and advisory committee. In lieu of a cognate member, advisory committees must include members from at least two of the participating academic units.

### ***Year 2***

In consultation with their advisory committee, students will develop a program based on their applied field. Selection of the courses in the second year is driven by the student's applied topic area and must be recommended by the advisory committee and approved by the graduate committee. Students are expected to take courses from at least two of the participating academic units.

Students will be required to submit for approval a program of studies that presents the field courses they will take, as well as an explanation for how these courses will give them the background and skills to undertake their proposed dissertation research, while at the same time exposing them to at least two areas of applied economics. Specifically, the program of studies must include two courses that are core to their dissertation topic; in addition, the program of studies must include at least two courses that are outside this core area.

For instance, a student wishing to write their dissertation in the area of health economics (a possible topic could be the impact of fee-for-service payments on the evolution of health care) might develop a program of studies that would include ECON 833.3 (Economic Evaluation Methods in Health Services Research) and ECON 834.3 (Health Economics) as core courses for their dissertation research. In addition, given the importance of how patients and health professionals make decisions, the student might include ECON 870.3 (Behavioural Economics) and JSGS 865 (Decision Making in Organizations) in their program. Finally, the student might complete their program of study with JSGS 862.3 (Political Economy) and ECON 830.3 (Public Finance) to understand how health policy is determined and financed.

To provide another example, a student wishing to write their dissertation on international trade (a possible topic could be the impact of renegotiating NAFTA) might develop a program of studies that would include AREC 855.3 (International Agricultural Trade Policy) and ECON 811.3 (International Trade Theory) as core courses for their research. In addition, the student might add ECON 850.3 (Game Theory, Strategic and Cooperative Choices) and AREC 842.3 (Agricultural Market Organization) to understand how trade negotiations might unfold and how firms behave in markets. Finally, the student might complete their program with FIN 801 (Advanced Corporate Finance) and FIN 802 (Advanced Investment Theory) to understand how capital markets work and how they will be affected by changes to trade deals. Alternatively they might decide that their interest lies in understanding the political and policy factors affecting trade, and thus decide to take JSGS 862.3 (Political Economy) and AREC 851 (Agricultural Policy) as their final two courses.

As can be seen from these examples, students will have the ability to specialize in a particular area, while at the same time being exposed to a wider set of theories, methodologies and approaches that are both relevant and of interest to them.

Students will take a second comprehensive exam after completion of the required CUs of coursework. This exam will have two components. The first component is a second research paper that is due by the end of the second academic year (students are expected to complete the paper with minimal input from faculty). The focus of the paper will be approved by the advisory committee and will be directed towards the material found in the student's two core field courses (the core field requires a minimum of two approved courses). The research paper is designed to demonstrate the student's ability to structure a research problem and apply techniques appropriate to their proposed field; in doing this, students will be expected to integrate material from across their field courses using the material in their theory economic theory and econometrics courses.

The second component is an oral exam on this paper.

To receive a Pass on the second comprehensive exam, students must achieve a score of Very Good (80-85) or Excellent (85+) on both the research paper and the oral exam (see appendix 1 for a detailed description of these scores).

Students must receive a Pass on both the first and the second comprehensive exam in order to receive a pass on the overall comprehensive exam and move onto their thesis research.

### ***Years 3–5***

The program expects students to use the manuscript-style model for the dissertation. A manuscript-style thesis is a document that includes one or more scholarly manuscripts written in a manner suitable for publication in economic journals (peer-reviewed journal articles are the expected means of disseminating research in the economics area). A manuscript-style thesis is not, however, merely a collection of published or publishable papers. It must meet the principles and objectives required of a thesis. Students will be required to meet the College of Graduate and Postdoctoral Studies (CGPS) guidelines for minimum requirements for the creation of a manuscript-style thesis.

As is the norm in economics PhD programs, students will be required to produce a minimum of three papers (manuscripts) of publishable quality for inclusion in the thesis. While it is not required that the papers be published before completion of the thesis, it is expected that students will have at least one or two papers under review at the time of completion. Students may use material and ideas from the two research papers they wrote for the first and second comprehensive exams in one or more of the final papers they include in the thesis.

Although this is not a formal program requirement, students will be encouraged to attend major national and international conferences at which peer-reviewed papers are



presented. Students will present research at conferences after attending workshop training in communication and presentation.

Students will participate in applied economic seminars (APEC 990) throughout their program, and will be required to make a presentation to APEC 990 at least once during their program. The APEC 990 seminars will be made up of a mix of student presentations (once the program has operated for a few years), faculty presentations, and presentations from invited guests. Some of the presentations will be specifically designed as applied economic seminars, while others will be appropriately chosen from seminars being given in the units that comprise the program (e.g., AREC 990, ECON 990, FIN 990 and JSJS 990) or other units on campus.

### **Masters Programs**

No proposal is being made for a Masters program in Applied Economics. The existing MA in Economics, the MSc in Agricultural Economics, and the MSc in Finance are strong programs that closely align with and complement the PhD in Applied Economics. Students that require training at the Masters level prior to joining the PhD can receive it in one of these programs.

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

The curricular objectives of the program are to provide students with:

- A foundation in microeconomic theory and econometric methods, and the fundamentals of macroeconomic theory
- A comprehensive knowledge of a specialized area within economics.
- The ability to use economic theory and econometric methods to understand and address public policy issues and the organizational problems faced by businesses, co-ops, non-profits and governments.
- The skills necessary to undertake original research and make a significant contribution to the body of economic knowledge.
- The ability to read and critique the professional literature.
- Professional writing and presentation skills.

These objectives are accomplished through extensive course work, significant faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses, the major research papers written for the comprehensive exam, and the completion of a minimum of three manuscripts for the manuscript-style thesis.

*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.*

As is the case in all North American economics programs, the fundamentals of microeconomic theory, macroeconomic theory and econometric methods are provided through course work that features lectures and problem-solving exercises that require significant student-student interaction and learning. A key learning philosophy is that of reinforcement, with introductory courses in the above areas followed by a more advanced course. The applied nature of the program means students will be required to obtain a comprehensive knowledge of a specialized topic, including, but not limited to, the institutional setting, the organizations and individuals that are key players, the motivations of these players and the constraints they face, and the outcome of the decisions they make. The program is not being delivered in a distributed format.

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

See table 4 on the next page.

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

**Problem solving** – Is a key element in the course work, with students completing four to six in-depth applied problems in each course per year. It is also an integral part of the minimum of three manuscripts that students will write as part of their manuscript-style thesis.

**Analysis** – Is found throughout the program, but particularly in the econometrics courses and in the preparation of manuscripts for publication where in-depth econometric analysis is undertaken.

**Synthesis and Critical Thinking** – The opportunity to develop these skills takes place mainly in the preparation of manuscripts. Both of these elements are also present in the research papers that are written for the comprehensive exam.

**Application** – The application of theory and concepts to real-world problems is at the heart of the program and is found in all aspects of the program (i.e., course work, research papers, manuscript preparation).

**Table 4. Curriculum Map for the PhD in Applied Economics**

	Micro- economics	Macro- economics	Econometrics	Field Courses	990	996
<b>Critical Thinking Skills</b>						
CT1: Understand everyday economics problems	X	X		X	X	
CT2: Use economic theory to understand and evaluate policy proposals	X	X		X		X
CT3: Compare arguments	X	X		X		X
CT4: Role of assumptions	X	X	X	X		X
<b>Quantitative Skills</b>						
QT1: Role of empirical evidence in evaluating economic problems			X	X	X	
QT2: Interpret results			X	X	X	X
QT3: Conduct statistical analysis			X			X
QT4: Gather or obtain research data			X			X
<b>Problem Solving Skills</b>						
PS1: Solve problems with clear solution	X	X		X		X
PS2: Solve problems without clear answer	X	X		X		X
<b>Specialized knowledge in fields</b>						
SP1: Specialized knowledge in fields				X		X
<b>Communication Skills</b>						
CS1: Communicate effectively about economic issues	X	X		X	X	X
CS2: Formulate and support written argument	X	X		X		X
CS3: Oral presentation	X	X		X	X	X
<b>Lifelong Learning Skills</b>						
LL1: Information databases			X			X
LL2: Primary data sources						X
LL3: Understand economic news	X	X	X	X	X	X

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

Like all North American economics programs, the proposed program provides students with a comprehensive overview of economic and econometric theory, and on the application of this theory to real-world problems. While students will graduate with an in-depth knowledge of a particular field (e.g., environmental economics, health economics, labour economics, resource economics), they will also be required to obtain a broad knowledge of economics and its application.

- 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.*

The University of Saskatchewan’s Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

#### **Discovery Goals**

- 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 discovery goals will be met through the problem solving exercises that students will be given in their courses and that are an integral part of their manuscript-style thesis. To successfully complete these different requirements, students will be required to work together at times and at other times independently. The discovery goals will also be met through the philosophy of an applied program – i.e., one where the goal is not just to understand and develop theories, but to apply them to real-life problems.

#### **Knowledge Goals**

- 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.

The knowledge goals will be met through the course work and work on the manuscript-style thesis. In this work students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Applied economics requires an in-depth knowledge of the problem that is being

examined – the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of not just economics, but of other areas as well.

### **Integrity Goals**

- 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.

The integrity goals will be met through a discussion of the larger context in which economic problems are situated, and how economic problems also have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their research and in their writings.

### **Skills Goals**

- 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.

The skills goals will be met by requiring students to give presentations, not just at conferences, but also in class. Opportunities will be found for students to teach undergraduate or Master level courses, thus allowing them to further hone their skills. This goal will also be met through the strong empirical skills that economics students learn, and by the manner of debate in economics, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

### **Citizenship Goals**

- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in economics are critical to societal well being, and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by providing what will be a diverse student body from all parts of the world with a safe place to explore ideas and discuss issues.

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

Students who have completed a Masters program at the University of Saskatchewan or another university in an appropriate field and who wish to enter the PhD in Applied Economics would be required to apply to the program and be evaluated by the graduate committee. As per CGPS policies, the oral exam (defense) for the award of the Master's degree at this or other recognized universities may, at the discretion of the academic unit and the CGPS, be accepted in lieu of the qualifying examination.

If an applicant's Masters degree is not accepted in lieu of the qualifying exam, then, as per CGPS policy, the applicant will have to take a qualifying exam (this is the case regardless of whether the applicant has a Masters degree from the University of Saskatchewan or elsewhere). The qualifying exam would take the form of a written exam that would test the student's basic knowledge of microeconomic theory and econometrics. The questions asked on the exam would be those that students that have graduated from a well recognized Masters program in economics/agricultural economics/finance would be expected to know. To be eligible to transfer, students would have to obtain a Pass on the qualifying exam. A grade of Very Good or Excellent is required to obtain a Pass (see the Comprehensive Exam Guidelines for the descriptors for Very Good and Excellent).

Students who are enrolled in, but have not yet completed, a Masters program in Economics, Agricultural Economics, Finance or the Johnson Shoyama Graduate School of Public Policy (specifically the Masters of Public Policy) at the University of Saskatchewan would be eligible to transfer to the PhD in Applied Economics. To do so, they would follow the procedures for transfer outlined by CGPS, including submitting an application and writing a qualifying exam. The details on the qualifying exam are provided above.

- 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.*

Three key criteria will be used to evaluate the success of the program. The first is the number of students in the program and their success at completing the program. By the end of the fifth year it is expected that the program will be admitting eight students a year; it is also expected that two or three students will be in the process of completing their program. The second criterion is the quality of the students in the program. By the end of the fifth year it is expected that four or five students in the program will have published journal articles in high quality applied economics journals (either on their own, or in conjunction with other students or faculty) and/or received major scholarships. In the longer term, important measures of success will be the type of jobs our graduates obtain, as

well as the success they experience in these jobs. The third criteria will be the quality of the research and the impact that this research has on things such as public policy.

- 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.*

Not applicable.

#### **4. Consultation**

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

The PhD in Applied Economics is complementary to the Masters programs in Economics, Agricultural Economics and Finance, and to the PhD program in Agricultural Economics, in that all of the programs use some of the same courses. It will also strengthen these programs by providing a larger cohort of economics students and by allowing a wider set of courses to be offered. It is expected that some of the students in the PhD program will come from the above Masters programs. Some students from other programs on campus (e.g., the Masters of Public Policy or the MA in Political Studies) may also apply to the PhD in Applied Economics. The proposed program does not lead into other programs offered at the university or elsewhere.

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

The units involved in the preparation of this proposal have worked extensively to acquire internal approvals and to collect feedback on the content, design, and demand for the proposed program.

The initial idea for a joint PhD program in Applied Economics emerged four to five years ago as a result of conversations among members of the department of Agricultural and Resource Economics, the department of Economics, and the Johnson Shoyama Graduate School of Public Policy. The impetus for the conversations was the recognition that sufficient resources existed on campus for a very strong PhD program in applied economics and the knowledge that considerable co-operation among the three units was already taking place. The next step seemed logical – to formally combine the resources from the various units and create a strong PhD program.



The outcome of the conversations was a draft of the key elements of a joint program, including proposed course requirements. When this draft received preliminary approval from the faculty members in the three units, attention was turned to drafting a notice of intent. This notice was completed by the fall of 2012 and again received approval from the faculty in the three units. At the same time, conversation was initiated with the department of Finance and Management Science (Finance) in the Edwards School of Business. Given the discussions that were by then taking place on campus regarding program review, the notice of intent was never submitted.

In the summer of 2014 it was announced that the university would give priority to a number of different initiatives in the program area, and in particular to those that involved collaboration across colleges. A task force comprised of Mary Buhr (Dean of Agriculture and Bioresources), Peter Stoicheff (Dean of Arts and Science), Daphne Taras (Dean of the Edwards School of Business) and Michael Atkinson (Director of the Johnson Shoyama Graduate School of Public Policy) was created to look into the possibilities for collaboration in the economics and policy areas. Chaired by Daphne Taras, one of the first activities of the task force was to look for possible initiatives. At this time the previously written draft notice of intent was circulated. Since this proposal had support from the various units and was already well along in its development, the decision was made to focus attention on this program proposal.

A working committee, chaired by Daphne Taras, was created to work on a revised version of the notice of intent. The revision was completed in September 2014 and was submitted to each of the academic units for feedback and approval. Each of the units unanimously approved the notice of intent, signaling that they would like to see the proposal go forward to the next stage. With the completion of the notice of intent, Daphne Taras passed the chair of the working committee to Murray Fulton.

The notice of intent was submitted to the Planning and Priorities Committee in November 2014, and the proposal proponents met with PPC in December 2014. PPC members signaled their support in principle for the concept of the program, but indicated that the program was dependent on new and significant resources being available and committed to the program. Since December 2014 the proponents have been working to secure the resources required. This has now been accomplished and the proposal is once again being brought forward.

The letters of support for the program from the participating units are provided in appendix 2.

*c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

As outlined above, the proposed program involves a substantial sharing of resources (particularly courses) from across the four units involved. Letters of support from the four

units are provided in appendix 2. A list of the courses offered by the four units and that would be used in the program is provided in appendix 3. Beyond this, however, the proposed program does not draw on courses or resources from other colleges or units.

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

We have not consulted with the University Library, although we could do so if that is necessary. The reason for not consulting is that the resources currently available on campus for the existing graduate programs in the department of Agricultural and Resource Economics, the department of Economics, the department of Finance and the Johnson Shoyama Graduate School of Public Policy are sufficient for the proposed program.

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

No other consultations were carried out. There is no professional association in economics that accredits economics programs.

## **5. Budget**

### **Introduction**

When this program proposal was first initiated, it was noted that although faculty, administrative and financial resources were currently devoted to economics teaching and research on campus, the launching of a PhD program could be done without the addition of new resources in these areas. The reason was simple — the resources available then were fully used in the teaching of existing undergraduate and Masters level programs. Thus, the PhD in Applied Economics would only be able to go ahead if additional resources are provided. Specifically, a focused recruitment of four new faculty with a microeconomics background was required to realize the full potential of this program and to support the other demands being placed on the participating academic units as they respond to the need for economic training and analysis.

Since then, and as a direct consequence of developing this proposal, a good portion of the additional resources have been provided through new commitments from three of the units involved and the Provost's Office. New faculty members have been hired in Economics (Arts and Science) and Finance (Edwards School of Business), while the Provost's Committee on Integrated Planning (PCIP) has indicated preliminary approval for funding of a tenure track faculty position to support the PhD in Applied Economics. The potential for a fourth faculty position exists from a central allocation from the Provost's Office for faculty with an Indigenous background; this allocation would take place when an economist with an Indigenous background is found.

The accompanying spreadsheet Estimated Incremental Revenue and Expenses.xlsx is reprinted in appendix 4. The spreadsheet outlines estimated tuition revenue and the

incremental expenses for the first eight years of the proposed program. The revenues and expenses of the program will increase over time as the program reaches its full student complement. The salary expenses for the faculty that will participate in the program are not reported in the spreadsheet; they are, however, described below.

### **Faculty Resources**

No single academic unit has the faculty resources to offer a PhD program in Applied Economics. However, taken collectively, the faculty complement (both current and under recruitment) of economists on campus is sufficient to launch this program. The current faculty complement with sufficient experience to teach at the applied economics PhD level, to supervise PhD students and to serve on committees includes nine (eleven including current recruiting) faculty from Agriculture and Resource Economics, eleven (twelve including current recruiting) faculty from Economics, thirteen from Edwards School of Business (nine from Finance, two from Accounting, and two from Human Resources and Organizational Behaviour), and two from the Johnson Shoyama Graduate School of Public Policy for a total of thirty eight (including current recruiting). Some of these faculty are (or will be appointed as) junior members; however it is expected that they will play increasingly major roles and eventually participate fully in the PhD program.

As outlined above, new faculty members have been hired in Economics and Finance, while PCIP has indicated preliminary approval for funding of a tenure track faculty position to support the program. The potential for a fourth faculty position exists from a central allocation from the Provost's Office for faculty with an Indigenous background. These new hires, along with the existing faculty, are sufficient to offer a PhD program in Applied Economics.

Each of the four participating units outlined above will provide a faculty member to sit on the Applied Economics Graduate Committee. All the committee members will be senior faculty and will contribute sufficient time to get the program up and running and to ensure that it is operating effectively and efficiently. It is expected that the original members of the committee will be Richard Gray (Agricultural and Resource Economics), Murray Fulton (Johnson Shoyama Graduate School of Public Policy), Don Gilchrist (Economics) and Dev Mishra (Finance and Management Science). In time, the various committees will reflect an appropriate balance of genders, minorities, and junior and senior members.

Appendix 2 contains letters of support from the four colleges/schools units involved, as well as from PCIP and CGPS.

When hiring the final two faculty members, there are four areas for new appointments that are of particular interest: (1) health/labour economics; (2) non-renewable resource/energy economics; (3) regional economics; and (4) knowledge creation, infrastructure provision and governance.

These areas are a high priority for the University of Saskatchewan. Two of the areas – health/labour and non-renewable resource/energy – correspond directly to the university's signature areas (One Health and Energy & Mineral Resources), while a third – regional economics – has a strong link with the Aboriginal signature area.

These topic areas are also of key interest to local, federal and provincial governments, and to the business community (see discussion below). Taken together, these areas represent a set of activities that are core to the future of the Saskatchewan economy. Yet, they are not being as fully addressed as they could be within any of the current academic units on campus. The result is that at the current time the university is not undertaking research on these topics and the university does not have faculty that are in a position to provide educational opportunities and policy advice in these areas.

These four areas are ones in which the participating units have mutual research interests, making them ideal for a cross-cutting initiative such as this joint PhD proposal. The areas of interest are:

1. *Health/labour economics* – Labour and health issues are of significant public policy concern to the province and to Canada more generally. Participation in labour markets and healthy food/lifestyle choices have large impacts on public health care costs, and healthy food/lifestyle choices and public health care support good labour market experiences. Good applied economic research is critical to addressing these issues, whether it be in terms of finding ways to address income inequality or to reduce health care costs. A faculty member with expertise in health or labour economics would be expected to interact with faculty in health management and administration.
2. *Non-renewable resource/energy economics* – Non-renewable resources (agricultural land, potash, uranium, oil, gas, and other mining activities) are critical to the Saskatchewan economy. Yet, the University of Saskatchewan has very little economic expertise in this area. Given the increased attention being given to issues such as dependency on natural resource revenues, sovereign wealth funds, royalty structures, and resource sharing mechanisms with First Nations, an investment in this area would be highly relevant to governments and natural resource companies in western Canada. A faculty member in this area would be expected to develop strong policy skills over the his/her career.
3. *Regional economics* – Understanding how economies operate at the sub-national and local level is vitally important for economic development in Saskatchewan, particularly in rural agricultural communities and Aboriginal areas. While the University of Saskatchewan has historically had a strength in this area, recent retirements have created a void and left the university unable to contribute to the debates around this topic. Investment in a faculty member in this area would provide the expertise required to make a contribution to the continuing debates around regional development.
4. *Knowledge creation, infrastructure provision and governance* – Knowledge creation, transportation, and other forms of public infrastructure are essential drivers of economic

growth. This is especially important for innovation within Saskatchewan's knowledge economy, agricultural industry, and resource sectors. Given infrastructure's public and non-rival nature, these goods have historically been provided by governments. Constrained by budgets, governments are now increasingly developing policies to create a larger role for private sector investment in providing these goods. A strong program of applied economics research led with expertise in public finance and/or industrial organization is needed to build a knowledge base to contribute to the development of partnership agreements and regulatory policies that can effectively govern knowledge creation and infrastructure provision for the greatest public benefit.

All of the above research areas could be linked to cross-cutting methodologies such as "Big Data" that are gaining attention and that build on specialized facilities such as the Social Sciences Research Lab. Each of these foci will integrate faculty and research, and thus doctoral training, across the co-operating academic units.

### **Administrative Resources**

The delivery of the proposed program would require staff support. No single unit has sufficient resources to administer a program that spans the entire campus. Thus, financial support for a half-time graduate secretary position will be required to operate the program. The College of Agriculture and Bioresources has agreed to provide in-kind support for the half-time graduate secretary position that will provide the administrative support required for the program.

To operate effectively, the program also requires a physical location — a fixed address — through which new applicants will apply to the program, current students can access university resources, program faculty can reach students, and through which the university interacts with the program. The administrative home of the PhD in Applied Economics will be the Agricultural and Resource Economics department, a unit that currently operates a PhD program. The in-kind resources for this physical location will be provided by the College of Agriculture and Bioresources.

The management of the program will be the responsibility of the co-operating units. The Applied Economics Graduate Committee will be responsible for managing the program. This committee will be made up of a designated member from each of the participating units and will be chaired by one of the members on a rotational basis; the chair will assume the role of the graduate chair for the program. This rotation will ensure a balance of responsibilities and support the active involvement of each of the co-operating units. Committee decisions will be by a majority vote of the members (though in practice, we expect that decisions will be consensual). The committee will interact on behalf of the program with the College of Graduate and Postdoctoral Studies and the university. The graduate committee members will report to the department head or executive director of their home units. As discussed above, all the committee members will be senior faculty.

## Teaching Resources

As discussed above, the four participating units offer courses that will slot directly into the PhD in Applied Economics. Appendix 3 contains a list of the graduate level courses currently being offered within the participating units that are appropriate for the PhD in Applied Economics; all of these courses will be available to the students in the proposed program. Appendix 2 contains support letters from the participating units indicating that these courses are offered on a regular basis. Although there are no new courses being developed specifically for the PhD in Applied Economics at this time, students in the program will take, as part of their core programs, a microeconomics and econometrics course (Econ 873.3 (Advanced Microeconomic Theory) and Econ 809 (Econometrics II), respectively) that are currently only offered to the top students (typically planning to enter PhD programs in other universities) and to students in the PhD program in Agricultural Economics. The focus of these courses will be shifted even further to tailor them first and foremost to PhD students. However, since all graduate (800) level courses at the University of Saskatchewan are available to both Masters and PhD students, it will be possible for very good Masters students to take one or more of these courses. In addition, students in the program will have access to JSGS 865.3 (Decision Making in Organizations), a course specifically designed for JSGS PhD students. In combination with the requirement to take field courses from at least two different areas, students will clearly be exposed to the rigour and breadth of a PhD program. It should be noted that, with the establishment of the PhD in Applied Economics, the participating units are expected to develop new course offerings as faculty come on stream and the field areas are systematically explored.

## Student Financial Support

Ongoing student funding is essential to the success of this program. The goal is to be able ultimately to admit eight new students a year – this would make the program comparable to other PhD programs in Canada (the number of entrants each year will start initially at two and rise to eight in the fourth year). As is common in economic PhD programs in Canada and the United States, funding will be required to attract students to the program.

The allocation and administration of the student funding will be governed by the Applied Economics Scholarship Plan that will be approved by CGPS. This plan will outline how the student funding package overall will be managed. For instance, incoming graduate students may be funded more from internal university funds, while students in the upper years (e.g., third, fourth and fifth) may be funded more from project funding and with funding from other sources (e.g., external scholarships).

Of the students admitted, it is estimated that, on average, half will be funded internally (those not funded by the university will have scholarships (e.g., SSHRC; all SSHRC-eligible students that are admitted to the program will be required to apply for a SSHRC doctoral scholarship) or come with funds (e.g., international students). Of the funding provided internally by the university, it is expected that 70 percent will be provided by faculty research projects and 30 percent will come from teaching assistantships and various internal scholarships such as the CGPS devolved scholarships. Appendix 4



provides the breakdown of the student support that will be required, as well as the tuition that will be collected. In making the projections, two scenarios are examined – one in which students are in the program for four years and one in which the students are in the program for five years.

Initial funding to kickstart the program will be provided by PCIP and by CGPS. PCIP has made a commitment to provide \$50,000 a year for each of the first two years (i.e., \$100,000 in total) to cover the funding of students, as well as to cover initial administrative expenses such as program advertising. CGPS has made a commitment to provide a PhD scholarship worth \$25,000 a year for each of the first three years (i.e., \$75,000 in total). Once the program reaches a total enrolment of 12 students, devolved funding from CGPS will be available. Discussions with the deans and directors of the participating units, and with central university leadership to secure long-term funding after the start-up phase are ongoing.

### **Student Space**

The students will be housed together as a cohort during their first year in the program. Agricultural and Resource Economics and the College of Agriculture and Bioresources have agreed to provide this space within the common area for Agricultural Economics first year grad students. The PhD students would then move to their supervisor's units for the remainder of their program.

### **IT and Library Resources**

In terms of library resources, the current holdings are sufficient for the proposed program. IT support is also sufficient.

### **Budget of Required Resources**

As shown in appendix 1, both incremental tuition revenues and incremental non-salary expenses will grow over the first eight years of the program (tuition revenues are based on standard graduate tuition rates). In addition to the 1.5% annual budgeted inflation increase, student numbers will grow over time until the program reaches a full cohort. Between 2017-18 and 2024-25, tuition revenue increases from \$9,848 to between \$175,000 and \$219,000 per year. Over this period, the largest non-salary expense for the university is student funding, which will increase from \$7,500 to between \$133,000 and \$166,000 per year. The total accumulated surplus over the first eight program years is between \$108,000 and \$134,000.

### **Summary**

Table 4 summarizes the resources that have been secured for the program. As outlined in the previous sections, these resources include: (1) four new faculty positions over and above the current complement in the participating units; (2) support from PCIP for start-up costs and initial student funding (\$100,000); (3) support from CGPS for PhD scholarships (\$75,000); (4) a 0.5 FTE administrative position (in-kind); and (5) space for



the first year student cohort (in-kind). The attached letters of support provide the assurance that the positions and funds are available.

As outlined above, new faculty members have been hired in Economics and Finance, while PCIP has indicated preliminary approval for funding of a tenure track faculty position to support the program. The potential for a fourth faculty position exists from a central allocation from the Provost's Office for faculty with an Indigenous background. These new hires, along with the existing faculty, are sufficient to offer a PhD program in Applied Economics.

The PhD in Applied Economics will bring significant benefits to the university beyond the training of graduate students. Given the applied nature of the program, it has the potential to address key policy issues at both the provincial and national level. This is particularly the case in areas such as food security and water security, where the program will augment large-scale science projects with increased capacity to do applied social science research.

**Table 4: Resources Secured for the PhD Program in Applied Economics**

<b>Resource</b>	<b>Resource Source</b>	<b>Value (\$)</b>
Startup Funding	PCIP	100,000
PhD Scholarships	CGPS	75,000
Faculty Positions (3)	Arts and Science, Agriculture and Bioresources, Edwards School of Business	In-Kind
Indigenous Faculty Position	PCIP	In-Kind
Administrative Position (0.5 FTE)	Agriculture and Bioresources	In Kind
Student space	Agriculture and Bioresources	In-Kind

## **Appendix 1**

### **Comprehensive Exam Guidelines**

## **PhD in Applied Economics Comprehensive Exam Guidelines**

### **Structure of the Exam**

The comprehensive exam is composed of two parts: one written at the end of the first year, and one written at the end of the second year.

1. First year exam. This exam will have three components.
  - (a) The first is a written exam that examines the students' ability to apply the microeconomic theory they have taken in their courses. For instance, students might be asked to analyze a current public policy or business decision using microeconomic concepts.
  - (b) The second component takes the form of a research paper on a topic approved by the advisory committee that focuses on the use of the theory and empirical tools taught in the first year (students are expected to complete the paper with minimal input from faculty). In this paper students are expected to show their independent ability to apply economic theory and methods to an examination of a problem they have chosen.
  - (c) The third component is an oral examination of the paper and the exam.
2. Second year exam. This exam will have two components.
  - (a) The first component is a second research paper that is due by the end of the second academic year (students are expected to complete the paper with minimal input from faculty). The focus of the paper will be approved by the advisory committee and will be directed towards the material found in the student's two core field courses (the core field requires a minimum of two approved courses). The research paper is designed to demonstrate the student's ability to structure a research problem and apply techniques appropriate to their proposed field; in doing this, students will be expected to integrate material from across their field courses using the material in their theory economic theory and econometrics courses.
  - (b) The second component is an oral exam on this paper.

Candidates must receive a Pass on both the first year exam and the second year exam in order to receive a Pass on the comprehensive exam (the assessment criteria are elaborated below). If the candidate does not receive a Pass on one or both of these two exams, they are given a second and final chance (subject to the approval by the Dean of CGPS) at the exam(s) they did not Pass. The second attempt should take place roughly four to six months from the time of the first attempt and will follow the structure of the first attempt. This second attempt may focus on just one aspect (e.g., the written component or the research paper) if one part of the candidate's performance was weaker than the other.

**Examining Committee Structure**

The examining committee for a candidate's comprehensive exam is his or her advisory committee. The advisory committee consists of at least five members:

1. A chair (this person shall be a faculty member in one of the participating units);
2. The supervisor (or co-supervisors, which together count as one person);
3. A cognate committee member from a department on campus other than that of the supervisor (note that this means that the cognate member will normally, but not necessarily, be from one of the other participating units);
4. Two or more additional committee members (they may be from the participating units, from other units on campus, or from other universities).

The written exam in the first year is prepared by the graduate committee and is marked by a committee of three members chosen from the participating units.

The advisory committee approves the topics for the first and second year research papers, reads and grades the first and second year research papers, and is the examining committee for the two oral exams.

**Marking System**

The comprehensive exam is marked on a Pass/Fail basis (the assessment criteria are elaborated below). To obtain a Pass for the overall comprehensive exam, candidates have to obtain a Pass on both the first year exam and the second year exam. For each of these two exams, a Pass is required on all the components. Thus, for instance, in year one a very strong performance on the written exam is not sufficient to offset a weak performance on the research paper or on the oral exam. If the candidate is judged to Fail any portion of the first year or second year exams, the examining committee must provide a written explanation for its decision. If a candidate obtains a Pass on one area but not on another, the examining committee may decide to focus attention on the weaker area during a second attempt.

**Role of the Chair**

The purpose of the chair is to ensure that the oral examination is conducted according to the comprehensive guidelines and thus to provide students and faculty with the confidence that students are being treated fairly and equitably. The Chair is not an examiner and, as a consequence neither votes nor asks substantive questions of the candidate. If a member of the committee is unable to attend the oral, that member may submit written questions, along with expected responses, that will be put to the candidate by the chair.

**Timing:**

The comprehensive exam is scheduled for two periods during the year: (1) August-

September, and (2) December-January. PhD students beginning their program in September will typically make their first attempt at the comprehensive exam in the August-September time period. Ordinarily, the December-January time period is reserved for retakes (although there may be circumstances when the first attempt at the comprehensive would be carried out in this period). The precise dates chosen will be selected on the basis of what best suits the timetables of the candidates and the committee. The dates for the written components of the exam should be communicated to faculty and students five to six months before the exams are set to take place.

### **Assessment Criteria**

The PhD in Applied Economics program has adopted the following descriptors to provide faculty and students with a guide to how the written exam, research papers and oral exam will be evaluated.

A grade of Very Good (80-85) or Excellent (85+) is required to obtain a Pass on exams and papers that make up the comprehensive exam.

#### ***85+ Excellent***

An excellent superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

#### ***80-85 Very Good***

A superior performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

#### ***75-80 Good***

A good performance with evidence of:

- a substantial knowledge of the subject matter;

- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

***70-75 Satisfactory***

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
  - a fair understanding of the relevant issues;
  - a general familiarity with the relevant literature and techniques;
  - an ability to develop solutions to moderately difficult problems related to the subject material; and
  - a moderate ability to examine the material in a critical and analytical manner.
-

**Appendix 2**  
**Letters of Support**





January 28, 2016

On behalf of the Edwards School of Business, I am pleased to support – with enthusiasm – the development of a PhD in Applied Economics. Sharing resources among a number of faculties will allow us to run a strong, well-resourced PhD program, with tremendous opportunities to do applied research and develop cross-college collaborations in teaching and research.

The Edwards School of Business will participate with the following in-kind and monetary contributions:

- Our Department of Finance and Operations Management is keenly interested in participating through teaching courses, seminars, providing supervisors, committee members, and other forms of assistance that would support the program. PhD students would be welcome to supplement their coursework with our
- Currently, we are hiring a new faculty member in Information Systems Management, and we are prioritizing data analytics. We anticipate this person being involved in the PhD program.
- In the next year or two, we will be hiring for a faculty person explicitly in data analytics. This position also would support the PhD program.
- From our Dean's Circle funding, we will make significant multi-year scholarships available to students with an interest in applications pertinent to the Edwards School, whose supervisors are in the Edwards School.
- We have good data sets (e.g. Compustat) and the Wharton Platform, which we pay for at great expense. It would be a pleasure to have PhD students and colleagues collaborating with our faculty members using these data sets and the Wharton platform.
- Once students pass their candidacies, we are interested in hiring them to teach courses so they can demonstrate their teaching skills and increase their employability in academic settings. Professors at Edwards have very strong teaching dossiers, and four have become Master Teachers for the University. Many others have won significant teaching awards. This would be a good environment within which future academics are mentored.

I estimate there are 13 full-time tenured faculty members within the Edwards School who would be qualified to participate in the PhD program as supervisors, committee members, mentors, course directors, and research collaborators.

It is with no hesitation that I urge the governance bodies to give their assent to the launch of the PhD in Applied Economics. It has been many years in the making, and it is time for us to build the program. The Edwards School of Business is committed to participate in the new program.

Yours very truly,

Daphne Taras, PhD  
Dean and Professor  
Edwards School of Business

February 2, 2016

Murray Fulton, Chair  
Program Development Committee  
PhD in Applied Economics Program

Dear Murray:

On behalf of the Johnson Shoyama Graduate School of Public Policy, we are pleased to indicate our support for the PhD in Applied Economics. The proposed program is an excellent example of the opportunities that emerge – in this case, a strong and well-resourced PhD in economics – when academic units and faculty collaborate. We anticipate that the establishment of this program will lead to other benefits, such as new teaching and research opportunities.

The Johnson Shoyama Graduate School of Public Policy would be pleased to provide the following resources to the program:

- We currently have two economists on faculty, Murray Fulton and Haizhen Mou, that could be involved in graduate student supervision and mentoring.
- We understand that a JSGS faculty member will serve on the Applied Economics Graduate Committee. Murray Fulton will serve in this role at startup and for the next several years.
- We are currently negotiating a scholarship donation to the school. If this negotiation is successful (and indications are very good that it will be), the Johnson Shoyama Graduate School would direct the scholarship funding to a student doing behavioural economics in the PhD in Applied Economics program.
- We currently have two courses, JSGS 862 Decision Making in Organizations and JSGS 865 Political Economy, which could be of interest to students in the proposed program. We would be pleased to accommodate any students who would like to enroll in these courses.
- We are often looking for teaching assistants and sessional lecturers for our economics and quantitative methods courses, and would be delighted to be able to choose from a pool of PhD students in the Applied Economics program

In summary, we are strongly committed to this program and support it fully. We look forward to its introduction.

Yours truly,



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



Jeremy Rayner  
Director and Professor,  
Johnson Shoyama Graduate School of Public Policy,  
University of Saskatchewan campus

February 5, 2016

To Whom It May Concern

**Re: Proposed joint PhD in Applied Economics**

As Dean of the College of Agriculture and Bioresources, it is my great pleasure to confirm support for the proposed joint PhD in Applied Economics. I have been kept informed throughout the development process, and the Executive of the College, consisting of the five Department Heads, two Associate Deans and myself, approve of the proposal. It admirably meets our current Integrated Plan, is congruent with the preliminary discussions we have had on the future needs of our College and the agricultural interest communities we serve, and the inter-college collaboration in its development and proposed implementation are both highly desirable and exemplify the strong commitment to growing research intensity at the University of Saskatchewan. Furthermore, we have a college Research Facilitator whose support will be available to faculty wishing assistance in developing and strengthening their research portfolio.

We recognize the resource implications of the proposed degree. The College of AgBio has adequate administrative capacity to manage the new program, and commits to providing graduate secretarial support appropriate for the program as it grows. In the past two years, the College has dedicated considerable resources to enhancing the faculty complement in the (soon-to-be-officially-renamed) Department of Agricultural and Resource Economics, and we clearly see that the topic areas of Regional Economics and Knowledge Creation, Infrastructure Provision & Governance are areas where a faculty appointment would be a good fit within the College. As the program matures and student demand leads the department to identify one of these areas as its highest discipline priority, the College will ensure faculty expertise is in place to meet the demand.

Sincerely,



Mary M. Buhr, PhD  
Dean and Professor

c: Bob Tyler, Associate Dean, Research and Graduate Studies



April 18, 2016

The College of Arts & Science is pleased to provide an enthusiastic letter of support for the PhD in Applied Economics. This proposed graduate degree program is the result of extensive and thoughtful consultations with departments in our college, the College of Agroculture & Bioresources, the Edwards School of Business, and the Johnson-Shoyama Graduate School of Public Policy. The PhD in Applied Economics will provide an exciting opportunity for all three colleges and graduate school to offer innovative and collaborative graduate programming, and to expand our collective research and expertise in the areas of applied economics.

In terms of college resources to commit to this program, we have twelve faculty members (including a recently recruited position) in the Department of Economics with the experience to teach and supervise at the applied economics PhD level. One department member, initially Prof. Don Gilchrist (current head of the Department) will sit on the Applied Economics Graduate Committee. The college realizes that the administrative management of the program is the responsibility of all cooperating units, and will participate in admin support on a rotational basis when and if required.

The Applied Economics PhD program offers a multidisciplinary approach, with cooperation between participating academic units, to large-scale, team-based research projects in the complementary disciplines of Economics. It will prepare a new generation of students for a rapidly expanding collaborative and research agenda, who will be better prepared for future employment opportunities.

In summary, the College of Arts and Science fully supports the proposed PhD in Applied Economics program - it fits very well within our integrated plan in terms of focal areas and college-specific priorities, and the spirit of necessary and multidisciplinary research and knowledge exchange.

Sincerely,

Peta Bonham-Smith  
Interim Dean and Professor

Cc: Dean's Executive Committee; Associate Dean Graduate Studies; Department of Economics Head



From: PCIP Info Email <pcip.info@usask.ca>  
 Subject: PhD in Applied Economics Scholarship  
 Date: October 6, 2016 at 4:42:39 PM CST  
 To: "Gray, Richard" <richard.gray@usask.ca>, "Fulton, Murray" <murray.fulton@usask.ca>, "Gilchrist, Donald" <donald.gilchrist@usask.ca>  
 Cc: "Baxter-Jones, Adam" <baxter.jones@usask.ca>, "Rigby, John" <john.rigby@usask.ca>, PCIP Info Email <pcip.info@usask.ca>, "Freeman, Jen" <jen.freeman@usask.ca>

**From:** PCIP Info Email

**Sent:** Tuesday, August 09, 2016 11:09 AM

**To:** Gray, Richard <richard.gray@usask.ca>; Gilchrist, Donald <donald.gilchrist@usask.ca>

**Cc:** Provost & VP Academic <provost.vpacademic@usask.ca>; VP Finance and Resources <vp.financeandresources@usask.ca>; Rigby, John <john.rigby@usask.ca>; Thomarat, Jacquie <jacquie.thomarat@usask.ca>; Freeman, Jen <jen.freeman@usask.ca>; Lukey, Heather <heather.lukey@usask.ca>; Sen, Piya <piya.sen@usask.ca>; PCIP Info Email <pcip.info@usask.ca>; PCIP Info Email <pcip.info@usask.ca>

**Subject:** PhD in Applied Economics Scholarship

**This email is being sent on behalf of John Rigby, Interim Vice-Provost, Institutional Planning and Assessment (IPA)**

Good afternoon, Murray, Richard, and Donald,

As discussed with you, on behalf of the Provost's Committee on Integrated Planning (PCIP), I am pleased to inform you that, pending approval of the program by Council, one-time funding of \$50,000 per year for two year has been approved to support the PhD Program in Applied Economics. The funding will be sourced from the Strategic Envelope.

Please contact Jacquie Thomarat, Director of Resource Allocation and Planning or myself if we can be of further assistance in establishing this strategic interdisciplinary program.

The members of PCIP thank you and your colleagues for your work.

Regards,

John

✦ John M. Rigby Ph.D.

**Interim Associate Provost**

Institutional Planning and Assessment

Ph: (306) 966-1827





20 October 2016

Dr. Murray Fulton,  
Fellow in Co-operatives and Public Policy  
Centre for the Study of Co-operatives  
Professor, Johnson-Shoyama Graduate School of Public Policy  
Associate Member, Department of Bioresource Policy, Business and Economics  
101 Diefenbaker Place  
University of Saskatchewan  
Saskatoon SK S7N 5B8

Dear Murray,

I would like to start by thanking you and your colleagues for the invaluable work on developing the PhD in Applied Economics program. These types of interdisciplinary programs are exactly the type of initiatives that CGSR/CGPS sees as essential to growing graduate student numbers and enhancing the reputation of graduate studies at the UoS.

CGSR/CGPS would like to show its support by providing one \$25,000 PhD UGS scholarship per year for the first three-years of the program, a total of \$75,000 in support.

All funds must be spent or committed during each of the identified academic years, no funds will be available to be rolled over into following years. Scholarships must be awarded in line with current USG terms and conditions and will be administered through CGSR/CGPS.

Please contact Heather Lukey, Director of Graduate Awards and Scholarships with the appropriate student information for her to make the appropriate arrangement to ensure scholarship payments are made to the identified students.

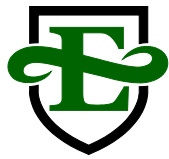
Sincerely

Dr. Adam Baxter-Jones, Ph.D.

Interim Dean College Graduate Studies and Research

cc: Ms. Heather Lukey, Director of Graduate Awards and Scholarships





January 10, 2017

On behalf of the Edwards School of Business, I am pleased to support – with enthusiasm – the development of a PhD in Applied Economics. Sharing resources among a number of faculties will allow us to run a strong, well-resourced PhD program, with tremendous opportunities to do applied research and develop cross-college collaborations in teaching and research.

The Edwards School of Business will participate with the following in-kind and monetary contributions:

- Our Department of Finance and Management Science is keenly interested in participating through teaching courses, seminars, providing supervisors, committee members, and other forms of assistance that would support the program.
- We have recently hired two research-active faculty members in the Management of Information Systems (MIS) area. We expect that they could be involved in the PhD program.
- We anticipate hiring a faculty person explicitly in data analytics in the next year or two. This position also would support the PhD program.
- From our Dean's Circle funding, we will make significant multi-year scholarships available to students with an interest in applications pertinent to the Edwards School, whose supervisors are in the Edwards School.
- We have good data sets (e.g. Compustat) and the Wharton Platform, which we pay for at great expense. It would be a pleasure to have PhD students and colleagues collaborating with our faculty members using these data sets and the Wharton platform.
- Once students pass their candidacies, we are interested in hiring them to teach courses so they can demonstrate their teaching skills and increase their employability in academic settings. Professors at Edwards have very strong teaching dossiers, and five have become Master Teachers for the University. Many others have won significant teaching awards. This would be a good environment within which future academics could be mentored.

I estimate there are 16 full-time tenured faculty members within the Edwards School who would be qualified to participate in the PhD program as supervisors, committee members, mentors, course directors, and research collaborators.

It is with no hesitation that I urge the governance bodies to give their assent to the launch of the PhD in Applied Economics. It has been many years in the making, and it is time for us to build the program. The Edwards School of Business is committed to participate in the new program.

Sincerely,

Keith A. Willoughby, Ph.D.  
Interim Dean  
Edwards School of Business

KAW:see



March 7, 2017

Re: Letter of Support for the PhD in Applied Economics

I am pleased to write a letter of support for the PhD in Applied Economics program proposal. The Department of Agricultural and Resource Economics strongly supports the proposed program, with members of our department having taken an active role in its development. While our Department has offered a successful PhD in Agricultural Economics for the past 25 years, we recognize that it is increasingly difficult to remain globally competitive without a critical mass of PhD students, coursework, and shared resources. The proposed program would provide this critical mass and strengthen our existing program. Moreover, as applied economists, we are eager to expand our engagement with economists and graduate students, and to tackle a growing list of complex problems that require a broad range of knowledge and expertise.

Locating the administrative support for the program within our department will build on our long-term experience in PhD delivery and leverage existing administrative support to enable both effective and efficient support for the program and its students. Creating a shared space for the first year students in both PhD programs will create a larger critical mass of students, and enable them to develop the collegial bonds and the sense of community required for an engaged, interactive learning cohort.

The additional faculty member that would be available in conjunction with the establishment of this program will play a critical role in the department. While we have had some faculty renewal, a large number of retirements (six since 2011), combined with record undergraduate enrollment, have strained our departmental teaching and research resources. An additional faculty member will enable the department to support both the new program and our very successful existing programing.

In terms of specific teaching assignments, the applied PhD will give recent and new faculty increased opportunity to teach and involve students in cutting edge applied economic research. As a department, we are committed to offering a range of excellent graduate courses in applied economics. In addition to the existing courses outlined in the proposal, it is important to point out that several new courses are currently being developed or will be developed by recent faculty hires. Furthermore, as an ongoing process, we will continue to assess the demand for graduate instruction. If a significant cohort of PhD students shows an interest in an area of applied economics or econometrics where there is faculty expertise and interest to teach, the department will support the development and teaching of a course or courses in this area. This adaptive model allows the set of graduate-level applied economics courses to evolve to reflect interests, expertise, and relevance over time, all of which is vital for a successful applied economics program.

Finally, I would like to stress that when economists from multiple units work together to deliver a shared program, they will inevitably see other ways to co-operate and create synergies, making the whole larger than the sum of the parts. We see this joint PhD as an innovative and enormously important step forward for the university and for our department. The program will allow the University of Saskatchewan to increase the numbers and quality of graduate students, to expand research and its impact, and to recruit even better faculty. As a result, we are extremely supportive of this important initiative.

Sincerely,



Bill Brown  
Professor and Department Head  
Agricultural and Resource Economics  
[Bill.brown@usask.ca](mailto:Bill.brown@usask.ca)  
(306) 966-4011



15 March 2017

Re: Proposed PhD in Applied Economics

The Department of Economics is one of the original proponents of, and strongly supports, the proposed PhD in Applied Economics.

This innovative program will gather expertise distributed amongst several academic units to provide the depth and breadth required to train nationally and internationally competitive doctoral students.

Our department has already hired into this prospect with an appointment in experimental economics to take advantage our university's state of the art facility, the Social Sciences Research Laboratory.

We currently resource and deliver courses that will be core as well as key field requirements for this program. In particular, we commit to regularly offering the required core of five courses in microeconomics (the sequence Econ 800 and 873), macroeconomics (Econ 801), and econometrics (the sequence Econ 808 and 809) on an annual basis. As needs and interest arise, we do and will continue to offer further advanced courses in microeconomic theory (Econ 850) and advanced macroeconomic theory (Econ 874).

We regularly offer field courses (Econ 811, 812, 823, 830, 833, 834, and 870 — see Appendix 3), which in combination with complementary courses in the other participating units, form coherent specializations that will deliver first class doctoral training. Moreover, we have the capacity to create new courses with particular focuses as opportunities emerge.

Perhaps the most exciting prospect is the creation of an institutional structure within which our faculty will work directly with faculty from each of the other units to train and supervise doctoral students. The synergies that will flow from these interactions will enhance our research activity and support new joint grant applications.

To restate: the Department of Economics is enthusiastically supportive of the PhD in Applied Economics. We are prepared to fully resource the commitments this entails and we warmly anticipate the research collaborations it will foster.

Sincerely,

*DA Gilchrist*

Donald Gilchrist, Head  
Department of Economics

March 20, 2017

Murray Fulton, Chair  
Program Development Committee  
PhD in Applied Economics Program

Dear Murray:

On behalf of the Johnson Shoyama Graduate School of Public Policy, we are pleased to reiterate our strong support for the PhD in Applied Economics. The proposed program is an excellent example of the opportunities that emerge – in this case, a strong and well-resourced PhD in economics – when academic units and faculty collaborate. We anticipate that the establishment of this program will lead to other benefits, such as new teaching and research opportunities.

The Johnson Shoyama Graduate School of Public Policy would be pleased to provide the following resources to the program:

- We currently have two economists on faculty, Murray Fulton and Haizhen Mou, who would be available to be involved in graduate student supervision and mentoring.
- We understand a JSGS faculty member will serve on the Applied Economics Graduate Committee. Murray Fulton will serve in this role at startup and for the next several years.
- We are currently negotiating a scholarship donation to the school. If this negotiation is successful (and indications are very good that it will be), the Johnson Shoyama Graduate School would direct the scholarship funding to a student doing behavioural economics in the PhD in Applied Economics program.
- We currently have two courses, JSGS 862 Decision Making in Organizations and JSGS 865 Political Economy. These courses are offered on an annual basis and would be of interest to students in the proposed Applied Economics program. It should be noted that JSGS 862 is a required course in our public policy PhD program. We would be pleased to accommodate any students who would like to enroll in these courses.
- We are often looking for teaching assistants and sessional lecturers for our economics and quantitative methods courses, and would be delighted to be able to choose from a pool of PhD students in the Applied Economics program.

In summary, we are strongly committed to this program and support it fully. We look forward to its introduction.

Yours truly,



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



Jeremy Rayner  
Director and Professor  
Johnson Shoyama Graduate School of Public  
Policy, University of Saskatchewan





March 22, 2017

RE: Letter of Support for the Ph.D. in Applied Economics

On behalf of the Department of Finance & Management Science (F&MS), I am delighted to write this letter supporting the proposed Ph.D. program in Applied Economics. Allow me to state that the F&MS currently runs a successful research focused M.Sc. in Finance program. While this program is relatively new, several graduates of this program have pursued their Ph.D. and have gone on to hold academic positions at excellent business schools (for example, one of our graduates is a professor at the University of Toronto). The M.Sc. in Finance students complete a rigorous curriculum involving four required finance courses, year-round research seminars, and several courses from the department of economics; the students also write a thesis by working closely with faculty supervisors.

As one of the four participating units of the proposed Ph.D. program, F&MS expects to contribute by providing access to existing graduate courses and seminars devoted to financial economics, existing physical resources such as research databases and the graduate faculty resources for supervision and mentoring. The graduate courses in finance, while currently targeted to our thesis based M.Sc. in Finance program, are suitable as field courses for the proposed Ph.D. in Applied Economics. The speakers at our graduate seminars include research active academics in the field of finance and financial economics drawn from Canadian and foreign universities. The department has a contingent of a dozen graduate faculty members working in the areas of financial economics, quantitative analysis and management science, information systems management and data analytics. These members could be available to participate in the Ph.D. in Applied Economics program.

Furthermore, the strength of a graduate program in finance is often highly related with the strength of graduate course offerings in the area of economics. The Ph.D. in Applied Economics program will provide significant opportunity to our graduate students to choose from a wide range of high quality economics courses.

Finally, the proposed Ph.D. in Applied Economics will provide an opportunity for F&MS faculty to collaborate with colleagues from participating units in delivering courses and supervising Ph.D. students. We expect that in the long run, this opportunity can significantly help enhance the research intensity in this department. F&MS is very much looking forward to this opportunity for academic collaboration with faculty and students affiliated with the proposed Ph.D. program, and accordingly we offer our strongest support for this program.

A handwritten signature in blue ink that reads "D. Mishra".

Dev R. Mishra, Ph.D.  
Department Head  
Finance & Management Science

22 March 2017

Re: Proposed PhD in Applied Economics

The College of Arts & Science is pleased to affirm our support for the PhD in Applied Economics program as originally expressed in my letter of April 18, 2016.

The College has proactively invested in a position in the Department of Economics expressly designated for the program. Our newly hired experimental economist is now teaching a graduate course in experimental economics and engaging with our state of the art Social Sciences Research Laboratory.

The College is pleased to support the program commitments as explained in the March 15, 2017 letter from Dr. Donald Gilchrist, Head of the Department of Economics, and looks forward to the new collaborative research activity and grant applications that will flow from this institutionally innovative program.

The Applied Economics PhD program offers a multidisciplinary approach, with cooperation between participating academic units, to large-scale, team-based research projects in the complementary disciplines of Economics. It will prepare a new generation of students for a rapidly expanding collaborative and research agenda, who will be better prepared for future employment opportunities.


The College of Arts & Science fully supports the PhD in Applied Economics. This program implements our spirit of multidisciplinary, multi-unit research, and the exchange of knowledge between our College and the University of Saskatchewan.

Sincerely,



Peta Bonham-Smith  
Interim Dean and Professor



**From:** PCIP Info Email pcip.info@usask.ca   
**Subject:** Ph.D. in Applied Economics  
**Date:** June 6, 2017 at 3:50 PM  
**To:** Buhr, Mary mary.buhr@usask.ca  
**Cc:** Provost & VP Academic tov758@mail.usask.ca, VP Finance and Resources vp.financeandresources@usask.ca, Germida, Jim jim.germida@usask.ca, Fulton, Murray murray.fulton@usask.ca, Rigby, John john.rigby@usask.ca, Thomarat, Jacquie jacquie.thomarat@usask.ca, Freeman, Jen jen.freeman@usask.ca, Sawatzki, Laurel laurel.sawatzki@usask.ca, Summers, Terry terry.summers@usask.ca, Sen, Piya piya.sen@usask.ca, PCIP Info Email pcip.info@usask.ca

**This email is being sent on behalf of John Rigby, interim vice-provost, Institutional Planning and Assessment (IPA)**

Good afternoon Mary,

I am writing today on behalf of the Provost's Committee on Integrated Planning (PCIP) to indicate preliminary approval for funding of a tenure track faculty position to support the Ph.D. Program in Applied Economics.

PCIP's approval is conditional on several conditions and clarifications. Jim Germida will discuss those conditions with you before the final transfer of funds is authorized.

The members of PCIP thank you and your colleagues for your work.

Regards,

John

 **John M. Rigby Ph.D.**

**Interim Associate Provost**

Institutional Planning and Assessment

Ph: (306) 966-1827



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**Appendix 3**  
**Existing Courses**

### Existing Courses Offered by the Participating Academic Units

Course Number	Course Name
<b>Department of Agriculture and Resource Economics</b>	
AREC 820.3	Applied Microeconomic Theory
AREC 825.3	Research Issues in Agribusiness Management
AREC 832.3	Rural Development
AREC 840.3	Economics of Agri-Food Marketing
AREC 842.3	Agricultural Market Organizations
AREC 845.3	Transportation Economics and Regulatory Policy
AREC 851.3	Agricultural Policy
AREC 855.3	International Agricultural Trade Policy
<b>Economics Department</b>	
ECON 800.3	Microeconomic Theory
ECON 801.3	Macroeconomic Theory
ECON 804.3	Research in Econometrics
ECON 805.3	Mathematical Analysis in Economics
ECON 808.3	Econometrics I
ECON 809.3	Econometrics II
ECON 811.3	International Trade Theory
ECON 812.3	International Monetary Economics
ECON 823.3	Labour Economics
ECON 830.3	Public Finance
ECON 833.3	Economic Evaluation Methods in Health Services Research
ECON 834.3	Health Economics
ECON 850.3	Game Theory, Strategic and Cooperative Choices
ECON 870.3	Behavioural Economics
ECON 873.3	Advanced Microeconomic Theory
ECON 874.3	Advanced Macroeconomic Theory
<b>Finance Department</b>	
FIN 801.3	Advanced Corporate Finance
FIN 802.3	Advanced Investment Theory
FIN 803.3	Empirical Methods in Finance
FIN 805.3	Fixed Income Securities

**Existing Courses Offered by the Participating Academic Units (continued)**

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**Johnson Shoyama Graduate School of Public Policy**

JSGS 862.3 Political Economy

JSGS 865.3 Decision Making in Organizations

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**Appendix 4**

**Estimated Incremental Revenue and Expenses**

**Appendix 1**  
**Joint Program PhD in Applied Economics**

**Estimated Incremental Revenues and Expenses**

<b>Year</b>	<b>Growth/yr</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Tuition Revenue -- Four Years in Program		9,848	29,987	60,874	102,978	135,880	159,136	172,292	174,876
Tuition Revenue -- Five Years in Program		9,848	29,987	60,874	102,978	146,332	180,355	204,596	218,595
<b><u>Incremental Expenses</u></b>									
External Examiner Travel	1.50%	-	-	-	-	3,354	6,808	10,366	14,028
Web-site Design and Advertising		25,000	5,000	4,500	4,000	3,500	3,000	2,500	2,000
Non-Salary Expenses		1,100	1,117	1,133	1,150	1,167	1,185	1,203	1,221
University Funding for Scholarships									
Four Year Program		7,500	22,838	46,360	78,426	103,483	121,194	131,213	133,181
Five Year Program		7,500	22,838	46,360	78,426	111,443	137,354	155,816	166,477
Total Incremental Expenses									
Four Year Program		33,600	28,954	51,993	83,576	111,504	132,188	145,282	150,431
Five Year Program		33,600	28,954	51,993	83,576	119,465	148,347	169,884	183,726
<b><u>Net Incremental Surplus (Deficit)</u></b>									
Four Year Program		(23,752)	1,033	8,881	19,402	24,376	26,948	27,010	24,445
Five Year Program		(23,752)	1,033	8,881	19,402	26,868	32,007	34,712	34,869
<b><u>Cumulative Net Surplus (Deficit)</u></b>									
Four Year Program		(23,752)	(22,719)	(13,838)	5,564	29,940	56,888	83,898	108,343
Five Year Program		(23,752)	(22,719)	(13,838)	5,564	32,432	64,439	99,151	134,020
<b><u>Base Case Scenario Key Assumptions:</u></b>									
Domestic tuition Rate per year		3,939							
Foreign Student tuition Rate per Year		5,909							
New students per year		2 -->8							
% foreign students		50.00%							
Number of years to complete Program		4							
Cost of funding per student year		25,000							
% domestic students provided with funding		50.00%							
% foreign students with own funding		100.00%							
Average cost per Thesis Defence		1,580							
50% Graduate Program Assistant (In-Kind Ag bio)		31,737							

<b>Schedule 1: Tuition Revenues</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Four Years in Program</b>								
Number of Students Year 1	2	4	6	8	8	8	8	8
Number of Students Year 2	0	2	4	6	8	8	8	8
Number of Students Year 3	0	0	2	4	6	8	8	8
Number of Students Year 4	0	0	0	2	4	6	8	8
Number of Students Year 5	0	0	0	0	2	4	6	8
Number of Students Year 6						2	4	6
Number of Students Year 7							2	4
Number of Students Year 8								2
Expected # of Graduates	0	0	0	0	2	6	12	20
Total Students All Years	2	6	12	20	26	30	32	32
Domestic Students	1	3	6	10	13	15	16	16
International Students	1	3	6	10	13	15	16	16

Schedule 1: Tuition Revenues		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Five Years in Program										
Number of Students Year 1		2	4	6	8	8	8	8	8	
Number of Students Year 2		0	2	4	6	8	8	8	8	
Number of Students Year 3		0	0	2	4	6	8	8	8	
Number of Students Year 4		0	0	0	2	4	6	8	8	
Number of Students Year 5		0	0	0	0	2	4	6	8	
Number of Students Year 6							2	4	6	
Number of Students Year 7								2	4	
Number of Students Year 8									2	
Expected # of Graduates		0	0	0	0	0	2	6	12	
Total Students All Years		2	6	12	20	28	34	38	40	
Domestic Students		1	3	6	10	14	17	19	20	
International Students		1	3	6	10	14	17	19	20	
Tuition Revenue	1.50%	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Domestic tuition per year per student	\$3,939	3,939	3,998	4,058	4,119	4,181	4,243	4,307	4,372	
Int'l Tuition per year per student	\$5,909	5,909	5,998	6,088	6,179	6,272	6,366	6,461	6,558	
Four Year Program										
Total Annual Tuition		9,848	29,987	60,874	102,978	135,880	159,136	172,292	174,876	
Five Year Program										
Total Annual Tuition		9,848	29,987	60,874	102,978	146,332	180,355	204,596	218,595	
Schedule 2: Student Support			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Student support per student per year	1.50%	25,000	25,375	25,756	26,142	26,534	26,932	27,336	27,746	
Four Years in Program										
Number of students funded	50%	1	3	6	10	13	15	16	16	
Funding required		25,000	76,125	154,534	261,420	344,943	403,982	437,377	443,938	
Funding provided by research projects	70%	17,500	53,288	108,174	182,994	241,460	282,787	306,164	310,757	
Funding provided by the university	30%	7,500	22,838	46,360	78,426	103,483	121,194	131,213	133,181	
Five Years in Program										
Number of students funded	50%	1	3	6	10	14	17	19	20	
Funding required		25,000	76,125	154,534	261,420	371,477	457,846	519,386	554,922	
Funding provided by research projects	70%	17,500	53,288	108,174	182,994	260,034	320,492	363,570	388,446	
Funding provided by the university	30%	7,500	22,838	46,360	78,426	111,443	137,354	155,816	166,477	
Schedule 3: Admin Support			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Graduate Program Assistant	1.50%	31,737	32,213	32,696	33,187	33,684	34,190	34,703	35,223	
College Agriculture and Bioresources (in kind)		31,737	32,213	32,696	33,187	33,684	34,190	34,703	35,223	
Web site development and advertising		25,000	5,000	4,500	4,000	3,500	3,000	2,500	2,000	
Schedule 4: Non-Salary Expenses			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Office Supplies	1.50%	500	508	515	523	531	539	547	555	
Books - Non Library		-	-	-	-	-	-	-	-	
Materials and Supplies		200	203	206	209	212	215	219	222	
Printing		100	102	103	105	106	108	109	111	
Telephone and Fax		-	-	-	-	-	-	-	-	
Courier		300	305	309	314	318	323	328	333	
Total Non-Salary Expenses		1,100	1,117	1,133	1,150	1,167	1,185	1,203	1,221	
Schedule 5: Travel Expenses			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Cost of Travel per thesis defence										
Airfare	1.50%	750	761	773	784	796	808	820	832	
Hotel		400	406	412	418	425	431	437	444	
Meals		430	436	443	450	456	463	470	477	
Total		1,580	1,604	1,628	1,652	1,677	1,702	1,728	1,754	
Number of Thesis Defences/External Examiners		-	0	0	0	2	4	6	8	
Cost of External Examiners (outside U of S)		-	-	-	-	3,354	6,808	10,366	14,028	





UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Admissions Qualification Change for Educational  
Administration graduate programs

**DECISION REQUESTED:**

*It is recommended:  
That Council approve changes to admissions qualifications  
for Educational Administration graduate programs,  
effective September 1, 2018.*

**PURPOSE:**

The *University of Saskatchewan Act* states that decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by University Senate.

**CONTEXT AND BACKGROUND:**

To respond to changing demographics and interest in their graduate programs from mature students, the Department of Educational Administration is looking to reduce the admissions average to be consistent with the minimum admissions requirements of the College of Graduate and Postdoctoral Studies. Currently the academic average for admission to graduate study in Education Administration is 73%; the minimum CGPS admissions average is 70%.

In addition to this change, the department seeks to add a writing sample as a requirement for applicants to the M.Ed. thesis-based program and for the Ph.D. program.

**CONSULTATION:**

The Academic Programs Committee of Council reviewed these proposed admissions changes at its May 24, 2017 meeting and was pleased that the department has taken this step to align their admissions requirements with those of CGPS.

**FURTHER ACTION REQUIRED:**

University Senate will be asked to confirm this decision at its October 2017 meeting.

**ATTACHMENTS:**

1. Proposed changes to the Admissions Requirements for graduate program in Educational Administration



## Memorandum

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

**Copies:** Dr. Vicki Squires, Grad Chair, Department of Educational Administration  
Dr. Paul Newton, Head, Department of Educational Administration

**From:** Graduate Programs Committee, CGPS

**Date:** May 16, 2017

**Re:** Proposal to change admission requirements in graduate programs in Educational Administration

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On May 12, 2017, the Graduate Programs Committee (GPC) reviewed requested changes to admission requirements and selection criteria in graduate programs in Educational Administration. The proposed changes are requested to bring the admission requirements in line with the CGPS minimum admission requirements. The Department of Educational Administration is requesting these changes to enhance their ability to admit mature, indigenous, and international students.

During the GPC review, members discussed how the department provides graduate-level training in education and leadership – valuable training for people employed or seeking employment in post-secondary institutions with varying background experiences.

The Graduate Programs Committee passed the following motion:

*To recommend approval of the revised admission requirements in graduate programs in Educational Administration.* Kulshreshtha/Pollak                      unanimous      CARRIED

If you have any questions, please contact Kelly Clement at [Kelly.clement@usask.ca](mailto:Kelly.clement@usask.ca) or 306-966-2229.

:kc



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** [Change in Admission Requirements for graduate programs in Educational Administration](#)

**Degree(s):** [P.G.D., M.Ed., Ph.D.](#)

**Field(s) of Specialization:** [Educational Administration](#)

**Level(s) of Concentration:**

**Option(s):**

**Degree College:** [College of Graduate and Postdoctoral Studies](#)

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

[Martha Smith-Norris/Kelly Clement 306-966-2229; kelly.clement@usask.ca](#)

[Graduate Chair: Vicki Squires: 306-966-7622; vicki.squires@usask.ca](#)

[Department Head: Paul Newton: 306-966-7620; paul.newton@usask.ca](#)

**Proposed date of implementation:** [May 2018](#)

### Proposal Document

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

#### 1. Academic justification:

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

[The department of Educational Administration is looking to diversify enrolment. Many mature students are interested in our programming. We would like to reduce our admission](#)

requirements to be consistent with CGPS minimum admission requirements to increase the diversity of our applicant pool.

Some of these students convoked with their undergraduate degree two or three decades earlier. Following that earlier degree, these potential students have engaged in a number of professional opportunities and made personal life choices at different points of their adult lives. When they do decide to return to postsecondary education, they sometimes lack the requisite previous experiences. Many of our potential students are leaders in their organizations and schools and now understand the desirability of further education. Additionally, we have many more Indigenous students applying to our graduate programs, and they are often leaders within their communities. Our international student applications are also increasing significantly. In order to improve access for mature students and our increasingly diverse applicant pool, we are proposing several changes to our admissions requirements. These changes would align our department's requirements with those of the College of Graduate and Postdoctoral Studies and would reduce confusion during the application process.

We are also proposing that the admission requirements for the Post Graduate Diploma be aligned with those of CGPS, as a natural extension of the changes to the Master's program.

At the same time, we would like to take this opportunity to introduce a slight change to the admission for the Master's thesis program. So that faculty may better judge the applicants' writing skills and potential; the application for the thesis program will have two additional submission documents required. Students will be asked to submit a writing sample of at least 6 pages, and a statement of intent outlining their research interests and describing their potential research. A template and instructions for this written submission will be available on the departmental home page.

In addition, we would like to align the admission requirements for the M.Ed. in Educational Administration with the admission requirements for the M.Ed. in Leadership in Postsecondary Education program in our department.

## **2. Admissions**

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

This request for a change in admissions requirements would bring the Department of Educational Administration's entrance requirements into alignment with the College of Graduate and Postdoctoral Studies requirements. This change would reduce confusion for applicants and would address the concerns expressed in Section 1 a. regarding our increasingly diverse student population.

In the following sections, the proposed changes to admissions are indicated in red font.

### **Master of Education (M.Ed.) - Course-based**

### Admission Requirements

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 73% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

### Master of Education (M.Ed.) - Thesis-based Admission Requirements

#### Successful admission into the M.Ed. Course-based Program, as outlined below

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 73% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

### AND

- Submission of a letter of intent outlining research interest
- Submission of a writing sample at least 6 pages in length

### Postgraduate Diploma (P.G.D.) Admission Requirements

- ~~Bachelor of Education (B.Ed.) or equivalent from a recognized college or university~~
- A 4-year bachelor's degree or equivalent from a recognized college or university
- ~~a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)~~
- a cumulative weighted average of at least a 65% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~

### Doctor of Philosophy (Ph.D.) Admission Requirements

- ~~Master of Education (M.Ed.) or equivalent from a recognized college or university~~
- A master's degree from a recognized college or university



- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- ~~2 or more years of successful teaching experience~~
- Submission of a letter of intent outlining research interest
- Submission of a writing sample of at least 10 pages

### 3. Description of the program

**N/A No changes are being proposed to the programs, only the admission requirements.**

- What are the curricular objectives, and how are these accomplished?*
- 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.*
- Provide an overview of the curriculum mapping.*
- Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
- Explain the comprehensive breadth of the program.*
- 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.*
- Describe how students can enter this program from other programs (program transferability).*
- 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.*
- 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.*

### 4. Consultation

**N/A No changes are being proposed to the programs, only the admission requirements.**

- 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?*
- 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.*
- Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please*

*give special consideration to pre- and co-requisite requires when including courses from other colleges.*

- d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
- e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

## **5. Budget**

**N/A No changes are being proposed to the programs, only the admission requirements.**

- 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).*
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?*
- c. How are the teaching assignments of each unit and instructor affected by this proposal?*
- 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).*
- 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.*
- f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*
- 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?*
- 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).*
- 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)*
- 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?*
- 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?*
- 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?*

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

## College Statement

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

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

## Related Documentation

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

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

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

## Consultation Forms

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

### Required for all submissions:

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

### Required for all new courses:

- New Course Proposal forms

- Calendar-draft list of new and revised courses

Required if resources needed:

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

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Deletion of the Sequential Program for the Bachelor of Education (B.Ed.)

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the deletion of the Sequential Program for the Bachelor of Education (B.Ed.), effective May 1, 2018.*

**PURPOSE:**

In April 2015, University Council approved the direct-entry program for the College of Education's Bachelor of Education (B.Ed.) program. With the implementation of the direct-entry program, there is no longer the need to admit students through the sequential program, where students entered the College of Education only following two years enrolled in another college.

**CONTEXT AND BACKGROUND:**

The College of Education now has a direct-entry program that allows students to enter the B.Ed. program directly from high school, as opposed to the sequential program that existed previously which required students to complete two years of prerequisites, followed by two years enrolled in the College of Education.

Students continued to be admitted into the sequential program in Fall 2015 and Fall 2016 alongside admissions into the direct-entry program, to ensure enrollment in all three years of the B.Ed program. With the direct-entry program now well established and the first cohort who enrolled as direct-entry students entering their third year, the College of Education no longer needs a sequential option. Students who previously had the option of applying to the sequential program may now apply to the direct-entry program as an upper year transfer student.

**IMPLICATIONS:**

There are no programmatic changes as a result of the deletion of the Sequential program, as the 60cu. of Education course work that comprised the sequential program are considered years 3 and 4 of the direct-entry program. Students currently enrolled in the


sequential program will be able to complete their program requirements and prospective students will be advised to apply to the direct-entry program.

**CONSULTATION:**

The Academic Programs committee reviewed the proposal for the deletion of the sequential program at their May 24, 2017 meeting and were supportive of the request for deletion of the program. The committee was satisfied that the direct-entry program still requires students to take foundational courses through the College of Arts and Science to ensure teacher candidates have a strong base in their chosen disciplines.

**ATTACHMENTS:**

1. Report Form for Program Termination – Bachelor of Education – Sequential: Elementary/Middle Years (EDEL) and Secondary (EDSE)

 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>Report Form for Program Termination</b>
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**Program(s) to be deleted:**

Bachelor of Education – Sequential: Elementary/Middle Years (EDEL) and Secondary (EDSE)

**Effective date of termination:** 2018-2019

It is anticipated that new students will not be admitted to the Sequential program in 2018-2019. Student currently in the program will be allowed to complete the program to which they were admitted (i.e., EDEL or EDSE). If the last intake of new students is in 2017-2018 and in order for students to complete all program requirements within the eight year limit, the final year students will be eligible to graduate is 2024-2025.

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

On April 16, 2015, University Council approved the College of Education Direct Entry Admission proposal. The Direct Entry Bachelor of Education program route was implemented in 2016-2017 in order to stay competitive with other teacher education programs in the province, to guide teacher candidates in developing reflective pedagogy, and to ameliorate alumni engagement by strengthening connection to the college.

Students may enter the Direct Entry program as a first year or upper year transfer student. As such, students who, in the past, had the option of applying to the Sequential program may apply to the Direct Entry program as an upper year transfer student.

Curricular changes to the Direct Entry program were approved in November 2016 for those students admitted for the 2017-2018 academic year. The curricular changes include the addition of weekly 0-credit unit Learning Community seminars, 12 credit units of Education courses in years one and two, and a two-week 0-credit Field Experience placement in Rural and First Nation Schools. Per the *Proposal for Academic/Curricular Change* that was approved in 2016, these program changes are being implemented in order to: (a) lay the foundation for the upper year coursework in years three and four; (b) provide critical teacher knowledge amidst contested aims and purposes of education; (c) socialize students into the education profession and foster disposition development; (d) focus attention on First Nations, Métis, and Inuit learning; (e) ground students in contemporary issues of practice; (f) help develop theory-to-practice and coursework-to-field connections, and; (g) build student confidence and competence in curricula, instruction, and assessment. The changes were approved to build a stronger teacher education program that emphasizes areas of study minimized in the shorter Sequential program.

In order to better serve our prospective students with accurate academic advising and to ensure effective student planning, a decision regarding the future of the Sequential program is required as soon as possible. It is not uncommon for academic advisors to complete two program plans for prospective students: one for the Direct Entry program and one for the Sequential program, essentially doubling the workload for academic advisors. Given the hundreds of applicants

each year, the additional workload results in significant human resource costs. Prospective students have already started mapping coursework for B.Ed. requirements in preparation to apply to the B.Ed. program for 2018-2019.

Furthermore, having several application forms available for prospective students to complete has caused confusion among applicants. We have had many students apply to the Direct Entry program route when they were eligible for the Sequential program and vice-versa. As a result, there has been a myriad of emails and application fee refunds and repayments.

Finally, by deleting the Sequential program, it is anticipated that the current graduation rates will be maintained. Students who are admitted to the Direct Entry program are completing necessary program requirements and, starting in 2018-2019, we anticipate all third year students will be from the Direct Entry program. Essentially, enrolment targets will be met since all seats for the Elementary/Middle Years and Secondary Sequential program routes will be filled by students who are currently Direct Entry students who have been admitted to the Direct Entry program for 2017-2018 or who will be admitted to the Direct Entry program as an upper year transfer student in 2018-2019.

## 2. Technical information.

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

See attached Course and Program Catalogue entry.

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

The additional, casual, temporary administrative support that has been granted for the Sequential program Admission process will no longer be required. There are no additional human resource changes necessary because current personnel will remain supporting and advising third and fourth year Direct Entry students who currently are enrolled as first and second year Sequential program route students.

2.3 Courses to be deleted, if any.

The Sequential program is comprised of 60 credit units of Education coursework. These courses are considered years 3 and 4 of the Direct Entry program. As such, none of the courses will be deleted.

2.4 Number of students presently enrolled.

### 2016-2017 Sequential Program Enrolment

	Fall Term 1	Winter Term 2
Elementary/Middle Years (EDEL)	225	220
Secondary (EDSE)	192	181
<b>Total</b>	<b>417</b>	<b>401</b>

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



**Sequential Program Graduation Numbers  
Five Year Summary**

	<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>	
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
EDEL	113	2	115	2	122	1	127	1	115	0
EDSE	92	0	62	2	89	2	95	4	109	1
<b>Total</b>	<b>205</b>	<b>2</b>	<b>177</b>	<b>4</b>	<b>211</b>	<b>3</b>	<b>222</b>	<b>5</b>	<b>224</b>	<b>1</b>

### **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 their program requirements and graduate with a Bachelor of Education degree.

Prospective students will be advised to apply to the Direct Entry program.

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

None.

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

Students will apply to the Direct Entry program instead of the Sequential program. Transfer students from other colleges, including the College of Arts and Science, will be accepted to the Direct Entry program.

- 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?

No.

- 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.

N/A

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

No anticipated impact.

- 3.9 Describe the budgetary implications of this deletion.

The planning of the Direct Entry program provided for two years of admissions (2016-2017 and 2017-2018) to both Direct Entry and Sequential program routes so that the college could ensure students would be enrolled in all four years of the Bachelor of Education program. During that time, the Programs Office added staffing for support during the admissions period. Now that the two years of targeted admissions are over, this budgetary support is no longer necessary. Other than this, there are no budgetary implications of the deletion since the Sequential Program route will now seamlessly fit into years three and four of the Direct Entry program route.

#### External

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

Given that the Sequential Program is now included as years three and four of the Direct Entry program, there will be no external impact except for the positive reception that the College has been receiving for the move to Direct Entry and the inclusion of the curricular changes to years one and two.

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

No. The College of Education will continue to offer various Bachelor of Education program routes, including the Direct Entry Program and Indian Teacher Education Program (ITEP), as well partnerships with the Gabriel Dumont Institute (GDI) to offer the Saskatchewan Urban Native Teacher Education Program (SUNTEP) in Saskatoon and Prince Albert.

#### Other

- 3.12 Are there any other relevant impacts or considerations?

N/A

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

#### **(Optional)**

**4. Additional information.** *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

## **Bachelor of Education (B.Ed.) – Sequential**

### **Program Requirements**

#### **Elementary/Middle Years Program Requirements (120 credit units)**

Teacher candidates first complete a minimum of 60 credit units of subject area studies (approximately two years of study) and then complete 60 credit units of professional study (two years of Education course work). Teacher candidates may apply having completed an undergraduate degree.

Teacher candidates intending to become certified to teach children in elementary schools must complete the following program requirements:

#### **External Courses - Years 1 & 2 (60 credit units)**

All elementary/middle years option students must complete a minimum of 60 credit units of external course work.

#### **Choose 6 credit units of junior level English:**

- [100-Level ENG Courses](#)

#### **Choose 3 credit units of Mathematics or Statistics:**

- [BPBE 361.3](#)
- [CE 316.3](#)
- [CE 318.3](#)
- [CHE 311.3](#)
- [COMM 104.3](#)
- [COMM 207.3](#)
- [COMM 306.3](#)
- [COMM 393.3](#)
- [COMM 395.3](#)
- [ECON 204.6](#)
- [ECON 450.3](#)
- [EE 216.3](#)
- [GE 210.3](#)
- [GEOG 302.3](#)
- [ME 450.3](#)
- [PLSC 214.3](#)
- [PSY 233.3](#)
- [PSY 234.3](#)
- [SOC 225.3](#)
- [SOC 325.3](#)

- [100-Level, 200-Level, 300-Level or 400-Level MATH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level STAT Courses](#)

**Choose 3 credit units of Indigenous Studies:**

- [COMM 347.3](#)
- [SOC 203.3](#)
- [SOC 219.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

**Choose 3 credit units of Social Studies/Social Sciences:**

- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CLAS 220.3](#)
- [CLAS 225.3](#)
- [CLAS 240.3](#)
- [CLAS 242.3](#)
- [CLAS 247.3](#)
- [CLAS 248.3](#)
- [COMM 347.3](#)
- [GEOG 130.3](#)
- [GEOG 202.3](#)
- [GEOG 204.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 280.3](#)
- [GEOG 340.3](#)
- [GEOG 364.3](#)
- [GEOG 381.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [GEOG 491.3](#)
- [PLAN 341.3](#)
- [PLAN 342.3](#)
- [PLAN 343.3](#)
- [PLAN 346.3](#)
- [PLAN 350.3](#)
- [PLAN 442.3](#)
- [PLAN 446.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level ANTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECON Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level POLS Courses](#)

- [100-Level, 200-Level, 300-Level or 400-Level RLST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level WGST Courses](#)

**Choose 3 credit units of Fine Arts:**

- [KIN 150.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level ART Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level DRAM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MUS Courses](#)

**Choose 3 credit units of Kinesiology:**

- [KIN 121.3](#)
- [KIN 122.3](#)
- [KIN 146.3](#)

**Choose 3 credit units of Science:**

- [CE 212.3](#)
- [CE 315.3](#)
- [CE 317.3](#)
- [CE 321.3](#)
- [CE 415.3](#)
- [CE 416.3](#)
- [CE 417.3](#)
- [CE 418.3](#)
- [CE 463.3](#)
- [CE 466.3](#)
- [CE 470.3](#)
- [CHE 210.3](#)
- [CHE 454.3](#)
- [EP 225.3](#)
- [EP 370.3](#)
- [EP 421.3](#)
- [EVSC 210.3](#)
- [EVSC 220.3](#)
- [EVSC 380.3](#)
- [EVSC 420.3](#)
- [EVSC 430.3](#)
- [GE 213.3](#)
- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOG 233.3](#)
- [GEOG 235.3](#)
- [GEOG 271.3](#)

- [GEOG 280.3](#)
- [GEOG 322.3](#)
- [GEOG 323.3](#)
- [GEOG 325.3](#)
- [GEOG 328.3](#)
- [GEOG 335.3](#)
- [GEOG 351.3](#)
- [GEOG 423.3](#)
- [GEOG 490.3](#)
- [GEOE 375.3](#)
- [ME 215.3](#)
- [ME 226.3](#)
- [ME 227.3](#)
- [NUTR 120.3](#)
- [PHPY 301.3](#)
- [PHPY 302.3](#)
- [PHPY 303.3](#)
- [PHPY 304.3](#)
- [PHPY 305.3](#)
- [PHPY 308.3](#)
- [PHPY 401.3](#)
- [PHPY 403.3](#)
- [PHPY 405.3](#)
- [PHPY 432.6](#)
- [SLSC 273.3](#)
- [TOX 300.3](#)
- [200-Level, 300-Level or 400-Level ACB Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARCH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BIOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BMSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CHEM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CMPT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GEOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MCIM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PHYS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PLSC Courses](#)

Note: Not PLSC 214

**Choose 6 credit units of electives:**

- 100- to 400-level Open Electives
- Must be completed by 3 or 6 credit unit courses

### Teaching Areas

Teaching areas must be chosen from a defined set of subjects and courses, approved by both the College of Education and the Saskatchewan Professional Teachers Regulatory Board (SPTRB). Teacher candidates are required to complete a particular number of credit units in at least two teaching areas (disciplinary fields) that are tightly aligned with Saskatchewan pre-Kindergarten to grade twelve curriculum areas.

**18 credit units of Teaching Area 1 and 12 credit units of Teaching Area 2 (see below for courses within each area).**

### Education Courses - Years 3 & 4 (60 credit units)

#### Education Courses - Year 3

Elementary route teacher candidates must also complete the following professional study components. The following 30 credit units are required:

- [EFDT 301.3](#)
- [EPSE 302.3](#)
- [ECUR 309.3](#)
- [ECUR 310.3](#)
- [ECUR 312.3](#)
- [EFDT 313.3](#)
- [EDST 321.3](#)
- [EDST 322.3](#)
- [ECUR 322.3](#)
- [ECUR 382.3](#)

#### Education Courses - Year 4

The following 30 credit units are required:

- [EADM 303.3](#)
- one of [EADM 411.3](#), or [ECUR 411.3](#), or [EFDT 411.3](#), or [EPSE 411.3](#)
- [EPSE 390.3](#)
- [EXPR 422.15](#)
- Choose one of [EART 303.3](#) or [ECUR 352.3](#) or [ECUR 450.3](#)

**Choose 3 credit units of Education electives from the following:**

- [100-Level, 200-Level, 300-Level or 400-Level EADM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECUR Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EFDT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EPSE Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ETAD Courses](#)

## **Elementary - Teaching Area 1 List**

### **Arts Education**

Please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

**Choose 6 credit units from the following Art History, Drama History, or Music History courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)
- [DRAM 203.3](#)
- [DRAM 204.3](#)
- [DRAM 303.3](#)
- [DRAM 304.3](#)
- [MUS 111.3](#)
- [MUS 150.3](#)
- [MUS 151.3](#)
- [MUS 175.3](#)
- [MUS 250.3](#)
- [MUS 303.3](#)
- [MUS 311.3](#)
- [MUS 364.3](#)
- [MUS 365.3](#)
- [MUS 367.3](#)
- [MUS 368.3](#)
- [MUS 457.3](#)
- [MUS 463.3](#)

**Choose 12 credit units from the following Fine Arts courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ART Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level DRAM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MUS Courses](#)

### **English Language Arts**

**Choose 6 credit units from the following English courses:**

- [100-Level ENG Courses](#)

**Choose 12 credit units of from the following English courses:**

- [INDG 270.6](#)
- [200-Level, 300-Level or 400-Level ENG Courses](#)

### **Indigenous Studies**



Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

**Choose 6 credit units from the following Indigenous Studies courses:**

- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

**Choose an additional 12 credit units from the following senior level Indigenous Studies courses:**

- [HIST 263.6](#) (formerly HIST 222)
- [HIST 264.3](#)
- [HIST 265.3](#)
- [POLS 222.3](#)
- [POLS 322.3](#)
- [POLS 323.3](#)
- [SOC 219.3](#)
- [SOC 319.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [200-Level, 300-Level or 400-Level INDG Courses](#)

Within the 12 credit units, students may choose up to 6 credit units of the following:

[CREE 101.6](#)

[CREE 110.3](#)

[CREE 120.6](#)

Within the 12 credit units, students may choose up to 3 credit units of the following:

[ARTH 252.6](#)

[ARTH 253.3](#)

[ARTH 255.3](#)

[ARTH 323.3](#)

[ARTH 358.3](#)

[ARTH 340.3](#)

[ARTH 345.3](#)

[ARTH 355.3](#)

[ARTH 418.3](#)

[ARTH 455.3](#)

### **Mathematics**

**Choose 6 credit units from the following junior level Mathematics or Statistics courses:**

- [COMM 104.3](#)
- [100-Level MATH Courses](#)
- [100-Level STAT Courses](#)

**Choose 12 credit units from the following senior level Mathematics or Statistics courses:**

- [200-Level, 300-Level or 400-Level MATH Courses](#)
- [200-Level, 300-Level or 400-Level STAT Courses](#)
- [AREC 361.3](#)
- [CE 316.3](#)
- [CE 318.3](#)
- [CHE 311.3](#)
- [COMM 207.3](#)
- [COMM 306.3](#)
- [COMM 393.3](#)
- [COMM 395.3](#)
- [ECON 204.6](#)
- [ECON 306.3](#)
- [ECON 450.3](#)
- [EE 216.3](#)
- [GE 210.3](#)
- [GEOG 302.3](#)
- [ME 450.3](#)
- [PLSC 214.3](#)
- [PSY 233.3](#)
- [PSY 234.3](#)
- [SOC 225.3](#)
- [SOC 325.3](#)

### **Modern Languages**

Any 100-level language course taken after the first six credits of language course(s) will be counted as a senior course. Please choose all French courses or all Cree courses for the 18 credit units.

**Choose 6 credit units from the following junior level Cree or French courses:**

- [FREN 122.3](#) and [FREN 125.3](#) (or approved equivalents)
- [FREN 212.3](#) and [FREN 218.3](#) (applies to Bilingual/Immersion students)
- [100-Level CREE Courses](#)

**Choose 12 credit units from the following senior level Cree or French courses:**

- [100-Level, 200-Level, 300-Level or 400-Level CREE Courses](#)
- [200-Level, 300-Level or 400-Level FREN Courses](#)

### **Physical Education**

**Choose 6 credit units from the following junior level Kinesiology courses:**

- [KIN 121.3](#)

- [KIN 122.3](#)

Choose 12 credit units from the following senior level Kinesiology courses:

- [KIN 150.3](#), [KIN 240.3](#), [KIN 281.3](#) and [KIN 341.3](#) recommended
- [200-Level, 300-Level or 400-Level KIN Courses](#)

### Science

Please note that [PLSC 214.3](#) cannot be used to fulfill this requirement. Also, please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

Choose 18 credit units from the following Science courses:

- [200-Level, 300-Level or 400-Level ACB Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARCH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BIOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BMSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CHEM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CMPT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GEOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MCIM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PHYS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PLSC Courses](#)
- [CE 212.3](#)
- [CE 315.3](#)
- [CE 317.3](#)
- [CE 321.3](#)
- [CE 415.3](#)
- [CE 416.3](#)
- [CE 417.3](#)
- [CE 418.3](#)
- [CE 463.3](#)
- [CE 466.3](#)
- [CE 470.3](#)
- [CHE 210.3](#)
- [CHE 454.3](#)
- [EP 225.3](#)
- [EP 370.3](#)
- [EP 421.3](#)
- [EVSC 210.3](#)
- [EVSC 220.3](#)
- [EVSC 380.3](#)
- [EVSC 420.3](#)

- [EVSC 430.3](#)
- [GE 213.3](#)
- [GEOE 375.3](#)
- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOG 233.3](#)
- [GEOG 235.3](#)
- [GEOG 271.3](#)
- [GEOG 280.3](#)
- [GEOG 322.3](#)
- [GEOG 323.3](#)
- [GEOG 325.3](#)
- [GEOG 328.3](#)
- [GEOG 335.3](#)
- [GEOG 351.3](#)
- [GEOG 423.3](#)
- [GEOG 490.3](#)
- [ME 215.3](#)
- [ME 226.3](#)
- [ME 227.3](#)
- [NUTR 120.3](#)
- [PHPY 301.3](#)
- [PHPY 302.3](#)
- [PHPY 303.3](#)
- [PHPY 304.3](#)
- [PHPY 305.3](#)
- [PHPY 308.3](#)
- [PHPY 401.3](#)
- [PHPY 403.3](#)
- [PHPY 405.3](#)
- [PHPY 432.6](#)
- [SLSC 273.3](#)
- [TOX 300.3](#)

#### Social Sciences/Social Studies

Teacher candidates may choose Social Sciences/Social Studies OR Indigenous Studies as a Teaching Area, but cannot choose both. Any 100-level course taken after the first 6 credit units will be counted as a senior course. \*Please note: at least 6 credit units of the total 18 credit units must include Canadian content:

- HIST courses with Canadian content are: [HIST 125.3](#) (only those sections containing Canadian content will be considered), [HIST 151.3](#), [HIST 152.3](#), [HIST 253.3](#), [HIST 255.3](#), [HIST 256.3](#), [HIST 257.3](#), [HIST 258.3](#), [HIST 259.3](#), [HIST 260.3](#), [HIST 263.6](#), [HIST 264.3](#), [HIST 265.3](#), [HIST 266.3](#), [HIST 310.3](#), [HIST 350.3](#), [HIST 353.3](#), [HIST 361.3](#), [HIST 362.3](#), [HIST 363.3](#), [HIST 364.3](#), [HIST 365.3](#), [HIST 410.3](#), [HIST 450.6](#), [HIST 466.3](#), [HIST 492.6](#);

- ECON course with Canadian content is: [ECON 231.3](#);
- GEOG courses with Canadian content are: [GEOG 202.3](#), [GEOG 204.3](#), [GEOG 381.3](#), [GEOG 386.3](#), [PLAN 342.3](#), [PLAN 343.3](#), [PLAN 442.3](#);
- POLS courses with Canadian content are: [POLS 204.3](#), [POLS 205.3](#), [POLS 222.3](#), [POLS 225.3](#), [POLS 226.3](#), [POLS 303.3](#), [POLS 304.3](#), [POLS 305.3](#), [POLS 306.3](#), [POLS 307.3](#), [POLS 322.3](#), [POLS 323.3](#), [POLS 349.3](#), [POLS 375.3](#), [POLS 404.3](#), [POLS 405.3](#), [POLS 422.3](#), [POLS 425.3](#);
- SOC courses with Canadian content are: [SOC 203.3](#), [SOC 204.3](#), [SOC 219.3](#), [SOC 227.6](#), [SOC 244.3](#), [SOC 246.3](#), [SOC 319.3](#), [SOC 341.3](#);
- all INDG courses are acceptable except [INDG 221.3](#) and [INDG 272.3](#).

**Choose 6 credit units from the following Indigenous Studies courses:**

- [COMM 347.3](#)
- [SOC 203.3](#)
- [SOC 219.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

**Choose 6 credit units from the following History courses:**

- [INDG 281.3](#)
- [INDG 280.6](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)

**Choose 6 credit units from the following Social Sciences courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ANTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECON Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level POLS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RLST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level WGST Courses](#)
- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CLAS 220.3](#)
- [CLAS 225.3](#)
- [CLAS 240.3](#)
- [CLAS 242.3](#)
- [CLAS 247.3](#)
- [CLAS 248.3](#)
- [GEOG 130.3](#)
- [GEOG 202.3](#)
- [GEOG 204.3](#)

- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 340.3](#)
- [GEOG 364.3](#)
- [GEOG 381.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [GEOG 491.3](#)
- [PLAN 341.3](#)
- [PLAN 342.3](#)
- [PLAN 343.3](#)
- [PLAN 346.3](#)
- [PLAN 350.3](#)
- [PLAN 392.3](#)
- [PLAN 442.3](#)
- [PLAN 446.3](#)

### **Elementary - Teaching Area 2 List**

#### **Arts Education**

Please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

**Choose 3 credit units from the following Art History, Drama History, or Music History courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)
- [DRAM 203.3](#)
- [DRAM 204.3](#)
- [DRAM 303.3](#)
- [DRAM 304.3](#)
- [MUS 111.3](#)
- [MUS 150.3](#)
- [MUS 151.3](#)
- [MUS 175.3](#)
- [MUS 250.3](#)
- [MUS 303.3](#)
- [MUS 311.3](#)
- [MUS 364.3](#)
- [MUS 365.3](#)
- [MUS 367.3](#)
- [MUS 368.3](#)
- [MUS 457.3](#)
- [MUS 463.3](#)

**Choose 9 credit units from the following Fine Arts courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ART Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level DRAM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MUS Courses](#)

### **English Language Arts**

**Choose 6 credit units from the following junior level English courses:**

- [100-Level ENG Courses](#)

**Choose 6 credit units from the following senior level English courses:**

- [INDG 270.6](#)
- [200-Level, 300-Level or 400-Level ENG Courses](#)

### **Indigenous Studies**

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

**Choose 6 credit units from the following Indigenous Studies courses:**

- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

**Choose an additional 6 credit units from the following senior level Indigenous Studies courses:**

- [HIST 263.6](#) (formerly HIST 222)
- [HIST 264.3](#)
- [HIST 265.3](#)
- [POLS 222.3](#)
- [POLS 322.3](#)
- [POLS 323.3](#)
- [SOC 219.3](#)
- [SOC 319.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [200-Level, 300-Level or 400-Level INDG Courses](#)

Students may choose up to 6 credit units of the following:

[CREE 101.6](#)

[CREE 110.3](#)

[CREE 120.6](#)

Students may choose up to 3 credit units of the following:

[ARTH 252.6](#)

[ARTH 253.3](#)

[ARTH 255.3](#)

[ARTH 323.3](#)

[ARTH 358.3](#)

[ARTH 340.3](#)

[ARTH 345.3](#)

[ARTH 355.3](#)

[ARTH 418.3](#)

[ARTH 455.3](#)

### **Mathematics**

Choose 6 from the following junior level Mathematics or Statistics courses:

- [COMM 104.3](#)
- [100-Level MATH Courses](#)
- [100-Level STAT Courses](#)

Choose 6 credit units from the following senior level Mathematics or Statistics courses:

- [200-Level, 300-Level or 400-Level MATH Courses](#)
- [200-Level, 300-Level or 400-Level STAT Courses](#)
- [AREC 361.3](#)
- [CE 316.3](#)
- [CE 318.3](#)
- [CHE 311.3](#)
- [COMM 207.3](#)
- [COMM 306.3](#)
- [COMM 393.3](#)
- [COMM 395.3](#)
- [ECON 204.6](#)
- [ECON 306.3](#)
- [ECON 450.3](#)
- [EE 216.3](#)
- [GE 210.3](#)
- [GEOG 302.3](#)
- [ME 450.3](#)
- [PLSC 214.3](#)
- [PSY 233.3](#)
- [PSY 234.3](#)
- [SOC 225.3](#)
- [SOC 325.3](#)

### **Modern Languages**



Choose 12 credit units from the following Language courses:

- [100-Level, 200-Level, 300-Level or 400-Level CREE Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level FREN Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GERM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RUSS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SPAN Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level UKR Courses](#)

### Physical Education

Choose 6 credit units from the following junior level Kinesiology courses:

- [KIN 121.3](#)
- [KIN 122.3](#)

Choose 6 credit units from the following senior level Kinesiology courses:

- [KIN 150.3](#), [KIN 240.3](#), [KIN 281.3](#), and [KIN 341.3](#) recommended.
- [200-Level, 300-Level or 400-Level KIN Courses](#)

### Science

Please note that [PLSC 214.3](#) cannot be used to fulfill this requirement. Also, please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

Choose 12 credit units from the following Science courses:

- [100-Level, 200-Level, 300-Level or 400-Level ACB Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARCH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BIOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level BMSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CHEM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level CMPT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level GEOL Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HSC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level MCIM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PHYS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PLSC Courses](#)
- [CE 212.3](#)
- [CE 315.3](#)
- [CE 317.3](#)
- [CE 321.3](#)
- [CE 415.3](#)
- [CE 416.3](#)

- [CE 417.3](#)
- [CE 418.3](#)
- [CE 463.3](#)
- [CE 466.3](#)
- [CE 471.3](#)
- [CHE 210.3](#)
- [CHE 454.3](#)
- [EP 225.3](#)
- [EP 370.3](#)
- [EP 421.3](#)
- [EVSC 210.3](#)
- [EVSC 220.3](#)
- [EVSC 380.3](#)
- [EVSC 420.3](#)
- [EVSC 430.3](#)
- [GE 213.3](#)
- [GEOE 375.3](#)
- [GEOG 120.3](#)
- [GEOG 125.3](#)
- [GEOG 233.3](#)
- [GEOG 235.3](#)
- [GEOG 271.3](#)
- [GEOG 280.3](#)
- [GEOG 322.3](#)
- [GEOG 323.3](#)
- [GEOG 325.3](#)
- [GEOG 328.3](#)
- [GEOG 335.3](#)
- [GEOG 351.3](#)
- [GEOG 423.3](#)
- [GEOG 490.3](#)
- [ME 215.3](#)
- [ME 226.3](#)
- [ME 227.3](#)
- [NUTR 120.3](#)
- [PHPY 301.3](#)
- [PHPY 302.3](#)
- [PHPY 303.3](#)
- [PHPY 304.3](#)
- [PHPY 305.3](#)
- [PHPY 308.3](#)
- [PHPY 401.3](#)
- [PHPY 403.3](#)
- [PHPY 405.3](#)
- [PHPY 432.6](#)
- [SLSC 273.3](#)

- [TOX 300.3](#)

### Social Sciences/Social Studies

Teacher candidates may choose Social Sciences/Social Studies OR Indigenous Studies as a Teaching Area, but cannot choose both. Any 100-level course taken after the first 6 credit units will be counted as a senior course. \*Please note: at least 6 credit units of the total 12 credit units must include Canadian content:

- HIST courses with Canadian content are: [HIST 125.3](#) (only those sections containing Canadian content will be considered), [HIST 151.3](#), [HIST 152.3](#), [HIST 253.3](#), [HIST 255.3](#), [HIST 256.3](#), [HIST 257.3](#), [HIST 258.3](#), [HIST 259.3](#), [HIST 260.3](#), [HIST 263.6](#), [HIST 264.3](#), [HIST 265.3](#), [HIST 266.3](#), [HIST 310.3](#), [HIST 350.3](#), [HIST 353.3](#), [HIST 361.3](#), [HIST 362.3](#), [HIST 363.3](#), [HIST 364.3](#), [HIST 365.3](#), [HIST 410.3](#), [HIST 450.6](#), [HIST 466.3](#), [HIST 492.6](#);
- ECON course with Canadian content is: [ECON 231.3](#);
- GEOG courses with Canadian content are: [GEOG 202.3](#), [GEOG 204.3](#), [GEOG 381.3](#), [GEOG 386.3](#), [PLAN 342.3](#), [PLAN 343.3](#), [PLAN 442.3](#);
- POLS courses with Canadian content are: [POLS 204.3](#), [POLS 205.3](#), [POLS 222.3](#), [POLS 225.3](#), [POLS 226.3](#), [POLS 303.3](#), [POLS 304.3](#), [POLS 305.3](#), [POLS 306.3](#), [POLS 307.3](#), [POLS 322.3](#), [POLS 323.3](#), [POLS 349.3](#), [POLS 375.3](#), [POLS 404.3](#), [POLS 405.3](#), [POLS 422.3](#), [POLS 425.3](#);
- SOC courses with Canadian content are: [SOC 203.3](#), [SOC 204.3](#), [SOC 219.3](#), [SOC 227.6](#), [SOC 244.3](#), [SOC 246.3](#), [SOC 319.3](#);
- all INDG courses are acceptable except [INDG 221.3](#) and [INDG 272.3](#).

Choose 3 credit units from the following Indigenous Studies courses:

- [COMM 347.3](#)
- [SOC 203.3](#)
- [SOC 219.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

Choose 3 credit units from the following History courses:

- [INDG 280.6](#)
- [INDG 281.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)

Choose 6 credit units from the following Social Sciences courses:

- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CLAS 220.3](#)
- [CLAS 225.3](#)

- [CLAS 240.3](#)
- [CLAS 242.3](#)
- [CLAS 247.3](#)
- [CLAS 248.3](#)
- [GEOG 130.3](#)
- [GEOG 202.3](#)
- [GEOG 204.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 340.3](#)
- [GEOG 364.3](#)
- [GEOG 381.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [GEOG 491.3](#)
- [PLAN 341.3](#)
- [PLAN 342.3](#)
- [PLAN 343.3](#)
- [PLAN 346.3](#)
- [PLAN 350.3](#)
- [PLAN 392.3](#)
- [PLAN 446.3](#)
- [PLAN 446.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level ANTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECON Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level POLS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RLST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level WGST Courses](#)

### **Secondary Program Requirements (120 credit units)**

Teacher candidates first complete a minimum of 60 credit units of subject area studies (approximately two years of study) and then complete 60 credit units of professional study (two years of Education course work). Teacher candidates may apply having completed an undergraduate degree.

Teacher candidates intending to become certified to teach youth in secondary schools must complete the following program requirements:

### **External Courses - Years 1 & 2 (60 credit units)**

All secondary option students must complete a minimum of 60 credit units in External course work.

#### **Choose 6 English (junior level) credit units from the following:**

- [100-Level ENG Courses](#)

#### **Choose 3 Indigenous Studies credit units from the following:**

- [COMM 347.3](#)
- [SOC 203.3](#)
- [SOC 219.3](#)
- [SOC 320.3](#)
- [SOC 241.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

#### **Choose 12 credit units of electives from the following:**

100- to 400-level Open Electives. Must be compiled using 3 or 6 credit unit courses.

### **Teaching Areas**

Teaching areas must be chosen from a defined set of subjects and courses, approved by both the College of Education and the Saskatchewan Professional Teachers Regulatory Board (SPTRB). Teacher candidates are required to complete a particular number of credit units in at least two teaching areas (disciplinary fields) that are tightly aligned with Saskatchewan pre-Kindergarten to grade twelve curriculum areas.

**24 credit units of Teaching Area 1 and 15 credit units of Teaching Area 2 (see below for courses within each area).**

### **Education Courses - Years 3 & 4 (60 credit units)**

### Education Courses - Year 3

The following 30 credit units are required:

- [EFDT 301.3](#)
- [EPSE 302.3](#)
- [ECUR 320.3](#)
- [ECUR 325.3](#)
- [EFDT 315.3](#)
- [EDST 321.3](#)
- [EDST 322.3](#)

Choose 6 credit units of Education methods courses (3 credit units of Teaching Area 1 methods and 3 credit units of Teaching Area 2 methods) from the following:

- [EART 331.3](#)
- [ECUR 318.3](#)
- [ECUR 326.3](#)
- [ECUR 349.3](#)
- [ECUR 357.3](#) (Teaching Area 1 only; B.Sc. Kinesiology graduates only)
- [ECUR 362.3](#)
- [ECUR 379.3](#)
- [ECUR 386.3](#)

Choose 3 credit units of Education electives from the following:

- [100-Level, 200-Level, 300-Level or 400-Level EADM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECUR Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EFDT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EPSE Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ETAD Courses](#)

### Education Courses - Year 4

The following 30 credit units are required:

- [EADM 303.3](#)
- one of [EADM 411.3](#), or [ECUR 411.3](#), or [EFDT 411.3](#), or [EPSE 411.3](#)
- [EPSE 390.3](#)
- [EXPR 422.15](#)

Choose 6 credit units of Education electives from the following:

- [100-Level, 200-Level, 300-Level or 400-Level EADM Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECUR Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EFDT Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level EPSE Courses](#)

- [100-Level, 200-Level, 300-Level or 400-Level ETAD Courses](#)

### **Secondary - Teaching Area 1 List**

Teacher candidates are required to complete a particular number of credit units in at least two teaching areas (disciplinary fields) that are tightly aligned with Saskatchewan pre-Kindergarten to grade twelve curriculum areas.

#### **Biology**

Please note that [PLSC 214.3](#) cannot be used to fulfill this requirement.

**Choose 6 credit units from the following junior level Biology courses:**

- [100-Level BIOL Courses](#)

**Choose 9 credit units from the following senior level Biology courses:**

- [200-Level, 300-Level or 400-Level PLSC Courses](#)
- [BIOL 222.3](#)
- [BIOL 224.3](#)
- [BIOL 228.3](#)
- [BIOL 301.3](#)
- [BIOL 302.3](#)
- [BIOL 314.3](#) or [GEOG 380.3](#) (formerly [NRTH 312.3](#))
- [BIOL 318.3](#)
- [BIOL 324.3](#)
- [BIOL 325.3](#)
- [BIOL 326.3](#)
- [BIOL 350.3](#)
- [BIOL 361.3](#)
- [BIOL 365.3](#)
- [BIOL 373.3](#)
- [BIOL 410.3](#)
- [BIOL 412.3](#)
- [BIOL 424.3](#)
- [BIOL 436.3](#)
- [BIOL 451.3](#)
- [BIOL 455.3](#)
- [BIOL 458.3](#)
- [BIOL 466.3](#)
- [BIOL 470.3](#)
- [BIOL 475.3](#)
- [BIOL 480.3](#)
- [BIOL 481.6](#)
- [PHPY 401.3](#)
- [PHPY 405.3](#)

**Choose 9 credit units from the following senior level Biology courses:**

- [CE 466.3](#)
- [HSC 350.3](#)
- [PHPY 301.3](#)
- [PHPY 302.3](#)
- [PHPY 303.3](#)
- [PHPY 308.3](#)
- [PHPY 403.3](#)
- [PHPY 432.6](#)
- [200-Level, 300-Level or 400-Level ACB Courses](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [200-Level, 300-Level or 400-Level BIOL Courses](#)
- [200-Level, 300-Level or 400-Level BMSC Courses](#)
- [200-Level, 300-Level or 400-Level HSC Courses](#)
- [200-Level, 300-Level or 400-Level MCIM Courses](#)

### **Chemistry**

**Choose 6 credit units from the following junior level Chemistry courses:**

- [100-Level CHEM Courses](#)

**Choose 18 credit units from the following senior level Chemistry courses:**

- A course in Analytical Chemistry or Inorganic Chemistry is recommended.
- [CE 212.3](#)
- [CE 417.3](#)
- [CHE 210.3](#)
- [CHE 454.3](#)
- [PHPY 302.3](#)
- [PHPY 304.3](#)
- [PHPY 305.3](#)
- [PHPY 308.3](#)
- [PHPY 432.6](#)
- [TOX 300.3](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [200-Level, 300-Level or 400-Level BMSC Courses](#)
- [200-Level, 300-Level or 400-Level CHEM Courses](#)

### **Drama**

Please note that any 100 level course taken after the first 6 credit units will be counted as a senior course.

**Choose 24 credit units from the following Drama courses:**



- [100-Level, 200-Level, 300-Level or 400-Level DRAM Courses](#)

### **English Language Arts**

Choose 6 credit units from the following junior level English courses:

- [100-Level ENG Courses](#)

Choose 18 credit units from the following senior level English courses:

- [INDG 270.6](#)
- [200-Level, 300-Level or 400-Level ENG Courses](#)

### **Indigenous Studies**

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

Choose 6 credit units from the following Indigenous Studies courses:

- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

Choose an additional 18 credit units from the following Indigenous Studies courses:

- [HIST 263.6](#) (formerly HIST 222)
- [HIST 264.3](#)
- [HIST 265.3](#)
- [POLS 222.3](#)
- [POLS 322.3](#)
- [POLS 323.3](#)
- [SOC 219.3](#)
- [SOC 319.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

Within the 18 credit units, students may choose up to 6 credit units of the following:

[CREE 101.6](#)

[CREE 110.3](#)

[CREE 120.6](#)

Within the 18 credit units, students may choose up to 3 credit units of the following:

[ARTH 252.6](#)

[ARTH 253.3](#)

[ARTH 255.3](#)

[ARTH 323.3](#)

[ARTH 358.3](#)

[ARTH 340.3](#)

[ARTH 345.3](#)

[ARTH 355.3](#)

[ARTH 418.3](#)

[ARTH 455.3](#)

### **Mathematics**

**Choose 6 credit units from the following junior level Mathematics or Statistics courses:**

- [COMM 104.3](#)
- [100-Level MATH Courses](#)
- [100-Level STAT Courses](#)

**Choose 18 credit units from the following senior level Mathematics or Statistics courses:**

- [200-Level, 300-Level or 400-Level MATH Courses](#)
- [200-Level, 300-Level or 400-Level STAT Courses](#)
- [AREC 361.3](#)
- [CE 316.3](#)
- [CE 318.3](#)
- [CHE 311.3](#)
- [COMM 207.3](#)
- [COMM 393.3](#)
- [COMM 395.3](#)
- [ECON 204.3](#)
- [ECON 306.3](#)
- [ECON 450.3](#)
- [EE 216.3](#)
- [GE 210.3](#)
- [GEOG 302.3](#)
- [ME 450.3](#)
- [PLSC 214.3](#)
- [PSY 233.3](#)
- [PSY 234.3](#)
- [SOC 225.3](#)
- [SOC 325.3](#)

### **Modern Languages**

Must choose 24 credit units of Cree or French.

**Choose 6 credit units from the following junior level Cree or French courses:**

- [FREN 122.3](#) and [FREN 125.3](#) (or approved equivalents)

- [FREN 212.3](#) and [FREN 218.3](#) (applies to Bilingual/Immersion students)
- [100-Level CREE Courses](#)

Choose 18 credit units from the following senior level Cree or French courses:

- [100-Level, 200-Level, 300-Level or 400-Level CREE Courses](#)
- [200-Level, 300-Level or 400-Level FREN Courses](#)

### **Physical Education - Teaching Area 1**

To become a secondary physical education teacher, contact the College of Kinesiology for details on the 5-year combined B.Sc.(Kin.)/B.Ed. program. Graduates of the B.Sc. in Kinesiology can apply to the sequential program using their best 24 credit units of 3 or 6 credit unit Kinesiology courses to comprise their first teaching area.

### **Physics**

Choose 6 credit units from the following junior level Physics courses:

- [100-Level PHYS Courses](#)

Choose 18 credit units from the following Physics or Astronomy courses:

- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [200-Level, 300-Level or 400-Level PHYS Courses](#)
- [CE 315.3](#)
- [CE 317.3](#)
- [CE 321.3](#)
- [CE 415.3](#)
- [CE 416.3](#)
- [CE 418.3](#)
- [CE 463.3](#)
- [CE 470.3](#)
- [EP 370.3](#)
- [EP 421.3](#)
- [GE 213.3](#)
- [GEOL 282.3](#)
- [GEOL 334.3](#)
- [GEOL 335.3](#)
- [ME 215.3](#)
- [ME 226.3](#)
- [ME 227.3](#)

### **Social Sciences/Social Studies**

Teacher candidates may choose Social Sciences/Social Studies OR Indigenous Studies as a Teaching Area, but cannot choose both. Any 100-level course taken after the first 6 credit units

will be counted as a senior course. \*Please note: at least 6 credit units of the total 24 credit units must include Canadian content:

- HIST courses with Canadian content are: [HIST 125.3](#) (only those sections containing Canadian content will be considered, [HIST 151.3](#), [HIST 152.3](#), [HIST 253.3](#), [HIST 255.3](#), [HIST 256.3](#), [HIST 257.3](#), [HIST 258.3](#), [HIST 259.3](#), [HIST 260.3](#), [HIST 263.6](#), [HIST 264.3](#), [HIST 265.3](#), [HIST 266.3](#), [HIST 310.3](#), [HIST 350.3](#), [HIST 353.3](#), [HIST 361.3](#), [HIST 362.3](#), [HIST 363.3](#), [HIST 364.3](#), [HIST 365.3](#), [HIST 410.3](#), [HIST 450.6](#), [HIST 466.3](#), [HIST 492.6](#);
- ECON course with Canadian content is: [ECON 231.3](#);
- GEOG courses with Canadian content are: [GEOG 202.3](#), [GEOG 204.3](#), [GEOG 381.3](#), [GEOG 386.3](#), [PLAN 342.3](#), [PLAN 343.3](#), [PLAN 442.3](#);
- POLS courses with Canadian content are: [POLS 204.3](#), [POLS 205.3](#), [POLS 222.3](#), [POLS 225.3](#), [POLS 226.3](#), [POLS 303.3](#), [POLS 304.3](#), [POLS 305.3](#), [POLS 306.3](#), [POLS 307.3](#), [POLS 322.3](#), [POLS 323.3](#), [POLS 349.3](#), [POLS 375.3](#), [POLS 404.3](#), [POLS 405.3](#), [POLS 422.3](#), [POLS 425.3](#);
- SOC courses with Canadian content are: [SOC 203.3](#), [SOC 204.3](#), [SOC 219.3](#), [SOC 227.6](#), [SOC 244.3](#), [SOC 246.3](#), [SOC 319.4](#);
- all INDG courses are acceptable except [INDG 221.3](#) and [INDG 272.3](#).

Choose 6 credit units from the following Indigenous Studies courses:

- [COMM 347.3](#)
- [SOC 203.3](#)
- [SOC 219.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

Choose 6 credit units from the following History courses:

- [INDG 280.6](#)
- [INDG 281.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)

Choose 12 credit units from the following Social Sciences courses:

- [100-Level, 200-Level, 300-Level or 400-Level ANTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECON Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level POLS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PSY Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level RLST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level WGST Courses](#)
- [CLAS 110.3](#)

- [CLAS 111.3](#)
- [CLAS 220.3](#)
- [CLAS 225.3](#)
- [CLAS 240.3](#)
- [CLAS 242.3](#)
- [CLAS 247.3](#)
- [CLAS 248.3](#)
- [GEOG 130.3](#)
- [GEOG 202.3](#)
- [GEOG 204.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 340.3](#)
- [GEOG 364.3](#)
- [GEOG 381.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [GEOG 491.3](#)
- [PLAN 341.3](#)
- [PLAN 342.3](#)
- [PLAN 343.3](#)
- [PLAN 346.3](#)
- [PLAN 350.3](#)
- [PLAN 392.3](#)
- [PLAN 442.3](#)
- [PLAN 446.3](#)

### **Visual Arts**

Please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

**Choose 6 credit units from the following Art History courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)

**Choose 18 credit units from the following Art or Art History courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ART Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)

Must include 2 different studio areas (painting, drawing, printmaking, extended media, sculpture, and/or photography) within ART:

Painting: [ART 111.6](#), [ART 211.6](#), [ART 311.6](#), [ART 411.6](#), [ART 421.6](#), [ART 431.6](#)

Drawing: [ART 112.6](#), [ART 212.6](#), [ART 312.6](#), [ART 412.6](#), [ART 422.6](#)

Printmaking: [ART 151.3](#), [ART 152.3](#), [ART 213.6](#), [ART 313.6](#), [ART 413.6](#), [ART 423.6](#), [ART 433.6](#)

Extended Media: [ART 136.3](#), [ART 236.6](#), [ART 237.3](#), [ART 338.3](#), [ART 339.3](#), [ART 438.3](#), [ART 439.3](#)

Sculpture: [ART 141.3](#), [ART 241.3](#), [ART 242.3](#), [ART 341.3](#), [ART 342.3](#), [ART 441.3](#), [ART 442.3](#)

Photography: [ART 161.3](#), [ART 216.6](#), [ART 235.3](#), [ART 316.6](#), [ART 416.6](#), [ART 426.6](#), [ART 436.6](#)

### **Secondary - Teaching Area 2 List**

Teacher candidates are required to complete a particular number of credit units in at least two teaching areas (disciplinary fields) that are tightly aligned with Saskatchewan pre-Kindergarten to grade twelve curriculum areas.

#### **Biology**

Please note that [PLSC 214.3](#) cannot be used to fulfill this requirement.

**Choose 6 credit units from the following senior level Biology courses:**

- [100-Level BIOL Courses](#)

Please note that [PLSC 214.3](#) cannot be used to fulfill this requirement.

**Choose 6 credit units from the following senior level Biology courses:**

- [200-Level, 300-Level or 400-Level PLSC Courses](#)
- [BIOL 222.3](#)
- [BIOL 224.3](#)
- [BIOL 228.3](#)
- [BIOL 301.3](#)
- [BIOL 302.3](#)
- [BIOL 314.3](#) or [GEOG 380.3](#) (formerly [NRTH 312.3](#))
- [BIOL 318.3](#)
- [BIOL 324.3](#)
- [BIOL 325.3](#)
- [BIOL 326.3](#)
- [BIOL 350.3](#)
- [BIOL 361.3](#)
- [BIOL 365.3](#)
- [BIOL 373.3](#)
- [BIOL 410.3](#)
- [BIOL 412.3](#)
- [BIOL 424.3](#)

- [BIOL 436.3](#)
- [BIOL 451.3](#)
- [BIOL 455.3](#)
- [BIOL 458.3](#)
- [BIOL 466.3](#)
- [BIOL 470.3](#)
- [BIOL 475.3](#)
- [BIOL 480.3](#)
- [BIOL 481.6](#)
- [PHPY 401.3](#)
- [PHPY 405.3](#)

**Choose 3 credit units from the following senior level Biology courses:**

- [CE 466.3](#)
- [HSC 350.3](#)
- [PHPY 301.3](#)
- [PHPY 302.3](#)
- [PHPY 303.3](#)
- [PHPY 308.3](#)
- [PHPY 403.3](#)
- [PHPY 432.6](#)
- [200-Level, 300-Level or 400-Level ACB Courses](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [200-Level, 300-Level or 400-Level BIOL Courses](#)
- [200-Level, 300-Level or 400-Level BMSC Courses](#)
- [200-Level, 300-Level or 400-Level HSC Courses](#)
- [200-Level, 300-Level or 400-Level MCIM Courses](#)

### **Chemistry**

**Choose 6 credit units from the following junior level Chemistry courses:**

- [100-Level CHEM Courses](#)

**Choose 9 credit units from the following senior level Chemistry courses:**

- A course in Analytical Chemistry or Inorganic Chemistry is recommended.
- [CE 212.3](#)
- [CE 417.3](#)
- [CHE 210.3](#)
- [CHE 454.3](#)
- [PHPY 302.3](#)
- [PHPY 304.3](#)
- [PHPY 305.3](#)
- [PHPY 308.3](#)
- [PHPY 432.6](#)

- [TOX 300.3](#)
- [200-Level, 300-Level or 400-Level BIOC Courses](#)
- [200-Level, 300-Level or 400-Level BMSC Courses](#)
- [200-Level, 300-Level or 400-Level CHEM Courses](#)

### **Drama**

Please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

**Choose 15 credit units from the following Drama courses:**

- [100-Level, 200-Level, 300-Level or 400-Level DRAM Courses](#)

### **English Language Arts**

**Choose 6 credit units from the following junior level English courses:**

- [100-Level ENG Courses](#)

**Choose 9 credit units from the following senior level English courses:**

- [INDG 270.6](#)
- [200-Level, 300-Level or 400-Level ENG Courses](#)

### **Indigenous Studies**

Teacher candidates may choose Indigenous Studies OR Social Sciences/Social Studies as a Teaching Area, but cannot choose both.

**Choose 6 credit units from the following Indigenous Studies courses:**

- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

**Choose an additional 9 credit units from the following Indigenous Studies courses:**

- [HIST 263.6](#) (formerly HIST 222)
- [HIST 264.3](#)
- [HIST 265.3](#)
- [POLS 222.3](#)
- [POLS 322.3](#)
- [POLS 323.3](#)
- [SOC 219.3](#)
- [SOC 319.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [200-Level, 300-Level or 400-Level INDG Courses](#)



Within the 9 credit units, students may choose up to 6 credit units of the following:

[CREE 101.6](#)

[CREE 110.3](#)

[CREE 120.6](#)

Within the 9 credit units, students may choose up to 3 credit units of the following:

[ARTH 252.6](#)

[ARTH 253.3](#)

[ARTH 255.3](#)

[ARTH 323.3](#)

[ARTH 358.3](#)

[ARTH 340.3](#)

[ARTH 345.3](#)

[ARTH 355.3](#)

[ARTH 418.3](#)

[ARTH 455.3](#)

### **Mathematics**

**Choose 6 credit units from the following junior level Mathematics or Statistics courses:**

- [COMM 104.3](#)
- [100-Level MATH Courses](#)
- [100-Level STAT Courses](#)

**Choose 9 credit units from the following senior level Mathematics or Statistics courses:**

- [200-Level, 300-Level or 400-Level MATH Courses](#)
- [200-Level, 300-Level or 400-Level STAT Courses](#)
- [AREC 361.3](#)
- [CE 316.3](#)
- [CE 318.3](#)
- [CHE 311.3](#)
- [COMM 207.3](#)
- [COMM 393.3](#)
- [COMM 395.3](#)
- [ECON 204.3](#)
- [ECON 306.3](#)
- [ECON 450.3](#)
- [EE 216.3](#)
- [EPSE 441.3](#)
- [GE 210.3](#)
- [GEOG 302.3](#)
- [ME 450.3](#)
- [PLSC 214.3](#)

- [PSY 233.3](#)
- [PSY 234.3](#)
- [SOC 225.3](#)
- [SOC 325.3](#)

### Modern Languages

Must choose 15 credit units of Cree or French.

Choose 6 credit units from the following junior level Cree or French courses:

- [FREN 122.3](#) and [FREN 125.3](#) (or approved equivalents)
- [FREN 212.3](#) and [FREN 218.3](#) (applies to Bilingual/Immersion students)
- [100-Level CREE Courses](#)

Choose 9 credit units from the following senior level Cree or French courses:

- [100-Level, 200-Level, 300-Level or 400-Level CREE Courses](#)
- [200-Level, 300-Level or 400-Level FREN Courses](#)

### Physics

Choose 6 credit units from the following junior level Physics courses:

- [100-Level PHYS Courses](#)

Choose 9 credit units from the following Physics or Astronomy courses:

- [200-Level, 300-Level or 400-Level PHYS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ASTR Courses](#)
- [CE 315.3](#)
- [CE 317.3](#)
- [CE 321.3](#)
- [CE 415.3](#)
- [CE 416.3](#)
- [CE 418.3](#)
- [CE 463.3](#)
- [CE 470.3](#)
- [EP 370.3](#)
- [EP 421.3](#)
- [GE 213.3](#)
- [GEOL 282.3](#)
- [GEOL 334.3](#)
- [GEOL 335.3](#)
- [ME 215.3](#)
- [ME 226.3](#)
- [ME 227.3](#)

### Social Sciences/Social Studies

Teacher candidates may choose Social Sciences/Social Studies OR Indigenous Studies as a Teaching Area, but cannot choose both. Any 100-level course taken after the first 6 credit units will be counted as a senior course. \*Please note: at least 6 credit units of the total 15 credit units must include Canadian content:

- HIST courses with Canadian content are: [HIST 125.3](#) (only those sections containing Canadian content will be considered), [HIST 151.3](#), [HIST 152.3](#), [HIST 253.3](#), [HIST 255.3](#), [HIST 256.3](#), [HIST 257.3](#), [HIST 258.3](#), [HIST 259.3](#), [HIST 260.3](#), [HIST 263.6](#), [HIST 264.3](#), [HIST 265.3](#), [HIST 266.3](#), [HIST 310.3](#), [HIST 350.3](#), [HIST 353.3](#), [HIST 361.3](#), [HIST 362.3](#), [HIST 363.3](#), [HIST 364.3](#), [HIST 365.3](#), [HIST 410.3](#), [HIST 450.6](#), [HIST 466.3](#), [HIST 492.6](#);
- ECON course with Canadian content is: [ECON 231.3](#);
- GEOG courses with Canadian content are: [GEOG 202.3](#), [GEOG 204.3](#), [GEOG 381.3](#), [GEOG 386.3](#), [PLAN 342.3](#), [PLAN 343.3](#), [PLAN 442.3](#);
- POLS courses with Canadian content are: [POLS 204.3](#), [POLS 205.3](#), [POLS 222.3](#), [POLS 225.3](#), [POLS 226.3](#), [POLS 303.3](#), [POLS 304.3](#), [POLS 305.3](#), [POLS 306.3](#), [POLS 307.3](#), [POLS 322.3](#), [POLS 323.3](#), [POLS 349.3](#), [POLS 375.3](#), [POLS 404.3](#), [POLS 405.3](#), [POLS 422.3](#), [POLS 425.3](#);
- SOC courses with Canadian content are: [SOC 203.3](#), [SOC 204.3](#), [SOC 219.3](#), [SOC 227.6](#), [SOC 244.3](#), [SOC 246.3](#), [SOC 319.4](#);
- all INDG courses are acceptable except [INDG 221.3](#) and [INDG 272.3](#).

Choose 6 credit units from the following Indigenous Studies courses:

- [COMM 347.3](#)
- [SOC 203.3](#)
- [SOC 219.3](#)
- [SOC 320.3](#)
- [SOC 341.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)

Choose 6 credit units from the following History courses:

- [INDG 280.6](#)
- [INDG 281.3](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)

Choose 3 credit units from the following Social Sciences courses:

- [100-Level, 200-Level, 300-Level or 400-Level ANTH Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ECON Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level HIST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level INDG Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level POLS Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level PSY Courses](#)

- [100-Level, 200-Level, 300-Level or 400-Level RLST Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level SOC Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level WGST Courses](#)
- [CLAS 110.3](#)
- [CLAS 111.3](#)
- [CLAS 220.3](#)
- [CLAS 225.3](#)
- [CLAS 240.3](#)
- [CLAS 242.3](#)
- [CLAS 247.3](#)
- [CLAS 248.3](#)
- [GEOG 130.3](#)
- [GEOG 202.3](#)
- [GEOG 204.3](#)
- [GEOG 208.3](#)
- [GEOG 240.3](#)
- [GEOG 340.3](#)
- [GEOG 364.3](#)
- [GEOG 381.3](#)
- [GEOG 385.3](#)
- [GEOG 386.3](#)
- [GEOG 491.3](#)
- [PLAN 341.3](#)
- [PLAN 342.3](#)
- [PLAN 343.3](#)
- [PLAN 346.3](#)
- [PLAN 350.3](#)
- [PLAN 392.3](#)
- [PLAN 442.3](#)
- [PLAN 446.3](#)

### Visual Arts

Please note that any 100-level course taken after the first 6 credit units will be counted as a senior course.

**Choose 6 credit units from the following Art History courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)

**Choose 9 credit units from the following Art or Art History courses:**

- [100-Level, 200-Level, 300-Level or 400-Level ART Courses](#)
- [100-Level, 200-Level, 300-Level or 400-Level ARTH Courses](#)

Must include 2 different studio areas (painting, drawing, printmaking, extended media, sculpture, and/or photography) within ART:

Painting: [ART 111.6](#), [ART 211.6](#), [ART 311.6](#), [ART 411.6](#), [ART 421.6](#), [ART 431.6](#)

Drawing: [ART 112.6](#), [ART 212.6](#), [ART 312.6](#), [ART 412.6](#), [ART 422.6](#)

Printmaking: [ART 151.3](#), [ART 152.3](#), [ART 213.6](#), [ART 313.6](#), [ART 413.6](#), [ART 423.6](#), [ART 433.6](#)

Extended Media: [ART 136.3](#), [ART 236.6](#), [ART 237.3](#), [ART 338.3](#), [ART 339.3](#), [ART 438.3](#), [ART 439.3](#)

Sculpture: [ART 141.3](#), [ART 241.3](#), [ART 242.3](#), [ART 341.3](#), [ART 342.3](#), [ART 441.3](#), [ART 442.3](#)

Photography: [ART 161.3](#), [ART 216.6](#), [ART 235.3](#), [ART 316.6](#), [ART 416.6](#), [ART 426.6](#), [ART 436.6](#)



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** **English Proficiency Policy – Minimum English proficiency requirements for the College of Graduate and Postdoctoral Studies**

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the revisions to the minimum English proficiency standards for the College of Graduate and Postdoctoral Studies, as per the attached table, effective for the 2018/19 admissions cycle.*

**PURPOSE:**

The university's minimum English proficiency standards are outlined in the English Proficiency Policy, which was approved by Council in October 2015 and confirmed by Senate that same month. The purpose of the policy is to ensure that students admitted to the University of Saskatchewan have the proficiency in English to understand and communicate clearly and to be successful in their academic programs. At the time the policy was approved, consultations were still ongoing with regard to the minimum standards for English proficiency for students in the College of Graduate and Postdoctoral Studies (CGPS). The changes to the English proficiency standards for CGPS align with the undergraduate requirements at the U of S and align required test scores with U15 comparators.

**CONTEXT AND BACKGROUND:**

Applicants for admission to credit programs at the U of S may be required to present proof of English proficiency, and the English Proficiency Policy applies to all undergraduate and graduate applicants for admission to credit programs. The revisions for CGPS students remove the option for remedial admission, which previously allowed students to be admitted with individual band scores that did not meet the minimum standard. With the revisions to the standard, the minimum band requirements have been lowered to 19 for TOEFL and minimum of 6.0 for International English language testing system (IELTS), which allows for greater flexibility in admitting students.

The lowering of the minimum band requirements for IELTS to 6.0 puts the U of S in line with U15 comparator institutions, and using IELTS as the baseline comparator test (as opposed to TOEFL) brings CGPS in line with undergraduate standards.

**CONSULTATION:**

The CGPS minimum English proficiency standards were reviewed by the Equity and International Committee of CGPS on February 17, 2017, the Graduate Academic Affairs Committee on April 6, 2017, and the CGPS Executive Committee on April 18, 2017. At its May 31 meeting, APC recommended that these minimum standards for English proficiency be approved by University Council at its June 2017 meeting.

**FURTHER ACTION REQUIRED:**

Once approved, the revisions will be communicated to all college and unit stakeholders and web, print, and email will be updated to reflect the latest information on minimum requirements.

As these changes affect admissions, the revisions to the minimum English proficiency requirements for the College of Graduate and Postdoctoral Studies will go to Senate for confirmation at its October 2017 meeting.

**ATTACHMENTS:**

- Appendix C – English proficiency standards for graduate students
- Supporting documentation for revisions to minimum English proficiency standards for the College of Graduate and Postdoctoral studies

The English Proficiency Policy can be found [here](#), for your reference.



## Appendix C: English Proficiency Standards for Graduate Students

If English is not your first language, you must demonstrate English language proficiency in one of the following ways:

### 1) Minimum Test Standards

All scores must be from one exam date, not to be combined with other exam dates. Tests are valid for 24 months after the testing date, and must be valid at the beginning of the student's first term of registration in the graduate program.

ENGLISH PROFICIENCY TEST	Minimum Required Score
<b>Test of English as a Foreign Language (TOEFL)</b>	<b>86</b>
<i>Reading</i>	19
<i>Listening</i>	19
<i>Speaking</i>	19
<i>Writing</i>	19
<b>International English Language Testing System (IELTS)</b>	<b>6.5</b>
<i>Reading</i>	6.0
<i>Listening</i>	6.0
<i>Speaking</i>	6.0
<i>Writing</i>	6.0
<b>Pearson Test of English (PTE Academic)</b>	<b>63</b>
<i>Reading</i>	<b>59</b>
<i>Listening</i>	<b>59</b>
<i>Speaking</i>	<b>59</b>
<i>Writing</i>	<b>59</b>
<b>Canadian Test of English for Scholars and Trainees (CANTEST)</b>	<b>4.5</b>
<i>Reading</i>	4.5
<i>Listening</i>	4.5
<i>Speaking</i>	4.0
<i>Writing</i>	4.0
<b>Canadian Academic English Language Assessment (CAEL)</b>	<b>70</b>
<i>Reading</i>	<b>60</b>
<i>Listening</i>	<b>60</b>
<i>Speaking</i>	<b>60</b>
<i>Writing</i>	<b>60</b>
<b>Michigan English Language Assessment Battery (MELAB)</b>	<b>85</b>
<b>University of Cambridge English: Advanced (CAE)</b>	<b>C</b>

**2. Completion of an approved English Language Training Program**

- (a) University of Saskatchewan Language Centre U-Prep 2.
- (b) University of Saskatchewan Graduate Pathways Certificate.
- (c) University of Regina Advanced English for Academic Purposes

**3. Completion of Postsecondary Studies in English**

A minimum of three consecutive years of full-time study in a recognized post-secondary institution, where the language of instruction and examination of the institution is English.

## Memorandum

**To:** Adam Baxter-Jones, Chair, CGPS Faculty Council

**From:** CGPS, Executive Committee

**Date:** April 28, 2017

**Re:** Proposed revision to English proficiency policy

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*The Executive Committee met on April 18, 2017, and reviewed the recommendations of both the Graduate Academic Affairs and the Equity & International Committees of CGPS recommending changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency.*

*The Executive wishes to remind Faculty Council that these changes are ‘minimum’ requirements. Each department has the flexibility to name their own requirements provided they do not go below the minimum requirements. Additionally a suggestion was made that the institution begin collecting statistical on the student relationship between English proficiency and academic performance (currently not tracked).*

*Members passed the following motion: “To recommend changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency. (Ferrari/Scoles)*

If you have any questions, please contact Lori Lisitza at [lori.lisitza@usask.ca](mailto:lori.lisitza@usask.ca).

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### Memorandum

**To:** Adam Baxter-Jones, Chair, CGPS Executive Committee

**From:** Laureen McIntyre, Chair, Graduate Academic Affairs Committee of CGPS

**Date:** April 13, 2017

**Re:** Proposed revision to English proficiency policy

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The Graduate Academic Affairs Committee met on April 6, 2017, and considered changes to the English proficiency standards. The changes include aligning CGPS requirements with undergraduate requirements on campus and better aligning required test scores with U15 comparators. Detailed information on the proposed changes is provided in the supporting documentation.

A member asked why the proposal included removing the allowance for a remedial score, wondering if there was data to support the requirements, or if we were simply aligning ourselves with other institutions. He indicated it would be beneficial to know the English proficiency scores of students that do not complete their programs to determine if English proficiency may have been a barrier.

Members passed the following motion: *To recommend changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency.* Bruneau/Chibbar Unanimous

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229.

:kc



## Memorandum

**To:** Chair, CGPS Graduate Academic Affairs Committee

**CC:** Dr. Hugo Cota-Sanchez, Chair, Equity & International Committee of Graduate Council  
Dr. Adam Baxter-Jones, Dean, CGPS

**From:** Equity & International Committee of Graduate Council

**Date:** February 21, 2017

**Re:** Minimum English Proficiency Requirements for Graduate Students

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At their meeting on February 17, 2017, the Equity and International Committee (EIC) reviewed the information provided in the attached discussion paper on the current and proposed changes for English Proficiency Requirements for graduate students. Members discussed the action taken by University Council to approve adopting the IELTS test as the standard point of reference against which other English proficiency tests are measured and agreed that, given the evidence emerging over the last dozen years, this was appropriate. It provides for greater equity between applicants using the two most common tests, the IELTS and the TOEFL, and, it better safeguards that incoming international students have the minimum proficiency levels associated with academic success in a graduate program.

It was agreed that, given the comparator data between IELTS and TOEFL tests and that the IELTS overall test score was to remain at 6.5, it was necessary to raise the minimum overall proficiency required by applicants using the TOEFL test to 86. It should be noted that the purpose of this change was to instill test parity, not raise the overall English proficiency requirements.

Lowering the band requirements to a minimum of 19 for TOEFL and a minimum of 6.0 for the IELTS generated further discussion. It was concluded that to have an overall of 86, a student must have higher than 19 in two or three of the individual band scores (reading, writing, listening and speaking). By allowing one, or even two scores to be at 19 (previous requirement was 20, unless a student was being admitted as remedial qualified) we are providing a greater degree of flexibility. The same rationale supports allowing the IELTS minimum band score to be at 6.0. However, in doing this members also felt that there was no longer the need to provide a "remedial admission" option for students.

One member raised the issue of the University's international rankings, noting that the number of international students registered in degree programs, particularly Ph.D. programs, has a positive influence on the reputational factoring into some global ranking formulas. This, combined with slightly lower requirements than our competitors, could in turn could have a positive influence on enrolments. Although there was agreement among members that international reputation does have an impact on enrolments, the majority of EIC members were not supportive of this suggestion. They felt that lowering the English proficiency requirements, or test band requirements further, was not a solution to increasing enrolments. Enrolments are influenced by numerous factors, including available funding and supervisor capacity. It is important that the University is comparable with other U15 institutions, and the comparative data presented in the attached briefing document indicates that, for TOEFL the UofS

current graduate standards are lower than the norm. However, for IELTS, the proposal to retain the overall test requirements of 6.5, but drop the band requirements to no less than 6.0, would place us right in line with our competitors.

Maintaining equitable standards with our peer institutions is critical, particularly at the PhD level where students must do qualifying and comprehensive exams, and, engage fully in scholarly debate. In these realms failure can arise, not as a result of poor academic knowledge, but because of a lack of proficiency in English. It was also noted that individual units may, following the appropriate processes for recommending program changes, have approved minimum English proficiency requirements that are higher than those set by the CGPS.

EIC members unanimously passed the motion: ***“To recommend changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency.”***

The chart below summarizes the current requirements and the recommended changes for English proficiency for the admission of graduate students into degree programs.

	TOEFL		IELTS	
	Current	Recommended	Current	Recommended
Overall Test Score	80	86	6.5	6.5
Individual Band Score	No band below 20	No band below 19	No band below 6.5	No band below 6.0
Remedial Score	One band at 18 or 19	No remedial option	One band at 6.0	No remedial option

The EIC is requesting that the Graduate Academic Affairs Committee consider this recommendation with a view of approving the changes, and, forwarding them to the Executive Committee for consideration.

If you have any questions, please contact Penny Skilnik at [penny.skilnik@usask.ca](mailto:penny.skilnik@usask.ca), or, 966-2022.

:ps

## ENGLISH PROFICIENCY REQUIREMENTS FOR GRADUATE ADMISSION

The language of instruction at the University of Saskatchewan is English and in order for graduate students to be successful in their courses and research endeavors, a minimum level of proficiency in academic English is required. The acceptable minimum standards of English proficiency, including in the written, spoken, reading and listening components, are set by the College of Graduate and Postdoctoral Studies through approved graduate faculty policies. The minimum entrance requirements for English proficiency (policy 4.1) for graduate student admission were last revised in 2011 at which time minimum band levels were instated for the IELTS test. It should be noted that, although the CGPS establishes the minimum proficiency requirements, academic units may propose and receive approval for higher than the minimum requirements for admission into their graduate programs.

The CGPS has been asked to re-evaluate the minimum requirements for English proficiency for graduate admission to degree programs. This document provides some background and comparator information to help inform the discussion.

### **A. Background**

During the 2014/2015 academic term, a project was undertaken to review the English proficiency requirements for undergraduate and graduate admissions. The rationale for the project was that there was more current information available on the comparability of test scores across the common testing tools, primarily the IELTS and the TOEFL tests. It was also deemed important to ensure there was consistency in using test sub-score minimums across these most common testing tools. In other words, is a TOEFL test score of 80 equivalent to an IELTS 6.5, and, is the writing score of 20 in TOEFL equivalent to an IELTS writing score of 6.5?

Research was completed to capture the minimum test scores required for both undergraduate and graduate admission among U15 institutions. A survey was undertaken to determine if the U of S requirements for English proficiency were in line with those of competitor institutions across Canada and within the province.

IELTS, TOEFL and other test research was examined including comparability studies of test scores across common test tools and within the four different elements of proficiency - reading, writing, speaking, and listening. The project drew upon the expertise of the language instructors within the University of Saskatchewan Language Centre and outcomes of this research included:

- An IELTS 6.5 overall test score reflects a higher degree of proficiency than an overall TOEFL test score of 80;
- The sub-test band scores across testing tools were not well aligned with those of our comparators;

As a result, a proposal for a revised English proficiency policy (copy attached) went forward to University Council on September 17, 2015 and was subsequently approved. It is important to note that the standards were not changed, but proof of the minimum standard has become more fine-tuned. Key points included:

- The IELTS test replaced the TOEFL as the baseline comparator;
- The minimum required English proficiency score required for admission to an undergraduate program remained at an IELTS of 6.5;
- Based on the research available, other test scores were adjusted slightly to more accurately reflect comparative levels of proficiency to the baseline IELTS test. Most significantly, the TOEFL equivalent of IELTS 6.5 was to an overall 86 with no less than 19 in each sub-score area.

On September 17, 2015 University Council approved a policy on English Proficiency noting that *“This policy will replace the English Proficiency Requirements for Undergraduate Direct Entry Colleges approved by APC in 2009.”* and *“This policy applies to all undergraduate and graduate applicants for admission to credit programs.”* At that time, undergraduate admissions proposed revised minimum test score requirements for the TOEFL test, and,

revised sub-test band score requirements for the IELTS test. No changes were proposed or approved for the minimum entrance requirements for English proficiency for graduate admissions at that time.

## B. Graduate Studies Context

The findings into test equivalency comparisons led to the decision by University Council to adopt the IELTS test as the baseline evaluation tool against which other English proficiency tests are compared. These findings, which informed the fine-tuning of the criteria required for proof of proficiency for the two most common testing tools, the IELTS test and the TOEFL test, are equally valid in the graduate context.

There will always be differing opinions as to which test, either the TOEFL or the IELTS, provides a better assessment of a student's English proficiency. However, many experts consider the IELTS test as being more creditable as a standard point of reference against which other tests are compared and aligned. Further support of the University's selection of IELTS as the baseline assessment tool, particularly in the context of graduate admission requirements, is the process used to assess the verbal proficiency of students. The TOEFL speaking section involves the student summarizing or interpreting information from a secondary source and explaining their opinions into a recorder, which is then reviewed by an evaluator. It is not interactive, whereas with the IELTS, the speaking test is done in person and it includes a short speech and an interactive conversation component.

It is also important to consider such a change in the context of the post-graduate landscape in Canada and the English proficiency requirements for admission among U15 comparator institutions. A survey of the English proficiency requirements for graduate admission among U15 institutions was completed in January 2017. The findings, which are available in the attached summary report *Comparison of Minimum English Proficiency Requirements (U-15 plus U of R)*, indicate that changes to the CGPS requirements for English proficiency are required to maintain an optimum standard. For this discussion, an optimum standard is defined as sufficiently high proficiency requirements to ensure adequate student capacity in English for academic success, while still maintaining a central position in comparison to other universities so as not to be at a competitive disadvantage. Results for institutions where the language of instruction is French have not been included in the summarized findings below:

- Four of the fourteen institutions have minimum TOEFL test requirements of 80 overall, including the UofS, which means that the UofS requirements are in the bottom quartile of Canadian comparator institutions.
- The average minimum overall test score required for TOEFL is 86.
- Only the University of Ottawa has no minimum band scores for the TOEFL test; all other institutions have required minimum sub-test scores of 20 or higher.
- The majority of institutions surveyed have minimum IELTS test requirements of 6.5 overall, including the UofS. Three universities had higher requirements (overall IELTS of 7.0) and only one university has a lower requirement (overall IELTS of 6.0)

Based on a review of the comparator data, we can conclude that the current IELTS overall minimum proficiency score of 6.5 is in line with the graduate admission requirements of almost all other U15 institutions. However, an increase to the TOEFL overall minimum proficiency score (currently at 80) is necessary to assure alignment between these two assessment tools.

When examining the sub-test requirements of comparator institutions for the IELTS test, there is more variation between the various universities.

- Three universities have no minimum band requirements;
- Two universities require a 5.0 score in all four bands;
- Six universities require a 6.0 score in all four bands;
- Only three universities require a minimum of 6.5 in all four bands, including the U of S, the University of Toronto and the University of Waterloo.



Given that the University of Toronto and the University of Waterloo have the highest English proficiency requirement for the IELTS test (overall score of 7.0), it is not surprising that they also have the highest proficiency requirements for the IELTS individual band test scores (no less than 6.5 in each band).

By contrast, whereas the U of S requires a minimum IELTS score of 6.5 overall for graduate admission, students must also achieve no less than 6.5 in each of the four sub-test bands. All other institutions that require a minimum of 6.5 in an applicant's overall IELTS test score have minimum band requirements of 5.0 to 6.0. This illuminates two concerns: there is a disconnect between the overall test score requirement and the minimums allowable for the four sub-test bands, and, the significantly higher requirements for the sub-test bands at the U of S puts the institution at a competitive disadvantage.

### C. Conclusion and Recommendations for Discussion

The University's adoption of the IELTS test as the standard point of reference against which other tests are compared and aligned in 2015 has provided a more reliable framework for determining minimum admission requirements for English proficiency. The minimum admission requirement for the TOEFL test should be raised to create a greater degree of correlation between it and the IELTS test. This would help to bring a greater degree of consistency between the English proficiency levels of newly admitted students regardless of what assessment tool is used.

This process would be inadequate if it was not also informed by the information on the minimum English proficiency requirements of the other U15 institutions. Aligning the minimum TOEFL test requirements with those of the IELTS required raising the overall TOEFL test score to 86. The findings of the comparator scan would support this change. By contrast, although the overall test score for minimum proficiency as demonstrated by the IELTS test should remain at 6.5, comparator evaluations indicate that a reduction of the minimum requirements in the IELTS sub-test scores is in order.

The following recommended Minimum English Proficiency Requirements for IELTS and TOEFL Tests are offered for consideration.

	TOEFL		IELTS	
	Current	Recommended	Current	Recommended
Overall Test Score	80	86	6.5	6.5
Individual band test scores	No band below 20	No band below 19	No band below 6.5	No band below 6.0
Remedial Score	One band at 18 or 19	No remedial option	One band at 6.0	No remedial option

It should be noted that the College of Graduate and Postdoctoral Studies is responsible for setting the minimum English proficiency requirements for the admission of graduate students into degree programs. Individual units however have the option to recommend and have approved higher requirements for their respective programs than those established by the College.

### Comparison of Minimum English Proficiency Requirements (U-15 plus U of R)

Note: Listed below are the minimum admission requirements. Specific programs may have higher or additional requirements.

Institution	TOEFL <sup>1</sup>		IELTS	
	Grad	Undergrad	Grad	Undergrad
University of Saskatchewan <sup>2</sup>	80 overall; no band below 20  Remedial qualified 80 overall; with one band at 18 or 19.	86 overall; no band below 19	6.5 overall; no band below 6.5;  Remedial qualified: 6.5 overall; with one band at 6.0.	6.5 overall; no band below 6.0
University of Regina <sup>3</sup>	80 overall; no band below 20	80 overall; Reading: 19; Listening: 19; Speaking: 18; Writing: 18.	6.5 overall; no band below 6.0	6.5 overall; no band below 5.0.
University of Alberta <sup>4</sup>	88 overall; no bands below 20	86 overall; no band below 21	6.5 overall; no band below 5.0	6.5 overall; no band below 5.0
University of British Columbia <sup>5</sup>	90 overall; with minimum: Reading: 22, Listening: 22, Writing: 21, Speaking: 21.	90 overall; with minimum of: Reading: 22, Listening: 22, Writing: 21, Speaking: 21.	6.5 overall; no band below 6.0.	6.5 overall; no band below 6.0.
University of Calgary <sup>6</sup>	86 overall; no band below 20	86 overall; no minimum bands	6.5 overall; no band below 6.0	6.5 overall; no minimum bands
Dalhousie University <sup>7</sup>	90 overall; no bands below 20	90 overall; no bands below 20	6.5 overall; no bands below 6.0	6.5 overall; no bands below 6.0
Université Laval	N/A: French-language university		N/A: French-language university	

<sup>1</sup> Unless indicated otherwise, internet-based TOEFL scores are used. As a rule, institutional TOEFL is not accepted.

<sup>2</sup> <http://explore.usask.ca/admissions/elp.php>; <https://grad.usask.ca/admissions/admission-requirements.php>.

<sup>3</sup> <http://www.uregina.ca/gradstudies/future-students/international-students/before-apply/english-requirements.html>; <https://urconnected.uregina.ca/apply/elp.ezc>.

<sup>4</sup> <https://uofa.ualberta.ca/graduate-studies/prospective4-students/international-admissions-protocol/english-language-proficiency>; <http://admissions.ualberta.ca/requirements/language-requirements.aspx>.

<sup>5</sup> <http://you.ubc.ca/applying-ubc/english-language-competency/>

<sup>6</sup> <http://grad.ucalgary.ca/future/admissions/admission-requirements>; <http://www.ucalgary.ca/pubs/calendar/current/a-11.html>.

<sup>7</sup> [http://www.dal.ca/admissions/international\\_students/admissions/graduate-requirements.html](http://www.dal.ca/admissions/international_students/admissions/graduate-requirements.html); [http://www.dal.ca/admissions/international\\_students/admissions/english-requirements.html](http://www.dal.ca/admissions/international_students/admissions/english-requirements.html).

Institution	TOEFL		IELTS	
	Grad	Undergrad	Grad	Undergrad
University of Manitoba <sup>8</sup>	86 overall; no bands below 20	86 overall; no bands below 20	6.5 overall; no minimum bands	6.5 overall; no minimum bands
McGill University <sup>9</sup>	86 overall, no bands below 20	90 overall; no bands below 21	6.5 overall; no band below 5.5	6.5 overall; no bands below 6.0
McMaster University <sup>10</sup>	80 overall; no bands below 20	86 overall; no bands below 20	6.5 overall, no band below 5.5	6.5 overall; no band below 5.0
Université de Montréal	N/A: French-language university		N/A: French-language university	
University of Ottawa	79 overall; no minimum bands	86 overall; minimum 22 in writing	6.5 overall; no band below 5.0	6.5 overall, minimum 6.5 in Writing.
Queen's University <sup>11</sup>	88 overall; minimum 24 writing 22speaking, 22 reading, 20 listening.	88 overall; minimum 24 writing 22speaking, 22 reading, 20 listening.	7.0 overall	6.5 overall
University of Toronto <sup>12</sup>	93 overall; minimum 22 writing, 22 speaking	93 overall; minimum 22 writing, 22 speaking	7.0 overall; no band below 6.5	7.0 overall; no band below 6.5
University of Waterloo <sup>13</sup>	90 overall; minimum 25 writing, 25 speaking	90 overall; minimum 25 writing, 25 speaking	7.0 overall; minimum 6.5 writing, 6.5 speaking	7.0 overall
University of Western Ontario <sup>14</sup>	86 overall; no band below 20	83 overall; no band below 20	6.0 overall	6.5 overall; no band below 6.0.

<sup>8</sup> [http://umanitoba.ca/faculties/graduate\\_studies/admissions/139.html](http://umanitoba.ca/faculties/graduate_studies/admissions/139.html); <http://www.umanitoba.ca/student/admissions/international/english/>.

<sup>9</sup> <http://www.mcgill.ca/gradapplicants/international/apply/proficiency>; <http://www.mcgill.ca/applying/how-we-make-decisions/proof-english-proficiency>.

<sup>10</sup> [http://mech.mcmaster.ca/graduate\\_admissions.html](http://mech.mcmaster.ca/graduate_admissions.html); <http://future.mcmaster.ca/admission/language/>.

<sup>11</sup> <http://www.queensu.ca/sqs/prospective-students/preparing-graduate-studies>; <http://www.queensu.ca/admission/apply-high-school/how-apply/required-documents/test-facility-english>.

<sup>12</sup> <http://www.sqs.utoronto.ca/prospectivestudents/Pages/English-Language-Proficiency-Testing.aspx>.

<sup>13</sup> <https://uwaterloo.ca/discover-graduate-studies/admission-requirements/english-language-proficiency-elp>; <https://uwaterloo.ca/find-out-more/admissions/english-language-requirements>.

<sup>14</sup> [http://grad.uwo.ca/prospective\\_students/applying/index.html](http://grad.uwo.ca/prospective_students/applying/index.html); [http://www.welcome.uwo.ca/admissions/admission\\_requirements/english\\_language\\_proficiency.html](http://www.welcome.uwo.ca/admissions/admission_requirements/english_language_proficiency.html).

# University of Saskatchewan

## English Proficiency Policy

Category:	<i>Leave this blank; a category will be assigned</i>
Number:	<i>Leave this blank; a number will be assigned</i>
Responsibility:	Director of Enrolment and Student Affairs
Approval:	<i>University Council, Senate</i>
Date:	<i>Date initially approved:</i> <i>Date(s) reformatted or revised</i>

### Purpose:

Minimum standards of English proficiency are required to ensure that students can understand and communicate clearly in order to be successful in their academic programs.

### Principles:

The language of instruction and examination at the University of Saskatchewan is English. In order for students to understand, communicate and be successful in programs at the university, an acceptable level of academic English is required (including written, spoken, reading and listening components).

### Scope of this Policy:

This policy applies to all undergraduate and graduate students in credit programs and sets: minimum English proficiency standards; authority for reviewing and setting minimum proficiency standards; and acceptable forms of proof of English proficiency.

### Policy:

1. Applicants for admission to credit programs at the University may be required to present proof of proficiency in English.
2. Proof of English proficiency may be demonstrated through:
  - a. Years of study in an English-language curriculum secondary school or post-secondary institution, where the primary language of instruction and examination of the institution is English; or
  - b. An accepted standardized test of English proficiency; or
  - c. Successful completion of the English for Academic Purposes Program at the University of Saskatchewan or an intensive English as a second language program that is deemed equivalent to the University of Saskatchewan program; or
  - d. Successful completion of the Graduate Pathways Certificate at the University of Saskatchewan for graduate students.

3. Applicants who do not meet minimum standards of English proficiency are not admissible to credit programs.

## ***Responsibilities***

The Admissions and Transfer Credit Office determines minimum test scores and equivalents to the minimum standard, in consultation with the University Language Centre, the College of Graduate Studies and Research, college stakeholders, and Academic Programs Committee.

Minimum standards and changes to standards will be approved as appropriate through Faculty Councils, Academic Programs Committee and University Council.

Colleges may approve higher than minimum standards through their Faculty Councils, Academic Programs Committee and University Council.

Admissions offices apply the approved standards when reviewing applications for admission.

## ***Procedures:***

The Admissions & Transfer Credit Office maintains the following appendices:

1. Appendix A – Minimum standards of English proficiency for Undergraduate Students
2. Appendix B – Approved standards of English proficiency for Undergraduate Students higher than minimum
3. Appendix C – Minimum standards of English proficiency for Graduate Students

## ***Contact:***

Alison Pickrell, Director  
Enrolment & Student Affairs  
306-966-6820



## Memorandum

**To:** Academic Programs Committee of Council

**From:** Alison Pickrell, Director of Enrolment & Student Affairs  
(English Proficiency Policy sponsor)

**Date:** May 28, 2017

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In fall 2015, the University of Saskatchewan approved an English proficiency policy. This policy applies to all undergraduate and graduate applicants for admission to credit programs at the University. The policy states that proof of English proficiency may be required for admission, and it outlines the ways that English proficiency can be demonstrated and it clarifies roles and responsibilities. All acceptable forms of proof of English proficiency, including years of study in English and tests of English proficiency with minimum scores are captured in policy appendices. Minimum test standards for graduate students were tagged as under review.

The College's Equity and International Committee, and Graduate Academic Affairs Committee reviewed a detailed discussion paper and recommended changes to the current English proficiency requirements including aligning CGPS requirements with undergraduate requirements on campus and better aligning required test scores with U15 comparators. Detailed information on the proposed changes is provided in the supporting documentation.

*Graduate Faculty Council approved the following motion at their meeting of May 9, 2017:*

*"To recommend changes to the minimum English proficiency requirements that would retain the overall IELTS score of 6.5, however with no less than 6.0 in the individual band scores, raise the overall TOEFL test score to 86, with no less than 19 in the individual band scores, and, remove the option of a remedial admission category for English proficiency".*

A revised *Appendix C: English Proficiency Standards for Graduate Students* is being presented to Academic Programs Committee of Council for information. These changes will come into effect for graduate students being admitted to the 2018-19 academic year, which begins May 1, 2018.

### **Notes from the College of Graduate and Postdoctoral Studies**

The University's adoption of the IELTS test as the standard point of reference against which other tests are compared and aligned in 2015 has provided a more reliable framework for determining minimum admission requirements for English proficiency. It was determined that the minimum admission requirement for the TOEFL test should be raised to create a greater degree of correlation between it and the IELTS test. This would help to bring a greater degree of consistency between the English proficiency levels of newly admitted students regardless of what assessment tool is used.

This process would be inadequate if it was not also informed by the information on the minimum English proficiency requirements of the other U15 institutions. Aligning the minimum TOEFL test requirements with those of the IELTS required raising the overall TOEFL test score to 86. The findings of the comparator scan would support this change. By contrast, although the overall test score for minimum proficiency as demonstrated by the IELTS test should remain at 6.5, comparator evaluations indicate that a reduction of the minimum requirements in the IELTS sub-test scores is in order.

In addition, the CGPS continues its effort to collaborate more closely with other central offices (such as undergraduate admissions), to develop and commit to more consistent institutional standards. These changes allow graduate admissions to align with institutional standards which have already undergone a robust development and approval process.

There are some who believe that language proficiency standards should be set higher for graduate program admission, than for undergraduate admission. The opinion seems to vary among faculty, and is largely dependent on the specific discipline in question. It should be noted that although the College of Graduate and Postdoctoral Studies is responsible for setting the minimum English proficiency requirements for the admission of graduate students into degree programs, individual academic units do have the option to recommend and have approved higher requirements for their respective programs, than those established by the College.





UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
FOR INFORMATION ONLY

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Graduate Programs Reviews 2014/15 and 2015/16

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The graduate program review process assesses the quality of University of Saskatchewan graduate programs with respect to (i) teaching and learning and (ii) research and scholarly accomplishments. The College of Graduate and Postdoctoral Studies (CGPS) is committed to this process and established the graduate program review process to assess the quality of graduate program activities and outcomes.

The terms of reference for the Academic Programs Committee requires that the committee report to Council the processes and outcomes of academic program reviews.

**DISCUSSION SUMMARY:**

The university's [\*Framework for Assessment\*](#) was approved by Council and the Board in 2008 and established the Graduate Program Review Process as the primary instrument to assess the quality of our graduate program activities and outcomes. The College of Graduate and Postdoctoral Studies had developed a process of review for all graduate programs. Two external reviewers, one from Canada and one international, as well as an internal reviewer from the U of S, conduct a review to determine if departments offering graduate degree program meet the quality standards for that discipline by conducting site visits and engaging in interviews with faculty and students.

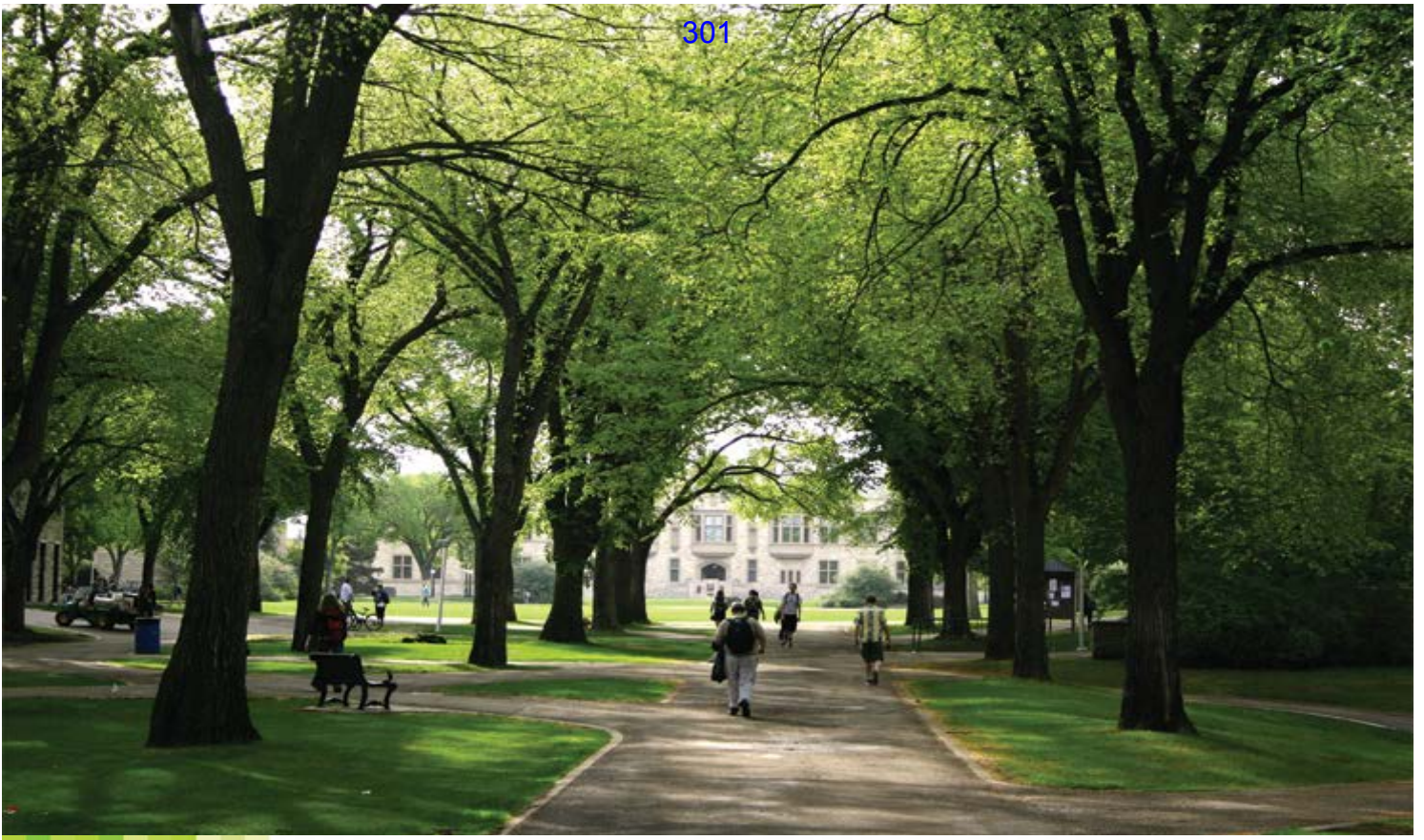
The Graduate Program Review for 2014-15 was presented to APC at its October 6, 2016 meeting and a good discussion occurred around how to best report a program that was not successful when reviewed. The committee expressed a desire that the information be provided in a clearer way before taking it to Council for information. CGPS revised that report to ensure that it was clearly represented which program needed improvement and

what changes needed to be made. APC also asked CGPS to develop a process for following up with programs to address deficiencies identified in the review.

As CGPS was revising the 2014-15 report, work was completed on the 2015-16 Graduate Program Review. APC reviewed the 2015-16 Graduate Program Review at its May 3, 2017 meeting, alongside the revised 2014-15 report. The committee appreciated the newly formatting and discussed the possible steps that could be taken if a program that was unsuccessful did not make efforts to remediate the deficiencies outlined in the report.

**ATTACHMENTS:**

1. Graduate Programs Review 2014-15
2. Graduate Programs Review 2015-16



UNIVERSITY OF  
SASKATCHEWAN

## Graduate Program Review – Outcome Synthesis Report 2014-15



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## Background

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*Renewing the Dream* (2002) committed the University of Saskatchewan to be a major presence in graduate education in Canada and to adhere to international standards in all that we do. Therefore, we expect our graduate programs to meet or exceed the quality standards demonstrated in similar programs at medical-doctoral and research-intensive universities across Canada and around the world.

The academic review of graduate programs is one of the priorities for assessment at the University of Saskatchewan. The university's *Framework for Assessment* (2008) established the Graduate Program Review process as the primary instrument to assess the quality of our graduate program activities and outcomes. A graduate program review is not an end in itself but a means by which information, data and analyses are used to improve all aspects of the program.

The quality of University of Saskatchewan graduate programs will be assessed in the domains of teaching and learning, research, and scholarly accomplishments. Review results will indicate whether programs **meet** or **do not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally.

## Process Summary

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### Quality Assessment Categories and Criteria

Graduate Program Review utilizes the following six quality assessment criteria as guidance for the review. The criteria are derived from the detailed degree level standards for graduate programs, articulated by the **Council of Ministers of Education, Canada**.

- 1 **Program Objectives and Curriculum** - A quality program has clearly stated objectives that are appropriate to: the level of degree offered, the academic context of the discipline and/or the expectations of the profession.

The program curriculum meets the program objectives at the level of degree offered, is current and includes opportunities for specialization, cultivating further conceptual depth or breadth of knowledge. Student learning success is assessed through written and oral examinations of knowledge and skills in all aspects of the discipline. Interdisciplinary collaborations provide opportunities for the acquisition, synthesis, application and integration of knowledge, cultivating the intellectual development of graduate students.

- 2 **Program Enrolment and Student Funding** - A quality graduate program has the profile and reputation to attract a viable number of high caliber students, who will have local, national and/or international backgrounds. The students entering the program have the capacity and preparation necessary to meet the challenges of the program and to successfully complete their degree.

Graduate student research grants, scholarships and awards contribute to the completion of the program.

- 3 **Student Outcomes** - Graduate students acquire a systematic knowledge of the discipline and are being suitably prepared for professional practice and for research and inquiry. Masters students engage in independent research, or practice, in a supervised context and demonstrate critical thinking and analytical skills. Doctoral students show a high degree of intellectual autonomy, an ability to conceptualize, design and complete projects, and generate knowledge through original research or creative activity.

Students participate in seminars and conferences; they present their research findings through posters and published papers; and have opportunities to develop professional skills. Graduate students are credited with a suitable number and quality achievement awards and conference invitations.

A quality graduate program demonstrates that its graduate students successfully complete their degree requirements on time, and that students can access a variety of career paths post-graduation. Students express a high level of satisfaction with their program.

- 4 **Learning Environment** - A quality student experience at the graduate level is built on strong interactions with faculty. Students are regularly advised, informed and guided by meetings with their graduate supervisor. The learning environment provides a range of opportunities for students to participate in intellectually and professionally challenging activities. Graduate course instruction uses state of the art modalities and processes that enhance the student learning experience.



Students have access to appropriate learning and information resources (such as library, databases, computers, classroom equipment, and laboratory facilities) and to an appropriate range of academic support services.

- 5 **Faculty Profile** - The quality of a graduate program is defined by the extent of the scholarly activities of its program's faculty, as well as by a high degree of faculty involvement in the graduate program as supervisors and teachers.

In doctoral and research-oriented masters programs, faculty members are credited with a suitable number and quality of discipline-specific publications, awards, research grants and conference invitations, all indicative of the breadth and level of their engagement in scholarly work.

- 6 **Administration** – A quality graduate program incorporates effective systems and procedures in the areas of recruitment and admissions, program management, and in the allocation of awards and scholarships to graduate students.

Program leadership anticipates the ongoing evolution of their discipline, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends in the discipline may impact on the recruitment and selection of students, on the content and quality of program delivery, and ultimately, on the student experience. The strategic vision of the program is aligned with the broader integrated planning environment at the university.





## Steps in Graduate Program Review Process

There are four major steps in the Graduate Program Review process. Described below, these steps are completed during a 10 month period (July 1<sup>st</sup> to April 30<sup>th</sup>).

### 1. Appointment of Reviewers

A team of three senior academics will provide a peer assessment of the program under review. The academic unit will be asked to submit three nominations for each of the following reviewer types:

- Internal (from an academic unit at the University of Saskatchewan)
- External – Canadian
- External – International

Reviewers must have no conflicts of interest with the academic unit and its graduate program, so that any perception of a conflict of interest is avoided. Potential conflicts must be declared at the time of nomination and will be taken into consideration in appointing the reviewers.

Possible conflicts of interest include:

- Personal or professional relationship with a faculty member or student in the program under review
- Current or recent research collaborations with a faculty member
- Being a recent graduate of the program
- Being a recent supervisor of a student in the program
- Being a former faculty member of the unit under review

### 2. Program Self-Study

A graduate program self-study document will be prepared and submitted by the graduate program chair or designates from the program under review.

The self-study document will provide data for the graduate program under review. The data will be a combination of historic and current graduate program attributes related to the six Quality Assessment Criteria. The period under review for each program begins five years prior to the last academic year completed before a review is undertaken. For example, a program review starting in July 2016 will include historic program data from the 2011-12 to the 2015-16 academic year.

The self-study document will be largely completed by the academic unit responsible for the graduate program. The unit will be assisted in its self-study by the Graduate Program Review Coordinator, the College of Graduate and Postdoctoral Studies and Institutional Planning and Assessment. Much of the self-study data is retrieved from the University's centralized information systems and entered in the self-study templates in advance.

Typically the graduate program under review will begin completing the self-study in **October of the review year**. The completed self-study document will be submitted to the Graduate Program Review Coordinator no later than **4 weeks prior to the review team site visit**.





### **3. Reviewer Site Visit**

The review team will conduct a two-day site visit of the program, between February 1 and April 30. During the site visit, the review panel should meet with:

- Dean of the College or Director of the School or Centre responsible for the program
- Dean of the College of Graduate and Postdoctoral Studies
- Head of the Department (for departmentalized colleges)
- Graduate Chair and members of the graduate/research committee associated with the program
- Faculty associated with the program
- Graduate students
- Other members of the university community as appropriate

Costs associated with the site visit will be covered by a fund managed by Institutional Planning and Assessment.

### **4. Review Outcomes**

The review team will submit a review report within 30 days of the site visit. The review report will indicate whether the program **meets or does not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally. The reviewers are asked to provide a rationale for their assessment.

The review report will also identify the strengths and the opportunities for improvement for the program, overall and in each of the assessment categories.

The report will be shared with the Dean or Director, Department Head and Graduate Chair responsible for the program under review. The Dean, Director, etc. will be invited to submit written comments about the review report to the provost and to the Dean of Graduate Studies and Research.

The Dean of CGPS, in consultation with the Provost, will issue a **written response to the review**. This response may include recommendations for action and reference to resources that are available to help with program improvements.



## Summary of 2014-15 Reviews

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### List of Programs Reviewed

Twelve programs were reviewed in 2014-15.

Program	Degree		
Biology		M.Sc.	Ph.D.
Chemistry		M.Sc.	Ph.D.
Computer Science		M.Sc.	Ph.D.
Geological Sciences		M.Sc.	Ph.D.
Mathematics and Statistics	M.Math	M.Sc.	Ph.D.
Physics & Engineering Physics		M.Sc.	Ph.D.
Biological Engineering	M. Eng.	M.Sc.	Ph.D.
Biomedical Engineering	M. Eng.	M.Sc.	Ph.D.
Chemical Engineering	M. Eng.	M.Sc.	Ph.D.
Civil and Geological Engineering	M. Eng.	M.Sc.	Ph.D.
Electrical & Computer Engineering	M. Eng.	M.Sc.	Ph.D.
Mechanical Engineering	M. Eng.	M.Sc.	Ph.D.



## Review Team Members

Program	Internal	Canadian	International
Biology	<b>Gillian Muir</b> Veterinary Biomedical Sciences	<b>Claire Cupples</b> Simon Fraser University	<b>Daniel Blumstein</b> University of California Los Angeles
Chemistry	<b>Kevin Ansdell</b> Geology	<b>Adrian Schwan</b> University of Guelph	<b>John Spencer</b> Victoria University of Wellington
Computer Science	<b>Tom Steele</b> Physics and Engineering Physics	<b>Robert Mercer</b> University of Western Ontario	<b>Nalini Venkatasubramanian</b> University of California, Irvine
Geological Sciences	<b>Chary Rangacharyulu</b> Physics and Engineering Physics	<b>Bill Arnott</b> University of Ottawa	<b>Nicholas Butterfield</b> University of Cambridge
Mathematics and Statistics	<b>Kevin Schneider</b> Computer Science	<b>Thomas Hillen</b> University of Alberta <b>Mary Thompson</b> University of Waterloo	<b>Thomas Scanlon</b> University of California, Berkeley
Physics & Engineering Physics	<b>Raj Srinivasan</b> Mathematics & Statistics	<b>John Preston</b> McMaster University	<b>Marcelo Loewe</b> Pontificia Universidad Católica de Chile
Biological Engineering	<b>Bernard Laarveld</b> Animal & Poultry Science	<b>Digvir Jayas</b> University of Manitoba	<b>Kumar Mallikarjunan</b> Virginia Tech
Biomedical Engineering	<b>Susan Whiting</b> Pharmacy & Nutrition	<b>Alan Wilman</b> University of Alberta	<b>Anthony Bull</b> Imperial College London
Chemical Engineering	<b>Dale Ward</b> Chemistry	<b>Phillip Choi</b> University of Alberta	<b>Stanley I. Sandler</b> University of Delaware
Civil and Geological Engineering	<b>Fran Walley</b> Soil Science	<b>John Newhook</b> Dalhousie University	<b>Christopher Leung</b> Hong Kong University of Science and Technology
Electrical & Computer Engineering	<b>Rainer Dick</b> Physics and Engineering Physics	<b>Udaya Annakkage</b> University of Manitoba	<b>Saeid Nooshabadi</b> Michigan Tech
Mechanical Engineering	<b>Julita Vassileva</b> Computer Science	<b>Jean Zu</b> University of Toronto	<b>Arend L. Schwab</b> Delft University

## **Review Results**

Review teams are asked to evaluate whether a program meets or does not meet quality standards in each of the six Quality Assessment Categories. Through this evaluation, review teams provide an overall statement about program quality. The following is a summary of each review team's statements on overall program quality.

### **Biology**

#### **Program Strengths**

- Strong student outcomes with respect to journal publications and conference presentations

#### **Areas for Improvement**

- Create opportunities for more graduate student interactions and involvement in the Department; including the development of a core Biology course, a student retreat, leadership development departmental seminars and events.
- Streamline student progress through the graduate program by (1) the creation of a single graduate student affairs officer to manage administrative tasks relating to the graduate program and (2) develop an effective graduate student manual which serves the needs of the graduate students.

#### **QUALITY STANDARDS**

- ☒ Meets  
☐ Does Not Meet

### **Chemistry**

#### **Program Strengths**

- Strong group of faculty that a) demonstrates a unified commitment to the research enterprise; b) sustains a good publication rate in international journals; and c) pursues broad interests with ties to mining/agriculture and local scientific infrastructure.
- Successfully integrates and manages a graduate student population that arrives with a very diverse mix of backgrounds

#### **Areas for Improvement**

- In conjunction with the College of Arts and Science and CGPS make adjustments to improve the funding mechanism for international students
- Develop a coherent faculty renewal plan that is well understood by the faculty, which includes a strategy for attracting high quality female applicants and for resourcing new faculty at a level which will make them competitive in their research careers

#### **QUALITY STANDARDS**

- ☒ Meets  
☐ Does Not Meet



## Computer Science

### Program Strengths

- Marketability of the program is high, provides very good training to students in both hands-on and theoretical aspects of Computer Science generating value to industry and the workforce
- The department is structured into cohesive research groups that work in a collegial environment with good involvement from faculty, MSc and PhD students

### Areas for Improvement

- Filling in research area gaps that build connections both within and outside of unit. Recruitment of faculty in the area of data management/big data
- Reassess the scope and expectations of the MSc degree and provide an effective shift of resources to the PhD program

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

## Geological Sciences

### Program Strengths

- High quality faculty and graduate students
- Excellent research facilities

### Areas for Improvement

- Enhance learning atmosphere by better structuring course offerings
- Develop a fairer distribution of graduate student funding and TA assignments

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

## Mathematics and Statistics

### Program Strengths

- High quality of supervision by the faculty members
- High quality of administration of the graduate program

### Areas for Improvement

- Increase faculty complement to strengthen internal and interdisciplinary research activities
- Increase student funding to compensate for recently increased housing expenses and general inflation

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet



### Physics and Engineering Physics

#### Program Strengths

- High quality of the research programs and the students' research projects
- Access to unique facilities: Canadian Light Source (CLS), Tokamak, Atmospheric & Space Physics

#### Areas for Improvement

- Guarantee a minimum, stable funding levels for graduate students
- Increased interactions with existing facilities, especially the Canadian Light Source (CLS)

#### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

### Biological Engineering

#### Program Strengths

- Excellent research facilities and resources
- Faculty members are productive and are qualified to offer the program

#### Areas for Improvement

- Streamline program administration and develop learning expectations for students
- Restructure the delivery and focus of the programs through the Division of Agricultural and Bio-Resource Engineering

#### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

### Biomedical Engineering

#### Program Strengths

- Student enrollment indicative of interest in BME from International students who find positive student experience in lab settings
- Potential to be well known for opportunities in BME related to imaging methodologies

#### Areas for Improvement

- Increase administrative support and formalize a "home" that will support this program
- Support a targeted growth strategy

#### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet



## Chemical Engineering

### QUALITY STANDARDS

- ☐ Meets  
☒ Does Not Meet

#### Program Strengths

- Graduate laboratories are well equipped for teaching the core concepts in chemical engineering and for carrying out research projects in the theme areas as defined by the department
- Department appears to be a very cohesive one in which individual faculty members communicating very well with each other, collaborate extensively, and share equipment

#### Areas for Improvement

- Develop and invest in more graduate course offerings
  - Comment related to Quality Assessment Category 1 – **Program Objectives and Curriculum**
- Redesign the seminar series to provide appropriate learning outcomes
  - Comment related to Quality Assessment Category 4 – **Learning Environment**

#### Issues that precluded an overall assessment of “meets quality standards”

- Insufficient number of courses to meet students’ requirements
- Some courses on essential core topics are absent
- Variable quality of courses within and outside the department
- Need clearly articulated objectives for the seminar series (e.g., students need sufficient feedback on content and quality of presentations; better faculty attendance needed, increase number of seminars by external experts).

## Civil & Geological Engineering

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

#### Program Strengths

- Strong industrial links and relevance to Saskatchewan and western Canada
- Flexibility and interdisciplinarity

#### Areas for Improvement

- Enhance planning to improve time to completion
- Promote program to enhance recruitment



## Electrical & Computer Engineering

### Program Strengths

- Excellent state of the art research facilities available to students
- High number of publications and strong conference attendance of students

### Areas for Improvement

- Allow students to take inter-disciplinary (eg. Mathematics, Computer Science, Engineering Physics) courses
- Allocate more U of S Devolved or similar funding to graduate students.

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

## Mechanical Engineering

### Program Strengths

- High quality faculty members
- Mature and well established graduate program, with high output

### Areas for Improvement

- Reduce course load in in MSc program and increase the number in PhD program; allow for inclusion of sources of broader selection of graduate courses from other units and colleges.
- Enforce progress report procedure for both MSC and PhD studies

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet





## Next Steps

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### Follow Up on 2014-15 Review Reports

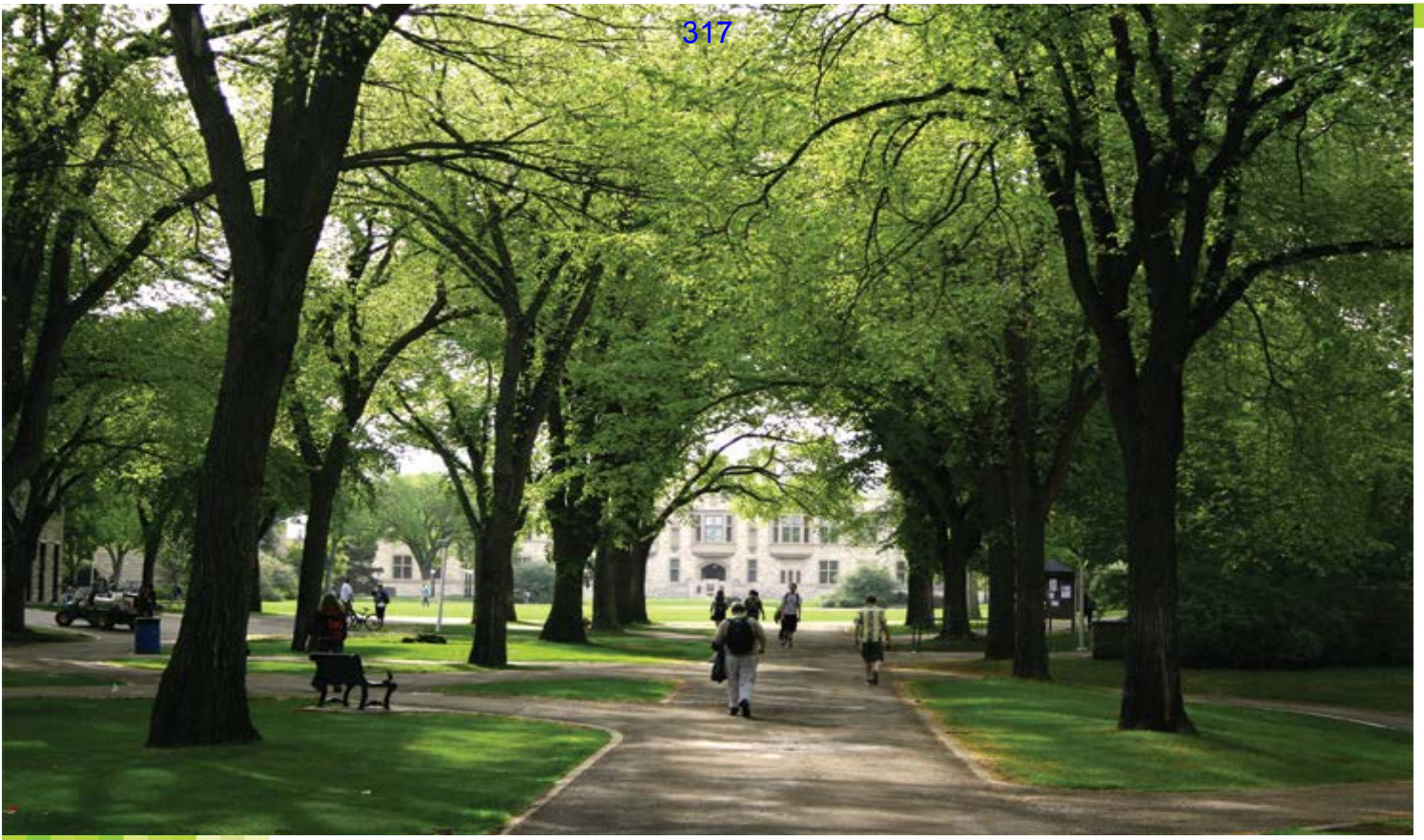
The Interim Dean of CGPS and the Interim Provost have issued a joint response to each program's review report. They have encouraged program leaders to consider follow-up actions that address the areas for improvement identified in each report. The Interim Dean has met with program leaders where necessary and has offered CGPS's assistance in designing and implementing follow-up actions.

### Program Reviews for 2015-16

The following programs completed Graduate Program Reviews in 2015-16

Program	Degree		
Archaeology & Anthropology	M.A		
Economics	M.A		
Geography & Planning	M.A	M.Sc.	Ph.D.
Indigenous Studies	M.A		Ph.D. (Special Case)
Political Studies	M.A		
Psychology	M.A		Ph.D.
Sociology	M.A		Ph.D.
Large Animal Clinical Science	M. Vet. Sc.	M.Sc.	Ph.D.
Small Animal Clinical Science	M. Vet. Sc.	M.Sc.	Ph.D.
Veterinary Biomedical Science		M.Sc.	Ph.D.
Veterinary Microbiology		M.Sc.	Ph.D.
Veterinary Pathology	M. Vet. Sc.	M.Sc.	Ph.D.





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## ■ Graduate Program Review – Outcome Synthesis Report 2015-16



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## Background

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*Renewing the Dream* (2002) committed the University of Saskatchewan to be a major presence in graduate education in Canada and to adhere to international standards in all that we do. Therefore, we expect our graduate programs to meet or exceed the quality standards demonstrated in similar programs at medical-doctoral and research-intensive universities across Canada and around the world.

The academic review of graduate programs is one of the priorities for assessment at the University of Saskatchewan. The university's *Framework for Assessment* (2008) established the Graduate Program Review process as the primary instrument to assess the quality of our graduate program activities and outcomes. A graduate program review is not an end in itself but a means by which information, data and analyses are used to improve all aspects of the program.

The quality of University of Saskatchewan graduate programs will be assessed in the domains of teaching and learning, research, and scholarly accomplishments. Review results will indicate whether programs **meet** or **do not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally.



## Process Summary

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### Quality Assessment Categories and Criteria

Graduate Program Review utilizes the following six quality assessment criteria as guidance for the review. The criteria are derived from the detailed degree level standards for graduate programs, articulated by the **Council of Ministers of Education, Canada**.

- 1 **Program Objectives and Curriculum** - A quality program has clearly stated objectives that are appropriate to: the level of degree offered, the academic context of the discipline and/or the expectations of the profession.

The program curriculum meets the program objectives at the level of degree offered, is current and includes opportunities for specialization, cultivating further conceptual depth or breadth of knowledge. Student learning success is assessed through written and oral examinations of knowledge and skills in all aspects of the discipline. Interdisciplinary collaborations provide opportunities for the acquisition, synthesis, application and integration of knowledge, cultivating the intellectual development of graduate students.

- 2 **Program Enrolment and Student Funding** - A quality graduate program has the profile and reputation to attract a viable number of high caliber students, who will have local, national and/or international backgrounds. The students entering the program have the capacity and preparation necessary to meet the challenges of the program and to successfully complete their degree.

Graduate student research grants, scholarships and awards contribute to the completion of the program.

- 3 **Student Outcomes** - Graduate students acquire a systematic knowledge of the discipline and are being suitably prepared for professional practice and for research and inquiry. Masters students engage in independent research, or practice, in a supervised context and demonstrate critical thinking and analytical skills. Doctoral students show a high degree of intellectual autonomy, an ability to conceptualize, design and complete projects, and generate knowledge through original research or creative activity.

Students participate in seminars and conferences; they present their research findings through posters and published papers; and have opportunities to develop professional skills. Graduate students are credited with a suitable number and quality achievement awards and conference invitations.

A quality graduate program demonstrates that its graduate students successfully complete their degree requirements on time, and that students can access a variety of career paths post-graduation. Students express a high level of satisfaction with their program.

- 4 **Learning Environment** - A quality student experience at the graduate level is built on strong interactions with faculty. Students are regularly advised, informed and guided by meetings with their graduate supervisor. The learning environment provides a range of opportunities for students to participate in intellectually and professionally challenging activities. Graduate course instruction uses state of the art modalities and processes that enhance the student learning experience.



Students have access to appropriate learning and information resources (such as library, databases, computers, classroom equipment, and laboratory facilities) and to an appropriate range of academic support services.

- 5 **Faculty Profile** - The quality of a graduate program is defined by the extent of the scholarly activities of its program's faculty, as well as by a high degree of faculty involvement in the graduate program as supervisors and teachers.

In doctoral and research-oriented masters programs, faculty members are credited with a suitable number and quality of discipline-specific publications, awards, research grants and conference invitations, all indicative of the breadth and level of their engagement in scholarly work.

- 6 **Administration** – A quality graduate program incorporates effective systems and procedures in the areas of recruitment and admissions, program management, and in the allocation of awards and scholarships to graduate students.

Program leadership anticipates the ongoing evolution of their discipline, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends in the discipline may impact on the recruitment and selection of students, on the content and quality of program delivery, and ultimately, on the student experience. The strategic vision of the program is aligned with the broader integrated planning environment at the university.





## Steps in Graduate Program Review Process

There are four major steps in the Graduate Program Review process. Described below, these steps are completed during a 10 month period (July 1<sup>st</sup> to April 30<sup>th</sup>).

### 1. Appointment of Reviewers

A team of three senior academics will provide a peer assessment of the program under review. The academic unit will be asked to submit three nominations for each of the following reviewer types:

- Internal (from an academic unit at the University of Saskatchewan)
- External – Canadian
- External – International

Reviewers must have no conflicts of interest with the academic unit and its graduate program, so that any perception of a conflict of interest is avoided. Potential conflicts must be declared at the time of nomination and will be taken into consideration in appointing the reviewers.

Possible conflicts of interest include:

- Personal or professional relationship with a faculty member or student in the program under review
- Current or recent (within five years) research collaborations with a faculty member
- Being a recent (within five years) graduate of the program
- Being a recent (within five years) supervisor of a student in the program
- Being a former faculty member of the unit under review

### 2. Program Self-Study

A graduate program self-study document will be prepared and submitted by the graduate program chair or designates from the program under review.

The self-study document will provide data for the graduate program under review. The data will be a combination of historic and current graduate program attributes related to the six Quality Assessment Criteria. The period under review for each program begins five years prior to the last academic year completed before a review is undertaken. For example, a program review starting in July 2016 will include historic program data from the 2011-12 to the 2015-16 academic year.

The self-study document will be largely completed by the academic unit responsible for the graduate program. The unit will be assisted in its self-study by the Graduate Program Review Coordinator, the College of Graduate and Postdoctoral Studies and Institutional Planning and Assessment. Much of the self-study data is retrieved from the University's centralized information systems and entered in the self-study templates in advance.

Typically the graduate program under review will begin completing the self-study in **October of the review year**. The completed self-study document will be submitted to the Graduate Program Review Coordinator no later than **4 weeks prior to the review team site visit**.





### **3. Reviewer Site Visit**

The review team will conduct a two-day site visit of the program, between February 1 and April 30. During the site visit, the review panel should meet with:

- Dean of the College or Director of the School or Centre responsible for the program
- Dean of the College of Graduate and Postdoctoral Studies
- Head of the Department (for departmentalized colleges)
- Graduate Chair and members of the graduate/research committee associated with the program
- Faculty associated with the program
- Graduate students
- Other members of the university community as appropriate

Costs associated with the site visit will be covered by a fund managed by Institutional Planning and Assessment.

### **4. Review Outcomes**

The review team will submit a review report within 30 days of the site visit. The review report will indicate whether the program **meets or does not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally. The reviewers are asked to provide a rationale for their assessment.

The review report will also identify the strengths and the opportunities for improvement for the program, overall and in each of the assessment categories.

The report will be shared with the Dean or Director, Department Head and Graduate Chair responsible for the program under review. The Dean, Director, etc. will be invited to submit written comments about the review report to the provost and to the Dean of Graduate Studies and Research.

The Dean of CGPS, in consultation with the Provost, will issue a **written response to the review**. This response may include recommendations for action and reference to resources that are available to help with program improvements.



## Summary of 2015-16 Reviews

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### List of Programs Reviewed

Twelve programs were reviewed in 2015-16.

Program	Degree		
Archaeology & Anthropology	M.A.		
Economics	M.A.		
Geography	M.A.	M.Sc.	Ph.D.
Indigenous Studies	M.A.		Ph.D. (Special Case)
Political Studies	M.A.		
Psychology	M.A.		Ph.D.
Sociology	M.A.		Ph.D.
Large Animal Clinical Science	M. Vet. Sc.	M.Sc.	Ph.D.
Small Animal Clinical Science	M. Vet. Sc.	M.Sc.	Ph.D.
Veterinary Biomedical Science		M.Sc.	Ph.D.
Veterinary Microbiology		M.Sc.	Ph.D.
Veterinary Pathology	M. Vet. Sc.	M.Sc.	Ph.D.



## Review Team Members

Program	Internal	Canadian	International
Archaeology & Anthropology	<b>Linda McMullen</b> Psychology	<b>Michel Bouchard</b> University of Northern British Columbia	<b>Douglas Bamforth</b> University of Colorado
Economics	<b>Michael Atkinson</b> Johnson-Shoyama Graduate School of Public Policy	<b>Beverly Dahlby</b> University of Calgary	<b>Martin Boileau</b> University of Colorado, Boulder
Geography	<b>Jim Kells</b> Civil & Geological Engineering	<b>Brian Klinkenberg</b> University of British Columbia	<b>Mark Williams</b> University of Colorado, Boulder
Indigenous Studies	<b>Terry Wotherspoon</b> Sociology	<b>Daniel Justice</b> University of British Columbia	<b>Jean O'Brien</b> University of Minnesota
Political Studies	<b>Keith Walker</b> Educational Administration	<b>Stephen McBride</b> McMaster University	<b>Munroe Eagles</b> State University of New York
Psychology	<b>Jack Gray</b> Biology	<b>Murray Singer</b> University of Manitoba	<b>Stanley Brodsky</b> University of Alabama
Sociology	<b>Lisa Vargo</b> English	<b>Jerry White</b> University of Western Ontario	<b>Min Zhou</b> UCLA
Large Animal Clinical Science	<b>Graham Scoles</b> Plant Sciences	<b>David Kelton</b> University of Guelph	<b>David Renter</b> Kansas State University
Small Animal Clinical Science	<b>Catherine Arnold</b> Physical Therapy	<b>Carolyn Kerr</b> University of Guelph	<b>Andrew Mackin</b> Mississippi State University
Veterinary Biomedical Science	<b>Thomas Fisher</b> Physiology	<b>Allan King</b> University of Guelph	<b>Robert Burghardt</b> Texas A&M University
Veterinary Microbiology	<b>Peter Howard</b> Microbiology and Immunology	<b>John Prescott</b> University of Guelph	<b>Sandra Quackenbush</b> Colorado State University
Veterinary Pathology	<b>Andrew Van Kessel</b> Animal and Poultry Science	<b>Jeff Caswell</b> University of Guelph	<b>Susan Tornquist</b> Oregon State University



## **Review Results**

Review teams are asked to evaluate whether a program meets or does not meet quality standards in each of the six Quality Assessment Categories. Through this evaluation, review teams provide an overall statement about program quality. The following is a summary of each review team's statements on overall program quality.

### **Archaeology & Anthropology**

#### **Program Strengths**

- Quality and dedication of faculty members
- High level of camaraderie among the graduate students

#### **Areas for Improvement**

- The addition of one new faculty position
- Additional funding for graduate students

#### **QUALITY STANDARDS**

- ☒ Meets  
☐ Does Not Meet

### **Economics**

#### **Program Strengths**

- The program places students very well in either Ph.D. programs or the job market
- The program attracts a truly international and diversified student body

#### **Areas for Improvement**

- We wished that the program could admit more students, but this may require more faculty
- We wished that the program could graduate more students inside of a year

#### **QUALITY STANDARDS**

- ☒ Meets  
☐ Does Not Meet



## Geography

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

#### Program Strengths

- The student population is highly productive in terms of journal publications and funding awards received
- Both the faculty and students interviewed are passionate about their work in the department. With the faculty, we sensed a high level of collegiality and spirit of cooperation. The students expressed active interest and engagement in their research and in participating in their discussion with us

#### Areas for Improvement

- Provide and/or encourage more opportunity for student interaction and collaboration. There is some feeling of isolation from other units on campus and even from each other within the department.
- There is need for the addition of new junior faculty (FTE) to increase the breadth of coverage and to address top-heavy nature of the current faculty complement. This addition should be strategically selected so as to better differentiate the Geography program from that offered in SENS.

## Indigenous Studies

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

#### Program Strengths

- High level of expertise in the discipline and commitment to the program.
- Highly competent students with strong critical thinking and analytical skills

#### Areas for Improvement

- Increase in faculty resources devoted to graduate supervision.
- Development of a vision to integrate graduate programming with future planning for Department programming and activities.



## Political Studies

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

### Program Strengths

- This department has a strong, dedicated and engaged Department leadership team who work with a relatively small team of capable scholar-colleagues and who, together, have demonstrated the necessary capabilities for re-visioning and delivering a high quality set of graduate programs (in keeping with other excellent North American political studies departments)
- Students are well served by highly personable, welcoming, rigorous and supportive Department culture, excellent teaching and learning experiences and commendable supervision practices

### Areas for Improvement

- Strive to develop the highly productive MRP, as a 12 month graduate program (producing exceptional student scholarship), and from which qualified 24 month MA students are drawn. All graduate students would receive signature professional development and research skill development through the 990 redesign
- Continue to work on refinement of Department identity, focus of research themes, and find way to leverage the competitive advantages that this department has given its faculty, facilities, legacy and synergies with other campus units and University as a whole

## Psychology

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

### Program Strengths

- The program is outstanding in providing preparation for meaningful specialization. The four streams function well, and, with the possible exception of CHHD, provides excellent depth of experience
- The department provides excellent learning experiences for most students within and outside the University, extending into public and private agencies and organizations. The lab experiences are varied and yield intense exposures to meaningful methodological approaches to important behavioural problems. With good reason the students were enthused about their placements, supervision, and acquired knowledge
- Dedication to graduate training according to the highest standards

### Areas for Improvement

- Ensure the presentation of adequate numbers of graduate courses relevant to each of the four Areas.
- Recruit new faculty members with specialties in (1) human development and (2) quantitative/statistical analysis. These individuals could be affiliated with various of the existing Areas, depending on their precise research fields.
- Program-wide quality control in ensuring that graduate students have regular and full information about the program and in monitoring students' access to their advisors.



## Sociology

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

#### Program Strengths

- Training and Facilities: SSRL /CUISR /community engagement and research / International partnerships
- Enthusiasm, commitment, and collegiality of faculty, staff, and students

#### Areas for Improvement

- Improved recruitment processes including earlier offers, particularly for domestic students, with firm financial packages guaranteed over the normal degree length (1-2 years for M.A. and 4-year Ph.D.). This problem will increasingly make Sociology non-competitive among G15 graduate programs.
- That the Department engages in a systematic review of their “990 Course” with the aim of using this vehicle to achieve greater interaction between students and faculty; teaching skills around scholarship applications, ethics protocols and non-academic jobs; and general professional development

## Large Animal Clinical Science

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

#### Program Strengths

- Facilities – including equipment and housing/handling facilities provide a tremendous opportunity to grow the graduate program for both clinical and non-clinical students
- Unique funding opportunities, such as the Interprovincial Student funds, that offer a tremendous foundation on which to continue to build the graduate program

#### Areas for Improvement

- There needs to be a continued commitment by faculty and department leadership to increase the communication with/and mentorship of both clinical and non-clinical students, especially with respect to expectations around the research programs.
- To evaluate the opportunities for growth in the graduate program based on employment opportunities for students completing the program(s), the strengths of the department faculty members (areas with a critical mass of faculty to support the students) and opportunities to access funding and develop outside collaborations.



### **Small Animal Clinical Science**

#### **QUALITY STANDARDS**

- ☒ Meets  
☐ Does Not Meet

#### **Program Strengths**

- Commitment to the continued advancement of research and the Graduate Programs at the Department, College and University level
- Department Chair, Graduate Chair, faculty and trainees commitment to advanced clinical training

#### **Areas for Improvement**

- Graduate curricular redesign
- Differential alignment of Faculty member's duties to support research and training programs

### **Veterinary Biomedical Science**

#### **QUALITY STANDARDS**

- ☒ Meets  
☐ Does Not Meet

#### **Program Strengths**

- Students and faculty were uniformly satisfied with the breadth of opportunities and exposure to high quality research and training within the comparative biomedical sciences research focus of the department.
- There is a high level of collegiality among the faculty within the department along with high enthusiasm about the research and graduate training programs despite relatively high teaching loads in undergraduate veterinary teaching programs

#### **Areas for Improvement**

- The Departmental minimums for student stipends should be increased and the Department should lobby the College of Graduate Studies to do the same. The Department should encourage student to seek outside funding by topping up the stipends of students who have outside funding
- The Department should consider a common student progress and outcomes tracking system with outcomes that are observable and measurable and that could be used to regularly monitor progress and provide a basis for identification of areas in the program which may require periodic adjustment. Similarly, tracking of students' subsequent career paths and performance is encouraged for evaluation of the program and for recruitment





## Veterinary Microbiology

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

#### Program Strengths

- The high quality of the management of the program by the Graduate Chair and Graduate Secretary.
- The quality, breadth and depth of the total graduate faculty (Graduate, Adjunct, Associate) of the Department

#### Areas for Improvement

- Separation of the responsibility of Department Head from that of Graduate Chair. Having both roles is too much for one person, and the consistency and quality of management is now sufficiently entrenched that it can and should be shared with others committed to the quality of the graduate program
- Division of some of the roles of the Graduate Chair should be established through the creation of a rotating three or four member Graduate Program committee

## Veterinary Pathology

### QUALITY STANDARDS

- ☒ Meets  
☐ Does Not Meet

#### Program Strengths

- Department faculty demonstrated a uniformly high level of commitment and pride in training of highly qualified students in veterinary diagnostics specialty.
- Department faculty have demonstrated responsiveness to College and University call for increased research intensity as evidenced by development of new MSc (Diagnostics) program and commitment to hiring faculty with emphasis on research.

#### Areas for Improvement

- Central processes should be established to better communicate program expectations and monitor student progress, especially in research thesis programs, to ensure consistency and permit corrective action where required



## Next Steps

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### Follow Up on 2015-16 Review Reports

The Interim Dean of CGPS and the Interim Provost have issued a joint response to each program's review report. They have encouraged program leaders to consider follow-up actions that address the areas for improvement identified in each report. The Interim Dean has met with program leaders where necessary and has offered CGPS's assistance in designing and implementing follow-up actions.

### Program Reviews for 2016-17

The following programs completed Graduate Program Reviews in 2016-17

Program	Degree		
English	M.A.		Ph.D.
History	M.A.		Ph.D.
Philosophy	M.A.		
Religion and Culture	M.A.		
Writing	M.F.A.		
Kinesiology		M.Sc.	Ph.D.
Physical Therapy	M.P.T.		

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

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** **Deletion of the Vaccinology and Immunotherapeutics field of study for the Master of Arts (M.A.) program**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Academic Programs Committee (APC) approved the deletion of the Vaccinology and Immunotherapeutics field of study for the Master of Arts (M.A.) program at its April 12, 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 deletions of a field of study unless it has significant academic or financial implications.

**DISCUSSION SUMMARY:**

The College of Graduate and Postdoctoral Studies proposed the deletion of the Vaccinology and Immunotherapeutics field of study on the recommendation from the School of Public Health. There has been no enrolment in this field of study since its inception in 2006. This field of study was proposed when the School of Public Health was created with the intent of it being an interdisciplinary option for students. Students have not opted to pursue this option, taking the Master of Science (M.Sc.) program instead

**ATTACHMENTS:**

- 1. Proposal for the Deletion of the Vaccinology and Immunotherapeutics field of Study for the Master of Arts (M.A.) program**



# Memorandum

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

**CC:** George Mutwiri, Interim Executive Director, School of Public Health  
Suresh Tikoo, Director of thesis-based programs, School of Public Health

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

**Date:** April 5, 2017

**Re:** Deleting Vaccinology & Immunotherapeutics field of study for Master of Arts degree

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In March 2017, the Graduate Programs Committee and the Executive Committee of the College of Graduate and Postdoctoral Studies considered the request to delete the Vaccinology & Immunotherapeutics major for the Master of Arts degree program.

The School of Public Health made the recommendation as there has been no enrolment since inception. The School of Public Health will continue to deliver Master of Science and Doctor of Philosophy programs in Vaccinology & Immunotherapeutics.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate and Postdoctoral Studies is seeking to have APC approve the termination of the Vaccinology & Immunotherapeutics field of study for the Master of Arts degree.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the deletion
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the deletion
- The completed Report form for Program Termination
- The Consultation with the Registrar Form

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

:kc



## Memorandum

**To:** Academic Programs Committee (APC)

**CC:** Dr. Martha Smith-Norris, Chair, Graduate Programs Committee, CGPS

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

**Date:** March 22, 2017

**Re:** Termination of the MA Degree field of specialization in Vaccinology and Immunotherapeutics

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On March 22, 2017 the Executive Committee of CGPS reviewed the M.A. (Vaccinology & Immunotherapeutics) program termination report provided by the Graduate Programs Committee.

### Background:

In 11 years since the inception of the program, registration has been zero. The original intent was as an interdisciplinary program; however students opt to take the M.Sc. instead. There is no rationale to keep this program on the books.

By unanimous vote, The Executive Committee recommends the termination of the Master of Arts degree option in the field of Vaccinology and Immunotherapeutics (Scoles/Muhajarine).

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Adam Baxter-Jones at [adam.baxter-jones@usask.ca](mailto:adam.baxter-jones@usask.ca), or, 966-5759.

Respectfully Submitted to APC 170403

:ll



## Memorandum

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

**From:** Graduate Programs Committee, CGPS

**Date:** March 10, 2017

**Re:** Proposal to terminate the Master of Arts Degree field of specialization in Vaccinology and Immunotherapeutics

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On March 1, 2017, the Graduate Programs Committee (GPC) considered a request to terminate the Master of Arts degree field of specialization in Vaccinology and Immunotherapeutics.

Graduate programming in the field of Vaccinology and Immunotherapeutics was proposed in 2006 to offer Master of Arts, Master of Science, and Doctor of Philosophy degree options. As an interdisciplinary field, proposing both the Master of Arts and Master of Science options was consistent with the degree options available in the field of Interdisciplinary Studies.

The Master of Arts degree option in Vaccinology and Immunotherapeutics has not been utilized, and the School of Public Health is seeking to terminate the option. Students seeking a master's degree in the field can be accommodated through the Master of Science degree option.


The Graduate Programs Committee passed the following motion:

*To recommend approval of the termination of the Master of Arts degree field of specialization in Vaccinology and Immunotherapeutics.* Eglington/Kulshreshtha CARRIED Unanimous

The GPC is now asking the Executive Committee to support the program termination and provide a recommendation to the Academic Programs Committee of University Council.

If you have any questions, please contact Kelly Clement at [Kelly.clement@usask.ca](mailto:Kelly.clement@usask.ca) or 306-966-2229.

:kc

 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>Report Form for Program Termination</b>
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**Program(s) to be deleted:** Master of Arts (M.A.) under Vaccinology & Immunotherapeutics

**Effective date of termination:** At the earliest

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

- a) Since the start of the graduate program, not a single student has been registered in MA stream of V&I program.
- b) Moreover, we do not even have the expertise and necessary funding (Student stipend\scholarships) available

**2. Technical information.**

- 2.1 Courses offered in the program and faculty resources required for these courses.  
Nil
- 2.2 Other resources (staff, technology, physical resources, etc) used for this program.  
Nil
- 2.3 Courses to be deleted, if any.  
Nil
- 2.4 Number of students presently enrolled.  
Zero
- 2.5 Number of students enrolled and graduated over the last five years.  
Zero

**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?  
Nil
- 3.2 What impact will this termination have on faculty and teaching assignments?  
Nil
- 3.3 Will this termination affect other programs, departments or colleges?  
No
- 3.4 If courses are also to be deleted, will these deletions affect any other programs?  
Not applicable
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?  
No
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?  
Nil



3.7 Describe any impact on research projects.

Nil

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

Nil

3.9 Describe the budgetary implications of this deletion.

Nil

#### External

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

Nil

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

Do not know

#### Other

3.12 Are there any other relevant impacts or considerations?

Not to my knowledge

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

#### **(Optional)**

**4. Additional information.** *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

*Because of low demand, we cannot offer only the MA degree in V&I program. We are still offering MSc and PhD in V&I program.*



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

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**PRESENTED BY:** Kevin Flynn, Chair

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** **Annual Report to Council for 2016-17**

**COUNCIL ACTION:** For information only

**ANNUAL REPORT OF THE  
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL  
2016-17**

The terms of reference for the Academic Programs Committee are as follows:

1. Recommending to Council policies and procedures related to academic programs and sustaining program quality.
2. Recommending to Council new programs, major program revisions, and program deletions, including their budgetary implications.
3. Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses, and reporting them to Council
4. Considering outreach and engagement aspects of programs.
5. Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
6. Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, and forwarding recommendations to the Planning and Priorities Committee.
7. Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
8. Reporting to Council on the academic implications of quotas and admission standards.
9. Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.
10. Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes in this regard.
11. Recommending to Council classifications and conventions for instructional programs.
12. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
13. Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal

communities, inclusion of Indigenous knowledge, and experience in curricular offerings, as well as intercultural engagement among faculty, staff, and students.

The Academic Programs Committee of Council held 14 meetings this year (compared to 11 last year.) The Committee has dealt with 30 proposals for new programs, program revisions, and policy revisions to date (compared to 22 last year.)

### **Curricular Changes**

**Council's curricular approval process.** As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even so much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The Committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies and policy exemptions for the Student and Enrolment Services Division.

**New programs, major program revisions, and program terminations.** The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

#### **October 2016**

*Request for Decision:* Changes to Admissions Qualifications for the Bachelor of Education (B.Ed.) Program

*Item for Information:* Program Revision: Revision of Bachelor of Music (B. Mus) in Music Education Programs in the College of Arts and Science

#### **November 2016**

*Item for Information:* 2017-18 Admissions Templates

Nunavut Offering of the Juris Doctor (J.D.) Program

Recent Approvals by the Academic Programs Committee

- Project-Option in the Master of Science (M.Sc.) in Large Animal Clinical Science program
- Changes to the Nurse Practitioner Graduate Programs – Master of Nursing (M.N.) and Postgraduate Degree Specialization Certificate (PGDSC)
- Deletion of the Soil Science field of study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (P.G.D.)

## **December 2016**

*Items for Information:* 2017-18 Academic Calendar

Curricular changes – Bachelor of Education (B.Ed.) direct-entry program

## **January 2017**

*Request for Decision:* Retroactive approval of changes to the approved grading system in the College of Dentistry

College of Medicine – changes to approved grading system

Doctor of Philosophy (Ph.D.) program in Indigenous Studies

## **February 2017**

*Item for Information:* Terminations in the College of Arts and Science

-Northern Studies field of study

-Public Administration

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

Credit Reduction of the Master of Arts (M.A.) in Sociology, project-based program

Changes to the Master of Nursing (M.N.) course-based program in Educational Leadership

## **March 2017**

*Request for Decision:* Changes to the Admissions Qualifications of the College of Education ITEP and SUNTEP programs

Changes to the Admissions Qualifications of the College of Medicine

Changes to College of Graduate and Postdoctoral Studies Dual Degree policy to include cotutelle agreements

Direct-entry Doctor of Philosophy (Ph.D.) program in Kinesiology with 85% admissions average

*Item for Information:* Project-option in the Master of Science (M.Sc.) in Small Animal Clinical Science program

## **May 2016**

*Item for Input:* Changes to the Academic Courses Policy

Changes to the Nomenclature Report

*Item for Information:* Graduate Programs Review 2014/15 and 2015/16 (*anticipated*)

Deletion of the Vaccinology and Immunotherapeutics Field of Study for the Master of Arts (M.A.) program

## Annual Report from Academic Program Committee

### June 2016

*Request for Decision:* Doctor of Philosophy (Ph.D.) in Applied Economics (*anticipated*)  
 Changes to the Academic Courses Policy (*anticipated*)  
 Changes to the Nomenclature Report (*anticipated*)

*Item for Information:* Admissions Templates 2018-19 (*anticipated*)  
 Recommendations on Certificates (*anticipated*)

**University Course Challenge.** The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at [http://www.usask.ca/secretariat/governing-bodies/council/committee/academic\\_programs/index.php](http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php)

During the 2016-17 year, a total of 11 Course Challenge documents will have been posted. These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Education, Edwards School of Business, Engineering, Graduate and Postdoctoral Studies, Nursing, Pharmacy and Nutrition, and the Western College of Veterinary Medicine.

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15<sup>th</sup> of each month are considered to be approved by the end of the month. No proposed curricular changes were challenged this year.

**Other curricular changes,** Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with SESD. Changes of this type, which affect the Catalogue listings of other colleges, can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as certificates of successful completion and certificates of attendance. There were no new certificates of successful completion or certificates of attendance this year. There were also no new certificates of proficiency in 2016/17.

### **Policies and Procedures**

There are a number of areas of Council policy and procedures that are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- Academic Courses Policy
- Nomenclature Report

### **Student Enrolment and Services Division**

The following item was presented to Council for information, as shown above:

- 2017-18 Admissions Templates
- 2018-19 Admissions Templates (anticipated)

### **Academic calendar**

The APC reviewed and approved the 2017-18 Academic Calendar. This was reported at the December 2016 meeting of Council.

### **Members of the Academic Programs Committee**

I am grateful to Committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

#### Council Members

<b>Kevin Flynn (Chair)</b>	English	2018
Nathaniel Osgood	Computer Science	2017
Tammy Marche	Psychology, STM	2018
Darrell Mousseau	Psychiatry	2017
Kathleen Solose	Music	2019

#### General Academic Assembly Members

Longhai Li	Mathematics and Statistics	2019
Sina Adl	Soil Science	2018
Jeff Park	Curriculum Studies	2018
Susan Shantz	Art and Art History	2017
Som Niyogi	Biology	2017
Matthew Paige	Chemistry	2017
Ganesh Vaidyanathan (Vice-Chair)	Accounting	2017

#### Sessional Lecturer

Clayton Beish	Linguistics and Religious Studies	2017
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#### Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching and Learning ( <i>ex officio</i> )
Russ Isinger	University Registrar and Director of Student Services ( <i>ex officio</i> )
Lucy Vuong	[VP Finance designate]
Brooke Malinoski	USSU designate
Nafisa Absher	GSA designate

#### Resource members

Alison Pickrell	Director of Enrolment and Student Affairs
John Rigby	Interim Associate Provost, Institutional Planning and Assessment
CeCe Baptiste	Director, Resource Allocation and Planning

Secretary: Amanda Storey, Committee Coordinator, Office of the University Secretary

I extend additional heartfelt thanks to the many proponents (and their administrative support) who appeared at meetings of APC over the past academic year. Special thanks in this regard are due to Kelly Clement, John Farthing, Martha Smith-Norris, Doug Surtees, and Barry Ziola.

Finally, much gratitude to the committee secretary, Amanda Storey, who has been a wonderful teammate to the committee, program proponents, and of course myself. She is an indispensable resource for APC, as have been other members of the secretary's office when called upon to assist in our work.

Respectfully submitted on behalf of the Committee,

Kevin Flynn, Chair



UNIVERSITY COUNCIL  
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Paul Jones, Chair, Research, Scholarly, and Artistic Works Committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Dissolution of the University Committee on Ethics in Human Research (UCEHR)

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the dissolution of the University Committee on Ethics in Human Research, effective immediately, to be replaced with ad hoc committees that will be struck as needed by the research ethics board chairs with RSAW, as per the attached request.*

**PURPOSE:**

The University Committee on Ethics in Human Research (UCEHR) was formally adopted as a committee by University Council, through the Research, Scholarly, and Artistic Work Committee in 2002. As the committee was approved through Council, the dissolution will require Council approval as well.

**CONTEXT AND BACKGROUND:**

The mandate of the UCEHR included responsibility for the adoption of codes, guidelines, standards, and policies, with respect to research ethics review in accordance with the Tri-Agency guidelines and other applicable policy and legislation, including hearing appeals of Research Ethics Board decisions.

The UCEHR was useful in drafting the original policies and procedures for Ethics in Human Research and translating the tri-council policy into University policy when it was founded, its current utility is unclear. The committee meets infrequently and it is difficult to ensure that members are no conversant with the broader and more complex issues related to research ethics.

The chairs of the Research Ethics Boards (REB) recommend that the functions previously served by UCEHR would be better served by ad hoc committees. The use of ad hoc committees would make it easier to ensure appropriate knowledge to handle the issues that might arise. The membership of the ad hoc committee will be determined by the REB chairs and will be approved by RSAW.

Appeals of REB decisions will be formed on an ad hoc basis, as well. It should be noted that there has only been one formal appeal since the inception of the committee in 2002.

**CONSULTATION:**

The chairs of the Biomedical and Behavioural Research Ethic Boards met on October 28, 2016 to discuss the future of the UCEHR and recommended the dissolution to RSAW at their May 23, 2017 meeting. The RSAW agreed that the functions of the UCEHR could be replaced by ad hoc committees and that this move would ensure better engagement and appropriate knowledge on the ad hoc committees.

**ATTACHMENTS:**

1. Recommendation to Dissolve the University Committee on Ethics in Human Research

### **Recommendation to Dissolve the University Committee on Ethics in Human Research (UCEHR)**

On October 28, 2016 the Chairs of the Biomedical and Behavioural Research Ethics Boards (REBs), Dr. Gordon McKay and Dr. Vivian Ramsden, met with the Chair of the University Committee on Ethics in Human Research (UCEHR), Dr. Valerie Thompson, to evaluate the future need for the UCEHR.

The UCEHR was formally adopted as a Committee by University Council, through the Research, Scholarly and Artistic Work Committee of Council in 2002. The mandate of this Committee included responsibility for the adoption of codes, guidelines, standards, and policies, with respect to research ethics review in accordance with the Tri-Agency guidelines and other applicable policy and legislation. UCEHR was also responsible for hearing appeals of REB decisions. UCEHR is still the standing appeals committee.

While UCEHR was useful in drafting the original Policies and Procedures for Ethics in Human Research document in 2002, and translating the Tri-Council Policy into University Policy, its current utility is less clear. The Committee meets infrequently (once per year in the last three years, though the terms of reference specify twice a year or at the call of the Chair). Although the committee membership meets the criteria set out in the Terms of Reference, with the exception of the three Chairs, the members are not conversant with the broader, more complex issues related to research ethics, which in turn, limits their ability to address the elements within their Terms of Reference. The membership does not have the necessary depth of contextual understanding to make informed decisions on behalf of the University and the Research Ethics Boards, and therefore UCEHR has served its function and should now be dissolved.

We recommend that the functions previously served by UCEHR could be better served by ad-hoc committees. In terms of the adoption of codes, guidelines, standards, and policies relevant to research ethics, the ad-hoc committee should consist of individuals knowledgeable with the implications such guiding documents will have for the REBs, researchers and the University. Such a committee(s) could be struck by the REB Chairs, and consist of themselves, the Vice-Chair or REB members as needed, as well as experts (e.g., Indigenous, legal, etc.) in the relevant area related to the guidelines/procedure/policy under development.

Similarly, the appeals committee could be formed on an ad-hoc basis, as needed. We note that there has been only one formal appeal since the inception of the committee in 2002; consequently the University of Saskatchewan could appoint an ad-hoc committee to hear appeals if/when necessary rather than maintaining a standing appeals committee.



UNIVERSITY COUNCIL  
**RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Paul Jones; Chair, Research, Scholarly, and Artistic Work Committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Research, Scholarly, and Artistic Work Committee Annual Report

**COUNCIL ACTION:** For information only

**ANNUAL REPORT OF THE RESEARCH, SCHOLARLY, AND ARTISTIC  
WORK COMMITTEE OF COUNCIL  
2016-17**

**Terms of Reference**

1. Recommending to Council on issues and strategies to support research, scholarly and artistic work.
2. Recommending to Council on policies and issues relating to research integrity and ethics in the conduct of research, scholarly and artistic work.
3. Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
4. Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.
5. Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.
6. Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University and providing advice to the Planning and Priorities Committee of Council.
7. Receiving annual reports from the Vice-President Research and the Dean of Graduate Studies and Research.
8. Receiving and reporting to Council the University's research ethics boards' annual reports.

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

### **Committee Membership of 2016/17**

#### Council Members

Paul Jones	SENS	2019
John Gordon	Medicine	2018
Bob Tyler	Associate Dean Research, Agriculture	2019

#### General Academic Assembly Members

Hector Caruncho	Pharmacy	2018
Garry Gable	Music	2018
Virginia Wilson	Library	2018
David Burgess	Associate Dean, College of Education	2019
Lorraine Holtslander	Nursing	2017
Julita Vassileva	Computer Science	2019

#### Other members

Karen Chad	Vice-President Research ( <i>ex officio</i> )
Adam Baxter-Jones	Acting Dean of Graduate and Postdoctoral Studies ( <i>ex officio</i> )
Brooke Malinoski/Jessica Quan	[USSU designate] VP Academic, USSU
Ali Kiani	[GSA designate] VP Academic, GSA

#### Resource members

Laura Zink	Special Projects and Operations, Office of the Vice-President Research
Kevin Schneider	Interim Associate Vice-President, Research
Charlene Sorensen/Ken Ladd	University Library

#### Administrative support

Amanda Storey, Office of the University Secretary

The Research, Scholarly, and Artistic Work (RSAW) committee met 13 times during the 2016/17 year and addressed many issues related to research, scholarly and artistic work at the University of Saskatchewan.

In 2016/17, the RSAW committee provided input on changes to two ICT policies – the IT Security Policy and the Data Management Policy. The committee appreciated the work being done to strengthen the U of S's policies related to security and data management and to ensure that the Universities suite of IT policies are well aligned.

At its November 15 meeting, the RSAW committee had the opportunity to provide comments on the Respiratory Research Centre, which had been reviewed by the Centres Subcommittee. The committee supported the development of this centre and recognized that it would help to consolidate leadership in respiratory research at the U of S.

During the year, RSAW had the opportunity to meet with Maurice Moloney of the Global Institute for Food Security and Howard Wheeler of the Global Institute for Water Security to discuss the development of the proposals for the CFREF program as well as the management structure, and the objectives of the institutes. RSAW expressed their

the management structure, and the objectives of the institutes. RSAW expressed their hope that the success of these two CFREF applications can be replicated in the future and were very interested to hear about the work that went into developing the proposals.

A main topic of investigation for the RSAW committee in 2016/17 was a discussion of Artistic Discovery at the U of S and the challenges faced by fine arts researchers in the tri-council funding framework. Dr. Gable worked closely with the OVPR, (Karen Chad and Tonya Wirchenko) to develop a methodology for this investigation. Discussions have been held with specialists and department heads in the humanities, and especially in the Fine Arts, to identify pressure points relating to research, scholarly and artistic works support in the fine arts. As a part of the investigation into artistic discovery at the U of S, the committee met with representatives of the Delta Dialogue Network about how fine arts such as art and drama are being used to facilitate discussions of the health of three Canadian river systems and their deltas between researchers and inhabitants of the delta regions. Issues of recognition for interdisciplinary work both for the scientific researchers and the artists involved was raised during the committee's conversations. More important issues of how recognition of RSAW in the Fine and Performing Arts, especially as regards how much of ongoing RSAW in these areas does not fall within the called-for Tri-Council alignments, are potentially quite harmful to these areas for both current and future planning of RSAW and delivery of curriculum programming. In 2017/18 RSAW will continue its work on research, scholarly, and artistic works funding for fine arts disciplines on the assumption that this study will overlap several planning cycles.

The RSAW committee had the opportunity review and comment on Master Plans for the University Library as well as Athletics and Recreation Facilities. The committee appreciated the opportunity to glimpse the future plans for space use at the U of S and were very impressed with the work contemplated in the library planning to ensure safe access to facilities for students and researchers during non-working hours.

The RSAW committee received an annual update from the Tri-agency leaders Bram Noble (SSHRC), Ron Borowsky (NSERC), and Darcy Marciniuk (CIHR) at its April 11 meeting. Committee members were interested in the success rate of applications of tri-agency funding, as well as the changes occurring at the national level with regards to the number of grants and grant sizes. Committee members were interested in the widely-disparate success rates depending on granting agency. Tri-agency leaders spoke about internal work conducted to improve success rates as well as work done by U of S members on the tri-agency review boards, as well as work being done to align the work of the three boards.

The RSAW committee received reports from the three research ethics boards in May 2017 (see Appendices) and heard about strategies being used by all boards to streamline processes and manage increasing workloads. RSAW also received a request for the dissolution of the University Committee for Ethics in Human Research, a committee established by Council through RSAW in 2002 to ensure that research ethics protocols were being established within appropriate policy and procedural frameworks, which RSAW is recommending that council approve at its June 2017 meeting.

The RSAW committee was also involved in the development of the next integrated plan for the university, meeting with representatives from IPA in February and May. RSAW provided input into the revisions to the Postdoctoral Fellows Policy and offered support to CGPS in the required changes that are forthcoming. RSAW also saw an earlier draft of the Blueprint for Internationalization and were very supportive of the work being done to focus the university's internationalization efforts.

The RSAW approved changes to the terms of reference of the New Research Award and the Distinguished Researcher Award, allowing for more than one of each to be presented annually.

The service of John Gordon as a representative of RSAW on the Centres Subcommittee of Planning and Priorities Committee, the Joint Committee on Chairs and Professorships, and the New Researcher and Distinguished Researcher Awards Committee, Hector Caruncho as a representative of RSAW on the Centres Subcommittee, and Julita Vassileva and Lorraine Holtslander as representatives of RSAW on the Open Access Working Group is recognized with appreciation. Appreciation is also extended to presenters who attended the RSAW committee this year. I also want to thank Garry Gable and John Gordon for their service as Vice-Chairs this year and acknowledge the outstanding administrative support of Amanda Storey.

In response to a question raised in council RSAW is actively seeking information on the availability of funds from 'central' administration for activities such as guest speakers and the provision of seed funds and support for the preparation of tri-council grant applications. RSAW anticipates reporting on its findings early in the new academic year.

*Attached as appendices to this annual report are the annual reports of the Office of the Vice-President Research and the College of Graduate and Postdoctoral Studies 2016/17.*

#### **ATTACHMENTS:**

1. Annual report of the Vice President Research for 2016/17
2. Annual Report of the College of Graduate Studies and Research for 2016/17
3. Reports of the Behavioural, Biomedical, and Animal Ethics Boards



## Report of the Vice-President Research

To the Research, Scholarly and Artistic Work Committee of Council

For the period May 1<sup>st</sup>, 2016 to April 30<sup>th</sup>, 2017

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## STRATEGIC INITIATIVES AND PORTFOLIOS

### **Capitalizing on Our Successes: Canada First Research Excellence Fund (CFREF)**

- The U of S was awarded \$77.8 M for the program “Global Water Futures: Solutions to Water Threats in an Era of Global Change” involving four partner universities and 138 collaborating organizations/institutions (2016 – 2023), making the U of S the only institution to lead two CFREF programs. This program is developing new climate change-focused science for evidence-based decision-making, innovative water monitoring technologies, new decision-making tools, and predictive models for national forecasting of floods, droughts and related agricultural risks.

### **Continuing to Lead: Canada Excellence Research Chairs (CERC) Applications**

- The U of S was granted the opportunity to submit two proposals.
- Following a campus-wide call and engagement of a number of working groups, the following were submitted: (1) *Integrated Solutions for Infectious Disease*; and (2) *Social Innovation and Sustainable Communities*

### **Broadening our Reach: Internationalization**

#### International Blueprint for Action

- Following a year-long SWOT analysis (*Internationalization: ‘Connecting with the World’* presentation), and a campus-wide consultation process, an International Blueprint for Action, *Connecting with the World*, was drafted and is in the final stages of consultation.

### **Charting our Future: Strategic Research Plan for the U of S**

- The Vice President Research (VPR) has made the creation of a University-wide strategic research plan a priority, mirroring the practice of other U15 institutions, where strategic research plans are the norm.
- The OVPR will undertake a research strategic planning process, with the following goals:
  - Capture the U of S’s research ethos—where we have been and we are to date;
  - Describe an inspiring future for the U of S’s discovery mission; and
  - Identify strategic imperatives that will deliver on the University’s momentum, promise and expectations on a local, national and global scale.

### **Enhancing our Capacity: Capital Improvement Projects and Assessments**

#### The Collaborative Science Research Building (CSRB)

- The U of S was awarded \$30M from Innovation, Science and Economic Development Canada to support the building of the CSRB—a new, flexible facility that will support innovative research and training in the areas of life and natural science, emphasizing collaborative, interdisciplinary research in fields such as biology, bioinformatics, agriculture, toxicology, environmental science, and engineering.

#### Livestock Forage Centre of Excellence (LFCE)

- The LFCE is being developed as a distinctive facility/entity encompassing field and science laboratories modelling all aspects of raising beef cattle on the prairies that will integrate livestock and forage education, research, training, outreach and knowledge transfer across the whole industry value chain.

- This unique facility will partner and integrate the U of S, the government, and numerous industry organizations and provide research facilities for feedlots, nutrition and cattle handling, forage, grazing, breeding, health and welfare for cattle, horses and native hoofstock.

#### Greenhouse and Plant Growth Chamber Review and Assessment

- An initiative to review existing greenhouse and plant growth chamber research facilities on campus to assist with the development of a strategic plan of the future development and use of these facilities.
- Plan will provide an assessment of current facilities, anticipate future needs, and provide models and analyses of the options the U of S has in expanding its operational capacity for research.

#### ***Defining a Signature Area: One Health Initiative***

In its fourth year, this is a collaborative multidisciplinary effort to advance research and training to find solutions at the Animal-Human-Environment Interface.

#### One Health Congress 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; <http://onehealthplatform.com/international-one-health-conferences/home>.
  - Expected to draw more than 1,000 researchers and health professionals from around the world, with the theme “One Health in Underserved Communities,” focusing on underprivileged or subsistent communities.

#### NSERC CREATE ITraP Initiative

- 6 credit unit graduate Certificate Program in One Health based on the NSERC-CREATE Integrated Training Program in Infectious Disease, Food Safety and Public Policy has been ongoing, and has 30 graduate students who are simultaneously pursuing their graduate degrees in a wide variety of disciplines.

#### ***Supporting Faculty Success: Research Mentorship Program for New and New(er) Faculty***

- Supports new faculty to become more successful in reaching their research goals and potential via informative and interactive workshops on topics of choice, together with a personalized research mentorship team, with information on the program available at: <http://research.usask.ca/for-researchers/index.php>.
- The second annual Academic (Teaching and Research) Mentorship Forum and Workshops was held the week of October 11-14, 2016, with topics that included: *Balancing Teaching, Research and Personal Life*; *International Perspectives of the Value and Processes of Academic Mentoring*; *Early Career Success*; and *Effective Mentorship: Principles and Practices*.
- Two online surveys are currently ongoing within the University community to evaluate the current Academic (Research & Teaching) Mentorship Program and its components.

#### ***Fostering Interdisciplinary Collaboration: Team Science***

- As reported last year, one of the ongoing initiatives sponsored by the OVPR is the “Building Capacity for Collaborative Scholarship at the U of S: Barriers, Effective Practices and Recommendations”. A working

group was formed, and led by Toddi Steelman with support from Jim Thornhill, Jim Germida, and Beth Horsburgh. The outcomes of this work to date are:

- Series of University-wide survey and focus group discussions on conducting collaborative research at the U of S to identify barriers and best practices on campus.
- Environmental scan on best practices around supporting collaborative research at other institutions in Canada and beyond.
- Summary paper and recommendations.
- Pilot testing of merit, tenure and promotions recommendations in four units (Pharmacy and Nutrition, Agriculture, Arts and Science and SENS).

### ***Recognizing the Value of Contributors: Post-Doctoral Fellows (PDFs)***

- College of Graduate and Postdoctoral Studies (CGPS, formerly CGSR) was renamed effective January 2017, to reflect ongoing initiatives relating to PDFs and their importance to the U of S.
- Accomplishments and initiatives related to PDFs include:
  - Creation of a new position in the CGPS, Coordinator of Postdoctoral Studies;
  - Creation of databases to track and monitor PDF appointments and post-appointment employment outcomes;
  - Streamlined on-line PDF application, appointment, and extension processes;
  - Creation of a Postdoctoral Studies Committee; and
  - Development of exit survey to gain information from PDFs about their experience.

### ***Acknowledging Artistic Discovery: Fine and Performing Arts***

- VPR identified Artistic Discovery in the Fine and Performing Arts as a priority in conjunction with RSAW.
- Three pronged approach to: recognize the past, look at the present, and imagine the future related to our discovery and creativity in the fine and performing arts. Work to date included:
  - “Asset maps” about the fine and performing arts assets on campus as well as artistic assets in the external community.
  - Initial meetings have occurred with department heads, some individual faculty members in the Departments of Music, Art and Art History, and Drama, as well as with the research facilitators and the leadership of the College of Arts and Science.
- Next steps will be further consultation (cafes initiated in the fall) to assist in the development of an action and implementation plan.

### ***Ensuring Compliance: Open Access Advisory Committee (OAAC)***

- Established to provide a series of recommendations to the VPR for complying with requirements on open access of publications supported by Tri-Agency research.
  - Recommended that the U of S, through the Library, host an institutional repository to support researchers in providing open access to their publications.
  - Pilot underway with the Library and the College of Pharmacy and Nutrition, reviewed by the OAAC, as a test-case for establishing open access processes and strategies in the upcoming year.

### ***Engaging Researchers: Digital Research Hub***

- Established to engage researchers across disciplines to develop and apply advanced data-intensive and computational methods and tools to real world problems, coordinate and streamline digital research initiatives across the institution, and provide a focal point for big data issues, advancing digital research.

### ***Sustaining our Commitments: Overview of Centres***

- Initiated a review and consultation of U of S policies and practices regarding research centres.
- Feedback will result in recommendations to enhance the operations, sustainability and performance of research centres/institutes.

### ***Raising Our National Profile: Research Partnerships, Promotion, and Outreach***

- VPR consistently championed the U of S's role as one of the premier research universities in the nation, having participated in a roundtable with Science Minister Kirsty Duncan, served as the U15 representative to Mitacs, served as an ambassador and contact for the U of S with all levels of government, and represented the U of S on a host of Boards of Directors, for a wide array of institutions, both internal and external to the University, including:
  - Canadian Light Source;
  - Community Safety Knowledge Alliance;
  - VIDO-InterVac;
  - The Sylvia Fedoruk Centre for Canadian Nuclear Innovation;
  - The International Minerals Innovation Institute;
  - The Saskatchewan Centre for Patient-Oriented Research (SCPOR) Host Council;
  - Royal University Hospital;
  - The Remai Modern; and
  - The U15 Research Committee.
- VPR spearheaded a working group, the Canadian Neutron Initiative, which includes leaders from the U of S, McMaster University, Canadian Nuclear Laboratories, and the National Research Council with the goal of establishing a framework for the future of neutron scattering research in Canada.
- Brandon Lee, Consul General of Canada in San Francisco, met with U of S senior leadership and encouraged the University to play a leadership role around Ag Tech, an emerging area of interest for the federal government.
  - VPR created an Ag Tech Initiative working group to explore the feasibility of this initiative and possible connections with Silicon Valley.
- Toddi Steelman, thought leader on behalf of the U of S, is facilitating an initiative, "Renewing Indigenous Relationships through Renewable Energy."
  - The initiative will bring together experts from Indigenous communities, industry, government, NGOs, and research institutions to share best practices for renewable energy in Indigenous, northern communities.
- U of S hosted the regional Sanofi Biogenius high school student science competition, with eight Saskatchewan high school students presenting their research projects and competing for cash prizes as part of the Sanofi Biogenius Canada biotechnology research competition.

- U of S has continued its Young Innovators initiative, a partnership between the U of S and the StarPhoenix, to create a series of articles about graduate student researchers written by U of S graduate students under the mentorship of University Research Profile and Impact.
- Images of Research competition had 100 entries, submitted by faculty, staff, students, and alumni, depicting U of S research and scholarly and artistic work.
  - In addition to photographs, the competition also featured a video category, “Making a Difference,” where researchers were invited to submit a short one-minute video showing the impact of their work.
  - During the competition, the website saw more than 40,000 page views, 6,200 votes, and 34,000 page views on the website for the Making a Difference videos.
  - All of the winning images can be seen at <http://research.usask.ca/images-of-research.php>.

### ***Securing Future Leaders: Key Recruitments***

- OVPR oversaw or participated in a number of key recruitments or extensions unique to research (on top of participating in several decanal search committees), including:
  - John Root, Executive Director of the Sylvia Fedoruk Centre for Canadian Nuclear Innovation;
  - Jim Lee, Executive Director International (scheduled to start Summer 2017); and
  - Leon Kochian, CERC at the Global Institute for Food Security in Food Systems and Security.

### ***Strengthening our Funding Success: Tri-Agency Leaders and Internal Review***

#### CIHR

- Funding results consisted of:
  - 1 Foundation Grant in summer 2016 (\$2.3M), the first successful application in this competition;
  - A Training Grant for the Indigenous Mentorship Network Program (\$1 M).

#### NSERC

- Discovery Grants
  - 83 NSERC Discovery Grant applications were submitted, 58 of them were successful, with an overall value (with Discovery Accelerator Supplements) of \$9,353,000 for 5 years.
    - The 2016 results show a 3% increase in overall success rate compared to 2015 and a 14% increase compared to 2014 (2016: 70%, 2015: 67%, 2014: 56%):
  - Overall success rates by category were:
    - Early Career Researchers: 75%
    - Established Researchers Renewing a Grant: 80%
    - Established Researchers Not Holding a Grant: 52%
  - Success rates for participants in internal review process were 67%, and by category were:
    - Early Career Researchers: 85%
    - Established Researchers Renewing a Grant: 75%
    - Established Researchers Not Holding a Grant: 44%
  - Success rates for participants in grant workshop were 67%, and by category were:
    - Early Career Researchers: 71%
    - Established Researchers Renewing a Grant: 88%

- Established Researchers Not Holding a Grant: 44%
- Research Tools and Instruments (RTI) Grants Program
  - 16 NSERC RTI Grant applications submitted, 4 of them successful, with an overall value of \$465,599.
    - RTI success rates increased by 1% compared to 2015 and 7% compared to 2014 (2016: 25%, 2015: 24%; 2014: 18%).
  - 4 Operations and Maintenance Grant applications were submitted, with zero success; however, only 10 applications were awarded nationally.
- President's NSERC Grant (PNSERC)
  - From 2011 to 2016, the total number of PNSERC awardees was 75.
    - PNSERC recipients were awarded Discovery grants at a success rate of 69%.
- A repository of successful NSERC applications (57 grants total) from 2010 to 2017 competitions is available.
  - In collaboration with the College of Graduate and Postdoctoral Studies (CGPS) this will expand to include Tri-Agency graduate scholarships and postdoctoral fellowships.
  - Process placed more emphasis on direct review and ongoing mentor-applicant interaction.
  - Initiative had 54% participation rate in 2016, and a 52% participation rate in 2015.

### SSHRC

- SSHRC Insight Grant competition results had a success rate of 33.3% (6/18 applications funded), compared to a national success rate of 40%.
  - Success rates rose from the previous year (18.2% in 2016 to 33.3% in 2017), with a slight decrease in application numbers (22 in 2016, 18 in 2017).
  - The average size of U of S grants is \$141,799, slightly lower than national average of \$153,366.
- 2017 SSHRC Connection Grants had an increase in the number of applications in spring 2017 from fall 2016, but a decrease in success rates.
  - Success rate for spring 2017 Connection Grants of 33.3% (2/6 applications funded), and a success rate of 100% (2/2 applications funded) in fall 2016.
- Results for the SSHRC Insight Development competition will be announced in June 2017.
  - The U of S had 23 applications submitted, an increase in application numbers.
  - Over 90% of applicants participated in the internal review program.
  - Historically, success rates have ranked 3rd (2014), 8th (2015), 7th (2016) amongst U15 institutions.
- Fall 2016, changes were implemented in the internal review process to make it more flexible and effective.
  - Applicants can now suggest up to 3 internal/external reviewers, contacted on their behalf, replacing the use of designated reviewers.
  - Application workshops use a survey to inform their content, with the goal of having workshops before receipt of internal reviews and after applicants receive feedback from their reviewers.
  - Review timelines are adjusted based on the competition and faculty needs and wants, and designed to assist applicants in meeting competition and application process deadlines.
  - A post-review survey captures feedback on the review process from review participants and applicants.
- Internal review survey results show that responding applicants found the revised process useful.
  - Insight Grant applicants had a 62% participation rate in the review process survey; 100% of respondents found the process helpful.

- 80% found suggesting specific reviewers to be helpful, and 50% met with their reviewers and found that helpful.
- Revisions suggested by internal reviewers were thought to have strengthened the application by 100% of respondents
- 63% of respondents who used the grants repository found it helpful, and 100% of respondents indicated they would be willing to post their grant if successful.
- Insight Development Grant survey results had a lower response rate, but similar results.
  - Only 34% of applicants participated in the survey, but 100% of respondents who used the internal review process found it helpful.
  - 77% of respondents found suggesting their reviewers to be helpful, and 25% met with their reviewers and found that helpful.
  - 91% of respondents found internal reviewer suggestions to have strengthened the application.
  - 58% of applicants who used the grants repository found it helpful, and 100% of respondents indicated they would be willing to post their grant if successful.
- In June 2017 SSHRC will launch “Partnership Engage Grants” (\$7,000 to \$25,000) to address researchers’ short-term needs of researchers.
  - Competitions will be 4 times a year, and will have a very quick turnaround for researchers seeking funding to establish or build partnerships with industry, governments, Aboriginal communities or others.
- SSHRC’s call for Indigenous Research projects, Knowledge Synthesis grants.
  - 1 successful application, developing an Indigenous digital asset management system (Keith Carlson).
- President’s SSHRC (PSSHRC) program, modified two years ago to better align with SSHRC’s main granting programs for faculty, provides two application streams that support research (Insight) and engagement (Connections) activities.
  - A review of the restructured PSSHRC program is underway.
- Campus-wide workshops have been held to engage faculty and some ADRs on Mitacs opportunities and potential partnerships for SSHRC funded research.

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

### ***Innovation Enterprise***

Innovation Enterprise (IE, formerly Industry Liaison Office) initiates, develops, commercializes, and implements innovative, sustainable and knowledge-based solutions generated by the U of S.

#### IE: A New Vision and Brand

- The Industry Liaison Office went through an extensive branding and vision exercise in 2016, and determined that a name change was needed to communicate its enhanced mission and approach.
  - Launched its new name “Innovation Enterprise,” (February 9, 2017), including new website, video release, and significant media coverage.



### New Programs and Initiatives

- Student Desktop Researcher (SDR) Program launched to promote an entrepreneurial culture and offer undergraduate and graduate students a chance to explore dynamics of innovation and business development.
  - Over 20 students hired, including a Program Coordinator, with average participants working 5 hrs/week.
  - 62 projects have been assigned, and 46 have been completed.
- Portal for Industry Engagement (PIE), a web-based database, provides an overview of expertise, facilities, services and technologies at U of S; more than 2,000 page visits from over 60 countries.
- Staffing changes made to create a portfolio in Fine Arts and Humanities, as part of its key strategic initiative of reaching out to new interest groups to encourage an entrepreneurial culture.

### IE Awards and Events

- IE, as part of a long-standing partnership with Innovation Place, jointly sponsored the Award of Innovation (Aoi).
  - Winners this year: Dr. John Gordon and Dr. Stephen Foley, associate professor of chemistry, and Dr. Foley's PhD students Hiwa Salimi and Loghman Moradi.
- IE and International Minerals Innovation Institute jointly hosted AIMday™ Minerals 2017; first AIMday in North America, held in collaboration with U of R and Saskatchewan Polytechnic.
  - Unique academia/industry meeting concept initiated and successfully developed by Uppsala University in Sweden (a collaboration agreement with Uppsala University to implement AIMday in North America).
  - Focused on finding solutions to a wide variety of mining sector questions and problems, ranging from reduced reliance on fossil fuels and more green energy sources, to developing new methods of detecting potential pipeline breaks before they occur.
  - 26 questions submitted by industry, 39 researchers and 17 representatives from 5 major mining companies attended, 21 workshops took place during the day, 55 research applications were submitted by academics, and 17 applications were selected for funding to develop project proposals.
- Hosted the first agriculture-themed industry partnering forum of the Association of University Technology Managers (AUTM) in Saskatoon.
  - 70 participants from North America, including 16 universities, 17 leading agricultural companies, provincial government, research organizations, law firms and investment companies, raised a total of \$10,200 in sponsorship dollars; largest amount to date for any AUTM partnering forum.
  - Pursuing six new potential technology licensing and collaboration opportunities arising from the forum.

### Operational Overview and Highlights

- Innovation and commercial development of 86 unique technologies (patent families with multiple commercial opportunities) — 137 patents filed over past 5 years — oversees 56 active licenses and option agreements.
- Joint research program between Province of Saskatchewan, Hitachi Ltd., and Hitachi GE Nuclear Energy Ltd.
  - Four U of S R&D teams and three associated Canadian industrial R&D teams collaborated with researchers from Hitachi-GE Nuclear Energy Ltd. and Hitachi Research Laboratories to develop efficient methods of distributing and utilizing heat energy for industrial, agricultural and residential purposes,

with research managers meeting in Saskatoon in October to organize the program and researchers meeting in Japan in May to present preliminary results.

■ Technology Transfer Highlights

- 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 milestone in the commercialization process, and the technology, licensed to Boston-based Indigo Agriculture in 2013, which improves crop yield in drought conditions, can now be sold to millions of farmers in the U.S. with future registration possible in many more countries.
  - In the past three years, Indigo Agriculture and the U of S, through IE, have built an extensive collaborative research program around this technology and secured almost \$3 million in research grants, plus 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.
- IE entered into a license agreement with Viuntech Industry Investment Management Corporation in April 2017 for a seed treatment technology, developed by Drs. Karen Tanino, Andrew Olkowski, and Bernard Laarveld, that can improve seed germination and improve plant growth.
  - Viuntech, a Vancouver-based company, was granted an exclusive right of commercialization for this technology in China for all crops except rice.
  - IE supported Dr. Karen Tanino in securing an ADF grant of \$668,600 to work with other industry partners, including BASF, to explore the commercial potential of this technology in several selected fields of application.
- Dr. David M. Klymyshyn and his team, invented a radically different approach to fabrication of compact radio frequency (RF) antennas and devices using non-traditional polymer-based materials, enabling improved performance and increased functionality for various emerging wireless communication and sensor devices.
  - Polytenna, a company started by Dr. Klymyshyn and his team, is presently participating in accelerator program EvoNexus in San Diego, and the company is working with Huawei, Qualcomm and Nokia to close in on a sale as a precondition to licensing.
  - IE and Polytenna have had preliminary discussions with Bosch in Germany, Peugeot in Italy and SEAT in Spain to evaluate the Polymer Antenna Array as sensors for driverless cars.
- Dr. John Gordon, a respirology professor, has discovered a way to reverse the hyper-immune response in allergic reactions.
  - Dr. Gordon's team of researchers found that a complex array of effector molecules, cell types and specialized cell products within the immune system, can be manipulated outside the body and then returned to the body as a treatment that can turn off harmful responses—essentially 'curing' asthma or peanut allergies by use of these cells, leading to better disease management in patients with food allergies and asthma.
  - Funding for clinical trials is currently being sought.
- IE has entered discussions on an MOU with Sanovas, a medical device company from San Rafael, California, USA, to license U of S's Lossless Image Compression Technology developed by Dr. Khan Wahid for a brand new range of endoscopic capsules. The terms of the agreement are being structured at this moment.

- Stephen Foley, associate professor of chemistry, and his PhD students Hiwa Salimi and Loghman Moradi, developed a new process for selectively leaching gold into solution.
  - This method is the fastest known, is highly selective for gold, far less toxic than other options, requires minimal energy input and ambient pressure, and uses reagents that are cheap, recyclable, and environmentally benign.
  - This development has the potential to disrupt several industries, from mining, which relies on cyanide and other toxic solvents, to electronic waste recycling and the removal of gold from electronic waste, such as printed circuit boards.
  - A company has been formed to develop and operate a pilot plant in Saskatoon which aims to process 500 kilograms of printed circuit boards a day, with goal of scaling up production, to extract valuable metals from e-waste while completely recycle it, so nothing ends up in a landfill.
  - Even at this pilot level of operation, the plant will be profitable and producing revenue from the start.

### ***International Office***

The International Office provides leadership, coordination, and support services to advance the internationalization of the University's core missions of research, teaching and learning, and service.

#### Transforming Internationalization at the U of S

- The MoveOn Software System, a program specifically designed to manage international relations and track our international agreements governing students, is now operational, being used to facilitate student exchanges, and we are exploring ways to expand its uses. This system dramatically improved our ability to maintain data, report on international relations, and manage student exchange applications.
- Office has continued to identify data related to our internationalization efforts, including college- and department-specific data, and is assembling it for use in communications and better tracking of performance metrics.

#### Partnership Initiation and Agreement Development

- 38 new and renewed agreements were signed during this reporting period involving general collaboration MOU's, student exchange agreements, staff / faculty exchange agreements, research agreements, College of Graduate and Post Doctoral Studies scholarship agreements, Confucius Institute Agreements and Joint Program agreements.
- Ten agreements signed with Chinese institutions, 3 with Japanese Institutions, 2 each with institutions in the UK, France, India, Spain, Finland, Chile, Belgium, Australia and the Dominican Republic, and one each with institutions in Finland, Norway, Italy, Mexico, Nigeria, Brazil and the USA.

#### Delegation Support

- The International Office supported 35 incoming delegations, and a total of approximately 100 participants, with itineraries, logistics, and briefings; these delegations included diplomatic officials, government and university representatives.
- The Office supported outgoing delegations, including three separate groups of senior leaders and a USSU delegation, in the form of briefing notes, advice on priorities, and promotional materials.

### International Research Success

- The U of S had 148 international research projects awarded in the 2016/2017 fiscal year, with a total of \$108,342,975, and highlights included:
  - Bingcheng Si (College of Agriculture and Bioresources; Global Institute for Water Security) awarded \$1.08 M in China Scholarship Council funding for a Joint Programme, *Innovative Talent Training in Leading-edge Soil and Water Resources*;
  - Hassan Vatanparast (Pharmacy and Nutrition, Public Health) and Pammla Petrucka (Nursing) awarded \$449,200 from the Canadian Queen Elizabeth II Diamond Jubilee Advanced Scholars Program, *Global Leaders Scholarship – Seeking Sustainable Solutions in Food Security and Nutrition for Women and Children: A Tri-Country Approach*;
  - U of S awarded \$204,340 for 24 students and researchers from Latin America and the Caribbean for short-term exchange as part of Emerging Leaders in Americas Program (ELAP);
  - Gap Soo Chang (Physics and Engineering Physics) and Martin Reaney (Agriculture and Bioresources) awarded KRW 100,000,000 (approximately CAD \$118,000) by Korea Institute of Energy Research (KIER) Global Research Collaboration Project for *Development of biodegradable organic solar cells based on new eco-friendly metal/ cyclolinopeptide biosemiconductors*;
  - Kofi Agblor (Crop Development Centre) awarded \$3,562,380 for *Technical Education Development for Modernized Agriculture in Ghana*;
  - Nazeem Muhajarine (Community Health and Epidemiology) leading a \$16.6 million project, *Engaging Communities and Health Workers for Sexual, Reproductive, Maternal and Newborn Health*, with the Mozambique Ministry of Health.

### **Research Services and Ethics Office**

The Research Services and Ethics Office (RSEO) provides researchers with seamless services for grant, contract, and ethics review as well as ethics compliance.

### Operational Metrics for Grants:

- Applications for research funding from May 2016 to April 2017: 874
  - External Funding – 755 (86.4%)
  - Internal Funding – 119 (13.6%)
- Projects Finalized from May 2016 to April 2017: 956
  - External Funding – 512 (53.6%)
  - Internal Funding – 421 (44%)
  - Transfers outs - 23 (2.4%)
- Projects for which funds were authorized from May 2016 to April 2017: 875
  - External Funding – 466 (53.3%)
  - Internal Funding – 409 (46.7%)
- Number of externally funded projects which had Institutional Costs of Research included – 36 (4.1%)
- Number of funded projects which have at least one Human Ethics Approval attached – 198 (22.6%)
- Number of funded projects which have at least one Animal Ethics Approval attached – 103 (11.8%)
- Number of funded projects which have at least One Biosafety Permit attached – 118 (13.5%)

- Amendments Finalized from May 2016 to April 2017: 656
  - External Funding – 400 (61%)
  - Internal Funding – 203 (30.9%)
  - Transfers outs - 53 (8.1%)

#### Operational Metrics for Contracts:

- Projects Finalized from May 2016 to April 2017: 460
  - External Funding – 318 (69%)
  - Internal Funding – 1 (nil)
  - Other (Transfers outs, CDAs, etc.) – 141 (31%)
- Projects for which funds were authorized from May 2016 to April 2017: 310
  - External Funding – 307 (99%)
  - Internal Funding – 3 (1%)
  - Number of externally funded projects with Institutional Costs of Research included – 176 (57%)
  - Number of funded projects with at least one Human Ethics Approval attached – 65 (21%)
  - Number of funded projects with at least one Animal Ethics Approval attached – 59 (19%)
  - Number of funded projects with at least One Biosafety Permit attached – 66 (21%)
  - Amendments Finalized from May 2016 to April 2017: 325
    - External Funding – 307 (94%)
    - Internal Funding – 0
    - Transfers outs - 18 (6%)

#### CFI funding from RSEO-led applications

- Funding from John R. Evans Leaders Fund (JELF) received for 3 projects for \$566,277 in CFI funding and project costs of \$1,415,690.

#### Responsible Conduct of Research

- One Responsible Conduct of Research allegation that led to an inquiry and is currently at hearing stage.

#### Monitoring Visits/Audits/Inspections

- *Canada Foundation for Innovation*
  - CFI continued collecting data for a Mapping and Measuring Investments to Impacts – Agriculture report that began with a November 2015 site visit.
  - July 2016: The CFI released the report for their Monitoring Visit conducted Feb 2016.
    - Areas evaluated received satisfactory or mostly satisfactory reviews.
    - ‘Overall, the CFI found that the university has sound policies, practices, processes and controls in place for the management of CFI awards,’ and CFI’s recommendations are being addressed.

#### ***Strategic Research Initiatives***

Unit supports researchers in development of large-scale collaborative grants and initiatives and coordinates programs of strategic importance to the university, including nominations for major national/ international awards and the Undergraduate Research Initiative.

### Special Initiatives/Projects

- Advancing the Aboriginal Peoples: Engagement and Scholarship Signature Area
  - Completed internal environmental scan of research, units, programs and services with a stake in the signature area.
  - Developed draft Terms of Reference for a proposed committee and seeking feedback.
- Research Cafés
  - Refining Research Cafés to better promote collaboration among faculty, incubate future grant proposals, and support emerging research clusters.
  - Hosted one Research Café as part of an internal call for expressions of interest (EOIs) for the 2017 CERC Phase 1 proposal.
    - Café connected 50 academic leaders from across campus for fruitful discussions that ultimately generated five EOIs and two Phase 1 proposals.
- Distinguished and New Researcher Awards (DRA and NRA, respectively)
  - Updated Terms of Reference.
  - Each award may now be given to up to two recipients a year, with a streamlined nomination process that improves the number and breadth of nominations.
- OVPR Matching Fund program
  - Revised guidelines developed that included mandatory College/School/Centre financial support, minimum leveraging of 1:5 in external funding, and limited support for non-U of S led grants.

### Support for Large-Scale Grants

- Canada First Research Excellence Fund (CFREF):
  - \$77.8M Global Water Futures Program awarded in August 2016.
- Canada Excellence Research Chair (CERC):
  - 2 CERC proposals.
- Canada Research Chairs and associated CFI-JELF applications:
  - 1 NSERC Tier 2 nomination and associated CFI-JELF submitted April 2017.
  - 1 CIHR Tier 2 renewal submitted April 2017. One current NSERC Tier 1 opted for non-renewal.
  - 2 NSERC Tier 1 renewals awarded in April 2017 (announcement embargoed).
  - New CRC theme areas - twenty five proposals for new CRC themes were put forward by the University community, five have been invited to proceed to search.

### NSERC

- Industrial Research Chair and associated CFI-JELF applications:
  - 2 applications and associated CFI-JELF submitted - 1 Senior; 1 Associate.
  - Site visits will be conducted in summer 2017; anticipated decision fall 2017.
- Collaborative Research and Training Experience program (CREATE):
  - 1 Full application submitted September 2016 and awarded March 2017 (announcement embargoed).
  - 3 Letters of Intent (LOIs) (2017) submitted on May 1, 2017.
- Research Tools and Instruments - Operations and Maintenance:
  - Three applications were submitted in October 2016 (all unsuccessful).

- Strategic Partnership Grants for Network (SPG-N):
  - 2 Preliminary applications were submitted in April 2017.

#### SSHRC

- Partnership Grant:
  - 2 LOIs submitted, anticipated decision date is June 2017.

#### CIHR

- Foundation Grant:
  - 1 awarded in summer 2016 (\$2.3M); first successful application in this competition.
- Training Grant: Indigenous Mentorship Network Program:
  - Full application: 1 (\$1M); awarded (announcement embargoed).
- Canada Foundation for Innovation (CFI):
  - Major Science Initiatives (MSI): 3 facilities submitted successful proposals; \$68M total awarded November 2016:
    - CLS (\$48M)
    - VIDO-InterVac (\$19.3M)
    - SuperDarn (\$1.6M)
  - Innovation Fund (IF): The U of S had a CFI institutional envelope of \$17.7M. The CFI Advisory Committee recommended five UofS, and four non-UofS, applications proceed to the full proposal stage. Proposals were submitted in October 2016. Anticipated decision date is June 2017.
- Networks of Centres of Excellence (NCE)
  - 2017 International Knowledge Translation Platforms Initiative: Submitted 1 LOI in May 2016 (unsuccessful).
- Western Diversification Program
  - Ten EOIs were submitted to the OVPR Executive and two were recommended for submission in February 2017. Anticipated decision date is summer 2017.
- Genome Canada
  - 2016 Emerging Issues- 1 – (Karniychuk); awarded.
  - 2017 LSARP Competition in Genomics and Precision Health – 5 registrations submitted in February 2017; Pre-applications due to Genome Canada in May 2017.
- UNESCO Chair
  - One application submitted in January 2017.

#### Undergraduate Research Initiative

- Over 2000 undergraduate students engaged in a first-year research experience (FYRE) across 21 class sections in 4 colleges (Agriculture and Bioresources, Arts & Science, Kinesiology, & St. Thomas More). Each experience consisted of students developing a research question, investigating/analyzing, and sharing their findings through posters, presentations, and/or digital displays.

- FYRE showcases allow undergraduate students to share their research to the campus community, these include:
  - History 175 Public Talk
  - Agriculture and Bioresources FYRE Poster Fair
  - Geography 120 Poster Presentations
- A Fall Faculty Event was held to encourage collaboration and engagement.
- Over 100 matched Undergraduate Student Research Assistantships (USRA) have been awarded for summer 2017 across all academic units.
- Events which celebrate and promote undergraduate research:
  - USRA Summer Social & Poster Competition (August)
  - 5th annual USSU Undergraduate Project Symposium (January)
  - A R(Ex)3 (Research Exchange, Expertise, Exposé) Panel on Sustainability 2017 to celebrate Aboriginal Achievement Week (February)
  - University of Saskatchewan's Undergraduate Research Journal (USURJ)- 5th year
  - Peer Assisted Learning Workshops on Undergraduate Research Topics (Sept-March)

#### Faculty Awards and Recognition

Supports identifying candidates and developing nominations for national and international awards and prizes.

- 39 new nominations and five updates to previous nominations
- Recent successful nominations include:
  - Professor James Waldram (College of Arts and Science), SSHRC Insight Award for his outstanding contributions to research.
  - Professor Jo-Anne Dillon (College of Medicine) and Professor Graham George (College of Arts and Science) elected Fellows of the Royal Society of Canada; total U of S Fellows is 21.
  - Professors Markus Hecker (School of Environment and Sustainability), Margaret Kovach (College of Education), Angela Lieveise (College of Arts and Science), and Dwight Newman (College of Law) elected to Royal Society's College of New Scholars, Artists, and Scientists, raising the total U of S Members to 7.
  - Professor John Pomeroy, Canadian Geophysical Union's J. Tuzo Wilson Medal for his outstanding contributions to hydrology.

#### ***Associate Vice President Research, Health***

Provided support of excellence in health research, including:

- College of Medicine External Research Review
- Saskatchewan Centre for Patient-Oriented Research (SCPOR)
  - SCPOR is a coalition of organizations, led by the U of S and the Saskatchewan Health Quality Council, and is one of several provincial units supported by CIHR to build capacity for patient-oriented research.
  - \$60M in joint funding, \$30M from CIHR, to support SCPOR (most federal funding to any province).
- Clinical Trials Support Unit (CTSU)
  - CTSU is a central resource for clinical and patient-oriented research support, regulatory compliance, training and oversight for human subject research.



- Provides services in a standardized and efficient manner to ensure institutional members meet administrative, regulatory and institutional requirements.
- A new agreement between the U of S, Saskatchewan Cancer Agency, and Saskatoon Health Region (for the new single provincial health authority) was agreed upon May 20, 2017.
- Establishment of UofS Respiratory Research Centre (RRC) in January 2017.

### ***Research Profile and Impact***

Unit expanded its focus regionally, nationally and internationally with major initiatives highlighting innovation, centres, and our signature areas.

#### Video Storytelling

- Created a video providing an overview of the six signature research areas, for purposes including student recruitment and alumni events.
  - Videos on each of the six signatures areas currently in production.
- Created videos to highlight U of S Royal Society College Fellows for web use and at a national event.
- Produced videos showing the experience of international students also used by CALDO consortium and Universities Canada.
- Used video to show the vision of the IE Executive Director as part of the group's re-branding initiative.
- Added a new category to the "Images of Research" competition—"Making a Difference Video" for one-minute pitch videos about why entrant's research matters.
  - The competition website had more than 40,000 page views, 6,200 votes, and 34,000 page views.
  - Inaugural exhibition and reception held to celebrate the winners of the competition.

#### Multi-Faceted Research Success and Storytelling Campaigns

- Highlighted that U of S is the only university with two CFREFs with a national initiative for the CFREF Global Water Futures program including a video, a major event, speeches, full-page ads in national publications, a website launch, a Globe and Mail story, social media, and other promotions.
- Led the announcement for the new CERC in Food Security and Systems, including a half-page ad in the Globe, a social media campaign with the CERC Secretariat, and participation by Leon Kochian at the Bacon & Eggheads Forum for MPs and federal officials in Ottawa.
- Worked with the Global Institute for Food Security on the launch of the Plant Phenotyping and Imaging Research Centre (P2IRC) at the food security symposium, featuring the NSERC president and the launch of the P2IRC website (<http://p2irc.usask.ca/>).
- Worked with CFI to feature the Canadian Feed Research Centre in CFI's national ad, website, and billboard campaign, "Research Builds Our Communities."
- Supported Canada 150 Project with eight commissioned stories on U of S research highlights (including the lentil, cobalt-60, kidney transplant, and the work of historian A.S. Morton), a video feature titled "A Century of Innovation," and a commissioned three-part musical composition.
- Drafted media pitches to national media and a wide variety of news releases on research developments, including Zika, new allergy treatments, AIMday, underground water contamination, Aboriginal research, and Vanier Scholars.

- Promoted research success through CALDO and the Saskatchewan Centre for Patient-Oriented Research (SCPOR).

#### Proactive Articles to Reach Influential Canadians

- Collaborated on newspaper op-eds on Indigenous post-secondary issues and the Canadian Neutron Initiative.
- Wrote a Globe and Mail article on water security issues.
- Developed two new strategic research overview documents for key international publications – i.e. the U15 publication and the U of S profile in the AWRU-Shanghai rankings.

#### Telling Student Research Stories

- Partnered with the StarPhoenix newspaper on the “Young Innovators” story series, featuring 15 graduate student researcher profiles in signature areas, and re-purposed the stories for a wide range of academic, government and Tri-Agency stakeholders.
- Created one-minute videos of competitors at the on-campus Sanofi Biogenius Canada research competition, for use by the competition’s judges and as a recruitment materials.

#### Canadian Council for the Advancement of Education (CCAIE) Awards

- Received two communications Gold Awards from the CCAIE, for the “Young Innovators” series and the “Images of Research” competition.



UNIVERSITY OF  
SASKATCHEWAN

**2017 Annual Report to the Research, Scholarly and  
Artistic Work Committee of University Council**  
Meeting: May 2, 2017

Dr. Adam Baxter-Jones, Interim Dean College of Graduate and  
Postdoctoral Studies (CGPS)



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## Message from Dr. Adam Baxter-Jones

With our new name change, to the College of Graduate and Postdoctoral Studies (CGPS) effective January 1<sup>st</sup> 2017, we are now committed to not only graduate students, but as the new name indicates to also provide oversight for our community's Postdoctoral Fellows (PDF). Initially we have concentrated on redefining governance structures to ensure appropriate representation for all trainees. CGPS also continues to redefine its administrative processes, undertaking several initiatives in an effort to streamline former practices, including but not limited to: postdoctoral administration, banner document management (BDM), electronic file sharing for theses defenses, and CGPS membership automation. The relationship management system (RMS) project is ongoing and is currently in its preparatory phase. Initial work is concentrating on its uses for recruitment and admission of students. The College has also been working extensively with the Financial Service Division (FSD) and the office of Institutional Planning and Assessment (IPA) to identify an appropriate operating budget for a resource center such as ours. In addition, I have been actively campaigning for more central funding for Student Aid and appropriate tuition levels. While we navigate several continuous improvement projects, our College will be moving to our new space in the Thorvaldsen Bldg. An estimated move date is July 2017 – we foresee little to no interruption in our service.



We continue to support the work of our Graduate Student's Association (GSA) on a number of issues including student aid, student representation on institutional committees, revising the student-supervisor agreement, as well as important events promoting the research of our graduate student body, namely the 3MT event.

Through collaboration with our talented faculty members, staff and students we strive to continue to improve the services offered by CGPS.

Together, we will make new discoveries, we will teach and we will mentor.

Sincerely,

A handwritten signature in dark ink, appearing to read 'A. Baxter-Jones'. The signature is fluid and cursive, with a long horizontal stroke at the end.

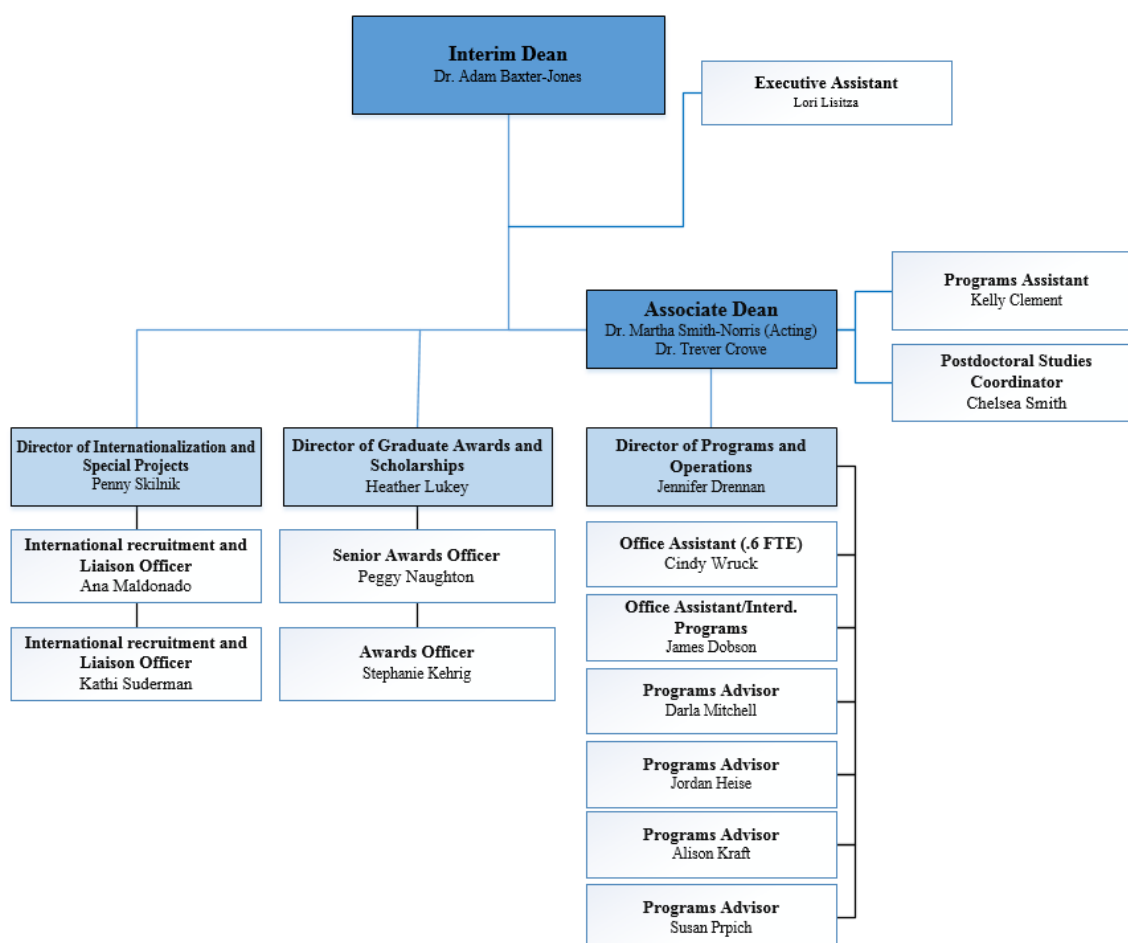
Dr. Adam Baxter-Jones, Interim Dean, College of Graduate and Postdoctoral Studies

## Dean's Office

The Interim Dean's position was extended from June 30<sup>th</sup> 2016 to June 30<sup>th</sup> 2017. There is currently ongoing a search for a permanent Vice-Provost and Dean of CGPS. As information becomes available it will be communicated by the Provost and VP Academic offices as usual. Martha Smith-Norris' was appointed as Acting Associate Dean on July 1<sup>st</sup> 2016, for a 12 month period. The Associate Dean's portfolio was increased to include oversight of postdoctoral fellows and the supervision of a postdoctoral studies coordinator (1.0 FTE). The Dean's Executive Assistant position was filled January 2017 by Ms. Lori Lisitza (see Figure 1). As of October 2016 both open roles of Awards Office and International Recruitment Offices were filled by Ms. Stephanie Kehrig and Ms. Kathi Suderman respectively. This year the Director of Internationalization and Special Projects position was reclassified from an ASAP 2 to an ASPA 3.

## CGPS Organizational Chart

Figure 1: 2017 CGPS Organizational structure

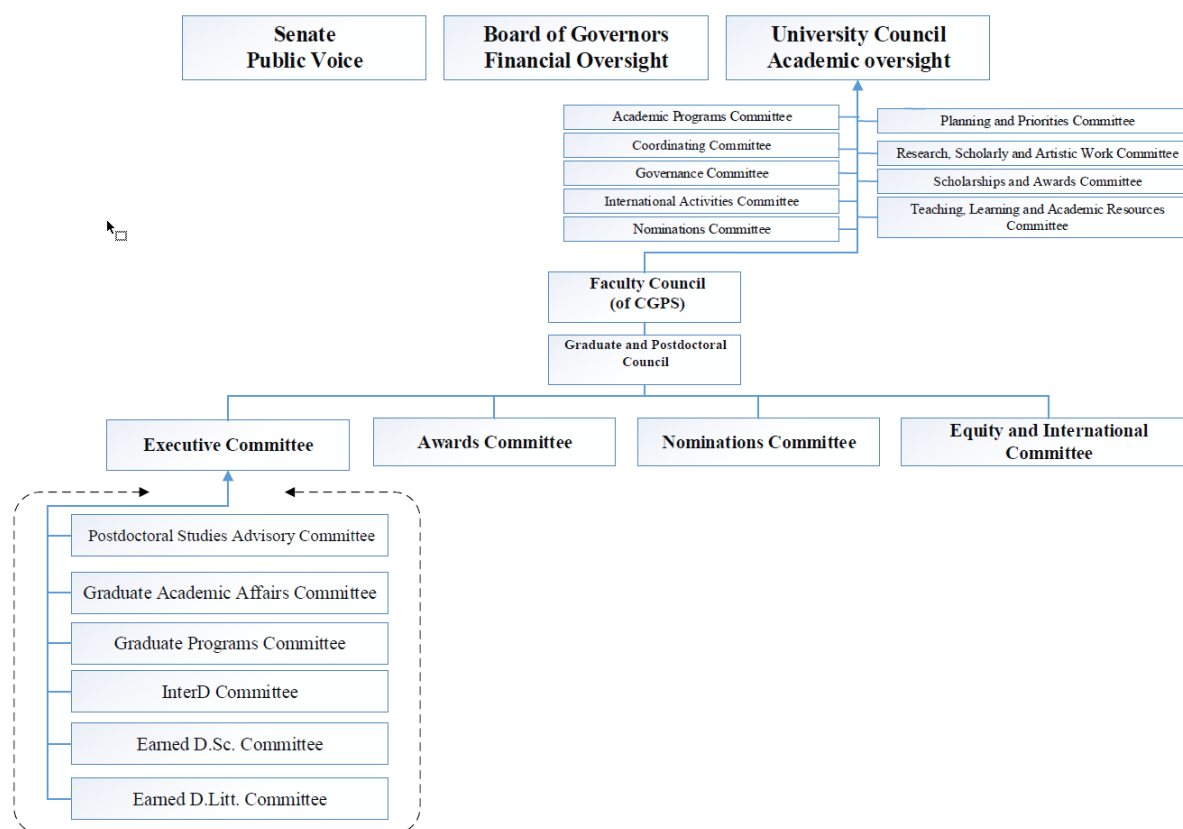


## College Governance

The college name change took effect January 1<sup>st</sup>, 2017. Admissions of students in the fall of 2017 will be admitted as graduate students of the College of Graduate and Postdoctoral Studies. Degrees awarded from October 2017 onwards will be conferred using the new college name.

As the college was undergoing a name change it was a timely opportunity to review its governance structure. Effective February 2017 terms of reference and memberships of all standing committees of the Graduate Council were reviewed renamed and were appropriate had a postdoctoral fellow representative added. A new standing committee of the Executive Council, a Postdoctoral Advisory Committee, was created (see Figure 2). The next step is for CGPS's Faculty Council to approve renaming the Graduate Council to the Graduate and Postdoctoral Council and approve its membership. The College bylaws are also being revised to reflect the College's name change

*Figure 2: 2017 CGPS Governance structure*



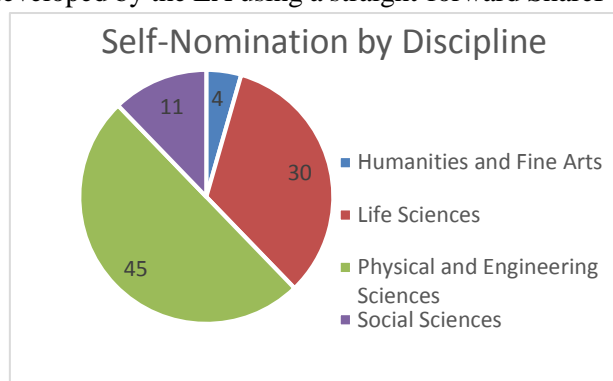


The college continues to work closely with other Colleges and Schools across the campus to attract the best and brightest graduate students from all over the world. Collaboration continues to be a significant element of the college's mandate at all levels.

### College Committees

CGPS will fill 22 vacant committee positions effective July 1. The response to this year's call for nominations saw a 53% increase from last year's process (90 self-nominations to various committees); the success is attributed to a new automation process developed by the EA using a straight-forward SharePoint workflow. Additionally, timelines were moved up to better align with faculty 'assignment of duties'. Committee membership will be announced upon ratification by CGPS Faculty Council on May 9, 2017.

CGPS has shared its process with the College of Arts & Science for their potential future development on a similar self-nomination project.

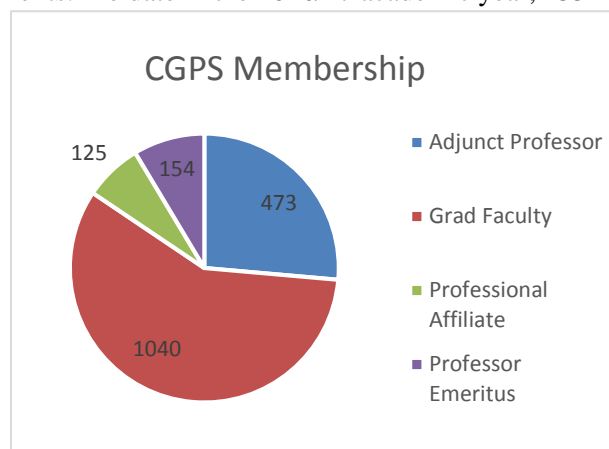


### College Membership

In response to changes in the College of Medicine regarding clinical MD appointments, and to ensure COM MD faculty with active research programs continued to be able to work with graduate students, the College's Graduate Committee approved a new membership status, namely MD Faculty in the College of Graduate and Postdoctoral Studies

As of today CGPS holds 1792 membership appointments. To date in the 2016/17 academic year, 133 new memberships have been processed. This includes 37 Adjunct, 11 Professional Affiliates and 85 regular members. It is interesting to note that of the 85 regular members 21 were MD Faculty Memberships.

Memberships coming due for renewal June 2017 total 254 (or 15% of CGPS membership). All units were notified on March 31 of the renewal process. A new end user automated solution was tested this year with some success. Work continues on the renewal automation project (RAMP); the end state will be realized when both CGPS administration and end-users have an average of two touchpoints.







### **Online Membership Nomination Forms**

- The goal of the online membership is to ultimately have a push/pull automated process using an existing ICT supported platform (namely SharePoint).

The project has been broke into a two-phase project. Phase one was implemented February 2017 whereby fillable forms are initiated by department delegates, the form collects approvals signatures and supports documents digitally; the package is then automated by 'submit-click' process and sent to CGPS. It expected that phase one reduces application turnaround time by approximately 50%.

The process framework for phase-two is being developed by the EA in collaboration with Vice-Provost, Faculty Relations office. Project obstacles currently include SharePoint development, long-term maintenance, security and change management. It is hopeful that these items will be resolved throughout the summer of 2017 and the membership automation plan (MAP) will begin fall of 2017.

### **College Location**

Renovations are currently underway in the Thorvaldson building, previously the Dean of Pharmacy and Nutrition's office space. Currently, our staff are situated in four different locations and we are looking forward to serving our constituents from one central and united location. Largely having everyone in one location will create additional continuity and synergies within the College. The move is expected to take place early July 2017.

### **Revitalization of CGPS Achievement Awards**

It is very important to CGPS to have the ability to recognize the outstanding work of our colleagues. Over the years, interest in the D.Litt. and D.Sc. honorary degrees have waned, thus CGPS has opened the call for nominations to the campus community, and have extended the nomination deadline to May 31<sup>st</sup>. Honourary degrees are expected be awarded at the 2017 fall convocation ceremony.

The initial call for nominations for the Outstanding Supervisor Award was made in March and deadlines have been extended to May 31<sup>st</sup>. This award to date has regained momentum and will be awarded at the fall convocation ceremony.

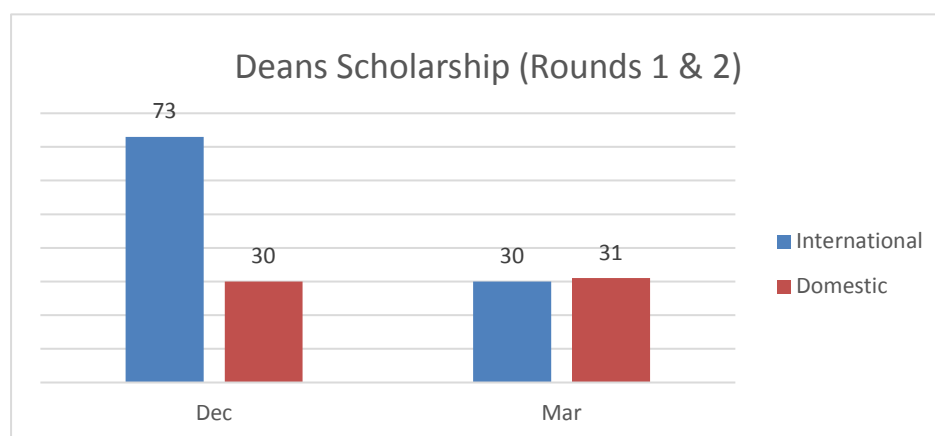
## Scholarships and Awards

The Awards Committee of the College of Graduate and Postdoctoral Studies (CGPS) reviews and adjudicates applications for scholarships and graduate thesis awards. Committee membership is chosen to provide representation across disciplines that align with tri-council funding streams. Externally funded competitions included the Vanier Scholarship as well as SSHRC Doctoral, NSERC Doctoral, CIHR-Canada Graduate Scholarships-Master's, and NSERC Undergraduate Summer Research Awards. Internally funded competitions included the CGPS Dean's Scholarship (1st round in December, 2016; 2nd round in March 2017) and the University Graduate Scholarship (non-devolved) competitions

Highlights include:

- the University received **4** Vanier Awards, **3** were from the SSHRC pool and **1** was from the NSERC pool;
- The University quota for nominations to be considered at the federal level for the NSERC doctoral competition was **20**. The committee reviewed 23 applications and forwarded the full quota to the national level for consideration for NSERC doctoral awards;
- **52** Saskatchewan Innovation and Opportunity Scholarships (SIOS) awarded in partnership with the province of Saskatchewan;
- **15** non-devolved scholarships were awarded;
- **62** NSERC Undergraduate Research (NSERC-USRA) were allocated to the University of Saskatchewan (124 applications were received),
- **40** CGSM tri-agency awards were allocated to the U of S (17 NSERC, 4 CIHR, 19 SSHRC pools respectively) offers of awards were sent to students at the beginning of April;
- 196 applications for the Dean's Scholarship competition (both rounds one and two). Of these Awards Committee offered **21 Master's** (\$378,000) and **53 PhD** (\$2,332,000) Scholarships

CGPS saw nearly a double to the increase of award applications across all pillars of funding. The Chair noted that this is perhaps a reflection of the limited funding at the National level and, in part, due to diminishing success rates in National competitions due to an ever increasing demand on those funds.



## CGSR Student Financial Aid

In 2013/14 graduate student stipends were increased by an average of 9%. The Dean's Scholarship fund (for domestic students) was increased by 38%. The number of scholarships awarded did not increase; however the size of the scholarship did. Devolved and non-devolved funding was increased to both departmentalized and non-departmentalized business units by 62%. Currently (2016/17) we have 92 individuals on a PhD Deans Scholarship, 30% domestic and 70% international. As part of the 2015/16 Student Aid project discussions have centered on a possible addition of tuition to the Dean's scholarship. The current domestic tuition is \$1,300 per term and \$1,950 for international students.

As part of its IP3 CGPS secured \$100K with matching funds of \$50K from the Office of the Vice-Provost Teaching and Learning to establish an Aboriginal Leadership Post-Graduate Award. A committee comprising of Aboriginal faculty, staff and graduate students was struck and terms of reference for the award were developed. The award will be entitled the Métis, First Nations and Inuit Leadership Award and will be awarded based equally on demonstrated leadership, grade point averages and research. The awards will have a value of \$20K plus tuition for a maximum of 4 years at the PhD level and \$16K plus tuition for a maximum of 3 years at the Masters. The awards will be available for both new entry students and current students. Currently (2016/17) we have 270 self-declared aboriginal students, representing 6% of the current graduate student population.

## Internationalization and Recruitment

**Cotutelle Project** On February 7, 2017 CGPS Graduate Council approved the following motion: "To approve the recommendation to Academic Programs Committee approving the Cotutelle program policy as part of the policy 4.9 Dual Degrees, with an effective date of May 1, 2017." This motion has passed was brought forward to APC also in February and will come into effect on the date noted.

In short, the Cotutelle is a dual degree program that is designed (tailor made) for an individual student outside of the regular PhD program offering. In principle the program would be a two (2) university two (2) supervisor collaborative approach with the end result of two (2) degrees from both institutions received by the PhD candidate. Students would be required to satisfy both University's requirements, with a minimum of two (2) years spent at each institution. The assumptions at this point would be that there may be overlap in which the student would be required to pay tuition at both institutions as time finishes with one and picks up at the other. There would be one thesis defended with the committee comprised of supervisors/committee members from both universities. Standards would have to be met by both

**Visiting Research Students** All visiting international graduate students are now enrolled as Visiting Research Students. This is a non-degree program which allow students to visit the university for up to 6 months. It was proposed January 2017 to extend the maximum period of stay for visiting PhD students to one year with a possible extension for a further 6 months to a maximum of 18 months, the main goal being to allow the VRS and faculty member(s) to complete research projects.

## English Proficiency Minimum Requirements

A proposal to align the gap between IELTS and TOEFL scores is currently making its way through CGPS governance. This proposal not only narrows the gap between to two acceptable tests, but also aligns with other institutions as well as the University of Saskatchewan's undergraduate requirements. The proposal identifies an acceptable score of 6.5 for IELTS and 86 for TOEFL respectively.

## Programs and Operations

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**Banner Document Management (BDM)** for admissions rolled out for all academic units effective for September 2017 admissions forward. Although graduate administrators and central staff are still navigating utilizing the new system, we have had very positive feedback about the utility of the BDM product. However, we continue to welcome ongoing feedback as we all experience our first admissions cycle with all units using it.

**The Relationship Management (RMS) project** continues to move forward. Members of the CGPS Leadership Team, along with the Project Lead, are beginning consultation meetings with graduate units in the colleges and departments in February to discuss the Recruit product. We are looking forward to learning more about how we can maximize the value of the product to enhance recruitment efforts and continue to improve admissions processes.

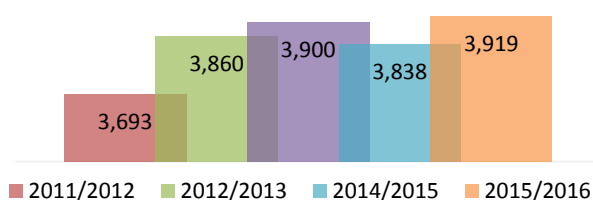
**Graduate Administrators Forum:** Two forums (February/April) were held in 2017. CGPS has held six (6) forums since we began this initiative in 2015. We have found this opportunity to connect more closely with administrators extremely valuable, and we ask that you encourage your graduate support staff to attend and participate.

**Electronic Defense Documentation** CGPS reported in 2016 that it was expected to roll out a SharePoint thesis document management system. This project is currently delayed due to development issues encountered during the project testing phase. We are hopeful that issues identified can be resolved in order to get this project back on track and released to the campus community as seamlessly as possible.

**New Supervisor/Student Agreement Templates** CGPS's Executive committee recently approved a new student/supervisor template for use at the outset of the supervisor/student relationship that may prove to be an extremely useful tool. It clearly outlines reciprocal responsibilities and a means for managing a communicative relationship. It is a fluid document that can change over time and as needs are identified.

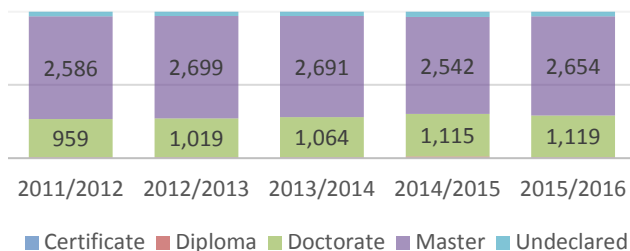
## Student Statistics

**Figure 3: Graduate Academic Enrolment**



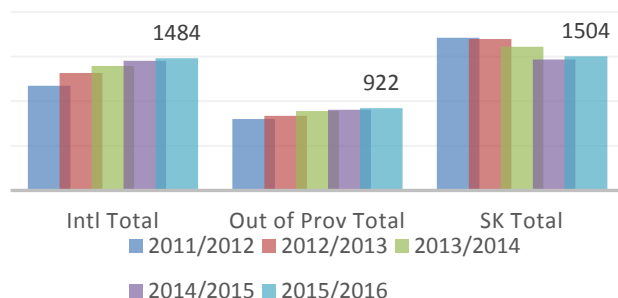
Graduate enrolment is holding at a 2% increase over the 2014/15 academic year (Figure 3) of which 2,654 were MSc students and 1,119 were PhD candidates (Figure 4).

**Figure 4: Enrolment by Program Type**



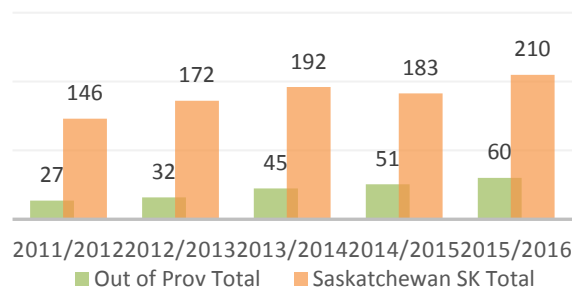
The international student category continues to see an increase (Figure 5; ~ 2% increase in the 2015/16 academic year over last which equates to about 30 students). We saw a 2.4% increase in SK resident student and out of province students saw a marginal increase of 0.2%

**Figure 5: Geographic Demographic**



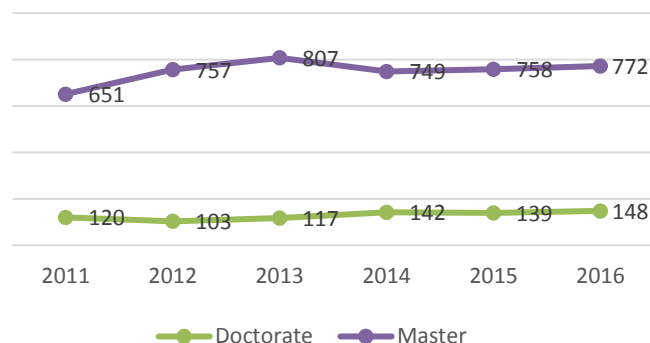
As shown in Figure 6, 270 graduate students self-declared as Aboriginal in the 2015/16 academic year. This is a 13.3% increase over 2014/15 and represents 7% of the graduate student body.

**Figure 6: Aboriginal Demographic**



Since 2011 there have been 5,264 graduate student credentials awarded. In 2016 there were 920 graduate degrees awarded (772 MSc and 148 PhD). This is an overall 2.5% increase from 2015 (Figure 7).

**Figure 7: Graduate Credentials Awarded**



**TO:** University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council

**FROM:** Vivian R Ramsden, Chair, Behavioural Research Ethics Board (Beh-REB)  
Scott Tunison, Co-Chair; Patricia Simonson, Co-Chair

**DATE:** May 17, 2017

**RE:** Annual Report of Behavioural Research Ethics Board Activities  
Reporting Period – May 1, 2016 – April 30, 2017

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The Behavioural Research Ethics Board (Beh-REB) is responsible for the review of all protocols involving human participants which include social, behavioural and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

The purpose of an ethics review of research is to ensure the rights of the participants are respected and protected and that the procedures followed comply with ethical, scientific, methodological, medical, and legal standards (UofS Human Research Ethics Policy (June 2013)).

#### **Summary of Activities:**

The attached spreadsheet describes the overall number of research studies, full board reviews, delegated reviews, exemptions, annual renewals, closures and amendments processed by the Beh-REB in the past reporting year. The Behavioural REB received 457 new research applications in this reporting year. Of these, 90 were considered exempt from human ethics review, because they did not meet the definition of research as defined in the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2014). Submissions are determined to be exempt through consultation between the researcher and Chair. 9 studies were deemed to be “above minimal risk” and required full board review. Decisions to approve a study and / or to recommend changes are by consensus of the Beh-REB at a face to face meeting. From the new studies received, 358 were designated “minimal risk” and were reviewed through a delegated review process (by a sub-committee of 1-3 REB members with expertise in the relevant area and the Chair).

There were 192 requests for amendments to previously approved studies. Examples of amendments include the addition of recruitment material and changes to already approved studies and consent forms. These requests were reviewed only by the Chair, as none were substantive enough to require full board review. The REB also received and reviewed 456 renewal requests for ongoing studies, and 293 study closure reports for studies completed during the reporting period.

There were also 47 exemption letters provided to researchers based on key information where full applications were not received.

### **Events and Opportunities in 2016-17**

1. The Application of the Principles/Values of TCPS 2 Chapter 9 with researchers has increased authentic engagement and access to the knowledge and expertise of the Ethics Specialist (Behavioural); as well as, the Chair and Members of the Beh-REB.
2. The Beh-REB received a minimal number of reported protocol violations/unanticipated problems. These ranged from using the wrong instrument to e-mail messages being sent to every potential participant.
3. In April of 2015, the Beh-REB received concerns from a number of students regarding a course based research project, titled, "The Relation Between Personality Traits and Defense Mechanisms," (Beh file #14-81). The concerns were substantive enough to request a directed audit of the research. The directed audit was carried out internally by the University of Saskatchewan's Division of Audit Services, and specifically focused on the processes around research information collection, information retention and evidence of the obtaining (and withdrawal of) consent. The report was received by the Behavioural REB in May of 2016. Based on the observations made during the review and the risk ratings applied by Audit Services, nothing material was observed that would lead Audit Services to believe the study was not conducted in broad compliance with Research Ethics Board directives. Audit Services identified some areas that would require improvement to ensure effective controls in future research projects, both in the areas of control activities and monitoring. The recommendations were identified in the Audit Report dated May 2016. The file has since been closed.
4. Human Behavioural Compliance Audit of Beh-REB

The objective of the audit was to determine whether adequate systems, practices and controls were in place and applied on a consistent basis to ensure human behavioural research was conducted in an ethical manner. This was an extensive investigation requiring full cooperation and support from the Research Ethics Office (REO) staff.

The Final Report from the Auditor was received on April 11, 2017 which was 18 months after its initiation. The findings ranged from 1 (insignificant) to 5 (potentially catastrophic). In all, 14 recommendations were put forward, one [1] insignificant and 13 were given a moderate rating. The response from the REO has not yet been finalized.

### **Behavioural Research Ethics Board Support Structure and Membership:**

During 2016 and 2017, the daily work of the Beh-REB was carried out by one ASPA II FTE, and one ASPA I FTE with another ASPA I position shared with the Biomedical REB. There was also 1 CUPE FTE who provided administrative support to the entire Human Ethics side of the REO.

Additionally, Beh-REB Chair/Co-Chairs roles are held by:

- Dr. Vivian R Ramsden continues in her role as Chair of the Behavioral REB.
- Dr. Scott Tunison continues in his role as Co-Chair of the Behavioural REB.
- Rev. Patricia Simonson continues in her role as Co-Chair of the Behavioral REB.

The Behavioral Research Ethics Board has members from the following colleges, and departments:

- College of Arts and Science (Psychology, Indigenous Studies, Sociology)
- College of Education (Ed. Psychology and Special Ed.)
- College of Medicine (Family Medicine)
- College of Nursing
- Edwards School of Business

The Behavioural REB also has representation from Saskatoon Public School Board; as well as, four members from the community, one of whom fills the required role as the member knowledgeable in Ethics. Overall, the Beh-REB has a good complement of members but a member from the College of Law would round out the complement. The College will be approached and invited to join the Beh-REB.

### **Research Ethics Committees (REC)**

The following Departments/Colleges have active Research Ethics Committees that report to the Beh-REB:

- Department of Psychology
- Edwards School of Business
- College of Kinesiology (joint with the Biomedical REB)

All RECs will submit Annual Reports to the Beh-REB at the end of July, 2017.

### **Research Ethics Education for REB Members:**

Institutions with research ethics boards are required by the TCPS2 to ensure that REB members are educated in research ethics. REB members and administrative staff require training to keep abreast of changing regulations and new developments in research ethics. The Research Ethics Office educates and trains new members as they join the Beh-REB. All new members meet with the Ethics Specialist (Behavioural) for a one-on-one educational session. Beyond these initiatives, new REB members learn protocol review on-the-job and by consultation with each other and the Research Ethics Office. The Beh-REB continues to promote a “mentoring/buddy system” for new members, in order to aid in the orientation



process. Short education sessions are now scheduled during REB meetings as part of the ongoing education of members.

#### **Research Ethics Conferences:**

- PRIM&R Public Responsibility in Medicine and Research Conference in Anaheim, CA (November 14-16, 2016) was attended by the Vice-Chair and the Ethics Specialist.
- Canadian Association of Research Ethics Boards (CAREB) in Halifax (April, 2017) was attended by the Chair and Co-Chairs and the ASPA I Administrator.

VR Ramsden, S Tunison, and P Simonson presented a Workshop at CAREB entitled, “Integrating the Principles/Values of Chapter 9 into Ethical Reviews”. The presentation went very well and was well received.

#### **Research Ethics and Academic Integrity Education for the Research Community:**

The Research Ethics Office continues to emphasize communication and education regarding research ethics and integrity. A number of Canadian universities have made research ethics training mandatory for researchers doing research with human participants. At present graduate and undergraduate students submitting ethics applications are required to complete the TCPS2 On-Line Tutorial.

The REO receive specific requests from Departments, Colleges, Faculty and researchers for education and training in research ethics. Research Ethics Office staff made educational presentations on REB processes, human research ethics issues and academic integrity to more than 400 members of the campus community. The units visited are listed in the table below, some units received multiple presentations.

<b>REO Presentations and Workshops - Class / Dept / School / College 2016-17</b>	
Native Studies	Northern Governance Class
Dentistry	Nursing Grad Orientation
Medical Residents	SaskPolyTech
Ed Psych	Computer Science
Education [4]	Nursing
School of Public Health [2]	Edwards School of Business
Kinesiology	Psychology
International Centre for Northern Governance	
TOTAL ATTENDANCE ~ 400	

#### **Additional Educational Activities:**

Drs. Vivian R Ramsden and Scott Tunison along with Beryl Radcliffe have had several face-to-face meetings over the past year with researchers and students to discuss their potential research projects and how best to facilitate next steps.

**Issues:**

Tri-Council Compliance: The University of Saskatchewan has signed the Tri-Council MOU that requires researchers receiving funding from SSHRC, CIHR and NSERC to maintain continuous research ethics approval in order to receive their research funds. The REO has systematic processes to ensure continuous ethics approval is in place for the life of a research project which has resulted in a dramatic reduction in non-compliant research, but still this issue remains an ongoing challenge.

**Initiatives in the coming year:**

- Ensure that the Chair has sufficient support to meet the demands of the Behavioural REB e.g. increased time allocation and remuneration as required. Remuneration of Co-Chairs should also be considered.
- Assess the feasibility of required human ethics training for all researchers at the U of S.
- On-going development of the on-line Research Administration System: In May, 2013, Board of Governors approved the UnivRS on-line research platform. The Research Ethics processes will be added in Phase 2, timeline TBD.
- Continue to formalize Behavioural Research Ethics Application with the Saskatchewan Harmonized team to address any clarifications and updates that may be required.
- Pursue further education for the Beh-REB in emerging areas and TCPS2 guidelines.
- Continue to work to improve the communication between the Beh-REB and the research community.
- Continue to work to increase visibility and recognition for the critical work done by REB members on behalf of the University. The work done by REB Members is essential to the University of Saskatchewan as it continues to develop its research capacity.

**TO:** University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council

**FROM:** Dr. Gordon McKay, Chair, Biomedical Research Ethics Board (Bio-REB)  
Dr. Ildiko Badea, Vice-Chair, Biomedical Research Ethics Board (Bio-REB)

**DATE:** May 17, 2017

**RE:** Annual Report of Biomedical Research Ethics Board Activities  
Reporting Period – April 1, 2016 – March 31, 2017

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The **Biomedical Research Ethics Board (Bio-REB)** is responsible for the review of all research ethics applications involving human participants that involve medically invasive procedures; physical interventions and therapies (including exercise and diet interventions), the administration and testing of drugs, natural products or devices, or physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure) and research projects collecting personal health information from medical charts or health records.

The purpose of an ethics review of research is to ensure the rights of the participants are respected and protected and that the procedures followed comply with ethical, scientific, methodological, medical, and legal standards.

#### **Summary of Activities (May 1, 2016 – April 30, 2017)**

The total number of active Biomedical files is approximately 1,006. The attached spreadsheet describes the overall number of research studies, amendments, annual renewals and closure reports, protocol violations and unanticipated problem reports received and reviewed in the past reporting year.

In the past two reporting years the reporting summary was not fully comprehensive. The reports over the last two years were simply a yearly total and lacked information on harmonized review, or the activity of specific units (Clinical Trials Support Unit, Allan Blair Cancer Center). The report did not include activity reflective of each full board meeting within the month and year, the number of protocol violations or any reporting of unanticipated problems. It is important to note that in moving to a more comprehensive report that covers the University fiscal year we are missing one month of board activity (March 3, 2016-April 6, 2016) and represent 34 new studies (5 full board, 18 delegated, 11 exempt protocols). Now that we have moved to this new summary reporting format this shortcoming will not re-occur. We are not reporting direct comparisons of this year's activity to last year due to the change in the monthly reporting period (that results in either over or under reporting of activity in last year or this year) which will be important as reporting occurs through the UnivRS system.

**This change applies to both the Behavioural and the Biomedical REBs.**

## **Review of research**

**New submissions:** 352 new studies were submitted for review to the Bio-REB in this reporting period. Of those, 89 (25%) were considered exempt from human ethics review, as they did not meet the definition of research as defined by the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2014). 76 (22%) of the reviewed research studies were “above minimal risk” and required full board review. 187 (53%) of the studies were considered to be of minimal risk.

Research studies that involve greater than minimal risk must be reviewed by the REB at a face-to-face meeting. The REB reviews above minimal risk studies at regularly scheduled meetings. A deadline for submission precedes each meeting by approximately two weeks.

The Chair holds the primary responsibility of reviewing minimal risk research, and consults with the Research Specialist on all delegated reviews. Delegated review refers to review and approval by the Chair alone or with the assistance of one or more REB members or the research specialist and the Chair. The timeline for review and approval of a delegated review can be as short as 2 days for retrospective studies with no participant contact and up to 2-3 weeks for prospective minimal risk studies with participant contact. For both above minimal risk and minimal risk studies, efforts will continue to be made to increase efficiencies and to reduce further the review to approval timeline.

**Amendments to on-going studies:** Amendments to approved studies are reviewed by either the Chair or the Vice-Chair depending on work load, complexity and risk level of the amendment. Amendments representing more than minimal risk to study participants are reviewed at a full-board meeting, according to regulatory requirements set out by Health Canada and the U.S FDA as well as the USA Office for Human Research Protection (OHRP) and the REB’s Standard Operating Procedures (SOPs). Changes that are administrative in nature, do not affect the risk/benefit ratio to participants or simply update information already present in the consent are reviewed by the Chair or Vice -Chair only. There were 458 requests for delegated amendments while 28 amendments were reviewed by the full board.

For amendments requiring full-board review, all board members are able to access material relevant to the amendment via Share Point. The Vice-Chair is responsible for the presentation and review of these amendments at the meeting.

**Review and re-approval of on-going studies:** As per the TCPS2 2014, the REB has the discretion to set the continuing review period to any time period within the scope of one-year, depending on the nature of the study and the risk/benefit ratio, but the default period remains one year. There were 707 renewals processed through delegated review during this reporting period, while 98 renewal requests required a full board review as required specifically by sponsors, regulatory authorities and the REB’s SOPs. A total of 215 studies were completed and closed during the reporting period.

There were 9 unanticipated problem reports and 11 protocol violation reports received during this reporting period. All Data Safety Monitoring Board (DSMB) reports (total number not tracked) are reviewed by the Chair of the REB and reported to the full board by way of a monthly summary report. In order to be reportable an event must be unexpected, possibly related to participation in the research and suggests that the research places research participants or others at a greater risk of harm.

**Review and exemption of “Quality Assurance/Improvement” studies:** A total of 89 submissions were deemed to be exempt from research review because they were assessed as “Quality Assurance (Q/A) or Quality Improvement (Q/I) Studies.” The Bio-REB Chair/Vice-Chair make a determination that a project is outside the scope of research requiring review (as defined by the TCPS2 2014) via email correspondence or tele-conference several times per week, but only formalize this into an exemption ruling when an application is submitted to the REB.

The main concern in regard to this category of projects remains unchanged from previous reporting years; while it is not usually appropriate to review these projects with a research lens, they are not all free of risk to participants nor exempt of the requirement to be conducted in an ethical manner and in keeping with the Saskatchewan Health Information Protection Act (HIPA). The REB often takes the approach of providing a number of suggestions in keeping with these requirements to accompany the exemption letter.

### **Harmonized Review**

- A total of 30 research ethics applications were handled through the provincial harmonized review processes. This represents an approximate 8.5% of all applications.
- Interprovincial harmonization discussions have now been expanded to full reciprocity for minimal risk studies and a new agreement has been drafted to allow for all minimal risk studies to only require one REB review, either Regina or Saskatoon.
- The REO continues to work with administrators from the UofA and UBC under the Western harmonization of research ethics review between the three institutions. While there is a formal reciprocity agreement in place between the western provinces, more work needs to be done to facilitate ease of review across these provinces, in particular, for multi-site research.

### **Events in 2016-17**

**Audits and Monitoring:** There were 7 visits by external agencies conducted in 2016-17. Of these 2 involved a site audit by Health Canada. The other five visits were either annual monitoring or quality assurance visits related to cancer studies. The Canadian Cancer Trials Group (CCTG) conducted annual site visits in both Regina and Saskatoon of studies that the Bio-REB has ethical oversight. In all cases the studies were shown to be in compliance and no serious concerns were raised. CCTG also conducted a site visit for a CCTG trials MEC5 and BR31 and found no issues. The National Radiography Group (NRG Oncology) conducted a quality assurance audit and gave an acceptable rating and the Children’s Oncology Group (COG) completed a monitoring visit in Saskatoon of studies under the protocols SAALL0932 and

AALL1131. Both studies were viewed as complete and well organized and no issues were identified.

The Bio-REB continues to be the REB of Record for the Saskatchewan Cancer Agency. The current process involves the review of the same study at two different sites, Saskatoon and Regina, presented from two or three different administrators. The administrative work load that arises from ensuring the duplicated files are processed appropriately, yet in tandem, is considerable. This burden may lessen when the REB compliance modules become active in UnivRS.

Clinicians from Allan Blair Cancer Centre continue to serve on the Biomedical REBs, bringing much needed oncology expertise to the boards.

#### **Bio-REB meetings, membership and support structure:**

The daily work of the Research Ethics Office for the biomedical portfolio is carried out by an ASPA II FTE and an APSA I FTE, with another APSA I FTE shared with the Behavioural REB. There is also 1 FTE providing administrative support to the entire Human Ethics side of the REO.

The Bio-REB continues to meet twice per month, through two separate REB's (Bio-REB 1 and II). The past twelve months have seen a numbers of changes in the membership of the Biomedical Research Ethics Board (Bio-REB).

REB Members are volunteers, typically with a three-year appointment. The average workload of each member is a monthly meeting lasting 2 to 3 hours, with 4 to 8 hours of preparation prior to the meeting, reviews of minutes and of other issues arising post-meeting, as well as reviews of delegated research studies. The Chair and Vice-Chair with administrative assistance from the REO staff ensure consistency in the operations of the two REBs.

Some medical sub-disciplines continue to be inadequately represented on the REB and there is a need to recruit additional clinicians in selected areas (e.g. family medicine, and medical genetics) in order to ensure a broad range of clinical expertise, manage conflicts of interest and distribute the burden of serving on the REB among all groups engaged in research. Both Bio-REB I and II meet the membership requirements of the TCPS2 2014, ICH-GCP (Health Canada, Division 5) and OHRP (US).

#### **Educational Activities:**

Institutions with research ethics boards are required by the TCPS2 2014 to ensure that REB members and staff are educated in research ethics. Bio-REB members are also required to complete the Office of Human Research Protection (OHRP) Training Module for Federal Wide Assurance Compliance, the TCPS2 2014 on-line tutorial and are encouraged to complete the McMaster University Chart Review Tutorial. REB members and administrative staff require training to keep abreast of changing regulations and new developments in research ethics. How best to educate REB members continues to be a challenge. New REB members learn to review studies 'on-the-job' and by consultation with each other and the Research Ethics Office.

The REO provides education to REB members through webinars and brief educational initiatives at the beginning of every REB meeting.

#### **Research Ethics Conferences:**

- PRIM&R Public Responsibility in Medicine and Research Conference in Anaheim, CA (November 14-16, 2016) was attended by the ASPA II Specialist.
- Canadian Association of Research Ethics Boards (CAREB) in Halifax (April, 2017) was attended by the Chair and the Ethics Specialist.

**Research Ethics and Education for the Research Community:** The Research Ethics Office continues to emphasize communication and education about research ethics and integrity. A number of Canadian universities have made research ethics training mandatory for researchers doing research with human participants. At present graduate and undergraduate students submitting ethics applications are required to complete the TCPS2 2014 tutorial. The University Committee on Ethics in Human Research (UCEHR) recommended extending this requirement to all researchers.

The REO receives specific requests from Departments, Colleges, Faculty and researchers for education and training in research ethics. Throughout the past year, Dr. Gordon McKay, Dr. Ildiko Badea and Bonnie Korthuis met face-to-face or through tele-conference with researchers from the researcher community to aid in the development of research projects and to discuss ethical issues arising from research.

#### **Research Ethics Committees (RECs)**

The Bio-REB oversees only one Research Ethics Committee (REC) operating at the College level, the Kinesiology REC, which reports jointly to the Biomedical and Behavioural REBs. A full report from the College of Kinesiology REC has not yet been received by the Research Ethics Office.

#### **Success, Issues arising and challenges in the coming year:**

1. The REO recognizes the essential contribution of its Board members and will continue to pursue opportunities to meet their educational needs and to recognize their contributions on behalf of the University.
2. The University of Saskatchewan has signed the Tri-Council MOU that requires researchers receiving funding from SSHRC, CIHR and NSERC to maintain continuous research ethics approval in order to receive their research funds. The REO has a systematic processes in place to ensure continuous ethics approval for the life of a research project which has resulted in non-compliance a dramatic reduction in non-compliant research, but still this issue remains an ongoing challenge.
3. The REB continues to work intra and inter-provincially to explore practical solutions to REB reviews being shared across provinces, especially for multi-site research and the development of common application and consent forms to facilitate cross-provincial review. The difficulty here is that each province has responsibility for its health care, privacy and by extension ethical issues surrounding these activities.

4. The REO will explore the possibility of the UofS Bio-REBs being accredited against the Clinical Trials Ontario (CTO) standards which would facilitate the UofS REB becoming the Board of Record for the province and new provincial RHA.
5. The REO will work to finalize the human ethics review process flowchart that outlines all scenarios related to applications received and the demographics of those submitting such applications whether they be internal or external to the UofS.
6. If the UofS will accept applications from non-affiliated individuals – should an ethics review fee be charged for (a) studies funded by not from an industry sponsor (as those are already covered by the RSEO procedures); and (b) studies that are unfunded?
7. The REO will re-consider its fee structure to include activity related to amendments and renewals especially from industry sponsored studies.
8. The release of the UnivRS on-line system for ethics review will greatly improve efficiencies for both the researchers and the REO. In the short run, there will be challenges in adapting to the new system.
9. The REO in its review of current SOPs recognizes the value in the adoption of the SOPs available through our membership in the Network of Networks N2.



## **Annual Report of the Animal Care Program and University Animal Care Committee**

To the Research, Scholarly and Artistic Work Committee of Council

For the period May 1<sup>st</sup>, 2016 to April 30<sup>th</sup>, 2017

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It is our pleasure to provide the following overview of the key accomplishments and activities of the Animal Ethics and University Animal Care Committee for the period May 1<sup>st</sup>, 2016 to April 30<sup>th</sup>, 2017.

### **RESPONSIBILITIES OF THE UNIVERSITY ANIMAL CARE COMMITTEE**

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The University Animal Care Committee (UACC) must review and approve any use of animals for research, teaching, production, and testing before animal use is initiated for these purposes. In this role, the UACC's primary responsibilities are to provide "informed consent" on behalf of the animals, and to ensure animal welfare, adequate veterinary care, and best practices with respect to animal care and use in compliance with University of Saskatchewan Policy, Canadian Council on Animal Care (CCAC) guidelines, and other applicable regulations and policy. The UACC's responsibilities include insuring that all proposed animal use has been reviewed for scientific or pedagogical merit; that the safety and health of academic staff, animal care staff, and students is considered; and that all individuals directly involved in animal use receive adequate and appropriate training in animal handling, husbandry, and experimental techniques. Such responsibilities promote high quality research. Of equal importance, these responsibilities reflect the perspective of the University which views the use of animals in research, teaching, production, and testing as a privilege, and is committed to insuring that all animal care and use is conducted with exemplary standards in keeping with the national standards set out by the CCAC.

The UACC is administratively supported by the Research Services and Ethics Office (RSEO) Animal Care Program staff. These staff are overseen by the University Veterinarian and include the Animal Welfare Veterinarian, the Senior Advisor, Aquatics, the Lead, Animal Research Ethics, and one half-time and two full-time UACC Animal Technicians. The University Veterinarian reports to the Associate Vice President-Research.

### **SUMMARY OF ACTIVITIES (May 1, 2016 to April 30, 2017)**

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#### ***Review of research protocols, modifications, and renewals***

Approximately 400 U of S protocols are active at any given time, 10 of which are considered "Category of Invasiveness E", the highest level of invasiveness defined by the CCAC. The UACC serves approximately 200 investigators on campus. Our compliance with CCAC guidelines resulted with the renewal of our Good Animal Practice Certificate in 2016, a required achievement for the University to remain eligible to receive Tri-Council funding.

#### ***Development of UnivRS Animal Ethics Module and Integration with Animal Ordering***

The University Research System (UnivRS) is a single web-based system that provides researchers a secure space to collaborate on research projects as well as being the central repository to manage all project funding and compliance activities.

The Animal Ethics group is developing a UnivRS module for the submission, routing, and ethical review of Animal Use Protocols; this aspect is nearing completion. Development is currently focused on enabling the tracking of animal purchase and usage as well as invoicing and other financial aspects. The Animal Ethics module is anticipated to be launched in Fall 2017. The module will streamline and automate the processing of all aspects of Animal Use Protocols, including initial application and routing for signatures, Animal Research Ethics Board review process, Annual Review process, and Four Year Renewal process.

### ***Enhancing Service***

#### *Office Restructuring*

In September 2016, the Research Services and Ethics Office was restructured as a part of continued efforts to provide improved service delivery to faculty, staff, and students. A board certified laboratory animal veterinarian was hired to fill the vacant University Veterinarian position. The University Veterinarian now reports directly to the Associate Vice President – Research and oversees the Animal Ethics Administrative group, including the Animal Welfare Veterinarian, Senior Advisor, Aquatics Research Facilities; Lead, Animal Research Ethics, and three UACC Animal Technicians, which includes the Animal Order Desk.

#### *Animal Ordering*

Animal Ordering is now, very successfully, channeled through the “Animal Order Desk”, operated out of RSEO, in order to streamline animal ordering, track animal numbers for CCAC reporting, and facilitate the acquisition of permits.

In July, 2016, 1.5 FTE UACC Animal Technicians were transferred from Health Sciences Supply Centre to RSEO to coordinate Animal Orders (Purchasing, Acquisition, and Invoicing) and track animal usage. These technicians also administer animal user training, and perform technical duties such as anesthesia.

Animal orders total approximately \$450-500,000 annually. The Animal Order Desk has greatly facilitated compliance to CCAC guidelines with respect to the tracking of animal usage, particularly with fish numbers. Due to their efforts to streamline orders, establish relationships with high quality vendors, and assist with permit acquisition and animal imports across provincial and international borders, the UACC technicians have received very positive feedback from animal users. RSEO considers this new Animal Ordering program to be a tremendous success.

#### *Aquatics Program*

The Aquatics Program underwent considerable development in the past year:

- Standard Operating Procedures were developed that apply to all fish facilities. As part of this, UACC Technicians now perform monthly water quality monitoring for all aquatics facilities and ensure all documentation of husbandry activities is in place. Facility managers are expected to monitor water quality at least weekly and maintain records of husbandry activities and animal health and to communicate issues to RSEO staff in a timely manner.
- Because of regulatory difficulties in federally or provincially importing zebrafish, two zebrafish breeding colonies are maintained on campus as a source of zebrafish for investigators. An animal health monitoring system is in place for these colonies to ensure investigators are aware of any factors that can influence their data.
- A quarantine facility was established to enable investigators to satisfy federal requirements for the

importation of fish. This lengthy process required multiple inspections by the Canadian Food Inspection Agency.

- A Fish User Training course is under development and expected to be offered in Fall 2017.

#### Animal User Training Opportunities

- Rodent Handling, Surgery, and Anesthesia Training Workshops were previously offered on demand but are now offered regularly and at increased frequency - at least monthly - and instructed by the Animal Welfare Veterinarian and/or UACC Technicians, depending on the course
- Fish User Training is under development and will be available in Fall 2017, as previously mentioned
- The Animal Ethics staff deliver animal handling laboratories to ANBIO110 and VLAC 211 students
- The University Veterinarian delivers an Animal Ethics lecture annually to ANBIO110 students
- The University Veterinarian delivered a lecture on Laboratory Animal Medicine to first year veterinarians in their "Survey of Veterinary Medicine" course.

#### Facility Expansion and Development

The UACC Veterinarians and animal facility managers have been consulted and actively engaged in the planning and design of new vivaria across campus. This enables Animal Ethics staff to provide input to help ensure compliance with CCAC guidelines, optimize facility operations and workflow, optimize biocontainment and advise on species-specific requirements, among other aspects. For the past year, input was provided for the following vivaria:

- The Research Wing of the Saskatchewan Centre for Cyclotron Sciences (commissioned November 2016 by the UACC)
- The Collaborative Science Research Building vivarium (ongoing)
- The University of Saskatchewan Livestock Facility Project (ongoing)
  - Beef Cattle Research and Teaching Unit
  - Forage and Cow Calf Research and Teaching Unit.

#### ***Training Initiatives for Laboratory Animal Veterinarians:***

The U of S offers many unique opportunities to engage students in laboratory animal medicine and research. Its diverse research programs, active aquatics program, well-established veterinary pathology program, and unique, state-of-the-art facilities such as Vaccine and Infectious Disease Organization (VIDO)-Intervac (an elevated biocontainment facility), the Canadian Light Source, and the Saskatchewan Centre for Cyclotron Sciences offer ample opportunities and strength of experience for students interested in laboratory animal medicine and research. As such, the Animal Ethics group has taken steps to promote student engagement as follows:

#### Laboratory Animal Residency Program (under development)

A Laboratory Animal Residency Program is under development in collaboration with the Western College of Veterinary Medicine and will be driven by the University Veterinarian. Up to three post-graduate veterinarians will be enrolled at any given time. Through this program, residents will gain research (residents can opt to gain an M.S. or Ph.D. degree), clinical, pathology, and facility management experience and participate in relevant graduate level courses with the goal of qualifying them to sit for the board certification examination offered by the American College of Laboratory Animal Medicine (ACLAM). For the program to be officially recognized, a description of the proposed program will be submitted to ACLAM in October 2017 for their approval.

### Laboratory Animal Medicine Club (for Veterinary Students) (ongoing)

The Animal Ethics group is actively engaged with the recently established WCVN Laboratory Animal Medicine Club (LAM Club). Our University Veterinarian and Animal Welfare Veterinarian have interacted frequently with this group to provide guidance, advice and ideas. Our Animal Welfare Veterinarian presented her career path in a lecture to the group in Fall 2016. The University Veterinarian delivered a lecture on “Replacement Technology in Animal Research” as part of activities organized by the LAM Club for International Biomedical Research Awareness Day (BRAD, April 19, 2017). We are actively working with the club to develop opportunities for job shadowing, other hands-on laboratory animal experience, and potential research projects that foster student interest and knowledge and enhance their chance of acceptance into laboratory animal residencies upon graduation.

### ***International and Community Engagement***

Animal Ethics staff have initiated, coordinated, or collaborated in the development of several activities that will place a very positive international or national spotlight on the U of S Animal Care Program.

### FRAME Training School in Experimental Design and Statistical Analysis

In association with the University of Nottingham, the U of S will host a workshop from May 31-June 2, 2017, “FRAME Training School in Experimental Design and Statistical Analysis”. This interactive school offers direct access to expert tutors, practical experience in designing experiments, networking opportunities, and useful learning material for researchers and other individuals involved with animal use in research.

For some background, FRAME is the acronym for the U.K.-based, “Fund for the Replacement of Animals in Medical Experiments”. FRAME’s ultimate aim is the elimination of the need to use laboratory animals in any kind of medical or scientific procedures, however the group accepts that a total end to their use cannot be achieved immediately and so the group aims to develop better scientific methods to work toward that long term goal.

### CCAC National Workshop

The annual CCAC National Workshop will be held in Saskatoon on June 3, 2017, in conjunction with the FRAME training school. Participants will learn about Three Rs alternatives, exchange common animal care challenges and best practices, and learn about recent developments at the CCAC. The focus of this year’s work shop will be farm animals, but other topics related to new guidelines and policies will also be discussed.

### CCAC Assessment Panel

Our UACC chair, Jane Alcorn, DVM, PhD, remains actively involved in the CCAC and will chair the CCAC Assessment Panel for their triannual site visit to the University of Alberta in May 2017.

### Northwest Territories Euthanasia Training Workshop

Largely driven by faculty from the Western College of Veterinary Medicine, a Euthanasia Training Workshop is currently under development and will be offered in July to individuals in a remote northern community. Community members reached out to RSEO in January 2017 to request training. The University Veterinarian will be one of the instructors.

### ***Triannual CCAC Assessment, 2016***

The CCAC conducts site visits every three years to assess facilities and practices to support institutions in achieving best practices in animal ethics and care. Their standards are CCAC policy statements, guidelines documents, and other CCAC-recognized standards designed to promote the ethical use and care of animals in science. The CCAC conducted their assessment on May 10-12, 2016. Their complete assessment report and the RSEO response to their recommendations are attached. This section also provides an overview of many changes that occurred in the Animal Care and Use Program for the past year.

**Serious recommendations** apply to significant or long-standing weaknesses in the animal ethics and care program. The measures taken and planned in response to these recommendations must be provided to the CCAC within three months of the institution receiving the recommendation. The following serious recommendations were made:

1. *That with respect to the Biology Basement facilities, the proposed plan to upgrade and improve two aquatic rooms to comply with CCAC standards be implemented as planned in a timely manner and that this be done before the reintroduction of aquatic species in these rooms.*

To summarize the University's response to this recommendation, it was stated that a new, Collaborative Science Research Building (CSRB) will be completed by April 30, 2018 that will include a vivarium with a designated aquatics facility. To meet the needs of the researchers and avoid disrupting studies in the meantime, zebrafish remain in these rooms, but stocking densities have been lowered, clutter has been removed, and communication between research and RSEO has improved. Investigators have aligned their record-keeping with standards prescribed in a new Standard Operating Procedures for Aquatics Facilities that was implemented by the Senior Advisor, Aquatics, and water quality is monitored regularly.

**Regular recommendations** apply to weaknesses in the animal ethics and care program. The measures taken and planned in response to these recommendations must be provided to the CCAC within six months of the institution receiving the written recommendations. The following regular recommendations were issued by the CCAC in response to their 2016 visit:

1. *That in an effort to ensure good animal practices, the University of Saskatchewan University Animal Care Committee and/or its subcommittee continue to oversee the development and revision of Standard Operating Procedures (SOPs), be they institutional, investigator-specific, or belonging to affiliated institutions, and that these SOPs be reviewed at least every three years.*

To summarize the University's response to this recommendation, the Education and Training Committee has been tasked with reviewing institutional and affiliated institutional SOPs every three years. Investigator-specific SOPs are reviewed with four year protocol renewals, at minimum.

2. *That the University of Saskatchewan continue to develop a management structure for its aquatic facilities, to ensure that animal ethics and care are overseen by competent and arm's length individuals responsible for:*
  - a. *Regular communication with regards to animal arrivals, animal housing, animal health and welfare matters with veterinarians and the Senior Advisor, Aquatic Research Facilities*
  - b. *Long term capacity and maintenance planning for its aquatic facilities*

- c. *Coordination and standardization of practices across facilities*
- d. *Frequent communication with animal users to ensure that services offered are well understood*
- e. *Ensuring that institutional animal ethics and care and facility management practices and procedures are followed.*

The University has made significant progress with this recommendation. To summarize, the following were implemented:

- A General SOP for U of S Aquatic Research Facilities (addresses recommendation 2.a, b, c, d, and e) was created to standardize operations and husbandry procedures.
- Two designated UACC Technicians (1.5 FTE) visit fish facilities monthly, measuring water quality, ensuring paperwork and SOP compliance, and discussing concerns. The technicians also coordinate orders for fish and track animal numbers (including captured fish) (addresses Recommendation 2.a, c, d, and e).
- An Aquatics LISTSERV was created to enhance communication (addresses Recommendation 2.d).
- Annual or semi-annual meetings of Aquatics Users will be held (addresses Recommendation 2.d).

3. *That the University of Saskatchewan ensure continued maintenance of infrastructure and investment in key personnel in all animal facilities to comply with CCAC standards.*

The University has made the following changes in response to this recommendation:

- The UACC Veterinarians and animal facility managers have been consulted and offered ample opportunity for comment on the planning and design of new vivaria across campus.
- A vacant UACC Technician position was promptly filled in March 2016
- A Diplomate of the American College of Laboratory Animal Medicine was hired to fill the vacant University Veterinarian position.
- 1.5 FTE positions were transferred to RSEO from Health Sciences to serve as dedicated UACC Technicians.
- A new UACC Chair (Jane Alcorn, a researcher and the previous University Veterinarian) was appointed to fill the vacant UACC Chair position.
- The RSEO, University Veterinarian, and UACC Chair are actively assessing the need for a third UACC veterinarian who would assist with the development and post-approval monitoring of AUPs as well as other duties.

4. *That the animal user training program be completed as planned, in particular to include hands-on aquatic training and ensure personnel working with aquatic species possess the knowledge, skills, and competency to perform their tasks prior to commencement of any work involving animals.*

To summarize our response, our UACC Technicians are charged with reviewing and improving the didactic portion of our aquatics course and implementing hands-on training for aquatics users under the oversight and guidance of the Senior Advisor, Aquatics, the University Veterinarian, Animal Welfare Veterinarian, and UACC Chair. We expect to implement this course by mid-fall 2017.

5. *That the crisis management program be completed as planned, and that it includes a communication plan for addressing public and media inquiries on concerns related to animal use.*

To summarize the response, two components of the U of S Crisis Management Program are under development:

- Anonymous Reporting of Concerns (part of a communication plan for addressing public and media inquiries on concerns related to animal use). A link for anonymous reporting of concerns will be placed prominently on the Ethics page of the OVPR website.
- Animal facility-specific Contingency Plans, that will be standard format and integrated with the University's Crisis Management Program.





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

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**PRESENTED BY:**

Jim Germida, Vice-Provost Faculty Relations and  
Chair, JCCP

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** The Cameco Chair in Aboriginal Health Revised Terms of  
Reference

**DECISION REQUESTED:**

That Council approve the Cameco Chair in Aboriginal  
Health as re-envisioned under the new terms of reference and  
recommends to the Board of Governors that the Board  
authorize the approval of the new chair.

**PURPOSE:**

The Cameco Chair in Aboriginal Health will be a physician of Aboriginal ancestry whose work, research, and advocacy will develop and enhance healthcare services for Aboriginal populations in Saskatchewan, as well as support and enhance our knowledge of Aboriginal healthcare issues.

**CONTEXT AND BACKGROUND:**

In 2002 the Royal University Hospital (RUH) Foundation identified the importance of Aboriginal Health and the need to recruit and retain physicians and researchers who could further work in this area in Saskatchewan. Aboriginal health became a funding priority, and the RUH Foundation approached Cameco who became a major donor. An endowment from the RUH Foundation and a donation from the Department of Medicine were included in the proposal, which was approved by University Council and the Board of Governors in 2009. Following the approval of the Cameco Chair the search committee was unsuccessful in recruiting the appropriate candidate, and after a second recruitment failure, the search stalled and was put on hold.

In 2015 the new Dean of Medicine, Dr. Preston Smith, held a discussion with Arla Gustafson, CEO of the RUH Foundation, other past members of the Cameco Chair in

Aboriginal Health search committee, and other representatives of the College of Medicine and Saskatoon Aboriginal health community. The discussion focused on the past difficulties with recruitment and whether the search should be revived. With 73 self-identified aboriginal medical students having graduated from this College of Medicine in the last 10 years as well as graduates from other Canadian medical schools, it was hoped that the new cohort of medical practitioners and researchers would result in more candidates.

In December 2016 a new, expanded Cameco Chair in Aboriginal Health search committee was formed to include additional community members. Boyden Calgary search consultants were contracted to assist with the expected challenges of recruitment. The consultants met with the committee members in January 2017 at a traditional pipe ceremony which launched the new search effort.

The enhancement of Aboriginal programming and scholarship in the health sciences is a priority of the College of Medicine and identified in the College's 2017-2022 Strategic Plan. Aboriginal people constitute the fastest growing segment of Saskatchewan's population and play an increasing role in shaping the province's future. Associated with this burgeoning population is a requirement for increased health care services. A donation from Cameco targeted at Aboriginal health was made to the Royal University Hospital Foundation in 2009 which led to a collaboration with the College of Medicine and this proposal.

#### **CONSULTATION:**

An extensive consultation process was carried out in the development of the proposal for this chair, beginning in 2009 in the Department of Medicine. Following ongoing consultation with the College and the community the vision for the chair has broadened to include other critical areas such as mental health needs and/or chronic disease management in Aboriginal communities. The Chair's role as advocate, and affected communities' involvement in solutions and implementation have also been incorporated.

#### **SUMMARY:**

The establishment of the Cameco Chair in Aboriginal Health supports the University's priority of Aboriginal Engagement. The Chair will help establish research partnerships and projects in the community while acting as a mentor for Aboriginal researchers in the Health Sciences.

The Cameco Chair in Aboriginal Health also supports the College of Medicine's 2017-2022 Strategic Plan, as noted below:

**Mission:** As a socially accountable organization, we improve health through innovative and interdisciplinary research and education, leadership, community engagement and development of culturally competent skilled clinicians and scientists. We will work collaboratively with Indigenous peoples and communities to improve health.

#### **Priorities:**

**Strengthen Research Capacity:** Leverage expertise and opportunities while performing research across the breadth of biomedical sciences, clinical medicine, health systems, and health of populations to create an environment where research can excel.

Social Accountability: Focus on equity and community engagement by interweaving social accountability throughout the college's operations.

Indigenous Health: Respond to the Calls to Action in the Truth and Reconciliation Report and address the health needs of the Indigenous people of Saskatchewan.

**FURTHER ACTION REQUIRED:**

Approval of the Board.

**ATTACHMENTS:**

The Cameco Chair in Aboriginal Health Revised Terms of Reference 2017





## The Cameco Chair in Aboriginal Health

### 2017 Revision

### TERMS OF REFERENCE

<b>Purpose of the Chair:</b>	The Cameco Chair in Aboriginal Health will be a physician of Aboriginal ancestry, with experience in the north and/or with non-northern Aboriginal populations, and with mental health and/or chronic disease knowledge. The chair will understand the principles of community engagement and in consultation with Aboriginal communities will develop and enhance healthcare services for Aboriginal populations and support and enhance knowledge of Aboriginal healthcare issues and needs among Aboriginal and other populations. The chair will act as a liaison and advocate.
<b>Background:</b>	<p>The enhancement of Aboriginal programming and scholarship in the health sciences is a priority of the College of Medicine. This Chair will significantly advance the college's commitment to Aboriginal engagement in this regard, and provides the opportunity to profile both the need for improved Aboriginal health care services, and a model to attract Aboriginal physicians to academic positions within the province.</p> <p>An extensive consultation process was carried out in the development of the proposal for this chair. This began with work focused in the Department of Medicine and more recently has involved a broadened vision for the chair to ensure critical areas such as mental health needs and or chronic disease management in Aboriginal communities, the chair's role as advocate, and affected communities' involvement in solutions and implementation are incorporated.</p>
<b>Objectives of the Chair:</b>	Through a combination of work across inventory development, advocacy, education, sustainability and research facilitation, the chair will ultimately serve to measurably improve health and mental health outcomes in northern and Aboriginal populations in Saskatchewan. Aboriginal people constitute the fastest growing segment of Saskatchewan's populations and are playing an increasing role in shaping the province's future.

Associated with this burgeoning population is a requirement for increased health care services caused by a disproportionate burden of illness experienced by Aboriginal people. Compared to the general population, increased morbidity and mortality rates from many infectious diseases, chronic diseases, maternal/infant disorders and from injuries and social pathologies have been documented. The root causes of many of these problems are poverty, rapidly changing lifestyles, and familial/community/socio-cultural disruption which require societal efforts to address. However, an immediate challenge for an already beleaguered health care system is in providing optimal medical care to Aboriginal people. Primary health care workers are at the forefront of this challenge.

**Tenability of the Chair:**

The Chair will be funded by an annual spending allocation from an endowment created by and held at the Royal University Hospital Foundation (approximately \$3,000,000 expected to be raised, including a gift of \$1,500,000 from Cameco and \$300,000 from the University of Saskatchewan, Department of Medicine).

The anticipated start date of the Chair is TBD.

**Term of Chair and use of funds:**

The term of the chair will be 5 years.

**INVENTORY**

- The primary work of the Chair will be across areas of inventory development, education, advocacy, sustainability and facilitation and sharing of research/innovation knowledge and opportunities, with a limited commitment to clinical practice. Develops inventory of Aboriginal health and mental health supports.
  - Community-engagement approaches/solutions
  - Education and training
  - Services and supports available through healthcare and other organizations
  - Expertise/human resources (natural helpers, healthcare workers, social workers, police, etc.)
  - Research and innovation
- Develops inventory of community-specific issues and needs for identified communities/locations (each community is different and will use/need different approaches and solutions).

**EDUCATION**

- Arranges ongoing capacity building through public education and education in identified communities
  - What mental health is and what supports and compromises it
  - Increased understanding of effective suicide-prevention

strategies (reducing risk factors, promoting protective factors and creating positive community changes)

- Educates healthcare providers and supports involvement of natural caregivers and healers, to help ensure cultural safety in healthcare (Truth and Reconciliation Commission of Canada (TRC) Call to Action #22)
- Advises on curriculum content related to Aboriginal health for learners in undergraduate, postgraduate and graduate education; continuing medical education professional development components; and content for inclusion in medical faculty development programs
- Expand education about Aboriginal health within Aboriginal and broader communities, including impact of residential schools on Aboriginal health and mental health (TRC Call to Action #21)

#### **ADVOCACY**

- As a strong Aboriginal leader in the College of Medicine, plays a significant role in the recruitment and retention of Aboriginal students (there are 9 First Nations and Metis MD graduates this year, since the inception of the Aboriginal Admissions Program there have been 72 graduates in total, and there are currently 31 enrolled in the MD program)
- Advocates on behalf of Aboriginal people in identified locations/communities (TRC Call to Action #20)
- Develops knowledge of individual community needs and advises on and helps to coordinate supports and responses for those specific needs/issues, while involving communities so that their own knowledge, thoughts, ideas and preferences are at the core of solutions and implementation
- Coordinates work and shares information, connecting communities with the resources and supports of Health Regions and other provincial and federal government agencies—a means of achieving this would be through chair's membership on the Northern Health Strategy Working Group (<http://www.spheru.ca/publications/files/NHS- Final-Evaluation-Report-2010>), a group that currently meets twice per year
- Advocates for best use of resources to most effectively support needs
- Advocates for federal government funding of existing and new healing centres (TRC Call to Action #21)\*
- The chair, supported by funding from Cameco through the RUH Foundation, the College of Medicine and Northern Medical Services, ensures all stakeholders are aware of the chair and its ability to effectively navigate the waters of Aboriginal health in Saskatchewan/northern Saskatchewan
- Develops network of community connections in chosen locations

- Supports work that expands the number of suicide-prevention trained “gatekeepers” in communities
- Develops knowledge and advises on best practices, processes, supports and resources (people, training, innovation/research) available for improving Aboriginal health (care and outcomes)

#### **SUSTAINABILITY**

- Develops mentorship opportunities for young people with interest in areas of health/mental health and wellness
- Bolsters those currently providing services in the community that positively impact health— participation-based activities, physical fitness, healthy living, etc.
- Through developed networks and information sharing, supports and enhances continuation and funding of approaches and activities providing measurably positive results

#### **RESEARCH / INNOVATION**

- The chair’s involvement in research will be as a facilitator and knowledge/resource sharer at the community level.
- Acts as a liaison and facilitator to ensure opportunities and innovations stemming from research can be utilized to best advantage leverages Saskatchewan Centre for Patient-Oriented Research (SCPOR) researchers and their work. Saskatchewan is unique in that there is an Aboriginal platform already established in the SCPOR business plan (Indigenous Research and Engagement Expertise Platform, p. 16), as well as College of Medicine Vice-Dean Research as an important touchpoint for broad medical research awareness.
- Creates virtual learning circle using innovative new technologies like telemedicine—in line with provincial government plans to expand funding in this area.
- May have their own program of research as time/skills allow.

#### **CLINICAL**

- Participates in clinical work in Saskatoon

#### **Designation of Selection Committee:**

As designated by the Dean, College of Medicine, the selection committee will include, but is not limited to:

- Dean, College of Medicine (or designate)
- Department Head of Medicine, College of Medicine (or designate)

#### **Designation of Management Committee:**

As designated by the Dean, College of Medicine, the management committee will include, but is not limited to:

- Dean, College of Medicine (or designate)
- Department Head of Medicine, College of Medicine (or designate)



It is also suggested that the Management Committee include representation from the following:

- First Nations and Metis communities, and to include and Elder
- Saskatoon Health Region (CEO or designate)
- RUH Foundation (CEO or designate)
- Vice Chief, FSIN Health & Social Development Secretariat (or designate)

**Management Committee  
Mandate:**

The Management Committee will:

- Oversee the activities of the Chair and approve annual budgets
- Receive annual financial statements of the trust fund
- Receive and review the annual report and financial activities of the Chair
- Provide a copy of the annual report and financial report with commentary as appropriate to the Royal University Hospital Foundation and to the Joint Committee on Chairs and Professorships.

\*TRC Call to Action #21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.



UNIVERSITY COUNCIL  
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS  
FOR INFORMATION ONLY

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**PRESENTED BY:**

**Jim Germida, Vice-Provost Faculty Relations and  
Chair, JCCP**

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Annual Report of the Joint Committee on Chairs and Professorships  
for 2016-17

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Joint/Board Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost and Vice-President Academic or designate with representation from University Council, Board of Governors, Research, Scholarly and Artistic Work Committee of Council, the Vice-President Research or designate, the Vice-President University Relations or designate and the Controller, Financial Services or designate and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

**DISCUSSION SUMMARY:**

Over the course of 2016/2017 JCCP committee reviewed and recommended establishment of the David L. Kaplan Chair in Music, which was subsequently approved by the Council and the Board. In the past year, the JCCP committee worked on revising their guidelines and updating the Policy on Establishing Chairs and Professorships, which was subsequently approved by the Council and the Board. The JCCP committee also approved the Cameco Chair in Aboriginal Health revised terms of reference, which are being put forward for approval to Council and Board at their June 2017 meetings.

**Committee Membership:**

Vice-Provost, Faculty Relations and Chair  
 Board of Governors Representative  
 Vice-President Research Designate  
 Research, Scholarly and Artistic Work  
 Member of Council Representative  
 University Secretary's Designate  
 Controller, Financial Services

University Advancement Designate

Jim Germida  
 Daphne Arnason  
 Kevin Schneider  
 John Gordon  
 Ravi Chibbar  
 Sandra Calver  
 Terry Summers  
 Lucy Vuong (alternate designate)  
 Jim Traves

**Committee Support:**

Research Services Resource Person  
 Secretary

Laura Zink  
 Anna Okapiec

**ATTACHMENTS:**

None

UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
REQUEST FOR INPUT

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**PRESENTED BY:** Dirk de Boer, chair, planning and priorities committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** **University Integrated Plan**

**COUNCIL ACTION:** For input only

**DISCUSSION SUMMARY:**

The planning and priorities committee has been involved in the development of the university's fourth integrated plan throughout this past year and received a draft version of the plan at its meeting on June 7, 2017. Prior to this meeting, the committee had several discussions on the possible goals and objectives of the plan and the plan template, and provided feedback and direction. The committee chair is also a member of the *ad hoc* planning advisory group constituted to advise the provost and vice-president academic and associate provost, Institutional Planning and Assessment, as the plan is developed.

The four themes of "connectivity, sustainability, diversity, and creativity" are drawn from the *Vision, Mission, and Values* document, and inform the strategies and goals of the plan. There are six goals: "contribute to a sustainable future; prepare our students to be engaged global citizens in tomorrow's world; serve the public good; connect and engage our local and global community; partner in reconciliation; and creatively embrace change.

There is a natural continuity from the university's previous integrated plans to the fourth integrated plan that reflects the past, the present, and the future of the institution. At this point, the time period of the plan, and whether it will be a four-year or five-year plan or some other time period, has not yet been set. The plan departs from previous integrated plans in adopting a more visual approach that highlights specific objectives within the thematic areas. Key measures are being developed to measure progress against the goals and objectives of the plan, but these will be kept in a document separate from the plan.

The plan is intended to be submitted to Council, Senate, and the Board of Governors for approval in October, 2017. Comments and feedback on the draft integrated plan are invited from members of Council and may be submitted to Dirk de Boer at [dirk.deboer@usask.ca](mailto:dirk.deboer@usask.ca)

The planning and priorities committee will share and discuss the input received with the provost and vice-president academic and members of the Institutional Planning and Assessment Office in September.

**ATTACHMENTS:**

1. Institutional Planning Update
2. *Taking Our Place* - draft version of the university integrated plan



## INSTITUTIONAL PLANNING UPDATE

June 12, 2017

### OVERVIEW

The University of Saskatchewan's next institutional plan is under development. The plan will motivate and empower the colleges and units in pursuing priority initiatives and academic plans, while maintaining central direction and unity. Under the four themes of Sustainability, Connectivity, Creativity, and Diversity which emerged from the renewed Mission, Vision, Values statement, and from the initial rounds of consultation, four draft strategic goals have been drafted. They are presented in the attached documentation for consideration and feedback. Below, a summary of the relevant background information, consultation processes, timelines, current state, and next steps are provided for the information of University Council.

### BACKGROUND

In December 2015, President Peter Stoicheff commissioned a task force to consider and redraft our [Mission, Vision, Values](#) statement (which had not been updated since 1993). The result was approved by all governing bodies. The extensive consultation process that was undertaken to renew the Mission, Vision, Values provided the platform for this planning process. From the updated statement, four themes were identified that have guided the draft plan: Sustainability, Connectivity, Creativity, and Diversity.

To further inform the development of the plan, institutional analysis and environmental scans were conducted to outline our current state; assess progress against previous plans (for further information see the [Achievement Record](#)); gauge the political, economic, social, technological, legal, and environmental context within which the U of S operates; and, identify strengths, weaknesses, opportunities and threats. Plan content has now been drafted based on these four themes, environmental scans, input received from Senior Leadership Forum, and the first and second rounds of consultations.

### TIMELINES

The timeframe for development of the plan is as follows:

Phase	Outcome	Timeframe
<b>First consultation</b>	Initiate consultation using the themes to draft goals	Jan to Apr 2017
<b>Draft Plan</b>	Refine institutional goals and embed within plan	Apr to May 2017
<b>Second consultation</b>	Share draft institutional plan with goals embedded	May to Jun 2017
<b>Draft Plan</b>	Refine draft plan based on feedback from stakeholders	Jul to Aug 2017
<b>Plan Approval</b>	Seek final approval from Tricameral Governance Bodies and senior leadership committees	Sep to Oct 2017
<b>Communicate Plan</b>	Announce plan and launch implementation	Nov to Dec 2017
<b>College/unit Planning</b>	Ongoing/annually to ensure continuous relevance	Dec 2017





## CONSULTATION

Although we have been doing quiet work on the plan for quite some time, the visible work began with the a Senior Leadership Forum one-day session in January 2017. Since that forum, the IPA has conducted approximately 50 meetings and consultations with various groups across campus. We've met with student groups, with formal (e.g. Arts and Science Faculty Council) and less formal (e.g. the Indigenous Faculty members) faculty groups, and with staff groups. We also hosted three public consultations which were attended by about 100 people, including a mix of faculty, students and staff.

In order to shape our academic priorities for the coming years, we concentrated consultations in particular with the committees of University Council. We met with those committees three times: the first meeting sought input and reaction to the proposed form of the plan and the four themes; the second focused on identifying goals; and the third round of consultations concentrated on getting feedback on a draft of the plan.

The key question that guided our consultations was: "Given our Mission, Vision, Values, and given your understanding of the University of Saskatchewan (U of S), what are the two or three things that are critical to achieve in the next five to eight years?"

A Planning Advisory Group was also established, which is made up of the Chairs of Council, the Chair of the Board, three associate deans and one dean, one grad student and one undergrad student representative, Communications and two AVPs. This group has been extremely helpful in advising and shaping the plan.

## DRAFT PLAN

Through the collaborative process described above, four draft high-level goals emerged. Each of the goals is intended to be both aspirational and inspirational, and will enable the U of S to take our place as one of the world's best universities. Based on what we heard, objectives were identified for each goal, which will provide additional direction for colleges and units in the creation and refinement of their plans. The themes of Sustainability, Connectivity, Creativity, and Diversity are intended to flow through each of the goals in an informative and potentially evaluative way.

The draft plan is also grounded in two foundational commitments: to partner in Reconciliation with Indigenous communities, which is critical to our sense of place in Saskatchewan; and, to creatively embrace and foster change in order to support and enable the achievement of our strategic goals.

Through our internal consultations, we also heard that embedding Indigenous languages in the plan would be a tangible way to demonstrate our long-term commitment to Indigenization. Indigenization and Reconciliation flows through the four themes. The Cree word Wahkohtowin – Relatedness, a circular relationship, kinship, and interconnectedness – is included in the draft to show our commitment to Reconciliation.







We have contacted the Saskatchewan Indigenous Cultural Centre (SICC) to seek advice on how to approach the incorporation of Indigenous languages into our planning documentation. SICC, a Federation of Saskatchewan Indigenous Nations (FSIN) institution, views these conversations as fitting within the relationship-building activities outlined in the MOU recently signed between FSIN and the U of S.

Indigenous content is being drafted through a consultative process, which is grounded in ceremony. A committee of internal language experts, further supported by the SICC, will work with planning advisors to reflect on the fitting use of Indigenous languages within the plan. Selected language will be reflective of the territory within which the campus serves, and be inclusive of select other language groups. Tentative language groups that will be incorporated include Cree, Michif, Dene, Dakota, and Saulteaux.

In addition, the following has been incorporated into the content of the draft plan:

- An overarching theme of “Taking our Place” which is rooted in our sense of place in Saskatchewan, has arisen throughout the consultation as the U of S’s potential differentiator.
- Key measures and implementation strategies at the institutional level are being identified to ensure overall progress on the plan going forward and will be contained in the work plans which will be developed following adoption of the Institutional Plan.

#### COLLEGE AND UNIT PLANS

Planning processes in colleges and units are each at different stages, which is appropriate. It demonstrates that planning has become part of our regular processes. Work plans, and college and unit plans will be critical to the implementation of the new institutional plan. The new shape of the plan, and our intent to ensure a continuously relevant planning process, and given the university’s move to responsibility centre management, colleges and units will have the flexibility to implement the institutional plan in a way that reflects their unique directions and strategies in alignment with the institutional plan. College and unit plans will no longer need to be approved centrally.

Institutional Planning and Assessment is developing planning toolkits to assist units in this regard to ensure completion for the 2018-19 resource allocation cycle. Direct, cross-functional support and guidance will be provided. Concurrently with drafting of the plan, separate key measures are being identified to ensure tracking of college, unit, and institutional progress toward each goal.

#### NEXT STEPS

By the end of June we will have hosted two come-and-go open houses. We are also intending an electronic call for input to all campus members.

Once feedback has been collected on the draft plan goals and objectives, a final version of the plan will be produced over the summer. This final draft will be shared with the campus community in





September. Additional open houses will be hosted in the fall, when students are back on campus. The final iteration of the plan will be presented in the fall for consideration and final approval by the Board of Governors, University Council, and Senate.

In summary, the Institutional Plan will:

- Ensure a clear strategic direction in light of our current state and the renewed Mission, Vision and Values statement;
- Be a user-friendly, readable plan with agreed upon, realistic, high-level goals; and
- Provide the foundation and guidance for colleges and units to develop and achieve their own strategic plans in alignment with the institutional plan.

For further information or to provide input into the next institutional plan, please visit <http://www.usask.ca/plan/> or contact us at [strategic.plan@usask.ca](mailto:strategic.plan@usask.ca).



# Taking our Place



## Message from the President.

The President will draft this section.

Possible points:

- Connection of the plan to the Mission, Vision, Values
- Reflect overarching theme
- Impact of U of S culturally, socially, and economically
- Future-focused statement

DRAFT





# Mission, Vision, and Values

## Our mission

The University of Saskatchewan advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including the creative arts, to build a rich cultural community. An innovative, accessible, and welcoming place for students, educators, and researchers from around the world, we serve the public good by connecting discovery, teaching, and outreach, by promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens.

## Our vision

We will contribute to a sustainable future by being among the best in the world in areas of special and emerging strengths, through outstanding research, scholarly, and artistic work that addresses the needs and aspirations of our region and the world, and through exceptional teaching and engagement.

We will be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous peoples and communities.



## Our principles

A belief in principles vital to our institution and a commitment to key values—ways of conducting ourselves—constitute the *raison d'être* of our mission and vision.

The University of Saskatchewan community believes in the following principles:

- Academic freedom
- Collaboration
- Commitment to community
- Different ways of knowing, learning, and being
- Diversity, equality, and human dignity
- Excellence
- A healthy work and learning environment
- Innovation, curiosity, and creativity
- Openness, transparency, and accountability
- Reconciliation
- Sustainability

## Our values

The University of Saskatchewan community is committed to acting in accordance with the following values:

- Collegiality
- Fairness and equitable treatment
- Inclusiveness
- Integrity, honesty, and ethical behaviour
- Respect





# Taking our Place

## Wahkohtowin

Since its inception, more than 110 years ago, the University of Saskatchewan has shaped and been shaped by our home province. Our breadth of programing, our specific research achievements and emphasis, and our insistence that the University of Saskatchewan must address the big problems facing the world today, all reflect our roots in Saskatchewan and the educational and research needs of the province.

Even as we have focused on Saskatchewan needs we have been guided by the belief that our students, and the province as a whole, need and deserve a nationally and internationally recognized university. Our benchmarks for achievement are drawn from well beyond the borders of our province – in order that we might better serve the people of Saskatchewan. Our *sense of place* as a foundational part of Saskatchewan’s cultural, social, and economic fabric, has prepared us to *take our place* as one of the world’s best universities.

In more recent years, the sense of place that defines us has led to an insistence that our success must be in partnership with all people of the province including Saskatchewan’s Indigenous peoples. Our institution, situated in Treaty Six territory, and the homeland of the Métis, recognizes that Indigenous people are integral to the identity of the University of Saskatchewan and the province. **Wahkohtowin** – *Relatedness, a circular relationship, kinship, and interconnectedness*, captures our commitment to be a place where Indigenous people are a unique, interconnected part of the whole.

Reconciliation is part of our vision for the University of Saskatchewan, and our strategic plan is informed by this commitment. The work of reconciliation needs to be enacted in all parts of the institution and at every level.

As we seek to truly understand the work of reconciliation we realize that the care, thoughtfulness, and respect which we extend to Indigenous peoples must also be extended to others.

Reconciliation and respect, combined with a commitment to true excellence is the responsibility of everyone. As we take our place amongst the world's best universities we will ensure as we walk together, that we will leave no one area behind.



The four themes of the next institutional plan are drawn from the 2016 mission, vision, and values statement. These themes capture the dynamism necessary for the University of Saskatchewan to take its place as one of the world's best universities. Sustainability requires both growth and restraint; a global university must be diverse, a Saskatchewan university must maintain connection within that diversity and our community; in an increasingly challenging local, national and international milieu creativity will be vital to achieve sustainability, diversity, and connectivity.

The four themes will inform our strategies and goals and be a reference to measure our progress and success.



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# Sustainability

As global citizens, we recognize that economic, social and environmental sustainability is essential and we must contribute to building a sustainable future for the university, the province and the world. Sustainability will inform all that we do – in research, teaching, our finances, in governance, and in ensuring access to post-secondary education.



## Connectivity



We connect our people and ideas through collaborative, engaging, and innovative partnerships that span disciplines and borders to create an exceptional learning community in the province, the nation and the world. Our strong history, resilience, and Saskatchewan spirit connects all that we do and stand for.



# Diversity

Diversity is reflected in our people, programs, and discovery mission. We are at the forefront of Indigenization and inclusion, and we celebrate and invite people of all cultures and backgrounds into our student, faculty and staff community.



# Creativity

Creativity drives innovation, piques curiosity, and encourages discovery with impact - a multidisciplinary approach to solving tomorrow's problems. Creativity is inspired in a nurturing academic environment that allows flexibility, supports dynamic thinking and accommodates risk taking in all areas of the university including teaching, research, scholarly, and artistic works.



**In order to take our place amongst the best universities in the world, we will:**



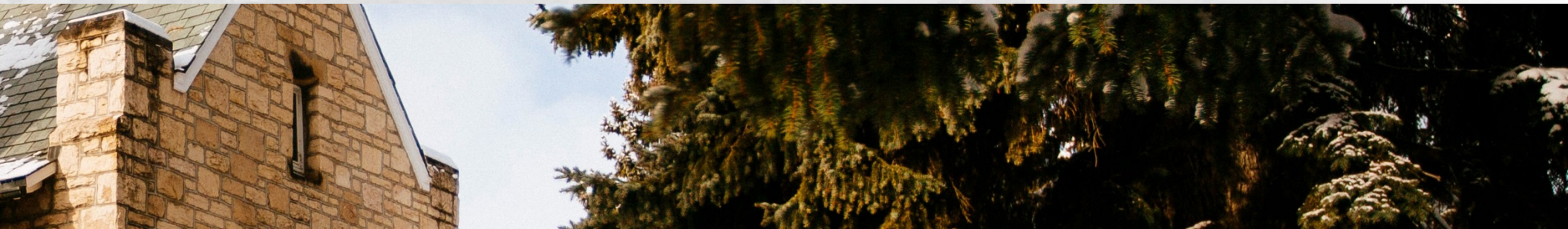


# Contribute to a Sustainable Future

## Potential Objectives

- Model environmental, social, and financial sustainability.
- Holistically and responsibly diversify our revenue base.
- Reflect diversity and inclusivity throughout our institution.
- Develop and maintain our land, buildings, and infrastructure in a socially, environmentally, and financially sustainable manner.
- Strategically grow our undergraduate and graduate student populations balanced with our resources and capacity to support and maintain exceptional quality in academic and non-academic experiences.

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# Prepare our Students to be Engaged Global Citizens in Tomorrow's World

## Potential Objectives

- Optimize the learning experience of every student.
- Challenge our students intellectually and care for them individually.
- Nurture a supportive, exceptional environment with an intentional focus on wellness throughout the learning lifecycle.
- Foster reciprocal learning partnerships with community organizations and businesses.
- Continue to create and offer programs that are integrated as a system of learning experiences.
- Support the development of an entrepreneurial, problem-solving culture for students.
- Enhance student learning by providing research opportunities to undergraduates.







# Serve the Public Good<sup>435</sup>

## Potential Objectives

- Be nationally and globally recognized for our innovative leadership in key areas of interdisciplinary research, scholarly and artistic work.
- Enhance academic and research performance and collaboration within, between, and across all academic units.
- Expand the application of our research enterprise.
- Engage with our local, national, international and Indigenous communities to bring creative and innovative solutions to the problems of today and tomorrow.
- Be the university-of-choice for graduate students and Post-Doctoral Fellows in select disciplines.

# Connect and Engage our Local and Global Community

## Potential Objectives

- Nurture knowledge creation and collaboration across geographic, cultural, and linguistic boundaries.
- Promote our story and successes locally, nationally, and beyond.
- Expand and diversify our alumni connections and donor community.
- Engage community in knowledge creation and knowledge transfer.
- Internationalize the learning experience.

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**Foundational to achieving our  
academic goals, we will:**

# Partner in Reconciliation

## Potential Objectives

- Recognize and respect the importance of collaboration with indigenous communities.
- Increase knowledge sharing, consultation, and collaboration with and between Indigenous and non-Indigenous peoples, communities, and organizations globally.
- Implement the Universities Canada principles on Indigenous education and the Truth and Reconciliation Commission's calls to action that speak to post-secondary institutions.
- Reflect Indigenous ways of knowing in our places, programming and processes.
- Celebrate Indigenous teachers and learners.
- Provide a nurturing, inclusive, and exceptional teaching, learning, and research environment for all our students, staff and faculty reflecting their partnership in reconciliation.



# Creatively Embrace Change

## Potential Objectives

- Re-examine our organizational cultures, structures, processes and systems.
- Strengthen and support leadership throughout the university.
- Ensure innovative connections for students, staff, and faculty across disciplines, colleges, and units.
- Reduce the administrative expectations placed on faculty and academic staff.
- Leverage the opportunities inherent in the breadth of our academic programs and research strengths.

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*USASK.CA/PLAN*

UNIVERSITY COUNCIL  
**PLANNING AND PRIORITIES COMMITTEE**  
**REPORT FOR INFORMATION**

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**PRESENTED BY:** Dirk de Boer, chair

**DATE OF MEETING:** June 22, 2017

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

**COUNCIL ACTION:** For information only

**COMMITTEE TERMS OF REFERENCE**

1. Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice-President Academic.
2. Evaluating College and Unit plans and reporting the conclusions of those evaluations to Council.
3. Recommending to Council on academic priorities for the University.
4. Recommending to Council on outreach and engagement priorities for the University.
5. Seeking advice from other Council committees to facilitate university-wide academic planning.
6. Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the Academic Programs Committee.
7. Balancing academic and fiscal concerns in forming its recommendations.
8. Providing advice to the President on budgetary implications of the Operations Forecast and reporting to Council.
9. Considering the main elements of the Operating Budget and the Capital Budget and reporting to Council.
10. Advising the Academic Programs Committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions.



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

#### **COMMITTEE MEMBERSHIP FOR 2016-2017**

<u>Council Members</u>	<u>Department/Unit</u>	<u>Term Expiry</u>
Dirk de Boer (Chair)	Geography and Planning	June 30, 2019
Greg Wurzer	University Library	June 30, 2017
Ralph Deters	Computer Science	June 30, 2018
Veronika Makarova	Linguistics and Religious Studies	June 30, 2018
Ken Wilson	Biology	June 30, 2018
Peter Phillips	Johnson-Shoyama Graduate School of Public Policy	June 30, 2019

#### General Academic Assembly Members

Joel Bruneau	Economics	June 30, 2017
Susan Whiting	Pharmacy and Nutrition	June 30, 2017
Norman Sheehan	Accounting	June 30, 2019
Catherine Niu	Chemical and Biological Engineering	June 30, 2018
Karen Lawson	Psychology	June 30, 2018

#### Dean

Peta Bonham-Smith	Dean, Arts & Science	June 30, 2017
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#### Sessional Lecturer

Leslie Walter	Mathematics and Statistics	June 30, 2017
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#### Undergraduate Student Member

Emmanuel Barker	VP Operations & Finance, USSU	May 1, 2016 - April 30, 2017
Deena Kapacila	VP Operations & Finance, USSU	May 1, 2017 - April 30, 2018

#### Graduate Student Member

Ziad Ghaith	GSA President	April 30, 2018
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#### Ex Officio (Voting)

Ernie Barber	Interim Provost & Vice-President Academic	
Greg Fowler	Vice-President, Finance and Resources	
Kevin Schneider	Interim Associate Vice-president Research) [VP Research designate]	

#### Ex Officio (Non-voting)

Peter Stoicheff	President	
Lisa Kalynchuk	Chair, Council	



Resource Personnel (Non-voting) – attend all committee meetings

Troy Harkot	Director, Institutional Effectiveness
Jacquie Thomarat	Director, Resource Allocation and Planning
Shari Baraniuk	Interim Chief Information Officer (CIO) and Associate VP Information and Communications Technology (AVP ICT)
John Rigby	Interim Associate Provost, Institutional Planning and Assessment
TBD	President's designate on Aboriginal Matters

Resource Personnel (Non-voting) – attend PPC Capital and Finance Subcommittee meetings

Brad Steeves	Interim Director of Facilities Management Division
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Administrative Support

Sandra Calver (Secretary) Associate Secretary, Academic Governance

**ATTACHMENTS:**

1. Planning and Priorities Committee Annual Report for 2016-17



## **PLANNING AND PRIORITIES COMMITTEE ANNUAL REPORT FOR 2016-17**

The planning and priorities committee (PPC) met on 19 occasions throughout 2016-17. The chair and/or members of the committee also served on subcommittees of PPC (capital and finance subcommittee, centres subcommittee), and on the coordinating committee, the governance committee, the information systems steering committee, CFI advisory committee, and the *ad hoc* planning group constituted to advise on the development of the university integrated plan.

### **COUNCIL ITEMS**

The committee presented the following items to Council for approval:

- *Vision, Mission and Values of the University of Saskatchewan*
- *Centre for Research, Evaluation and Action Towards Equal Justice (CREATE Justice) in the College of Law*
- *Respiratory Research Centre in the College of Medicine*
- *Name Change of the Department of Obstetrics, Gynecology and Reproductive Sciences*

The committee reported on the following items to Council:

- *Report on University Lands and Capital Projects*
- *Report on the Work of the ad hoc Enrolment Subcommittee*
- *2017-2018 Operations Forecast*
- *Policy for Medical Faculty [request for input]*
- *Draft Integrated Plan [request for input]*

### **STRATEGIC AND INTEGRATED PLANNING**

The committee received presentations on the following university-level initiatives and plans and provided feedback:

- *Building Capacity for Collaborative Scholarship at the University of Saskatchewan*
- *International Blueprint for Action*
- *ICT Security Policy*
- *ConnectionPoint*
- *A new approach to University Centres*
- *Library Space Planning*
- *Athletics and Recreation Facilities Master Plan*
- *Campus Master Plan*

### **UNIT REVIEWS**

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

- *Johnson-Shoyama Graduate School of Public Policy*
- *College of Engineering*

## **UNIVERSITY FINANCES and CAPITAL**

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

- *2017/18 Tuition Rates*
- *Responsibility Centre Management (RCM)*
- *Transparency Activity-Based Budget System (TABBS)*
- *2017/18 Provincial Budget*
- *2017/18 University Comprehensive Budget*
- *Student Financial Aid Project Report*
- *2018/19 Operations Forecast*
- *Capital Budget Framework*
- *Update on the Capital Plans of Colleges and Schools*
- *Preventative Maintenance and Renewal Fund*
- *Updates on Major Capital Projects*
- *Capital Renewal Financing Strategies*
- *Capital Project Prioritization Matrix*
- *10-Year Capital Plan*

## **ACADEMIC MATTERS**

### **Notices of Intent**

The committee discussed and provided feedback to proponents on the following notices of intent for new programs and academic unit restructuring:

- *Graduate Certificate in Veterinary Clinical Sciences*
- *Engineering Business Certificate*
- *Jewish and Christian Origins Certificate*
- *Biomedical Sciences Undergraduate Program (BMSC)*
- *Department Merger among the Biomedical Sciences Departments*

## **ACKNOWLEDGEMENTS**

I want to thank the members of the committee for their time preparing for and attending the meetings. Many of the items on the committee's agenda involved a considerable amount of reading, and committee members always came to the meeting fully prepared for thoughtful and in-depth discussions of the issues at hand. These discussions took place in a positive environment marked by collegiality, integrity, and respect for diverse opinions, and I want to thank the committee members for collectively creating this positive environment. I also want to thank the members of the committee executive—Ken Wilson (vice-chair), John Rigby, and Sandra Calver—who attended many additional meetings to plan and coordinate the committee's agendas, and our resource personnel for supporting the committee's activities. Finally, the committee could not have

functioned without our committee secretary, Sandra Calver, and I thank her for her hard work and dedication to the committee.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'Dirk de Boer', with a stylized, flowing script.

Dirk de Boer, chair



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

**PRESENTED BY:** Gord Zello, International Activities Committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Annual Report of the International Activities Committee for 2016-17

**COUNCIL ACTION:** For information only

**INTERNATIONAL ACTIVITIES COMMITTEE OF COUNCIL  
YEAR-END REPORT 2016-17**

The committee met on nine occasions in the 2015-16 academic year.

The International Activities Committee is responsible for:

1. Recommending to Council on issues relating to international activities at the University of Saskatchewan.
2. Encouraging the development of programs and curricula that provide an international perspective on campus.
3. Promoting and expanding scholarly exchange programs for faculty, students and staff.
4. Encouraging interactions with university and education/research institutions outside Canada, thereby fostering new opportunities for University of Saskatchewan stakeholders in international teaching, learning and research.
5. Receiving an annual report on matters relating to international student, faculty and alumni activities from the International Coordinating Committee.

**Committee Membership**

Council Members

Gord Zello (Chair)	Nutrition	2018
Jafar Soltan	Chemical and Biological Engineering	2018
Gap Soo Chang	Physics and Engineering Physics	2017

General Academic Assembly Members

Hongming Cheng	Sociology	2017
Vikram Misra	Veterinary Microbiology	2018
Mirela David	History	2019
Abraham Akkerman	Geography and Planning	2017
Jian Yang	Pharmacy and Nutrition	2017

Other members

Patti McDougall	[Provost designate] Vice-Provost Teaching and Learning ( <i>ex officio</i> )
Diane Martz	[designate for Vice-President Research] Director, International Research and Partnerships ( <i>ex officio</i> )

Renata Huyghebaert	[USSU designate ] VP Student Affairs, USSU
Shailza Sapal	[GSA Designate] VP Student Affairs
<u>Resource members</u>	
Alison Pickrell	Director of Enrolment and Student Affairs
Penny Skilnik	Director of Internationalization and Special Projects, CGPS
Derek Tannis	Manager, International Student and Study Abroad Centre
Secretary:	Amanda Storey, Office of the University Secretary

## Issues and discussions

### *Monthly Updates*

At each meeting, the International Activities Committee (IAC) received monthly updates from International Office, including lists of new international agreements. The committee also invited members from the College of Graduate and Postdoctoral Studies (CGPS) and the Vice-provost Teaching and Learning portfolio to attend meetings and provide regular updates to the committee on international activities in those units.

### *Activities*

#### Internationalization in various colleges

The committee wrapped up its discussion of internationalization in various colleges in Fall 2016. Many of the colleges and units who attended outlined similar concerns about the disparate nature of support for internationalization and the perceived lack of institutional support provided for developing international partnerships and opportunities. These discussions and the concerns and successes raised through these discussions informed the development of the Blueprint for Internationalization

#### Blueprint for Internationalization

Continuing on the work initiated in 2015/16, the OVPR, with support from the CGPS and the VPTL, brought regular updates to the IAC on the development of the Blueprint for Internationalization. The Blueprint was presented to the committee at their May 2 meeting and again at its final meeting of 2016/17. The IAC will present the Blueprint for Internationalization to Council for information.

The international activities committee looks forward to incorporating the vision of the Blueprint into its work in 2017/18.

#### Subcommittee on Evaluating International Partnerships

The IAC worked alongside the International Office on a subcommittee to identify metrics to evaluate the level of engagement with existing international partnerships. The subcommittee evaluated a number of metrics for their usefulness and availability and will work with the new Information specialist in the international office to institute these measures of engagement at the country and institutional level in 2018-19. The metrics will provide a basis for decision making on the management of existing partnerships and the evaluation of new partnerships.

#### Other work



The IAC received updates from the International Office on a presidential trip to China, where agreements were signed with various institutions with existing partners, as well as solidifying relationships with China Scholarship institutions. The IAC also heard about the finalization of agreements with the Confucius Institute, which include a 90-day termination clause and enshrine academic freedom and the values, policies and procedures of the U of S.

The IAC supported the work of its student members, and heard from the GSA about a student survey they conducted to gauge student satisfaction during their time at the U of S, with specific questions focused at different demographic groups, including international students. The USSU representative provided a report to IAC about a trip by members of the USSU to the United Kingdom to meet with the counterparts at a number of institutions to discuss internationalization and support of international students.

The International Office and the International Student Study Abroad Centre reported to the IAC on the Move-On system, which has been implemented to track international agreements and student mobility arrangements. The committee also provided input to SESD on their infographic reporting of international students' enrolment.

The IAC also met a number of times on 2016/17 with John Rigby from the Integrated Planning and Assessment office regarding the form and content of the next integrated plan for the U of S.

### **Acknowledgements**

On behalf of the Committee, I wish to thank all the members of the committee for their thoughtful participation in the Committee's work. I would also like to specifically thank the resource members on this committee, the members of the executive, and Amanda Storey and Roxanne Craig, who provided administrative support to the committee.

Respectfully submitted,

Gord Zello, International Activities Committee of Council



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

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**PRESENTED BY:** Alec Aitken, chair-elect, Teaching, Learning and Academic Resources Committee

**DATE OF MEETING:** June 22, 2017

**SUBJECT:** Environmental Scan – Indigenous Teaching and Learning Experiences

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

In January 2016, the Teaching, Learning, and Academic Resources Committee of Council was tasked by University Council with taking the lead with respect to identifying steps the institution can take to move towards requiring Indigenous Content in all academic degree programs offered at the U of S. Part of TLARC's approach was to conduct an Environmental Scan of Indigenous Teaching and Learning Experiences at the U of S.

**DISCUSSION SUMMARY:**

The Vice-Provost, Teaching and Learning and the Gwenna Moss Centre for Teaching and Learning conducted an environmental scan to gather information on the direction each college/school is taking with regard to learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. Of interest were examples of promising practices that could be compiled and shared with other colleges/schools. Interviews were conducted with Deans and Executive Directors of all schools and colleges in Spring 2016. In the course of these interviews, Deans and Executive Directors outlined current initiatives in their colleges and schools, as well as aspirations and future plans for Indigenization and the resources needed to achieve those future plans.

The findings of the environmental scan centered around four themes that potentially impact the University's ability to support Indigenization. These themes included: (1) learning from each other, (2) the need to move from opportunistic to thoughtful, purposeful programming, (3) the need to shift from course to program-level action, and

(4) leading from where you stand. The report was shared with Deans and Executive Directors, prior to being discussed at TLARC on May 25, 2017.

The environmental scan is one part of the work TLARC is undertaking to address the University Council's directive regarding Indigenous content and representation of Indigenous worldviews in all academic programs offered at the U of S. TLARC is continuing its work on revising the Learning Charter to ensure that the commitment to Indigenous content and representation of Indigenous worldviews are reflected in a foundational university document. This work is aiming to maintain the aspirational nature of the original document while meaningfully incorporating the university's commitment to Indigenizing.

**ATTACHMENTS:**

1. Environmental Scan – Indigenous Teaching and Learning Experiences

## **Environmental Scan – Indigenous Teaching and Learning Experiences May, 2017**

An environmental scan of activities and aspirations in “indigenization” of teaching and learning was undertaken in Spring 2016. Two educational development specialists with expertise in Indigenous education and curriculum design from the Gwenna Moss Centre for Teaching and Learning (GMCTL) were engaged to conduct the scan; respectively, Stryker Calvez and Sheryl Mills. The Vice-Provost, Teaching and Learning sent a letter to the deans and executive directors of all schools and colleges requesting a meeting and outlining the questions that would be asked (see Appendix A). All interviews were scheduled and completed between March and May. On several occasions, additional team members were gathered at the leader’s initiative for the discussion. The interviews focused on gathering information on (1) current initiatives, (2) aspirations and future plans, and (3) resources needed to achieve these future plans. Questions about teaching strategies, course and program learning outcomes, teaching resources, assessment practices, and the philosophy underpinning each initiative were posed. In addition to questions about the overarching approach taken by the college/school, specific questions were framed by Kanu’s (2011) multiple layers of teaching and learning; what is taught (i.e., content), how it is taught and assessed (i.e., instructional design), and the structured learning experiences by which the institution sets and delivers learning programming (i.e., degrees, certificates, professional development). Interviews lasted approximately one-hour.

Data collection was completed through individual observational notes taken by each interviewer. These were compared after the discussions and a single summary of each interview was created. All colleges and schools were provided with an opportunity to review their specific data summary in November/December, 2016. The final aggregated notes were categorized into the three interview focus areas, namely (1) current practice and points of note, (2) aspirations, and (3) next steps, including resources and/or guidance needed. Promising practices were also identified from the current and planned activities. In addition, four key ideas were raised consistently by those interviewed across all contexts and were felt to warrant particular highlighting here.

The University of Saskatchewan has a long history of being a leader in supporting Indigenous students and providing innovative services that increase their ability to achieve academic success. The impact of this University priority was clearly revealed by the environmental scan, which found numerous examples of excellent initiatives, developed to support Indigenous students. Multiple examples from colleges, schools and faculty were provided that demonstrated how Indigenous ways of knowing are being integrated into the curricula; exploring ways of expanding course exercises to include Indigenous knowledge, technology, protocols, and worldviews.

### **The Four Common Themes**

The findings of the environmental scan centered around four themes that potentially impact the University’s ability to support indigenization. While individuals interviewed were at various points in the journey of clarifying direction and leading indigenization efforts, for most, the understanding and operationalization of the term indigenization was in early stages of development. Some, for example, were contending with how reconciliation and indigenization were different or overlapping processes.

### Indigenous Teaching and Learning Experiences

For the purposes of clarity in this report, indigenization will reference institutional process developed to meet the specific needs of students and employees at the University of Saskatchewan. In comparison, reconciliation will reference institutional processes that are aimed at meeting a societal need for strong and supportive relationships between Indigenous and non-Indigenous people (for more information see the Truth and Reconciliation's Calls to Action, 2016).

The following section outlines the findings under each theme by (1) current practice and points of note, (2) aspirations and (3) next steps, including resources and/or guidance needed. In presenting this summary of the interviews it is recognized that, the practical choice to limit interviews to Deans and Executive Directors means the content gathered here will not be a comprehensive picture of activities across our campuses and that examples will have been missed in this scan. While not claiming to be exhaustive, this report does highlight key areas of work that are going on and is intended to start conversations about what may be possible. Wherever appropriate, recommended guidance and thoughts to inform next steps have been added. Where this has been done, these comments are included in italics.

#### **1. *Learning from and with each other***

Current practice/points of note:

- Senior administrators had a shared desire to learn from examples of indigenization at the University of Saskatchewan, including resources from across the campus that could be used to support their own college or school initiatives.
- Relatedly, leaders were seeking a direction regarding what “indigenization” should look like and what actions should be initiated in support of that vision. In some cases, hesitancy was expressed in striking out on their own with a college or school vision. More coordinated direction was sought.
- The importance of working with Indigenous communities and people, both on and off campus, to support college and school indigenization initiatives was unanimously recognized.

Aspirations:

- Strategically include Indigenous student families in program orientation sessions to assist in providing additional support to these students.
- Work with Elders to be available for students/instructors consultations for personal and professional support. Establishing long-term Indigenous collaborations within the College/School was positioned as essential for sustainable reconciliation.
- Sign MOUs with Indigenous communities to establish long-term relationships that include accountabilities for both parties.
- Work with Indigenous Elders, knowledge keepers, and community members who can inform decisions about curriculum, content, and research.
- When working with Indigenous communities, it is increasing being recognized that engaging in reciprocity in knowledge exchanges is a necessary and appropriate protocol to follow. For example, providing educational opportunities to Indigenous communities as presentations, workshops, or courses that engage youth in learning opportunities and promote the University as a career development option (outreach).

## University of Saskatchewan College and School Environmental Scan

### Indigenous Teaching and Learning Experiences

- Engage Indigenous and non-Indigenous faculty and students in critically important dialogue about themselves and the role of Indigenous ways of knowing in postsecondary education.
- Leverage faculty work with Indigenous communities as learning opportunities and experiences for the students. Promote the importance of cultural humility.

#### Next steps:

- A strong need was expressed for development of a clear and achievable vision of what indigenization looks like at the University of Saskatchewan. This was seen as an essential first step in support of colleges and schools beginning their own locally crafted journey.
- In response to calls for examples, a list of promising practices has been compiled from those identified across campus in these interviews. This list is included at the end of this report. Selected items will be identified and further developed into specific case studies that will be made available online as points of reference for those embarking on this work.
- Support for individuals and groups to explore meaningful and reciprocal relationships with Indigenous communities was reported consistently as necessary. *Building support for reconciliation is a complex process and understanding of how this will look and operate at the University of Saskatchewan is still developing. As we are at the beginning of this process, the immediate goal is not to find a solution to past injustices, but to earnestly build positive and genuine relationships between Indigenous and non-Indigenous people and communities. In establishing strong relationships, reciprocal sharing of ideas will become the mechanism for envisioning and supporting an indigenized university. Furthermore, meaningful and reciprocated relationships will model reconciliation to students and assist in supporting our students to become strong, capable and culturally sensitive citizens.*
- Professional development to increase awareness, knowledge and ability to support indigenous ways of knowing, culture and history was seen to be an essential part of the process. *In many contexts personal professional development will be an important foundation for establishing meaningful and respectful relationships with Indigenous communities and envisioning what indigenization might look like in each college and school. See Appendix B for a list of support available through the Gwenna Moss Centre for Teaching and Learning for professional development on our campuses.*

## **2. Need to move from opportunistic to thoughtful, purposeful programming**

#### Current Practices/points of note:

- Numerous promising practices were found across the campus, confirming that the University of Saskatchewan is known across Canada for leadership in this area. As noted earlier, *comprehensive* indigenization strategies or programming was either in early stages of development or not evident across all colleges and schools.
- Interviewees noted that engaging faculty, beyond those who are currently engaged, in thoughtful and purposeful programming was a key issue and essential in progressing any college or school strategy.
- Interviewees noted that a driving factor for most Indigenous learning initiatives and supports

### Indigenous Teaching and Learning Experiences

came from a small number of Indigenous and non-Indigenous faculty and/or staff in their college or school. These individuals were noted as being exceptional in their contributions, engaging and providing innovative approaches to support reconciliation. It was felt that these individuals should and could be better supported by a broader and deeper engagement of faculty and staff (e.g., adequately informed faculty and staff providing direct and indirect support for initiatives and volunteering for committees or at events).

#### Aspirations:

- Development of a strength-based approach for the addition of Indigenous content, instruction, assessment, and learning outcomes to college curricula (e.g., learning activities that support positive and constructive understandings of Indigenous peoples and their multiple worldviews).
- Conducting a college-wide scan of curricula to establish where and how Indigenous content and practice is currently being used in courses. Lessons learned could expand the use of Indigenous knowledge in courses and be foundational in building curriculum programming.
- Consulting with Indigenous students about their experiences to assist in future decisions about Indigenous programming and support.
- Developing the capacity to consult Indigenous experts on- and off-campus in support of college initiatives for reconciliation.
- When appropriate (and following from the existing approach of some colleges), hire Indigenous Student Advisors and staff to support the transition and academic success of Indigenous students and to model the importance of Indigenous inclusion.

#### Next steps:

- *In considering what purposeful programming looks like, it may be helpful for leaders to think about Indigenous curriculum as multiple layers of teaching and learning; i.e., learning outcomes, assessment practices, resources, teaching approaches, and philosophical foundations. See Appendix B of this document for a list of support for curriculum development available at the Gwenna Moss Centre for Teaching and Learning.*

### 3. Need to shift from course to program-level action

#### Current practices/points of note:

- Interviewees shared examples of many courses across campus where Indigenous content was integrated into courses; from modest amounts to at least half the content. Seldom was there reference to strategic decisions made at the program-level to scaffold this material across courses or (re)designing programs to include Indigenous pedagogy, teaching strategies or learning goals throughout degrees, diplomas, or certificates.

#### Aspirations:

- Conducting a college-wide scan of curricula to identify where Indigenous content and practice is currently being used in courses will help clarify the current capability to support a program-level approach and help identify where additional curricula resources are needed



## University of Saskatchewan College and School Environmental Scan

### Indigenous Teaching and Learning Experiences

- Continued improvement of the Arts & Science Aboriginal Student Achievement Program (ASAP) and University Transition Program. These programs assist first-year Indigenous students to improve their academic skills, set career goals, and to connect with a community of like-minded students on campus. These programs are responsive to emerging student needs and adjust programming accordingly and serve as a useful model.
- Ensuring all students attain a minimum level of understanding of Indigenous culture, history, and issues to be good citizens. (This might be framed by college or program as specific learning outcomes or graduate attributes.)
- Developing strategic plans (e.g., 5 year plan) to systematically review and refresh course content to support Indigenous learning outcomes and to increase Indigenous student numbers to match the provincial demographics.
- Reviewing the support provided to Indigenous students (e.g., equity seats and scholarships) to ensure it meets the particular needs of the students and the program.

#### Next steps:

- Integrated and holistic development can occur at the program level by building on the promising practices noted as occurring at the course level. *A program level vision is seen to be important as isolated course-based developments often don't contribute to a learning experience that is substantive enough to correct misunderstandings or ameliorate a lack of knowledge resulting from hundreds of years of colonization. Without a concerted and strategic approach to indigenization throughout colleges and schools, irregular learning experiences, both in frequency and quality, could limit the effective synthesis of Indigenous knowledge and ways of knowing and may permit the continued existence of stereotypes, biases, prejudice, and racism toward Indigenous people. See Appendix B for a list of current support for program development available at the Gwenna Moss Centre for Teaching and Learning.*
- *The work currently being undertaken by the Teaching Learning and Academic Resources Committee of Council (TLARC) to integrate the requirement for meaningful inclusion of learning outcomes related to Indigenous content and experience grounded in Indigenous worldviews into the University's Learning Charter and then ultimately into each program at the institution will assist in informing the vision and direction each college or school may take.*

#### 4. Leading from where you stand

##### Current practices/points of note:

- Leadership was recognized as a crucial element for institution-wide change; it is especially important when changes are related to shifts in worldviews or increased capacity to comprehend and respect worldviews and take action based on different perspectives. Furthermore, those interviewed recognized the challenges that exist in working with faculty and staff to improve their perception and engagement in this priority in relation to all the other competing demands for their time and attention.
- The Library has taken up a view of “leading from where you stand” thus encouraging all faculty and staff to see themselves as having agency to make a difference. This was established through

## University of Saskatchewan College and School Environmental Scan

### Indigenous Teaching and Learning Experiences

a leadership development series. Similar provision of professional development for members of our campus community to help people grow into their potential and broaden their worldviews will provide way-making opportunities for deep and sustained culture change.

#### Aspirations:

- Continue to hire Indigenous faculty and provide strategic support for potential Indigenous candidates through mentorship, collaboration, and support to attain a permanent position.
- Increase visual representation of all Indigenous peoples (not just First Nations), cultures, and histories across colleges. This should be achieved through hiring of Indigenous faculty and staff in key and prestigious roles and by increasing the visual images, artwork, symbols and words across college facilities.

#### Next steps:

- Reconciliation between Indigenous and non-Indigenous people is going to be achieved through relationship building. Each college and school should undertake the process of relationship building with Indigenous communities and people. There are several advantages to this college-lead approach:
  - Colleges and schools can build strong and lasting relationships with Indigenous communities and people that are relevant to college and schools' teaching, student, and research needs.
  - Established relationships with Indigenous communities could lead to opportunities for faculty members to collaborate with community members on research projects. Undergraduate and graduate students can benefit from these projects by learning through involvement or explanation, fostering their development as good citizens as per the learning charter.
  - Indigenous communities benefit from increased respect, improved community circumstances through reciprocal learning experiences, and role modeling the importance and versatility of a University of Saskatchewan education.
  - A college-lead approach to reconciliation enables a greater number of relationships to be created with a broader group of Indigenous communities. As the University is able to work reciprocally with a greater number of Indigenous communities a truer sense of reconciliation will be fostered.

## University of Saskatchewan College and School Environmental Scan

## Indigenous Teaching and Learning Experiences

## Promising Practices

The University of Saskatchewan has a long history of being a leader in supporting Indigenous students and providing innovative services that increase their ability to achieve academic success. The impact of this University priority was clearly revealed by the environmental scan, which found numerous examples of excellent initiatives, developed to support Indigenous students. Multiple examples from colleges, schools and faculty were provided that demonstrated how Indigenous ways of knowing are being integrated into the curricula; exploring ways of expanding course exercises to include Indigenous knowledge, technology, protocols, and worldviews. In celebration of these successes and to promote greater consideration for future initiatives, this report has compiled a list of 'promising practices' found across the campus that support reconciliation and Indigenous student achievement.

## Five Layers of Teaching and Learning

Building reconciliation through education (e.g., Indigenization) should take a multifaceted approach through changes and improvements to curricula and support for Indigenous and non-Indigenous students. Kanu (2011) recommends addressing multiple layers of teaching and learning to achieve the strongest results: (1) what is taught (i.e., content), (2) how it is taught and assessed (i.e., instructional design), and (3) the structured learning experiences by which the institution sets and delivers learning programming (i.e., degrees, certificates, professional development). The environmental scan focused on and found promising practices in the following five approaches to indigenization:

### Indigenization – Promising Practices

The table below summarizes a variety of promising practices that were identified across the University of Saskatchewan. These practices are offered as a tool for reflection when considering college/school indigenization strategies and plans.

<b>Indigenization of Academic Programs &amp; Courses</b>	<b>Materials/Resources/Content</b>	<ul style="list-style-type: none"> <li>• Strategically and purposely create program level learning outcomes that promote knowledge and understanding of Indigenous peoples, histories, cultures, languages, etc.</li> <li>• Thread Indigenous content, themes, and processes of knowing and learning throughout curricula as appropriate</li> </ul>
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## University of Saskatchewan College and School Environmental Scan

## Indigenous Teaching and Learning Experiences

		<ul style="list-style-type: none"> <li>○ e.g., Kanawayihetaytan Askiy (KA) Program</li> <li>• Develop course learning exercises that lead to cultural competency and safety; supports understanding and relationship building between Indigenous and non-Indigenous students and communities<sup>1</sup></li> <li>• Utilize self-reflection exercises (e.g., papers, journals) to help students explore intercultural experiences on and off campus.</li> <li>• Employ strategic student assignments that explore cultural bias, stereotypes, and racism in real-life, through safe and structured experiences</li> <li>• Dedicate Indigenous staff to support Indigenous students</li> <li>• Establish peer mentors and learning communities to support Indigenous students</li> <li>• Develop a specific course to support anti-oppressive disciplines, Indigenous pedagogy, etc. <ul style="list-style-type: none"> <li>○ E.g., a Eurocentric concept of health is a basic premise in many disciplines and, as such, automatically omits and devalues elements that are essential for Indigenous perspectives of health. Developing programming to understand and work with these broader understandings of health is anti-oppressive.</li> </ul> </li> <li>• Develop learning activities that improve student understanding of Indigenous culture: storytelling, governance, use of Indigenous examples to model principles (e.g., load analysis of a travois, birch bark canoe)</li> <li>• Learning through direct experience with invited Indigenous guest lecturers or off campus experiential learning activities</li> </ul>
	Instructional Methods	<ul style="list-style-type: none"> <li>• Aboriginal Student Achievement Program was designed to address the transitional needs of Indigenous students who come to the University of Saskatchewan. The program has improved the educational experiences of all participating students.</li> <li>• Reflection and conversation is an indigenous methodology that can be used in the classroom <ul style="list-style-type: none"> <li>○ Self-reflective learning activities to examine intercultural perspectives and biases</li> </ul> </li> </ul>

<sup>1</sup> Cultural Safety = cultural safety moves beyond the concept of cultural sensitivity; it recognizes and seeks to neutralize power imbalances, institutional discrimination, colonization and relationships with colonizers, as they apply to the health and wellbeing of Indigenous people

## University of Saskatchewan College and School Environmental Scan

## Indigenous Teaching and Learning Experiences

		<ul style="list-style-type: none"> <li>○ Sharing circle to debrief about experiences</li> <li>• Specific activities to provide opportunity to note racism, prejudice, and biases in disciplinary settings (e.g., observational activities, critical reflection)</li> <li>• Indigenous topics taught by invited Indigenous community members</li> <li>• Course activities that emphasize holistic, cooperative, and relational learning</li> <li>• Support peer-mentorship between Indigenous and non-Indigenous students               <ul style="list-style-type: none"> <li>○ Indigenous resource advisor to support faculty and student teaching and learning activities</li> </ul> </li> </ul>
	Inclusive Assessment Practices	<p><b>* No information was provided that supported Indigenous approaches to assessment</b></p> <ul style="list-style-type: none"> <li>• The use of equity seats in the admissions process was frequently discussed when considering assessment of admission for students' scholastic ability before entering University</li> <li>• <i>This has been identified as an area for further investigation. It is possible that this environmental scan missed activities that would fit within this section. Even with this possibility in mind, this is still an area that would benefit from increased attention and future development.</i></li> </ul>
	Program-level Learning Outcomes	<ul style="list-style-type: none"> <li>• Kanawayihetaytan Askiy (KA) Program (formerly, Indigenous Peoples Resource Program); a bridging program for AgBio degrees               <ul style="list-style-type: none"> <li>○ The KA examines basic environmental, legal and economic aspects of land and resource management in Aboriginal communities. The program was developed based on community consultations with Indigenous communities across Saskatchewan and maintains an Indigenous advisory committee.</li> </ul> </li> <li>• Leverage the minimum learning requirements for each graduating student as described in the University of Saskatchewan Learning Charter to guide program development</li> <li>• Specific learning outcomes related to Indigenous worldviews, knowledges, cultures ... e.g.:               <ul style="list-style-type: none"> <li>○ Multiple ways of knowing</li> <li>○ Holism</li> <li>○ Cultural competence (with problem based learning)</li> </ul> </li> <li>• Develop strategic partnerships with other colleges/schools or departments to provide Indigenous student support and services</li> <li>• Strategic MOUs with Indigenous communities and/or members to provide additional</li> </ul>

## University of Saskatchewan College and School Environmental Scan

## Indigenous Teaching and Learning Experiences

		<p>support to students in achieving learning outcomes</p> <ul style="list-style-type: none"> <li>• Collaborate with other postsecondary institutes that can act as a bridge for Indigenous student transfers to college programs</li> <li>• Add intro learning opportunities that teach concepts without relying on advanced skills (e.g., math, terminology) to allow more accessibility for students with less preparation (a structural barrier, not personal barrier)</li> <li>• Offer summer programming to help Indigenous students prepare, connect, and bridge into college programs</li> </ul>
	Underlying Philosophy	<ul style="list-style-type: none"> <li>• Support the University's priority for indigenization and building reconciliation</li> <li>• Recognize and support the diversity found in Indigenous communities</li> <li>• Strategically infuse pedagogy and content across the curricula to achieve learning outcomes; include holistic and contextualized approaches</li> <li>• Select college leaders and core faculty members are beginning to champion systematic improvement of curricula to celebrate and exemplify successes and identify gaps</li> <li>• Build relationships with Indigenous communities to support reconciliation and enable consultation <ul style="list-style-type: none"> <li>◦ Faculty members often establish research partnerships with Indigenous communities, which often evolve into long-term relationships with ongoing benefits for both parties</li> </ul> </li> <li>• Consult Indigenous communities for support for teaching, learning, and research opportunities <ul style="list-style-type: none"> <li>◦ Building reconciliation through education comes from supporting <u>local</u> Indigenous communities' knowledge, culture, practices, language, etc. rather than importing Indigenous knowledge, ideas and support from outside of the local area</li> </ul> </li> <li>• Consult Indigenous communities for help in developing curricula and support programs <ul style="list-style-type: none"> <li>◦ Indigenizing the curriculum means developing Indigenous and non-Indigenous learning experiences that support the University's commitment to reconciliation. This can only be achieved by collaborating with local knowledge keepers and Elders to develop material for courses in a meaningful, respectful, and appropriate manner.</li> </ul> </li> <li>• Develop learning programs that educate students but also support Indigenous community needs <ul style="list-style-type: none"> <li>◦ AgBio's Kanawayihetaytan Askiy Program was developed through consultation and enlisted support to both meet the educational needs of land management as well as those of Indigenous communities.</li> </ul> </li> <li>• Non-Indigenous students benefit from the diverse non-traditional learning approaches that</li> </ul>

## University of Saskatchewan College and School Environmental Scan

## Indigenous Teaching and Learning Experiences

		<p>teach perspective taking</p> <ul style="list-style-type: none"><li>○ For example, environmental science students can benefit from traditional Elders' knowledge of the land, animals, and seasonal patterns. Valuing this type of traditional knowledge can provide new or different perspectives for viewing environmental issues across Canada.</li></ul>
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## University of Saskatchewan College and School Environmental Scan

## Indigenous Teaching and Learning Experiences

Plans,  
Actions or  
Initiatives

- Seeking advice from Indigenous and non-Indigenous students, faculty, and staff for input about achieving the TRC's Calls to Action
- Consultation with Indigenous experts on- and off-campus
- Developing a strength-based approach to adding Indigenous content to curriculum
- Hired Indigenous faculty to support Indigenization initiatives (e.g., KA program)
- Hired Student Advisor for outreach and support for Indigenous students' transition and academic success
- Indigenous students are invited to meet with a college appointed Elder for support
- Building sustainable Indigenous community relationships for research & teaching purposes
  - Developing community course for Kawakatoose First Nation; participating in Spring Feast & Horse Dance
  - Signed MOUs with Beardy's, Okemasis, and Cumberland House First Nations to build sustainable research program opportunities
  - Faculty are using community research for student learning, focused on teaching cultural humility
- Engaging in reciprocity by providing support to communities in return for support for research; e.g., 50/50 split between research and community engagement
- Establishment of a Deans Advisory Committee to explore faculty-staff-student needs, curriculum, content, and environment improvements
- All students take 3 credit units of an approved course that supports an Indigenous learning requirement
- Implement college-level Indigenous learning outcomes to support purposeful and appropriate Indigenous knowledge in course curricula
- Appointment of an Associate Dean Aboriginal Affairs
- Use of Indigenous art, symbols, messages, and language throughout the college to promote diversity, respect, and awareness
- Outreach programming (e.g., science focused)
- Course/programs designed for Indigenous student and community needs (e.g., KA, ASAP, NLC, Aboriginal Justice)
- Dedicated website for Indigenous students and content
- Dedicated study room for Indigenous students, with bannock meals between students and faculty
- Scan of the curricula to identify where Indigenous content was found in courses; provided as a resource for other faculty



## References

- Kanu, Y. (2011). *Integrating Aboriginal perspectives into the school curriculum: Purposes, possibilities and challenges*. Toronto, ON: University of Toronto Press.
- TRC (2016). *Truth and Reconciliation Commission of Canada: Calls to Action*. Retrieved on October 31, 2016 from [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

**University of Saskatchewan College and School Environmental Scan**

**Indigenous Teaching and Learning Experiences**

**Appendix A**

**Letter Sent From Vice Provost of Teaching and Learning to College and School Deans**

Dear <insert Dean's name>,

I write to you with an update on teaching and learning activities with a specific focus on Indigenous content and experiences grounded in Indigenous world views. I also seek to include you and potentially other members of your college in an environmental scan we seek to get underway.

You might remember that at the January meeting of University Council, the Teaching Learning and Academic Resources Committee of Council (TLARC) advanced a three-fold plan: (1) open the Learning Charter with a view to recommending revisions that will build in learning outcomes (expectations) tied to Indigenous content, (2) conduct an environmental scan of what is already happening in colleges and schools with a view to mobilizing supports that will be required, and (3) support colleges in the development and implementation of new or revised programming.

TLARC has begun a process of revisiting the Learning Charter. In my view, it makes sense that we simultaneously commence the environmental scan across campus to take stock within colleges and schools. This environmental scan is a chance to collect high impact practices that have met with success as well as to learn about things that have been tried but met with less success than desired. It is my belief that through this environmental scan, we will be in a position to create a guide of strategies and lessons learned that will benefit the whole of the university.

I want to recognize clearly that I know there are apprehensions regarding the university's move towards Indigenous content. I've watched and listened carefully and the most significant concern amongst students seems to be that the university will use a model that requires every student to have taken a single course (i.e., a single common course for all). I do not support this approach for the entire university. I think the breadth of our academic programs does not lend itself to this model as a "one size fits all". With regard to faculty colleagues, I've seen three primary concerns. First, there is a clear question: How will we (and should we) build learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views into graduate programs? I don't have an answer to that question today but I am committed to working on it and arriving at recommendations that can be discussed and debated. Second, there seems to be a false notion that if the university adopts learning outcomes tied to Indigenous content then this will mean that every course must reflect these learning outcomes. This is simply not true. As is always the case with learning outcomes articulated at the level of degree expectations (as they are in the Learning Charter), every course doesn't have to have Indigenous content but there does have to be sufficient and appropriate Indigenous content across a degree to achieve our aspirations. Third, there are strong concerns about who "can" and who "should" be teaching Indigenous content particularly when the content is considered to be a specialized knowledge. Relatedly, there are concerns about faculty preparedness, confidence, and comfort in achieving learning outcomes tied to Indigenous content. The environmental scan is designed to help us advance beyond the apprehensions that we have and to begin to formulate strategies and actions that will be supportive and effective.

I have asked my colleagues in the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) to undertake the environmental scan with my oversight. As a beginning point, I ask that you entertain a visit from Sheryl Mills and Stryker Calvez for an interview with you. Dr. Mills is a Program and Curriculum

## University of Saskatchewan College and School Environmental Scan

### Indigenous Teaching and Learning Experiences

Development Specialist at the GMCTE and has worked alongside a number of colleges and individual faculty members to support curriculum renewal and related projects including most recently, an initiative in undergraduate research at the first-year level. Dr. Calvez was recently hired as an Education Development Specialist (Aboriginal Engagement and Education) in the GMCTE to support, build capacity, and contribute to the directions the GMCTE is currently taking with our Indigenous Voices programming.

By way of overview, I ask that you schedule a one-hour meeting with Sheryl and Stryker so that they might speak with you about the following general areas:

- (1) What is currently happening in your college or school with regard to Indigenous content?
  - Do you see any promising practices/initiatives in program-level learning outcomes, instructional methods, inclusive assessment practices, materials/resources/content and/or underlying philosophy?
- (2) From a visioning perspective, are there things you would like to see happening?
- (3) In terms of any action items, what plans to you have at this time?
- (4) What supports would be helpful to you to move ahead with your vision and any plans you may have?

I anticipate a couple of things to be true in this environmental scan. First, colleges and schools will be at different places of development with regard to Indigenous content and experiences grounded in Indigenous world views. This is to be expected and, as such, whether you are blazing a trail or needing assistance to get things started, we welcome whatever you have to share. Second, it is unfair to think that Deans and Executive Directors will have all the answers to these questions. Accordingly, as part of their visit, Sheryl and Stryker will be asking you for direction to others in the college/school you think will have knowledge to share and should be consulted.

At the close of the environmental scan there will be a summary document. It is my hope that we have this summary document by May or June. The idea is to share this with TLARC then University Council with a view to wide circulation. Rather than reflecting every bit of information collected from colleges and schools, the goal of the document will be to produce a guide with strategies and an articulation of what supports are needed.

Danette Stang will be contacting you to set up a visit from Sheryl and Stryker. In advance of that visit, they will send you a one-page document with a reminder of the preliminary questions that drive this environmental scan.

If you have questions or advice for me either before or after your visit with Sheryl and Stryker, I welcome this feedback. You can reach me through e-mail [patti.mcdougall@usask.ca](mailto:patti.mcdougall@usask.ca) or by phone 306-966-6203.

Thank you for considering this request.

Patti

**University of Saskatchewan College and School Environmental Scan****Indigenous Teaching and Learning Experiences****Appendix B****Support Available****Gwenna Moss Centre for Teaching and Learning (GMCTL), Indigenous Voices and Curriculum Innovation Programming**

- Increase the confidence and ability of faculty and staff to engage in building and/or supporting reconciliation in the classroom and work environment.
- Professional development to increase awareness, knowledge and ability to integrate Indigenous ways of knowing, culture and history into teaching strategies and content.
- Support for course development including development of learning outcomes, assessment practices, resources, teaching approaches, and philosophical foundations.
- Support for program level curricular development and innovation including philosophical foundations, program level learning outcomes and how assessment practices, resources and teaching approaches map across a system of learning experiences.

Note: We will continue to grow the list of supports to include opportunities in and outside of the GMCTL and make this information available to Colleges and Schools.

**AGENDA ITEM NO: 16.1**

**UNIVERSITY COUNCIL  
SCHOLARSHIP AND AWARDS COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Dr. Donna Goodridge  
Chair, Scholarship and Awards Committee

**DATE OF MEETING:** May 18, 2017

**SUBJECT:** Annual Report to Council: Undergraduate and Graduate Scholarships and Awards

**COUNCIL ACTION:** For information only

**ORIGIN OF REQUEST AND ADVANCED CONSULTATION:**

This report summarizes the activities of the Scholarship and Awards Committee for two overlapping time periods:

- |              |   |
|--------------|---|
| 1) 2016-2017 | Annual summary of centrally administered <b>and</b> college administered awards distributed to students |
| 2) 2016      | Calendar year description of Committee Activities   |

The Committee has four responsibilities and this report outlines the Committee's activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility.

The Student Finance and Awards Office disbursed approximately \$12.5 million in undergraduate student awards in 2016-2017 on behalf of the Scholarships and Awards Committee of University Council, the college deans, and Huskie Athletics. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries). This annual report also includes information regarding the distribution of graduate awards for the 2016-2017 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.

**DISCUSSION SUMMARY:****Part A – Undergraduate**

**Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.**

This Committee last reported to University Council on June 23, 2016.<sup>1</sup> Since that time, the Committee had four regular meetings during the 2016 calendar year and various subcommittee meetings to select undergraduate recipients for awards with subjective criteria.

**Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.**

Development officers within University Relations and the colleges work with donors to establish new scholarships, bursaries and awards and revise Terms of Reference for previously existing awards. During the 2016-2017 fiscal year, the University of Saskatchewan signed contracts to accept donations establishing 76 new awards for undergraduate students and 13 new awards for graduate students. Of the 76 undergraduate awards, 29 are merit-based, 5 are need-based, and 42 are a combination of merit and need. Of the 13 graduate awards, 11 are merit-based and 2 are a combination of merit and need. Five of the undergraduate awards and two of the graduate awards are for Aboriginal students; one award was created for Aboriginal females.

New Awards (Graduate and Undergraduate) by College	
Agriculture and Bioresources	9
Arts and Science	15
Dentistry	3
Education	7
Engineering	12
Edwards School of Business	11
Huskie Athletics	8
Kinesiology	-
Law	4
Medicine	7
Nursing	3
Pharmacy and Nutrition	1
Veterinary Medicine	5
Multi-College Awards	3
<b>Total New Awards</b>	<b>88</b>

<sup>1</sup>The June 23, 2016 Report to Council was based on data compiled May 12, 2016. \$271,405 in undergraduate student awards was disbursed as part of the 2015-2016 academic year after that date.

**Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.**

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

**Entrance Awards**

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.<sup>2</sup> There were two components to the Entrance Awards cycle in 2016-2017: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships based on their final Grade 12 marks.

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<sup>2</sup> 18 credit units or less of transferable credit if they have attended another post-secondary institution.

Table 1 - Guaranteed Entrance Scholarship Distribution for 2016-2017<sup>3</sup>

Award Tier		Number of Recipients Paid	Total Value
<b>\$3,000 Guaranteed Entrance Scholarship (95% +)</b>			
	Agriculture and Bioresources	31	\$93,000
	Arts and Science <sup>4</sup>	201	\$601,500
	Education	8	24,000
	Engineering	69	\$207,000
	Edwards School of Business	34	\$102,000
	Kinesiology	25	\$75,000
<b>Total \$3,000 Guaranteed Entrance Scholarships</b>		<b>367</b>	<b>\$1,102,500</b>
<b>\$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)</b>			
	Agriculture and Bioresources	17	\$34,000
	Arts and Science	142	\$284,000
	Education	10	\$20,000
	Engineering	49	\$98,000
	Edwards School of Business	28	\$56,000
	Kinesiology	28	\$56,000
<b>Total \$2,000 Guaranteed Entrance Scholarships</b>		<b>274</b>	<b>\$548,000</b>
<b>\$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)</b>			
	Agriculture and Bioresources	46	\$46,000
	Arts and Science	232	\$232,000
	Education	20	\$20,000
	Engineering	68	\$68,000
	Edwards School of Business	62	\$62,000
	Kinesiology	40	\$40,000
<b>Total \$1,000 Guaranteed Entrance Scholarships</b>		<b>468</b>	<b>\$468,000</b>
<b>\$500 Guaranteed Entrance Scholarships (85 – 89.9%)</b>			
	Agriculture and Bioresources	53	\$31,000
	Arts and Science	352	\$176,500
	Education	39	\$1,500
	Engineering	82	\$49,000
	Edwards School of Business	97	\$,000
	Kinesiology	2618	\$13,000
<b>Total \$500 Guaranteed Entrance Scholarships</b>		<b>641</b>	<b>\$320,500</b>
<b>Total Guaranteed Entrance Scholarships</b>		<b>1,750</b>	<b>\$2,439,000</b>

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. Prestigious

<sup>3</sup> Data as of April 17, 2017.

<sup>4</sup> This value includes one recipient who only received half the allotted value.



renewable entrance awards include the George and Marsha Ivany - President's First and Best Scholarships, valued at \$40,000 over four years, and the Dallas and Sandra Howe Entrance Award, valued at \$32,000 over four years.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2016-2017. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, most college-specific awards<sup>5</sup> may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2016-2017<sup>6</sup>

	Number of Recipients <sup>7</sup>	Total Value
<b>University of Saskatchewan Funded Competitive Entrance Awards</b>		
Agriculture and Bioresources	4	\$22,500
Arts and Science	32	\$238,656
Education	1	\$3,000
Engineering	14	\$87,000
Edwards School of Business	2	\$12,000
Kinesiology	2	\$10,500
<b>Total U of S Funded</b>	<b>54</b>	<b>\$371,656</b>
<b>Donor Funded Competitive Entrance Awards</b>		
Agriculture and Bioresources	19	\$106,501
Arts and Science	77	\$290,339
Education	8	\$50,381
Engineering	32	\$161,573
Edwards School of Business	21	\$57,953
Kinesiology	7	\$17,500
<b>Total Donor Funded</b>	<b>164</b>	<b>\$684,247</b>
<b>Total Competitive Entrance Awards</b>	<b>218</b>	<b>\$1,055,903</b>

<sup>5</sup> College-specific entrance award recipients are selected by the Student Finance and Awards Office but are reported in Table 8 - College Administered University of Saskatchewan Undergraduate Awards.

<sup>6</sup> Rounded to the nearest dollar.

<sup>7</sup> Here and elsewhere in this document, each recipient is only counted once on a given table, regardless of the number of awards they received relevant to the table in question.

### Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 specific institutions targeted are offered Transfer Scholarships valued at \$2,500.

Table 3 - Transfer Scholarship Distribution for 2016-2017

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution <sup>8</sup>	\$2,500	0	\$0
85% +	\$2,000	19	\$38,000
80-84.9%	\$1,500	22	\$33,000
78-79.9%	\$1,000	13	\$8,000
<b>TOTAL</b>		<b>54</b>	<b>\$87,000</b>

### Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units<sup>9</sup> or more in 2015-2016 were eligible for the 2016-2017 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (excluding the Transfer Scholarships) distributed to continuing students in 2016-2017.

<sup>8</sup> Incentive institutions include: Athabasca University; Beijing Institute of Technology (BIT), China (Dual degree program, flagship partner institution); Briercrest College; Camosun College; Columbia College; Coquitlam College; Douglas College; Grand Prairie Regional College; Huazhong Agricultural University (HZAU), China (Dual degree program, flagship partner institution); INTI College, Malaysia; Lakeland College; Langara College; Lethbridge Community College; Medicine Hat College; Red Deer College, Saskatchewan Polytechnic; Taylor's College, Malaysia; Xi'an Jiaotong University (XJTU), China (Dual degree program, flagship partner institution). The list of institutions is reviewed annually.

<sup>9</sup> Students registered with Disability Services for Students (DSS) and approved to study on a Reduced Course Load (RCL) are required to complete 12 credit units in the previous fall and winter terms.

Table 4 – Centrally-Administered<sup>10</sup> Continuing Awards Distribution for 2016-2017

	Number	Total Value
<b>University of Saskatchewan Funded Continuing Awards</b>		
Agriculture and Bioresources	36	\$88,916
Arts and Science	481	\$775,701
Dentistry	22	\$41,500
Education	221	\$238,638
Edwards School of Business	68	\$162,465
Engineering	74	\$209,850
Kinesiology	33	\$74,500
Law	55	\$98,999
Medicine	97	\$163,066
Nursing	153	\$204,775
Pharmacy and Nutrition	49	\$101,500
Western College of Veterinary Medicine	37	\$71,500
Graduate Studies and Research <sup>11</sup>	16	\$13,248
<b>Total University of Saskatchewan Funded</b>	<b>1,342</b>	<b>\$2,244,568</b>
<b>Donor Funded Continuing Awards</b>		
Agriculture and Bioresources	11	\$48,054
Arts and Science	103	\$396,300
Dentistry	12	\$17,000
Education	45	\$131,582
Edwards School of Business	16	\$35,850
Engineering	34	\$180,574
Kinesiology	9	\$36,300
Law	21	\$42,550
Medicine	19	\$35,700
Nursing	30	\$73,200
Pharmacy & Nutrition	53	\$116,000
Western College of Veterinary Medicine	19	\$32,000
Graduate Studies and Research <sup>12</sup>	4	\$10,100
<b>Total Donor Funded</b>	<b>376</b>	<b>\$1,155,210</b>
<b>Total Continuing Awards</b>	<b>1,718</b>	<b>\$3,399,868</b>

<sup>10</sup> Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). Also, the Aboriginal Achievement Book Prizes and Aboriginal Students with Dependent Children Bursaries are paid in two installments and counted as such.

<sup>11</sup> There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

<sup>12</sup> There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

### Saskatchewan Innovation and Opportunity Scholarship (SIOS)

The Saskatchewan Innovation and Opportunity Scholarships are part of a provincial government program that matches scholarship money raised by the university to a maximum of \$2 million per year in the areas of innovation and strategic priority to the institution.

*Table 5 – Saskatchewan Innovation and Opportunity Scholarships (SIOS)<sup>13</sup> to support undergraduate students in 2016-2017<sup>14</sup>*

College	Total Payouts	Total Value
Agriculture and Bioresources	11	\$19,750
Arts and Science	27	\$63,750
Education	12	\$12,000
Edwards School of Business	22	\$50,750
Engineering	8	\$12,000
Kinesiology	8	\$10,750
Law	6	\$35,000
Nursing	5	\$2,500
Pharmacy and Nutrition	1	\$500
Graduate Studies <sup>15</sup>	37	\$44,255
<b>TOTAL</b>	<b>81</b>	<b>\$251,255</b>

### University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2015-2016, 186 applications were received. Fourteen of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2015-2016 academic year, was \$250,200. Eligible applicants received \$50 per credit unit they successfully completed. The 2016-2017 USFA Scholarships have not been awarded yet.

*Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2015-2016 Distribution<sup>16</sup>*

	Number of Recipients
Undergraduate	151
Graduate	21
<b>Total</b>	<b>172</b>

<sup>13</sup> Saskatchewan Innovation and Opportunity Scholarships (SIOS) administered by SEDS (including ISSAC). Additional scholarships are administered by Graduate Awards and Scholarships.

<sup>14</sup> Rounded to the nearest dollar.

<sup>15</sup> Includes the Saskatchewan Innovation and Opportunity Scholarships, which are also open to graduate students, awarded by the ISSAC Office.

<sup>16</sup> The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2015-2016 academic year.

### **Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund**

In 2015-2016, there were 142 applications for the ASPA Tuition Reimbursement Fund. One applicant was considered ineligible. Eligible applicants received partial tuition reimbursement for the credit units completed during the academic year of May 1, 2015-April 30, 2016. There was \$183,019 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$45 per credit unit they successfully completed. The total payout for tuition reimbursements in 2015-2016 was \$177,705.00. The 2015-2016 ASPA Tuition Reimbursements have not been awarded yet.

*Table 7 – ASPA Tuition Reimbursement Fund 2015-2016 Distribution<sup>17</sup>*

Number of Recipients	
Undergraduate	127
Graduate	14
<b>TOTAL</b>	<b>141</b>

### **Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.**

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicates the student appeals of revoked awards. There were eight student appeals submitted to the Student Finance and Awards Office during the 2016 calendar year.

Five appeals of decisions regarding awards were initiated as a result of a successful fee appeal made on compassionate or medical grounds. Four of these appeals were based on medical grounds, and one appeal was based on compassionate grounds. In each case, the appellant was allowed to retain his or her award.

One appeal was of a decision regarding a renewable award for which the appellant had not met the renewal criteria, and was an appeal based on medical grounds. Student Finance and Awards staff developed modified renewal criteria consistent with the aims of the awards in question, but that took into consideration the specific circumstances of the appellant, in order to allow the appellant to continue receiving the award. The appellant was additionally unable to meet the requirements for the appellant's award that had been received, due to the appellant having to leave their studies part way through the academic year. The appellant was allowed to keep a portion of the award that had already been used by the appellant to pay for tuition and other university expenses.

<sup>17</sup> According to Article 12.4 of the new Collective Agreement (May 1, 2011 – April 30, 2014), "Effective 1 May 2012, the university will provide an annual allotment of \$180,000 to the TRF." Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of \$360,000. The ASPA executive agreed to divide the \$360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. In May 2016, \$180,000 was received. The ASPA TRF is based on credit units completed in the 2015-2016 academic year.

Two appeals were of decisions regarding Guaranteed Entrance Scholarships for which the appellants were no longer able to meet the eligibility criteria for the awards, and were based on medical grounds. In each case, Student Finance and Awards staff provided conditions consistent with the aims of the award in question under which the award could be retained, should the appellant choose to continue studies at the U of S. One appellant was allowed to keep a portion of the award that had already been used.

### Additional Section: 2016-2017 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not within the purview of the Committee except the requirement that they are created and disbursed in compliance with the Undergrad Awards Policy, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

*Table 8 – College-specific Awards at the University of Saskatchewan 2016-2017* <sup>18</sup>

College	Total Payouts	Total Value
Agriculture and Bioresources <sup>19</sup>	213	\$339,647
Arts and Science <sup>20</sup>	208	\$349,785
Dentistry	21	\$31,200
Education	152	\$144,676
Edwards School of Business <sup>21</sup>	405	\$762,057
Engineering <sup>22</sup>	333	\$654,504
Kinesiology	23	\$27,675
Law	249	\$656,800
Medicine	110	\$385,127
Nursing	67	\$174,591
Pharmacy and Nutrition	77	\$69,010
Veterinary Medicine	140	\$248,336
Huskie Athletics	578	\$857,126
International Student and Study Abroad Centre <sup>23</sup>	439	\$146,395
<b>TOTAL</b>	<b>3,015</b>	<b>\$4,846,929</b>

<sup>18</sup> Number and values reported as of April 17, 2017. Totals are rounded to the nearest dollar.

<sup>19</sup> Numbers include awards and values for College of Agriculture and Bioresources entrance awards administered by Student Finance and Awards.

<sup>20</sup> Number does not include Aboriginal Student Learning Community Award, as the fund is under the University Registrar Organization.

<sup>21</sup> Numbers reported include the Edwards Undergraduate Scholarships and other Edwards-specific entrance awards administered by Student Finance and Awards.

<sup>22</sup> Numbers include awards and values for College of Engineering entering and continuing awards administered by Student Finance and Awards.

<sup>23</sup> Numbers do not include Study Abroad awards and values that are under the Arts and Science organization fund number. Numbers include University of Saskatchewan Student Travel Awards and International Student Bursaries.

## Part B – Graduate

The College of Graduate and Postdoctoral Studies (CGPS) administers approximately \$8 million of centrally funded money for graduate student support. The majority of this funding is allocated between three major scholarship programs: Devolved, Non-Devolved and the Dean's Scholarship programs.

### Funding Programs

More than \$4 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined on the basis of the number of scholarship-eligible students to be funded.

### Devolved Funding Program

"Devolved" refers to an arrangement whereby larger academic units receive an allocation from the CGPS to award to their graduate students at the academic unit level. To be eligible for this pool of funding, departments must have a minimum of twelve full-time graduate students in thesis-based programs on a three-year running average and been awarded two non-devolved scholarships on a three year average.

Allocations to "devolved" departments are determined by a formula created in 1997 and based on the average number of scholarship-eligible graduate students in thesis-based programs during the previous three years in each program, as a proportion of the number of graduate students in all programs averaged over the same three years. Doctoral students beyond the fourth year and Master students beyond the third year of their programs are not counted in the determination. Doctoral students are valued at 1.5 times Master students. Each academic unit participating in the devolved funding program is thus allocated a percentage of the total funds available in the devolved pool.

#### *Allocations for Devolved Graduate Programs for 2016-2017*

Graduate Program	Allocation
<b>College of Agriculture &amp; Bioresources</b>	
Agricultural Economics	\$67,968
Animal and Poultry Science	\$97,913
Plant Sciences	\$122,048
Food and Bioproduct Sciences	\$76,560
Soil Science	\$103,377
<b>College of Arts and Science</b>	
Archaeology	\$31,827
Biology	\$146,668
Chemistry	\$151,083
Computer Science	\$176,908
Economics	\$53,424
English	\$73,271
Geography and Planning	\$97,033
Geological Sciences	\$87,163
History	\$105,295
Mathematics & Statistics	\$47,084



Physics and Engineering Physics	\$110,719
Political Studies	\$47,616
Psychology	\$138,723
Sociology	\$72,506
<b>Edward School of Business</b>	
Finance & Management Science	\$27,660
<b>College of Education</b>	
Educational Administration	\$91,017
Educational Foundations	\$38,788
Educational Psychology and Spec. Ed.	\$91,025
<b>College of Engineering</b>	
Biomedical Engineering	\$83,167
Chemical and Biological Engineering (Chemical)	\$69,418
Chemical and Biological Engineering (Biological)	\$48,340
Civil and Geological Engineering	\$100,439
Electrical and Computer Engineering	\$144,090
Mechanical Engineering	\$175,143
<b>Interdisciplinary Studies</b>	
Interdisciplinary Studies	\$48,391
<b>College of Kinesiology</b>	
Kinesiology	\$74,007
<b>College of Law</b>	
Law	\$25,524
<b>College of Medicine</b>	
Anatomy and Cell Biology	\$39,615
Biochemistry	\$73,753
Community Health and Epidemiology	\$93,493
Microbiology and Immunology	\$39,614
<b>College of Nursing</b>	
Nursing	\$60,548
<b>College of Pharmacy and Nutrition</b>	
Pharmacy and Nutrition	\$106,189
<b>College of Veterinary Medicine</b>	
Veterinary Biomedical Sciences	\$70,849
Veterinary Microbiology	\$54,921
<b>Schools</b>	
School of Environment and Sustainability	\$97,675
School of Public Health	\$50,567
School of Public Policy	\$63,924
<b>Toxicology</b>	
Toxicology	\$70,278
<b>TOTAL</b>	<b>\$3,651,961</b>

### Non-Devolved Funding Program

Departments that do not qualify for the Devolved Funding Program may nominate students for consideration in the campus-wide Non-Devolved Scholarship Program. Effective 09 2013, Non-Devolved Scholarships values were increased from 15K to 16K for the Master's and 18K to 20K for the PhD.

The following awards of new and continuing awards in 2016/2017, as part of the Non-Devolved Funding Program.

*Table 9 – Number and Value of Non-Devolved Funding in 2016-2017*

Anthropology	2 Master's	\$32,000
Art & Art History	3 Master's	\$48,000
Curriculum Studies	1 Doctoral	\$20,000
Education Dean's Office	1 Doctoral	\$20,000
Environmental Engineering	1 Doctoral	\$20,000
ICCC	5 Master's	\$80,000
Health Sciences	3 Doctoral	\$60,000
Linguistics & Religious Studies	1 Master's	\$16,000
Marketing & Management	1 Master's	\$16,000
Pharmacology	1 Master's	\$16,000
Philosophy	1 Master's	\$16,000
Physiology	2 Doctoral	\$40,000
Veterinary Pathology	2 Master's /1 Doctoral	\$52,000
		<b>\$436,000.00</b>

### Teacher-Scholar Doctoral Fellowships

The Teacher-Scholar Doctoral Fellowships provide an annual stipend of approximately \$20,000 and a mentored teaching experience, which is made possible by partnerships with other graduate units and the Gwenna Moss Centre for Teaching Effectiveness. Sixteen doctoral students across campus received this Fellowship in 2016/2017.

### Graduate Teaching Fellowships Program

The College of Graduate and Postdoctoral Studies allocates 47 Graduate Teaching Fellowships (GTF's) in 2016/2017 valued at approximately \$17,100 each for a total of approximately \$828,000. The GTF's are allocated to the 12 colleges with graduate programs based on a formula which takes into account the number of undergraduate course credits, and the number of graduate students registered, in each college.

### Graduate Research Fellowships

The College of Graduate and Postdoctoral Studies introduced the Graduate Research Fellowship program several years ago funded by the Provost's Committee on Integrated Planning. This is a shared-cost program that provides \$8,000 per year to thirty graduate students across campus who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts from external sources.

### **Dean's Scholarship Program**

The Dean's Scholarship Program was created in early spring of 2005 and received an allocation of \$500,000 from the Academic Priorities Fund. This program received another \$500,000 of on-going budget in 2006, which brought the total allocation for this program to \$1,000,000 per year.

In 2015, the value of the Dean's PhD Scholarship increased from \$20,000 to \$22,000 and at the Masters from \$16,000 to \$18,000. Additional funds were provided centrally and increased Deans to \$12 million. An additional 650k was used to create Dean's scholarships for international students.

In 2016/2017, there were one-time additional funds to allocate to the base budget for Dean's scholarships. At the time of this report, 21 Master's (10 Canadian and 11 International) and 53 PhD (20 Canadian and 33 International) students were awarded Dean's and International Dean's Scholarships in 2016/2017. The PhD Dean's Scholarship is valued at \$22,000 per year for three years and the Dean's Master award is valued at \$18,000 per year for two years. This program requires one year of funding (either \$18,000 or \$22,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

### **3.12 The Saskatchewan Innovation and Opportunity Scholarship (SIOS) program (in partnership with the province of Saskatchewan)**

The SIOS was established to provide support for students in emerging fields of study where innovative work is being done. The scholarship includes two components: innovation and academic/research excellence, and targets disciplines as diverse as, but not limited to, mining, biotechnology, environment, engineering, medicine and science programs. Furthermore, the projects must align with one of the six Signature Areas of the U of S, which are (a) Aboriginal Peoples (Engagement and Scholarship); (b) Agriculture (Foods and Bioproducts for a Sustainable Future); (c) Energy and Mineral Resources (Technology and Public Policy for a Sustainable Future); (d) One Health (Solutions at the Animal-Human-Environment Interface); (e) Synchrotron Science (Innovation in Health, Environment, and Advanced Technologies); and, (f) Water Security (Stewardship of the World's Freshwater Resources).

This year, the CGPS offered 47 awards (i.e. 6 at the Master's level; 41 at the PhD level), with a value of Master's set at \$16,000 for one year and value of PhD set at \$20,000 for one year. Almost, \$500,000 of this year's SIOS funding envelope was used for top-ups for national award holders (again, recognizing excellence and innovation).

### **New Faculty Graduate Student Support Program**

The College of Graduate and Postdoctoral Studies administers the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2016/2017, \$140,000 was allocated to eight new tenure-track faculty across campus.

### **Graduate Teaching Assistantships**

In 2016/2017, the College of Graduate and Postdoctoral Studies allocated approximately \$300,000 graduate teaching assistant support to colleges with graduate programs across campus. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual Census data. This fund was established for providing support to Colleges for teaching or duties specifically related to teaching (e.g. marking, lab demonstrations, and tutorials).

### **Graduate Service Fellowships**

The College of Graduate and Postdoctoral Studies created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2016/2017, approximately \$183,000 was allocated for various projects across campus.

### **Sponsored Student Agreements**

The College of Graduate and Postdoctoral Studies has several key agreements with foreign governments to facilitate the recruitment of international students to study at the University on scholarships provided by their own governments. Notable among these are:

- China Scholarship Council (CSC) is a government agency in China, which provides scholarships to Chinese citizens for doctoral and postdoctoral studies abroad. The requirement from the CSC for any student studying abroad is that the host institution must provide a tuition bursary or tuition waiver.
- Vietnam International Education Development (VIED), an arm of the Vietnamese Ministry of Education which provides funding to junior faculty in public universities in Vietnam to go abroad for masters and doctoral programs;
- Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT), an agency within the Ecuadorian government's Ministry of Education, which provides scholarships to Ecuadorian citizens to complete graduate programs overseas.

Through graduate partnership agreements, the CGPS offers various incentives to these students such as a top-up scholarship program for CSC holders, or, a new initiative to provide a language tuition bursary program for VIED holders who attend the USLC U-Prep courses. Over the past five years, there has been over 80 graduate students recruited through these means. There is strong competition among western universities for these students, and, partnership agreements with targeted incentives for qualified students, helps the University of Saskatchewan attract top quality applicants. For 2016/2017, approximately \$55,000 was allocated to these international scholarship programs from CGPS.