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Spring Convocation: June 1-4, 2015 Fall Senate: October 17, 2015
Fall Convocation: October 24, 2015 Spring Senate: April 23, 2016



*Minutes of Senate
9:30 am, Saturday, October 18, 2014
Exeter Room, Marquis Hall*

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

The chair called the meeting to order at 9:30 am, observing that quorum had been attained.

1. Opening remarks

The chair welcomed everyone and introductions were made by all senators present. The chair called upon Susan Milburn, senate-elected representative to the Board of Governors, to receive a gift of thanks for her service. Ms. Milburn thanked Senate for the opportunity to serve the Board and university in this capacity.

2. Adoption of the agenda

The chair advised that the nominations committee report may have to be presented after the lunch break due to availability of the chair.

FLATEN/KRISMER: That the agenda be adopted as circulated.

CARRIED

3. Minutes of the meeting of April 26, 2014

KRISMER/FLATEN: That the minutes of the meeting of April 26, 2014 be approved.

CARRIED

4. Business from the minutes

A senator commented on the report on undergraduate student activities noting that the Future Campaign raised over \$500,000 and thanked University of Saskatchewan Student Union president Mr. FineDay for this. Thanks were given by applause.

A senator asked about the reference in the minutes to the comment made by President Ilene Busch-Vishniac regarding allowing removal of tension in the Bylaws. She asked if this referred to tension between the role of senate executive to propose a nominee and to receive nominations from the floor. The university secretary responded noting it is her understanding that this was what the former president was referring to.

5. President's report

This report was presented by Interim President Gordon Barnhart and Interim Provost and Vice-president Academic, Ernie Barber.

President Barnhart referred to Senate as a window on the world to bring forward ideas and take them back to the community at large. He noted that he understands the events of the spring were especially difficult for alumni and donors as they care greatly about the university. He advised Senate that the word and slogan, 'TransformUS,' is no longer being used, but the numerous hours put in by many to identify what should be done were not wasted as approximately 80% of the TransformUS plan will be implemented over the next few years, but

it will be done at a slower pace. The other 20% will be set aside until further consultation and consideration can be done. He noted that deans also have responsibility and authority to bring forward change in their colleges.

The president advised that during the last two years, 250 positions were cut and early retirement was offered to faculty members. These actions were taken to ensure the university is more efficient but he recognized that it has been a difficult time for those who are gone and those that remain. He noted the positive aspect of TransformUS is a reduction of expenses and an increase in revenues resulting in annual savings of \$32M and the university being in a sound financial position. He clarified that the university has not been in a deficit position, but rather it was a projected deficit. This year the university has a projected deficit of \$3M which out of a budget of \$1B is manageable and the books will be balanced by the end of the year without too much pain. The president noted he could not promise there would be no cutbacks, but there would not be the sweeping change of cutbacks experienced in the past. He believed the university is now stronger than ever and moving forward.

The president spoke about five areas:

1. Reviewing our savings accounts in three different categories: (i) academic priorities reserves; (ii) risk reserves; and (iii) savings - money set aside for colleges and faculty renewal.

The president advised that at the end of the fiscal year, any remaining funds roll into the next year so deans are encouraged to set funds aside for longer projects so money can be saved for projects deans have identified in their colleges (i.e. \$65M in the College of Medicine for accreditation although more will be required). He noted that we are conscious of managing our money carefully. The president explained that there are areas of funding that are beyond the university's control: the grant from the province; revenue from donors; and tuition as student numbers are variable from year to year. He also advised that an important part of these savings accounts is to make sure we have the funds for long term projects. All of this information is disclosed in the university's financial statements.

2. Recruitment of more Aboriginal faculty and staff: The president advised that the university just hired three more Aboriginal faculty and will be hiring more. He reported that over the last five years, enrolment of Aboriginal students has increased by 29%. The University of Saskatchewan is good at recruiting Aboriginal students but our retention rate between first and second year is 66%, compared to a non-Aboriginal retention rate of 76%. This is our challenge but it will improve as we provide a more dedicated effort. He noted that the Board of Governors just approved a new facility for child care with 90 spaces and there is a second project in the planning stage to add 25 more child care spaces in the Williams Building. He noted that 35% of parents needing child care space are Aboriginal, so by providing more spaces we are working toward removing one more obstacle for access to education. The president noted that when he was Lieutenant Governor, he spent a lot of time in the North and has always emphasized taking education into the North. He would like to see the university doing more in this area; for example working with Northlands College out of La Ronge.
3. Collective bargaining agreement with U of S Faculty Association (USFA): The president advised that a decision was made a few years ago to aim to have salaries at

the 75th percentile of research-intensive universities and at the end of three years we will have achieved that percentile. He believed that the university can afford these increases with the reduction of faculty and staff and the freeze on administration salaries. He also believed that other concessions achieved in the recent agreement have put the university in a better position to recruit and retain faculty.

4. Transfer credits: The president advised that the university signed a transfer credit agreement and an agreement with the Saskatchewan Indian Institute of Technologies to make it easier to transfer into the university. This transfer credit agreement gives the university new students, and gives our students more flexibility and opportunities.
5. Student enrolment: The president explained that the university is being strategic in increasing enrolment in Aboriginal, international and graduate students. He reported that over the past five years overall enrolment has grown 5.4%, with a 29% increase in Aboriginal students, and a 34% increase in international students, resulting in a more diverse campus population. He noted there is more work to do regarding graduate students, as the increase by 12% over the past five years is not as high as what we would like to see as graduate students assist in our research capacity on campus. He also noted that enrolment in the Saskatoon and Regina school divisions is increasing and the university is watching this carefully. The future of recruiting looks bright and we have also had success recruiting from Alberta. The president noted that it is encouraging to meet with students in residence and their parents and find approximately half of them have come from Calgary, Lethbridge and Drumheller and that their younger siblings have also expressed an interest in becoming U of S students.

The president spoke about the Vision 2025 document explaining that it was approved by Senate in April 2014. He noted this same document passed at University Council in spring, but then later they rescinded it. Therefore, the vision document was never considered by the Board of Governors. He advised that without the support of all three governing bodies the document is not binding but it can be considered a guiding document. He noted that Senate could rescind the decision by submitting a notice of motion and that could be done at the spring Senate meeting but he recommended that it be left as is and used as a guiding document.

The president reported on the success of the College of Pharmacy and Nutrition as this year's graduating class had the highest passing rate in their professional exams and the highest rate of students receiving accreditation to become pharmacists and nutritionists.

The president noted the University's signature areas – Aboriginal engagement, energy and mineral resources, water security, food security, synchrotron science, and the One Health initiative – the university is also proud of our cross disciplinary programs. The university is investing in infrastructure required for growth, educating our youth, ensuring our economy is competitive, and that our scope is provincial, national and international. The president noted that we provide students with experiences to become effective contributors to our society and he gave an example of work being done at VIDO-Intervac. He noted the university is doing great things and he looked forward to any comments from senators.

Ernie Barber noted that he was privileged to return to the university as interim provost and vice-president academic. He explained that we have recommitted ourselves to a vision that would echo the vision of our first president, Walter Murray, "We are determined to make the changes that are required to place the University of Saskatchewan among the most

distinguished universities in Canada and in the world.” In the recent past there have been choices to make as the rest of the world was changing around us and the university could either continue to focus on smaller regional matters or make the necessary changes to allow it to be more relevant in the province, country and world and to hold an honored and respected place in the world. He explained that the decision to be a research-intensive university where learning and discovery take place was made and endorsed by all of our governing bodies. He advised that a commitment was made that the university be a high-level institution, that we be true to our sense of place and be pre-eminent in some key signature areas. The provost noted that we are still not fully what we want to be but have committed ourselves to: outstanding faculty; campus wide engagement in learning and discovery so every unit is learning and discovering in an integrated way; having a larger presence in graduate education; recruiting a diverse body of students; and through innovative and accomplished academic programs preparing our students for careers and life.

The provost advised that the university is also committed to secure resources to support our strategic directions and have embarked on a set of processes that allow us to take steps to set priorities and develop mechanisms to align our resources behind our priorities. He noted that the following was done in the first integrated plan of 2003-2008: the introduction of the provostial model, foundational documents, academic priorities fund, simultaneous planning for central administration and units, and quality assurance. He advised that when the second integrated plan was developed the university became better at planning simultaneously across campus but did not have the focus needed. Signature areas were identified regarding Saskatchewan issues which when solved would also solve world problems. He noted: compensation principles were worked on; the university became more strategic about enrolment; made investments in student services and residences; invested in the health and wellness centre and academic health sciences complex; put principles and actions in place around sustainability; and thought more strategically about linking learning and discovery. The third integrated plan focused on four areas as shown in the document, Promise and Potential, and those statements were aligned with our strategic directions. The provost advised that in the recent past the third integrated plan was overtaken by financial concerns and a lot of work was done around financial stability resulting in two years spent securing financial resources.

Regarding the priorities of 2014-15, the provost noted that the deans are doing a great deal of work in their colleges and they are in the best position to set priorities within their own colleges. The Provost shared the eight priorities for the year, which were included in the president’s report on pages 73-74 of the meeting materials, and noted:

1. The university must accelerate our commitment to Aboriginal engagement as employees, faculty and students and that we need to demonstrate that we are putting our resources behind this.
2. Regarding the College of Medicine, changes need to be made to ensure the College of Medicine is a place of learning, discovery and integrated clinical practice.
3. With a larger health sciences facility, the commitment to interdisciplinary programs and research must be upheld.
4. We need to ensure we are supporting out graduate students.

5. The provost noted that there are a broad range of projects relating to centralized learning facilities being led by Patti McDougall and there will be some reorganizing in how we provide those.
6. The provost reported that Toddi Steelman, executive director of the School of Environment and Sustainability, is working with a number of deans to do more intercollegiate work in a number of key areas.
7. Greg Fowler, vice-president finance and resources, is leading a project on administrative design and service to ensure this is consistent with our academic mission.

Dr. Barber reported on the vision statement noting that it will reflect how we will be known and should honor our sense of place. He believed the University of Saskatchewan can be a leader in Aboriginal engagement and that our mission of learning and discovery should be fully integrated and shaped by community engagement and service. Regarding the achievement record the provost noted that it is important to measure progress and that the achievement record is on the website for viewing. In closing, the provost noted this year's priorities are consistent with what we have been trying to do for a number of years and the university will be judged by how our priorities are set and achieved and the impact this work has locally, nationally and internationally.

A senator asked about the place of mathematics at a research and provincial university as in relation to other U15 universities. She noted that the mathematics department has lost seven positions, three of those due to retirement. The provost noted that he understands the need for a broad range of disciplines and professions at the university and that it is a challenge to resource them. He replied that these decisions are not made by the provost or president, but rather by deans that have more knowledge and power to determine how to invest in their colleges. The senator clarified that she did not expect the provost or president to add more positions, but wanted to draw attention to this matter happening in her department.

A senator noted she had heard about the One Health initiative when the vision statement was released but had never heard of it before. She asked how it came about and how it was funded. The provost replied that One Health is one of the six signature areas and that he believed we have great opportunities to intersect with our numerous health disciplines. Not everything we do in health is within the One Health area, but it is an area we can truly provide for. He noted that when developing signature areas, we get a sense of priority and focus. Funding received in One Health allows the university to collaborate in research here and across the country and have the will to secure the resources to lead in that area.

A senator asked the president to comment on the priority around the libraries and on the perceived threat to the Saskatchewan Archives Board, as it is an incredibly valuable organization on campus and is equivalent to a research lab for historians and the public. The president commented that librarians and archivists are two professions that he loves dearly and assured the senator that the transformation of the libraries, mainly due to the popularity of digital materials, began long before TransformUS. He noted the libraries are not being closed and that although books are now off-site, there is more space for students to do their research and work collaboratively together. The Education and Law libraries are now being addressed through collaboration of the deans of those colleges. He also noted the Law library will not be closed. In regards to the Saskatchewan Archives, the president explained that the space is in

need of refurbishment. A new university representative has just been appointed to the Saskatchewan Archives Board and discussions are now underway.

A senator commented on the closure of Kenderdine campus and that it was a great loss to the Métis, First Nations and the greater community and noted that the Métis community shares provincial designation with Lindner Cabin and it is now a heritage property. The senator felt there was no need to close the facility. The president advised that he visited Kenderdine campus in August and was impressed with the condition it was in. He noted the campus is not closed but rather is in abeyance until 2016 while decisions are made on how to proceed. He understood that the people who truly love the campus do not necessarily have the means to donate so the university is seeking out donors for support and that there is a proposal for someone to establish a partnership with the university. He reported that the power line had collapsed and was hoping that SaskPower will donate five installed power poles. He also reported there is a large dining room and kitchen that are shifting at different rates due to pilings. There were two engineering reports on the shifting; one engineer reported this area is condemned but another reported it was not too bad. The university is working on a solution.

A senator noted that he has heard from a number of scholars that they have shifted their donations from the University of Saskatchewan to the University of Regina. He felt this was in response to the former president and the events of the spring. He suggested that the next president search committee consult with a large group of the community where the next candidate is from. The president reported that a presidential search committee is being formed and will look at that concern. He noted he was sorry to hear of the move of donors and is dedicating himself to work with donors and alumni to ensure donors are content and still supportive of the University of Saskatchewan.

6. Report on undergraduate student activities

Max FineDay, president of the USSU, welcomed everyone to Treaty 6 territory and reported on the activities of the USSU and undergraduates. He reported that he had just returned from La Ronge and was inspired by students from all across the north that did not think they would be able to attend university and are now about to graduate. He felt that it is them who we should think of when working forward on Aboriginal initiatives and planning the university's future.

Mr. FineDay reported that he has had more meetings with the president, provost and senior administration than he has in the past few years. He wanted to note that students are not only rabble rousers, but also contributories to the university as this is their home and they are very proud of it. He noted he was looking forward to the coming year and working with the president and provost as there were still significant challenges to face on campus: budgetary issues; student retention; and the matter of disparity between the Aboriginal and non-Aboriginal experience.

Mr. FineDay also noted other issues currently of interest: the City of Saskatoon transit lockout and its effect on students and the USSU food centre's spike in requests for emergency hampers. He thanked the university for putting in a temporary bus service that has alleviated many student concerns.

Mr. FineDay noted the following items: he thanked Russ Isinger, University Registrar and director of student services, for the implementation of the fall reading week; reported that just recently the first faculty adoption of the open textbook took place and this will save students hundreds of dollars; the approval of new childcare centre that will enable parents to stay in

university; and the student donation campaign that he hoped people would consider donating to again this year.

7. Report on graduate student activities

Izabela Vlahu, president of the Graduate Students' Association (GSA), presented this report to Senate. She noted that she had addressed Senate last year in her role of vice-president academic of the GSA and was glad to be back as president. She reported that the last five months have been busy as the GSA is doing a lot of internal work to improve their processes and move to online processes to save money on printing costs. They have also made significant changes that she hoped would be appreciated by future executives.

Ms. Vlahu reported that the GSA received support from the Dean of CGSR both financially and through guidance. They received a \$30,000 contribution to needs-based bursaries (a \$10,000 increase). She also reported that the GSA held a successful orientation that included a one day picnic followed by a wine and cheese day and she hoped to see them happen every year. She noted the GSA executive met with the Alumni Association executive and were working towards preserving and establishing new partnerships with the Alumni Association. The GSA also met with the Faculty Association to identify some common areas of interest: academic freedom and co-hosted events at the GSA centre.

Ms. Vlahu reported that as a member of the Canadian Association of Students, the GSA members attended meetings in June and October. She noted the students at the June meeting discussed TransformUS and passed a motion to garner support from unions and universities to stop the process. The GSA also attended the conference of other GSA societies of U15 universities to identify common areas of interest.

Ms. Vlahu reported on the outcome of the last GSA executive election. There was a 30% turnout which indicated that graduate students are becoming more active in governance. They are also looking into how to secure student members on the General Academic Assembly.

Regarding the transit walkout, Ms. Vlahu noted transit challenges are also faced by graduate students and that the GSA supported the bus initiative of the university administration with many volunteers. She hoped the lockout would end soon due to the effect it has had on students.

8. Senate Election of Member of Board of Governors

8.1 Executive Committee: Voting Procedures

Elizabeth Williamson, university secretary, informed senators of the voting procedures to be followed. These procedures were approved by the Senate Executive committee and are enclosed as part of the Senate agenda.

8.2 Nominations Committee: Presentations from Candidates

8.2.1 Joy Crawford

Ms. Crawford began by thanking her nominator, senator Dan LeBlanc. She noted that she was a professional accountant having received her CMA designation in 2004, and had administered budgets of over \$100M. She advised she worked in the

corporate world for over 20 years, had a background in marketing and business organization and had served on the board of the Co-op and served on their audit committee. She noted she currently sits on the Board of Quint Saskatoon as chair of the finance committee. She has also recently become a certified project manager.

In regards to the areas of policy and governance, Ms. Crawford noted that had been a member of the University of Saskatchewan Alumni Association, was on their board of directors and carried this foundational experience to other groups.

Ms. Crawford advised that she has been involved in the community by volunteering with the Big Sister Foundation, Saskatoon and area United Way and as president of Hudson Bay Park Community Association.

Regarding her experience and interest in the University of Saskatchewan, Ms. Crawford noted that for several years she resided in Calgary and began a 17-year involvement with the university including: becoming an alumni contact in Calgary and hosting events; and starting the Commerce alumni branch. She also served six years on the Alumni Association, serving as president and on the centennial committee. She noted that her involvement with the Alumni Association played a key role in her decision to return to Saskatchewan. After serving on the Alumni Association she was elected as a member-at-large on the Senate, serving two terms that ended last year, and included service on the executive, nominations and membership committees. She noted that the events leading up to the spring events pained her greatly.

Ms. Crawford commented on the following issues:

- It is important that the university remain, 'The People's University' because she felt the people of Saskatchewan make the university what it is. She also noted that although strides have been made on First Nations and Métis opportunities, there is still a long way to go.
- Students are the future ambassadors for the university and they must receive a top level experience, open textbooks should be supported, and student activism should be supported and encouraged.
- Morale has taken a hit at the university and that a plan must be made for faculty and staff to turn this around. We must also encourage those who challenge the status quo.
- As government funding has been reduced the university must open the door to corporate funding and allegations of undue influence. She is committed to be a value-based pragmatic participant.
- In regards to enhanced transparency, she is committed to report to Senate on a regular basis.

In regards to working collaboratively and well in groups, Ms. Crawford advised she has had many successful experiences in leading groups for Saskatoon Co-op and Quint Boards - encouraging participation and challenging group think and to think from other perspectives.

Ms. Crawford noted her willingness and availability to fully participate in the Board of Governors and did not make this decision lightly. She noted her family is in full support of her running for this position.

In closing, Ms. Crawford reiterated that she has the education, background and experience to take on this position. She felt she has shown long-term commitment to the University of Saskatchewan and is well-versed on the history and issues currently facing the university. She noted her commitment to being part of the solutions.

8.2.2 Larry Kowalchuk

Mr. Kowalchuk began by thanking the university secretary and her staff for their assistance in allowing him to speak at the meeting and to those who asked him to stand for this nomination. Mr. Kowalchuk stated that he knew a lot of senators through various capacities and felt strongly about being a representative. He noted he could not tell senators what he would do or stand for at the Board, but that he would attend the Board meetings and do what Senate asks of him as a representative.

Mr. Kowalchuk noted that he was interested in the position because he was asked to stand for nomination and respected those that asked. He noted his history at the University of Saskatchewan attending the College of Law. He learned that what you believe in matters.

He stated that the debate around TransformUs brought him to add his nomination. He felt TransformUS was not a painful experience but rather an amazing validation of why he grew up here. He noted that people got involved in an honest, brutal and frank discussion of what they thought was an unacceptable process and dealt with it in a way that moved the university forward. He noted he was pleased with the engagement due to the experience although it was sometimes not fun. He also noted that he enjoyed being challenged when someone disagreed with him. He felt that university is a place where you can be yourself without judgment.

Regarding his experiences, Ms. Kowalchuk stated that he was a lawyer and cared about the development of the law. He noted a book by Amartya Sen, The Idea of Justice, and how it was not about right and wrong, but about discourse and how the safer and broader the space you create to participate in honest discourse, the better justice will be. He explained that he set up policy and argued about the charter as a human rights lawyer and that he spends his time listening to what people want and tries to be their voice. Mr. Kowalchuk advised that he works with the community all the time and also loves researching. He noted he has been a sessional lecturer at the University of Saskatchewan and the University of Regina. He also paints and is trying to be a performance poet.

Mr. Kowalchuk advised he has spent the last two years working with Métis people and Aboriginal women and that the university situates itself at a time in history, place in history and location in history that will give us an opportunity to always be remembered. He stated that the university needs to learn how to bring together animal, plant and human research. He would like to see a centre for climate justice.

8.3 Vote of Senate

Ballots were distributed to members and collected for counting. The Chancellor advised that the results of the vote would be announced after lunch.

9. Senate Committee Reports

9.1 For Information: Executive Committee Report (Gordon Barnhart)

The president directed attention to the written report in the agenda materials and noted that the election procedures had already been covered by the University Secretary. Regarding district boundaries, he explained that the Senate executive committee had recommended no changes be made. The President noted a presentation on gender equity would be heard later in the meeting.

9.2 For Information: Education Committee Report (Russ McPherson)

Russ McPherson, member of the Senate education committee, presented the report to Senate. Mr. McPherson advised that the education committee polled senators on which matter they would like to explore and they voted unanimously for a presentation on the School of Architecture.

9.3 For Information: Nominations Committee Report (Mairin Loewen)

This report was presented after the lunch break.

9.4 For Information: Membership Committee Report (Bob Krismer)

Bob Krismer, chair of the Senate membership committee, presented the report to Senate noting that in April the membership committee reported that surveys were sent out to all Senate organizations. He reported that all but two surveys had been returned and that the committee had determined no reason to refuse or discontinue any organizations. He explained that the three accounting organizations on Senate will be amalgamated into one but this had not yet been affirmed by the Provincial Government.

Mr. Krismer thanked the members of the committee –Blaine Favel, Ron Schriml, Jerri Hoback, and Lenore Swystun. He also thanked Lesley Leonhardt and Elizabeth Williamson for their support.

9.5 For Approval: *ad hoc* Bylaws Review Committee (Jim Pulfer)

Mr. Pulfer presented this report as chair of the *ad hoc* bylaws review committee. He began by noting what a privilege and honour it was to be chair of this committee. He advised that the nominations committee provided four people to serve on the *ad hoc* committee who were superb to work with - Sarah Binnie, Pat Flaten, Lorne Calvert, and Lori Isinger. He noted that in four meetings the committee was able to move to the most open, transparent and democratic method to elect members to the Board of Governors.

Mr. Pulfer commended senators to adopt the process put forward.

FLATEN/BINNIE: That Senate approve the amendments to Senate's bylaws as recommended by the *ad hoc* Senate Bylaws Review Committee and set out in the provided bylaws, effective as of October 19, 2014.

CARRIED

The meeting adjourned at 12:00 p.m. for lunch.

The meeting reconvened after lunch at 1:10 p.m.

The University Secretary welcomed members back to the meeting and announced that Ms. Joy Crawford had won the election for Senate-elected member to the Board of Governors.

9.3 For Information: Nominations Committee Report (Mairin Loewen)

Mairin Loewen, chair of the nominations committee, was called upon to present the nominations committee report. She noted the information was in the agenda materials and called for any questions or comments. A senator asked if Chancellor Favel was on the presidential search committee and if this was the nominations committee's responsibility. The university secretary responded by advising that the nominations committee considered the names of all senators and appointed the Chancellor noting that the Chancellor has historically served on presidential search committees.

10. Items from University Council

10.1 For Confirmation: Amendment to Admission Requirements of the Masters of Physical Therapy

Jay Kalra, chair of University Council, provided the report noting that this item required senate confirmation as it related to admission to a college. He advised that it related to English language proficiency, and that effective communication was required to ensure a high quality of care in this profession. He then invited questions.

A senator asked if the linguistics department or the English as a Second Language school were consulted regarding the changes, and he also noted that he found the criteria hard to understand. Dr. Kalra replied that these requirements were brought forward to University Council through the academic programs committee where they were reviewed in detail. He noted there was consultation with all of the affected colleges.

A senator asked for clarification on instances where patient risk has occurred. Dr. Kalra noted that patient safety can include various factors and may be related to competency and communication. He advised that one example is speaking fluent English as it is very important for communication to understand concerns being raised.

A senator noted a concern on page 135 of the agenda regarding a big challenge of supervisors being able to oversee students and asked if there was attention paid on the side of cultural competency. Dr. Ina van der Spuy, assistant professor in the School of Physical Therapy, explained that the problem originated from clinical instructors that were complaining that students could neither communicate nor understand and that information was then lost which affected the assessment or treating of patients. She

noted the school wanted to prevent this as over the past four years, there had been at least four cases where students had to repeat their clinical courses because of this.

A senator asked if anything was being done on the teacher side regarding cultural competency. Dr. Kalra advised that it was not happening in the classroom but rather in the clinical environment where the difficulty was first noticed.

A senator noted that the intention was to raise the score throughout to 22 out of 30 to counter this problem; however, when looking at nursing colleges at the University of Alberta and the University of Regina they had a higher score for speaking than writing. She asked why all of the scores for Physical Therapy were increased. Dr. Kalra replied that an aspect of clinical communication is the writing of notes in the file so it was also essential.

PULFER/BARBER: That Senate confirm the changes in admission qualifications for the Masters of Physical Therapy, effective September 2015.

CARRIED (6 opposed)

11. Presentations

11.1 Great War Commemoration Committee

Bill Waiser, chair of the university's Great War commemoration committee, provided the report noting that Chancellor Emerita Vera Pezer was also on the committee. He thanked Sheena Rowan from the Office of the University Secretary for her work supporting the committee.

Dr. Waiser reported that the objectives of the commemoration committee are to remember the war both at home and overseas, and to tell the story of the role the university played. The committee has planned a series of events for the next four years that will end with a special re-commemoration at the Memorial Gates. The first event was held in Convocation Hall to unveil a panel that explains why the names are on the walls of the Peter MacKinnon Building and to list the missing names of those from the university community who served in the war.

Dr. Waiser reported that the author, Joseph Boyden, was at the university this past week to talk about his book, *Three Day Road*. The committee is investigating development of a tour app for both university and Saskatoon war memorials and there will be a Great War feature in the display cabinet on the first floor of the Peter MacKinnon Building annually for the next four years. The committee has started a Facebook page and a Twitter account and invited senators to follow on social media. Dr. Waiser also noted there was now a Great War webpage which includes information on President Murray's war work, a collection of Great War patriotic songs, a wonderful photographic collection of early planes used in the war, memorability associated with Vimy pilgrimage and the opening of the memorial. Dr. Waiser thanked Patrick Hayes who worked on the webpage and noted the bookmarks available at the reception table with the address of the website. He also noted that if any Senate districts would be interested in receiving a presentation to contact him and he would see what could be arranged.

11.2 New Discrimination and Harassment Prevention Policy Amendments on Gender Identity, Gender Expression and Two-spirit Identity

Jack Saddleback, USSU vice-president, student affairs, and Craig Friesen, University of Saskatchewan Pride Center Coordinator, presented on the amendments to the Discrimination and Harassment Prevention Policy to include gender identity, gender expression and two-spirit identity as protected grounds. They provided information on the process followed that resulted in the inclusion of these provisions in the Policy and explained that they were now in the process of providing awareness of these amendments.

They explained following definitions:

- Gender Expression – external attributes of which people express themselves and on which they are perceived with respect to gender.
- Gender Identity – a spectrum linked to a person’s self that is different from sexual orientation and also may be different from their birth-assigned sex.
- Two-spirit – a term drawn from traditional worldviews that affirms the inseparability of the experience of sexuality and gender from the experience of First Nation culture and community.

Mr. Saddleback and Mr. Friesen noted that each term was important to highlight within the Discrimination and Harassment Prevention Policy to enable the university to protect gender diversity. They advised that the University of Saskatchewan was the first U15 university to explicitly include two-spirit identity in its policy. They explained that discrimination was based on prohibited grounds and that these three items were now included as prohibited grounds. Drawing attention to the ‘genderbread person’ diagram in the materials circulated in the agenda, they noted the different ways a person perceives their gender.

They provided a handout and spoke to its recommendations to Senate on the implementation of a policy on gender expression, gender identity and two-spirit identity. This document is attached to these minutes as Appendix B.

12. Education Committee Topic

Update on Considerations Regarding Possible School of Architecture (Colin Tennent, Representative from Saskatchewan Association of Architects)

Colin Tennant, associate vice-president, facilities management, introduced himself as a registered architect, but not an architectural academic and advised that there were no architectural academics at the University of Saskatchewan. He noted that there was a broad array of people who employ the services of architects. Mr. Tennant advised that the demand for students of architecture had never been higher in Canada and that there was a great need for replenishment by younger practitioners. He noted that as Saskatchewan was one of the few provinces that did not have an architecture school, our students are forced to obtain their education elsewhere and many either do not return or do not return for a lengthy period of time.

Mr. Tennant noted there is also a cultural driver for a school of architecture and the province had a demand for growth. He explained that an advantage of having a school within the province and within Saskatoon, was that it could be a tremendous catalyst for urban and economic renewal. He also noted that there is a strong argument that as students of architecture are creative and of high energy that they would benefit a municipality greatly and also provide a centrum for other design to flourish (i.e. landscape architecture and urban planning).

Mr. Tennant reported that in 2013 the university undertook a series of interrelated symposia in the area of architecture that engaged a broad range of academics from the university and elsewhere to talk about the advantage of the school of architecture. They learned that a school of architecture would add a cohesive focus to the university that is currently missing. He advised that a risk to this initiative is that they do not have an academic champion at the university. He noted that when Ernie Barber was the dean of engineering he was a passionate supporter and more currently they have had support of Dean Stoicheff and Vice-Provost McDougall.

Mr. Tennant reported a potential partnership with SaskPolytechnic (formerly SIAST). He noted the current architectural technology programming in Moose Jaw is very sound, and it makes great sense to develop joint projects for this school through a partnership with SaskPolytechnic. He also noted that partnerships with the University of Regina and other PSE institutions are possible.

In regards to a home for the school, Mr. Tennant reported that the historic John Deere Plow Building has been gifted to the university if the decision is made to open a school of architecture. He advised that the City of Saskatoon is supportive as well as there is substantial donor readiness to refurbish the building both in kind and in cash.

Mr. Tennant invited Charles Olfert, Senate representative from the Saskatchewan Association of Architects to speak. Mr. Olfert reported that a vote taken by the association to have a school of architecture was passed by consensus. He noted the association is roughly 100 members, and those numbers have not changed over the past few decades. He also noted that many of the structures in Saskatchewan were not designed by architects and engineers from Saskatchewan. Mr. Olfert agreed the demand for students is there and that he frequently receives questions from high school students. He advised that the demand for trained architects goes far beyond building designs as architects work for contractors and are contractors. He noted that moving to a design culture changes the way the community exists and will affect the campus positively.

A senator asked Mr. Olfert's perspective on what to do with the traffic bridge. Mr. Olfert replied that if there was a school of architecture in Saskatchewan, there would be a dialogue over the past ten years and hundreds of ideas and suggestions.

13. Report on Non-academic Student Discipline Cases for 2013/2014

The university secretary provided comments noting the report was in the meeting materials. There were no questions.

14. Update to Policy Oversight Committee Year-End Report 2013/2014

The University Secretary noted the report was in the Senate agenda materials and called for questions. There were no questions.

15. Other Business

There was no other business.

16. Question Period

A senator asked Dr. Barber about the director and long term focus of the Global Institute for Food Security (GIFS) as the senator noted research showing emphasis on biotechnology and agriculture. Dr. Barber replied that he was previously the managing director but there was now a new executive director for the Global Institute for Food Security, Maurice Moloney, and invited the Senator to have a conversation with Dr. Moloney. He noted that he believed every citizen in the world should have sufficient food and access to clean water and that Saskatchewan was a powerhouse in the world in the front end of food production, so the institute was definitely focusing on the front end. The GIFS' themes and research are: healthy soils and environment; maximizing and resiliency of production; and capturing value in the global food system. He noted there was a connection between food, water and energy and he expected a lot of synergy over time within our institutions. He also noted that these were grand challenges around the world and no one university could ever hope to do it all, so the way we partner with others would contribute to how we can address global solutions.

A senator commented that at the last University Council meeting, there was a successful vote to rescind the Vision 2025 document. She noted that earlier in the meeting the president advised that the document was not binding without three bodies approving it, but rather it was a guiding document. The senator asked what this meant and how could it be used by Senate if it was not approved by all governing bodies. President Barnhart replied that because the document had not been approved by all three bodies it could not be used as a vision statement for the university. He recommended the document be used for guidance in that we understand what it says and that areas of it may be applied in future documents. He advised that Senate can either let the document stand or rescind it. He noted that it would be up to the new president to write a new vision document.

A senator asked in what way the implementation of 80% of TransformUS would be addressed through consultation. The president noted that he was in favour of 80% of the plan but this would have to be addressed by University Council and the Board of Governors and there was a lot of room for further debate and discussion. He noted that conversations were continuing and the tone was changing from confrontation to collaboration.

A senator asked the president if there was a committee of Senate to look into areas of conflict of interest and trust in regards to the events of the spring and the damage that had been done to the people in the province in regards to trusting administration. The president replied by noting that the direction that Senate takes is up to the Senate and that he attends Senate as a

member and vice-chancellor. He suggested that if Senate had ideas for future discussion or establishment of committees that those were for Senate to determine.

A senator reported that the district she represents is 80 to 90% First Nation and Métis and she takes her role as a representative and as a window to the community seriously. She advised that the people in her district have deep concerns about the impact of industry on their lands, water and air. She suggested that if the university was serious about Aboriginal engagement and respect for Aboriginals, that a committee should be struck to look into what impact the university partnering with industry might be having on traditional land. She spoke of International Minerals Innovation Institute (IMII) on campus and how its activities and investments were all driven by industry priorities. She noted that the university website had a wonderful definition of treaty and she spoke of Cameco and a recent judge's ruling that upheld the defense lawyer's argument that Cameco was not subject to treaty or UN rights of Indigenous peoples. She suggested this committee be made of Cree and Dene students and academics and that their mandate be to look at how the university partnering with industry may be impactful on the rights of the people that the university may be engaging with.

The president replied that IMII is not a university institute but rather housed at Innovation Place and is separate from the university. The IMII has membership by potash and uranium companies and he disagreed with the senator's comments regarding its connection to the university. Regarding setting up a committee, the president suggested that perhaps that is something that senators might wish to discuss.

A senator asked the president if the International Minerals Innovation Institute was listed as a highlight of success in his report. The president noted that he does have a connection with the IMII in that he was chair of the IMII board before becoming president but had stepped down from that role. He advised that IMII is supporting three professors in the college of engineering in terms of establishing mining engineering programs as the university previously offered a degree in mining engineering and is now reconsidering bringing this program back.

A senator noted that Dr. Barber had commented on developing a place of respect nationally and internationally and prioritizing partnerships. The senator referred to an article regarding a new partnership that was established with Israel and in which three institutes were mentioned; GIFS, IMII and the Sylvia Fedoruk Centre for Nuclear Innovation. The senator felt that those three institutes had been steeped in controversy and that there were national efforts to delink with corporations connected with Israel regarding events in Gaza. She asked who was steering this and how was the university determining the ethics of these global partnerships and how can we ensure some level of transparency regarding these matters.

Dr. Barber agreed that the questions asked required some good conversations and commented that there were a number of private businesses that operate in the province of Saskatchewan and increasingly we find that those private businesses want to invest in public sector research in a university like the University of Saskatchewan. He believed that we should celebrate the fact that the private sector wants to give back to the public sector that they depend upon. He advised that when the university enters into partnership that a type of firewall is established: the partnerships point to our commitment to academic freedom and clearly indicate what that is. It is also clearly set out that the partners can steer the research but that they do not control the selection of projects or the research itself. He also noted there is no restriction on the researcher's ability to talk freely of their research results.

Dr. Barber added as a personal comment that for the most part the partnerships were from scientist to scientist and as a researcher himself it would seem to be an infringement on academic freedom if a professor at the university could not collaborate with scientists in Israel. He responded to a question from a senator regarding oversight and agreed this was something that should be discussed at the university.

A senator noted that the websites on GIFS and IMII appeared to her as primarily industry driven. The provost replied that IMII is a private institution which was put together so the private sector can come together with government to consider what the private sector will look at. Regarding GIFS, there is government money and private money provided by project and that \$35M came from Potash Corp and \$15 M from the province, with an additional \$2M now provided by Viterra. He noted that the GIFS Board consists of nominees from each of the founding partners: PotashCorp, the Government of Saskatchewan and the University of Saskatchewan as well as three independent members of the board.

A senator asked the university secretary and the chancellor if there should be an open forum for current senators to propose items for the next Senate agenda noting that she understood Senate executive set the agenda. The chancellor agreed this was a great idea.

A senator suggested that there needed to be a conversation about academic freedom and corporations. The president responded noting he agreed work must be done regarding how the academic and corporate communities can work together perhaps with the addition of an ethics committee mandated for this matter. He noted there is currently an ethics committee that reviews research matters. The senator responded that an umbrella ethics committee is necessary for the governance structure regarding corporate and academic matters to strive for unity necessary to move forward. The president noted he will consider this further.

A senator asked about the presidential search committee noting there was also a provost position to fill and asked about the timeline for this transitional phase of leadership. The university secretary advised that the presidential search committee procedures were set out in the *Procedures for Search and Review Committees of Senior Administrators* available on her website. She also advised that there was the intention for the new president to be involved in the search for the new provost.

The university secretary also commented on a previous question regarding adding items to the Senate agenda noting that senators who have items they would like to add should contact her office for the deadline date for items to be submitted to the Senate executive committee. The Senate executive committee then considers these requests.

A senator asked a question about calling a special meeting and the university secretary advised that the process was set out in the Senate bylaws.

A senator noted a fire alarm practice that takes place at the Royal University Hospital where people were locking their doors when the fire alarms sound and asked if there were any plans for a reaction to major disasters or attacks on campus. The provost commented that it was not acceptable to lock yourself in your office and asked Mr. Tennant to comment on disaster plans. Mr. Tennant noted the university had developed a crisis management team that consists of three individuals that represent different portfolios and can manage the university through a crisis: Patti McDougall, vice-provost, Colin Tennant and AVP of Human Resources. He noted there was also a crisis operations team that is on call for any issue that developed and that close contact was maintained with senior administration to make prompt decisions regarding

actions to be taken. He advised that the director of Protective Services had developed a compact manual for dealing with crises that could be shared with senators and that a communication plan was being developed that the community would be made aware of.

17. Adjournment, Dates of Convocations and Future Senate Meetings

Fall Convocation 2014: Saturday, October 25, 2014

Honorary degrees to be awarded:

- Chief Darcy Bear

- Dr. Carl Zylak

(Secretary's note: Unfortunately, Dr. Zylak was ill and unable to attend the October 2014 convocation ceremony, so he will attend one of the June 2015 convocation ceremonies instead.)

Spring Senate meeting 2015: Saturday, April 25, 2015

Spring Convocation 2015: June 1 – 4, 2015

STUMBORG/FLATEN: Motion for adjournment at 3:00 p.m.

Senate attendance October 18, 2014

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Acton, Pamella	A	Binnie, Sarah	P	Barber, Ernie	P
Albritton, William	P	Girardin, Theresa	P	Barnhart, Gordon	P
Alexander, Jeanne	P	Hoback, Jerri	P	Bilson, Beth	R
Ashley, Linda	P	Jonsson, Janice	P	Baxter-Jones, Adam	A
Baker, Carey	P	Kopp-McKay, Adelle	P	Buhr, Mary	P
Braaten, Lee	P	Krismer, Robert	P	Butler, Lorna	P
Brandt, Arlene	P	McLeod, Tenielle	R	Calvert, Lorne	P
Christensen, Helen	P	McPherson, Russ	P	Chad, Karen	R
Danyliw, Adrienne	P	Michalenko, Richard	P	Cram, Bob	R
Derdall, Michele	P	Nicol, Jim	P	Doherty, Kevin	R
Dutchak, Dave	P	Pulfer, Jim	P	Downey, Terrence	P
Enoch, Simon	P	Schriml, Ron	P	Favel, Blaine	P
Flaten, Patricia	P	Stevenson, Corinna	P	Fowler, Greg	P
Forbes, Richard	P	Stumborg, Mark	P	Freeman, Douglas	R
Fron dall, Doug	P	ELECTED MEMBERS-AT-LARGE		Greenberg, Louise	R
Fyfe, Ryan	P			Harasmychuk, Robert	R
Gerwing, Karen	P	Antony, Jenalene	P	Kirpouros, Georges	P
Gjetvaj, Branimir	P	Bentham, Davida	P	Magotiaux, Heather	P
Greschner, Toby	A	Cole, Evan	P	Martini, Jeromey	A
Hollick, Barry	P	Docken, Doreen	P	McCaffrey, Geordy	P
Hubich, Larry	P	Finley, Sandra	A	McKercher, Peggy	P
Hryniw, Crandall	P	Fortugno, Stefania	A	Molloy, Tom	P
Isinger, Lori	R	Hande, Mary Jean	P	Ogilvie, Kevin	A
Kies, Richard	P	Mihalicz, Deborah	P	Pawelke, Michael	A
Lamontagne, Shelly	A	Rempel, Richard	A	Pezer, Vera	P
Lanigan, Dennis	R	Rooney, Karen	P	Prytula, Michelle	P
Lavoie, Armand	P	Swystun, Lenore	P	Rodgers, Carol	P
Lee, Bryan	P	Thompson, Michelle	P	Smith, Preston	R
Loewen, Mairin	P	Wells, Joyce	P	Stoicheff, Peter	P
Lohrenz, Kathleen	P	Wickenhauser, Joe	P	Taras, Daphne	R
MacArthur, Sandra	P	STUDENTS		Turner, Ted	R
MacMillan, Judy	P	Arcand, Jaylynn	P	Uswak, Gerry	R
Martin, Stephanie	P	Franklin, Heather	P	Wasan, Kishor	R
McKechney, Margaret	P	Iron, Monica	P	Williamson, Vicki	R
Menzies, Craig	P	LeBlanc, Daniel	P		
Mushinski, Valerie	P	Senecal, Gabe	P	NON-VOTING	
Neufeldt, Victoria	P	Vlahu, Izabela	P	Russell Isinger	P
Olfert, Charles	P	Wilson, Kate	P	Patti McDougall	P
Olfert, Ernest	P	P=present		Williamson, Elizabeth	P
Prisciak, Karen	P	R=regrets			
Prokopchuk, Nadia	P	A=absent			
Spitzig, Doug	R				
Thibodeau, Lisa	P				
Toye, Colleen	R				
Wiens, Rod	A				
Young, Colleen	R				

Implementing a Policy on Gender Expression, Gender Identity and Two Spirit Identity



Provost's Advisory Committee
on Gender & Sexual Diversity

University of Saskatchewan's Key Strengths:

- Strong history of individual change makers
- Inclusive policies being developed and implemented (e.g. Discrimination and Harassment Policy, Student Housing initiatives, Student Counselling Policy)
- First of the U15 to include “two spirit identity” in discrimination policy
- Rich history of gender and sexual diversity on campus
- Campus resources: Pride Centre, Neil Richards Collection on Sexual and Gender Diversity

Opportunities for Improvement:

General:

1. Consult with the Provost's Advisory Committee for Gender & Sexual Diversity and/or the USSU Pride Centre on any matters or proposed changes that will affect the lives and experiences of LGBTQ+¹ people on campus.

University Governance:

1. Implement an accessible, simple process for students to change their gender identity on university records and student health forms. This could include an option for self-declaration of transgender or two spirit identity.
2. Develop a clear communications strategy to help raise awareness of the new policy to students, staff and faculty.
3. Make a clear and explicit commitment to LGBTQ+ students in the University's Integrated Plan, similar to those made to Aboriginal students, International Students and Students with Disabilities.
4. Become a leader in the province by including LGBTQ+ individuals in affirmative-action hiring to address the broad societal discrimination that leads to employment inequality.
5. Develop a policy to ensure that all new hires are affirming and accepting of gender and sexual diversity through explicit statements or questions in the interview process.
6. Develop a plan to actively recruit and retain LGBTQ+ students similar to other student populations.
7. Expand scholarships and awards specifically intended for LGBTQ+ students and their allies as well as community engagement projects that have an LGBTQ+ focus.
8. Encourage research on gender and sexual diversity on campus through the establishment of awards, grants, scholarships and bursaries.
9. Encourage the university's Research Ethics Board to promote data collection methods that acknowledge gender diversity in all Human Ethics applications.
10. Clearly and explicitly acknowledge and reference gender and sexual diversity at the university in public statements and documents.

¹ LGBTQ+ is an increasingly popular acronym used to refer to people who identify as lesbian, gay, bisexual, transgender and queer as well as many important but less common identities such as two spirit, intersex, questioning, asexual, pansexual and polysexual among others.

Deans, Colleges & Faculty:

1. Incorporate gender and sexual diversity training into existing faculty and staff training for new hires and make it available to current employees for continuing education.
2. Encourage faculty to integrate LGBTQ+ issues into existing courses when appropriate. Make staff and faculty aware of existing resources and support for this work.
3. Develop and actively expand the number of courses focused on LGBTQ+ topics, particularly in professional fields (e.g. Medicine, Nursing, Law).
4. Develop certificate programs in gender and sexual diversity which include options for internships and experiential learning.
5. Support the growth and development of LGBTQ+ student organizations (e.g. LGBTQ+ Medical Students' Association, OUTLaws).

Student Services and Support Staff:

1. Provide funding for a full-time professional staff member who supports LGBTQ+ students and conducts gender and sexual diversity training at the university (e.g. ombudsperson, Discrimination & Harassment Prevention Services officer).
2. Develop clear and visible procedures and protocols for reporting LGBTQ+ bias incidents and hate crimes. Establish a procedure for **anonymous** reporting.
3. Develop methods for supporting those victimized by LGBTQ+ bias incidents and hate crimes, whether they be students, staff or faculty.
4. Provide mandatory training to Protective Services on sexual orientation and gender identity as well as all front-line student support workers.
5. Develop an “ally” self-declaration option in student housing to assist with placement of LGBTQ+ students.
6. Provide health-centre staff with opportunities for regular training to increase understanding of specific LGBTQ+ health issues.
7. Install permanent signage that explicitly marks appropriate washrooms as gender neutral. Install a permanent display board in all gender neutral washrooms to house a statement about the space as well as maps indicating the location of other gender neutral washrooms on campus.
8. Develop a policy to ensure the inclusion of gender neutral washrooms in the design of new spaces or the renovation of existing spaces.

For more information, please contact:

Provost's Advisory Committee on Gender & Sexual Diversity

Contact: Joel Fonstad, Co-Chair
Email: joel.fonstad@usask.ca
Phone: 306-966-8057
Website: www.usask.ca/positivespace (Coming soon)

USSU Pride Centre

Contact: Craig Friesen, USSU Pride Centre Coordinator
Email: pridecentre@ussu.ca
Phone: 306-966-6615
Website: www.ussu.ca/pride-centre/

PRESIDENT'S REPORT TO UNIVERSITY SENATE – April 2015

Dear Senators,

I am pleased to provide you with my second official report to our University Senate. The Senate is an important part of our governance system as it is responsible for public issues, giving graduates, the community and key stakeholders a voice in university affairs.¹ If there is one thing that has resonated with me in my time as interim president, it is the connection our institution has with the community of Saskatchewan. The reach of the university is far. Whether it is drawing students from your families and communities through our recruitment efforts, providing learning opportunities to better help Saskatchewan residents learn where they live, or collaborating with individuals and local businesses on research projects, it is hard to find any corner of our province that isn't touched by the University of Saskatchewan.

Your understanding of what is happening at the U of S is critical to our success. I hope through mechanisms like my report, our discussions, and our regular communications, this body becomes increasingly familiar with work of the institution to more effectively guide us in achieving our mission.

I look forward to working with you at our meeting in April and in the future.



Gordon Barnhart, C.M., S.O.M., Ph.D
Interim President and Vice-Chancellor

Update on Priorities

This past fall, senior leaders committed to work together around a set of high priority initiatives in 2014-15, initiatives that would enable our university to continue to deliver on its mission for learning and discovery, to increase the outcomes of our work and to strengthen our position among Canada's top universities. These priorities were representative of our refocusing the institution on the objectives laid out in the third integrated plan (IP3), *Promise and Potential*.

Since the priorities were announced, a senior leader has been appointed to lead each one. Each leader is responsible for bringing in others in order to achieve progress while we ensure they receive the support they need to move forward.

It is important to note that this is not the only work of the institution. It is helpful to categorize and label our focus but it is also important to remember that no matter what occurs, the work of this august institution carries on. These eight priorities represent a breadth of activity that we have chosen to focus on during *this* year of transition. Each of the initiatives, although representative, vary in scope and development. Some initiatives are wide-ranging and well underway while others are taking time to develop and emerge:

¹ Senate Handbook, 2014/15 – Page 2

Priority 1: Accelerate the delivery on the commitment to Aboriginal achievement

The key word in this priority is accelerate. Many initiatives connected with this commitment have been occurring for some time now across many areas of campus. Our focus this year is doing what we can to move these initiatives along faster.

In some ways, this is too big to be called a single initiative. Work for this year is focused on building a representative workforce and a proposal is being made for additional investment in Human Resources and the Office of the Vice-Provost Faculty Relations to assist units with activities such as developing representative candidate pools. There will also be a pilot project designed to help colleges identify and hire Aboriginal scholars.

As part of the initiative, two open workshops were held in November to engage the campus community in early discussions on what this commitment can and should mean for our campus community. Approximately 100 faculty, staff and students participated. Actions identified through these workshops will become a series of projects led by working groups that will be formed this spring.

Priority 2: Align administrative services culture to support and facilitate the academic mission

Initially, this realignment was expected to take place in pieces but it has become apparent it needs to happen across all services and across the campus. Our vice-president finance and resources, Greg Fowler, is working with consultants to assess how services are delivered and to develop a new service-centred model. Our goal is to make sure that our central administrative services are college-facing with a “how-can-we-help?” attitude.

Although our staff do great work, our services have changed over time and therefore we have become inconsistent in the support that is provided across campus. We have sought out experts in the organizational design of university administrative services to help us do this right, and this process began in November with a survey sent to all staff on campus to identify how their time is allocated to specific activities in their area. A potential service delivery model was created and that model is now going through wide consultation. The final model will be presented to deans for approval this summer.

Priority 3: Complete the reorganization and revitalization of centrally organized teaching and learning activities and functions

Much of this work is well underway or already completed, including moving non-credit programming to academic units where the related degree-credit programming is housed and changes to eMap to integrate the unit with Information and Communications Technology (ICT) to bring together staff involved with meeting the online needs of the campus. Work has also occurred to move student-learning programs operating within the University Learning Centre (ULC) into the University Library’s organizational structure, bringing a stronger focus on program delivery and the student learning experience.

The reorganization has also resulted in a lot of conversations that have allowed members of the teaching and learning portfolio to learn from each other about the services and programming offered. The opportunities that have arisen from those conversations are ones that we simply haven’t seen before. So while the past year has been about better aligning positions and programs, the upcoming

year is going to be about integrating these changes so that we can achieve its vision to provide innovative services that are of high quality to the campus community, in particular to students through all aspects of the student life cycle.

Priority 4: Continuing the restructuring of the College of Medicine

The vision and challenges for the College of Medicine restructuring have been a major initiative of the U of S for a number of years now. A detailed progress update of the College of Medicine appears later in this report.

Priority 5: Advance the reorganization and strengthening of graduate studies and support for graduate students

Graduate students are the engine of a research-intensive university, and we must ensure that we have the appropriate foundation in place to support that driving force. The number of graduate students at the U of S has increased by 50 per cent since 2000, and we must make sure that the administrative process, from start to finish, admission to graduation, is focused on making things easier for students – it's as simple as that.

To that end, a comprehensive internal and external review of the administration of graduate students and post-doctoral fellows was released in January. It identified institutional feelings and opinions about the College of Graduate Studies and Research (CGSR) and the administration of graduate programs on campus. This document also has recommendations for improvement. Ongoing consultations across campus based on this review will take place with an eye to making a recommendation to University Council this fall.

Priority 6: Continue the capital project for the transformation of the library collections, facilities, capital and services

The library transformation is another project that has been in planning at the university for some time. In fact, we are now in the third phase of this project which will continue with the reinvigoration of our library collections, facilities, capital and services.

Essentially this represents a shift from providing space for books to providing space for students. It is a response to the ways in which information is communicated in the digital age. That's not say there is no place for books on campus because, of course, space will still be dedicated to that. But we must change as the way our students' learning changes. Dean of the University Library, Vicki Williamson, is meeting with stakeholders and is dedicated to completing the transformation project as it was one of the key initiatives that drew her to the University of Saskatchewan.

Priority 7: Deliver on the promise of inter-professional health education and interdisciplinary health research

At the U of S we have a number of advantages, one being a full complement of health science colleges supported by unique research infrastructure such as VIDO-InterVac and the Canadian Light Source. This puts us a step ahead of many Canadian universities and we need to take full advantage of this opportunity.

This initiative involves taking advantage of our strengths by sharing resources through the academic health sciences infrastructure, focusing on inter-professional health education, interdisciplinary health research, and the governance of the Council of Health Science Deans. Additional investments are being made in the Council of Health Science Deans to create positions dedicated to developing programming. It is our aim to have a new governance structure overseeing the health sciences in May which will then map out the best path to deliver on this priority.

Priority 8: Focus on the creation of inter-disciplinary and cross-college academic programming

This is all about collaboration and intercollegiate programming so that we can better serve our undergraduate students interested in these programs. There are multiple programs with similar foci that exist in multiple colleges, and I know that it can be sometimes confusing to students about how it all fits together. We are looking at innovative ways to bring those programs together to serve students better

Right now the focus is how we can do this in three areas: food and nutrition; economics, policy and applied business; and environmental studies. Significant progress has been made in the area of environmental studies and that makes perfect sense, after all, environmental issues are interconnected out there in the “real world.” To that end, about 20 faculty members representing eight different environmental studies programs in Arts and Science, Engineering, Agriculture and Bioresources, and the School of Environment and Sustainability have been meeting to create a work plan to co-ordinate programs across campus.

They have made significant strides, and the next step is to hire an environmental program co-ordinator who will support student success in the campus-wide offering of environmental studies here at the U of S. This role will include everything from recruiting students, ensuring they are in the right environmental program to match their interests, and creating a cohort community of environment students across campus. We will learn from this co-ordination of environmental studies the best ways to do the same in the other areas identified.

Update on the College of Medicine

The College of Medicine (CoM) restructuring continues to be one the most important initiatives to our university. A milestone in the project was reached when Dean Preston Smith was appointed June 1, 2014. The importance of permanent leadership in the dean’s office cannot be overstated. The arrival of Dr. Smith has added an additional sense of momentum to the push for change within the college. A key aspect of *The Way Forward*, the college’s implementation plan for the restructuring process, was a complete restructuring of the college governance system. Dr. Smith has been very active in his first few months with some of the following activity:

- Appointment of a new college chief operating officer
- Appointment of four new assistant deans
- Appointment of full-time accreditation specialist and full-time strategic projects manager
- Recruitment of permanent vice-deans of research and medical education
- Recruitment of three permanent unified heads underway.

The cumulative effect of these appointments have been a significant increase in capacity within the college both in terms of academic leadership and strategic and operational capacity. The structures are

in place for significant initiatives to be advanced, such as preparing for the accreditation visits, the development of a comprehensive business and strategic plan for distributed medical education, and a total overhaul of our compensation and engagement structures for physicians across the province. Both of these issues were key components of *The Way Forward*.

Of all the issues facing the college, accreditation is the most pressing with the college being placed on probation for the second time in just over a decade. The capacity increases mentioned above have enabled the college to systematically address the vast majority of accreditation standards with which we were deemed non-compliant. The creation of the assistant dean (quality) position, in particular, will significantly enhance our progress on many of these standards. Dr. Athena McConnell was appointed to this position, effective November 1, 2014, for a five-year term.

As a result of this appointment and the appointment of the accreditation specialist the college now has a permanent and significantly enhanced team dedicated solely to preparing for undergraduate accreditation. Working under the vice-dean education, associate dean (undergraduate education) and with direct oversight from the dean, this team will ensure that the college is ready for the next visit from the accreditors in May 2015. More importantly, this team is in place almost three years ahead of our next full accreditation visit in 2017.

One of the key objectives of *The Way Forward* was to re-align the faculty complement of the college and to introduce the notion of a province-wide faculty adopting a “one-faculty” model and eliminating the so-called “town/gown” split. Key initiatives to address these issues are either underway or are to commence this year.

A key issue raised in both *A New Vision for the College of Medicine* (2012) and *The Way Forward* was the performance of undergraduate students on national exams. Student performance in the national exams improved in 2013 with further improvement in 2014. In August 2014, a new undergraduate medical curriculum was introduced following approval by University Council. The introduction of the new curriculum has gone well and students will be much better equipped to perform in national exams in the future.

2014 was also a good year for research in the College. Several SHRF establishment grants were awarded to researchers in the CoM totaling over \$400,000, several CIHR grants were renewed and CoM Faculty were successful in receiving new CIHR funding. In addition, significant funding was also received from Brain Canada, Cystic Fibrosis Canada, The Sylvia Fedoruk Centre, The Canadian Cancer Society and the Canadian Breast Cancer Foundation.

I would be remiss if I didn't mention that effective January 1, 2015, Martin Phillipson, vice-provost College of Medicine organizational restructuring, took a well-deserved 12-month administrative leave. He will continue to provide advice and guidance on the College of Medicine restructuring. The position of vice-provost was always intended to be temporary and it is an indication of the progress made within the college in the last 12 months, and the strength of the new leadership team, that a leave could be contemplated.

President’s Tour – Spring Term

I’m enjoying the return of the “President’s Provincial Tours” after the winter respite. Since Christmas I’ve visited Humboldt, Swift Current, and Yorkton, with Prince Albert coming up in May. The tours will continue to include meetings with local business leaders, health regions, high schools, and of course visiting with alumni and friends.

Although titled “President’s Tour,” it is not uncommon for a number of senior leaders to accompany me to these locations. Dean Smith (Medicine), Dean Butler (Nursing), and Dean Stoicheff (Arts & Science) are a few of the deans who have taken the opportunity to connect with targeted constituents during these visits as well. I encourage any senators in the area to join us on these tours as well. They are a great way to learn about the communities with whom we interact and give us practical insight into the work of the U of S.

In addition to continuing the provincial community tours, I also continue to meet with people on our regular national tour. I’ve recently returned from Vancouver/Victoria where I visited with alumni and friends, connected with prospective donors and visited with guidance counsellors. I will be taking trips to Calgary and Toronto to meet with similar audiences.

Campus Updates and Successes

Communications Campaign ‘Knowledge is Beautiful’



Knowledge is beautiful.

The Super Dual Auroral Radar Network (SuperDARN) Canadian headquarters at the U of S is constantly monitoring the motion of charged particles in the atmosphere, driven by the fast flowing solar wind plasma and the interplanetary magnetic field, which emanate from the sun out through the solar system.

In other words, our researchers are studying how the weather in space can affect power grids, cell phones, GPS units, and other systems and tools you rely on every day.



usask.ca

The advertisement above, highlighting our SuperDARN, is an example of the ads developed for the university's new communication campaign "Knowledge is Beautiful." The text in the ads themselves impart knowledge, not only about the exciting research happening at the U of S, but also what that work means to the average person reading the ad. The intention is to make people aware of our strengths, our signature areas and points of differentiation between our competitors and ourselves, with our key audiences in mind. We are targeting key areas with the goal to strengthen our reputation across Canada.

I hope many of you will have seen the advertisements already. Advertisements similar to the one above will have appeared in the *Globe and Mail*, the *Saskatoon Star Phoenix*, the *Regina Leader Post* and the *Prince Albert Daily Herald*. We are also looking at a presence in airports in Toronto, Vancouver, Regina and Saskatoon during July, a key time for summer travellers, and will invest in a consistent presence in *University Affairs* and strategic placements in the *Hill Times*, where we can directly target some of our most important key audiences.

Working Green at the U of S

On October 1, 2010, the University of Saskatchewan joined 27 other Canadian post-secondary schools in signing the University and College Presidents' Climate Change Statement of Action for Canada. In recognizing climate change as a serious threat to be addressed, the university has set a target to reduce its greenhouse gas (GHG) emissions by 20% below 2006/2007 levels by 2020.

So far, the university has taken many steps towards reducing GHG emissions from governance, engagement, and operational perspectives. These solutions include:

The *Energy & Water Conservation Policy* ensures energy and water use at the university stays sustainable and efficient. The policy is also driving the development of an Energy Management Program to further increase conservation efforts.

The Work Green program has been using community engagement to increase energy efficiency practices and sustainable behaviour at the university. By educating and training its staff and faculty, the university can reduce its energy needs.

Through the *Energy Management Suite* module of the EAM project, the university will be able to identify its energy inefficiencies while quantifying savings and GHG reductions. This will also enable the university to share its energy-use information with the rest of campus, helping to engage the community and inspire behavioural changes.

A *building commissioning program* for the university's existing buildings is helping to identify opportunities for retrofits while improving existing infrastructure and deferred maintenance to reduce energy requirements and use.

The Association for the Advancement of Sustainability in Higher Education's (AASHE) STARS program (Sustainability, Tracking, Assessment, and Rating System) rates academic institutions on sustainability criteria to help them recognize strengths and weaknesses. The STARS ratings of Canada's U15 universities enrolled in the program are shown below. Emissions reductions targets have been included where available to represent reductions below chosen baseline levels.

Gold Ratings

Dalhousie University	(15% by 2013, 20% by 2016, 50% by 2020)
University of Alberta	(17% by 2020)
University of British Columbia	(33% by 2016)
University of Calgary	(45% by 2015, 60% by 2020, 80% by 2050)
Université Laval	(carbon neutral for direct emissions)
Western University	(below 2009 levels by 2017)

Silver Rating

McGill University	(13,000 tonnes from Scope 1)
University of Ottawa	(34% by 2020)

Bronze Rating

University of Saskatchewan	(20% by 2020)
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The Energy Management Program will help the university set a baseline for energy usage. To further reduce the impact that heating and electricity have on GHG emissions, it is critical to identify opportunities to manage the baseline via renewable or cleaner fuel sources. Opportunities such as the recently researched combined heat and power plant – which has potential to be subsidized through SaskPower funding – would mean a dramatic decrease in overall emissions and more efficient operations.

Child Care Centre

Construction has begun on the University of Saskatchewan's newest child care centre, and its price tag will be lower than expected, nearly \$217,000 lower. Gabriel Construction was awarded the tendered contract to build the centre, which is expected to cost \$4,577,380. We are looking at using the saved funds to renovate and add more space to the existing U of S Students' Union child care facility in the Williams Building.

As a university we've become increasingly aware of the need for more child care spaces. We know we are short and this will help. It's been a bit of a long road, but we are well on our way to addressing the need for more child care spaces. The majority of funding for the new centre came from the university and from the Ministry of Education.

The one-storey building will be located south of the R.J. Williams Building and west of the Souris Hall residence building. It is too early to confirm a completion date, but we hope the building will be ready in the spring of 2016.

Re-thinking Kenderdine Campus

A request for proposals (RFP) has been issued by the University of Saskatchewan to find someone interested in a business opportunity—develop a meeting and lodging facility at the Kenderdine Campus at Emma Lake in exchange for some access and a long-term lease on the land.

The RFP was issued March 10 and is an effort to find a financially sustainable plan for the campus that was established in 1935 with a focus on U of S arts and ecology activities in addition to community use. Programs at the campus were suspended in late 2012.

When the suspension was enacted, we knew that millions of dollars in capital investment were needed at the facility to bring it up to operating standard. It was also reported in 2012 that only about 200 students participated in programs at the campus that year, and that ceasing operations for three years in order to re-evaluate the facility would save the university \$500,000.

The RFP asks interested proponents to submit proposals for the 22-acre site based on a financially sustainable business plan. The U of S will provide a long-term lease on the property to allow the successful developer time to recover any investment, but the winning project must ensure a degree of university access to whatever facilities are on site.

We've provided a list of our desired uses in the RFP and these include teaching and learning, and research in areas such as biology, soil sciences, art and art history, and music. We've asked for space for various studio arts, teaching and learning spaces that accommodate up to 40 people, sleeping and eating facilities, and outdoor activity areas. The RFP closes May 7 and we look forward to the results of the process.

Support for Transgender Students

In conjunction with the start of Transgender Awareness Week, the University of Saskatchewan recently announced the establishment of two new scholarships for the 2015-16 academic year. The University of Saskatchewan Transgender Student Award and Two-Spirit Student Award are \$2,500 bursaries that will be offered annually to students who self-declare their status as transgender or two-spirit persons and/or are doing undergraduate research into transgender or two-spirit issues.

The new awards, the first of this type at the U of S, are part of the university's commitment to an inclusive and positive work and learning environment for everyone, including those who identify as gay, lesbian, bisexual, transgender, queer or two-spirit, as well as diversity as it relates to racial identities, religious beliefs, ethnic backgrounds and political views.

I believe our campus community is even more accepting now than it has ever been in terms of differences in religion, ethnicity, gender and sexual orientation. Where there are areas that need more work, the U of S will do its part to ensure we have a safe and inclusive environment for everyone. The awards will be based upon financial need and a statement of community involvement and volunteerism. Students will be able to apply beginning this summer, with an October 1 deadline.

Metaphor and Science

Metaphor and science may seem like odd bedfellows, but to the first-ever social scientists in residence at the Canadian Light Source (CLS), the two are completely compatible. Psychologist Ulrich Teucher and sociologist Jennifer Poudrier, both associate professors in the College of Arts and Science, moved their offices to the CLS at the start of January to begin residencies that will last until June.

As social scientists, their interest in the CLS is as a unique society of researchers brought together from around the world. For six months, Poudrier and Teucher will work closely with scientists to gain insight into their relationships to one another and to their work. When they have finished, they will explore ways of sharing their results with the CLS researchers and the greater scientific community.

A pair of \$7,500 research grants from the U of S Office of the Vice-President Research will aid Teucher and Poudrier in their projects, while the college's Division of Social Sciences will cover the cost of releasing them from teaching duties until the summer.

Aboriginal Achievement Week Student Awards

The Aboriginal Students' Centre hosted a student awards ceremony on February 5 to acknowledge the accomplishments of Aboriginal students across campus during Aboriginal Achievement Week. Outstanding students from each college were recognized for having excelled at their studies, conducted unique and compelling research, showed leadership or made significant contributions to the community. Below are the student award winners and the category of the recognition.

- **Alfred Gamble—community award**
- **Braden Myhr—academic achievement award**
- **Avery Michael—academic achievement award**
- **Dakota Swiftwolfe—academic achievement award**
- **Lisa Langan—academic achievement award**
- **Peer mentors of the Aboriginal Student Achievement Program: Lisa Langan, Victory Harper, Monica Iron, Michaella Shannon, Enola Frank**
- **Raylene Keshane, Milo Cameron, Naomi Muskego, and Lisa Borstmayer—leadership award**
- **Ashley Ironstand—academic achievement and leadership awards**
- **Samson Lamontagne—leadership award**
- **Marsha Janvier—academic achievement award**
- **Nora Joyea—academic achievement award**
- **Connor Theoret—academic achievement award**
- **Jordan Gonda—community award**
- **Blake Charles—community award**
- **Donald Bear—leadership award**
- **Lorne Fagnan—community award**
- **Lorretta Markowski—leadership award**
- **Karissa Brabant—leadership award**
- **Joshua Butcher—leadership award**
- **Danielle Stilborn—academic achievement award**
- **The Missing and Murdered Aboriginal Women student group—Ronalda Johnson, Denise Huet, Erica Martin, and Tenneille Esperance – research award**
- **Dallas Odgers—academic achievement award**
- **Kirsten Sweet—academic achievement award**

For more information on each student I would recommend senate members connect to the following website: <http://words.usask.ca/news/2015/02/23/aboriginal-achievement-week-2/>



UNIVERSITY OF
SASKATCHEWAN

**Nomination for Senate-elected member of
the University of Saskatchewan
Board of Governors**

Name of individual being nominated: Daphne Arnason
(Does not need to be a Senate member)

Contact information of nominee: (address, phone, email address)

703 Brabant Crescent
Saskatoon, SK S7J 4Z3
306 373 0049
darnason@sasktel.net

Nominated by (must be three Senators):

Please attach relevant biographical information on the candidate -
(such as curriculum vitae, resumé, references, etc.)

Please check applicable boxes:

- This individual has indicated a willingness to be nominated as a member of the Board of Governors.
- The individual being nominated has never declared bankruptcy.

Nomination for Senate-elected member of the Board of Governors

Page 2

The Board of Governors have identified those skills and experiences, set out in the chart below, as those which they would like to have on the Board overall. Governance experience is essential given the complex nature of the organization. Given the current complement of Board members, it has been identified that the Board would benefit most by the addition of a member with knowledge and experience in areas of the arts, professional accounting and/or accessing funding sources. The Board would also be strengthened by having more geographic diversity with another member residing outside of Saskatoon or outside of the province.

Please identify the skills and experiences of the nominee in the chart below:

Skills & Experience	Nominee
University Administration	
Investment and Finance	✓
Corporate/Business	✓
Governance	✓
Policy	✓
Accounting	✓
Legal	
Government Relations	
Philanthropy	
Access to funding sources	
Human Resources/Pensions	
Oversight and financing of large capital projects	✓
Community Involvement	✓
Teaching	
Research	
Cross-cultural experience	
Arts	
Aboriginal community experience	

Please provide copies of the following documents to the individual being nominated for their information:

- Guidelines Governing Board Member Responsibilities
- Conflict of Interest Form

All Board members are required to comply with the Guidelines Governing Board Member Responsibilities and submit a Conflict of Interest form annually.

The successful candidate would be appointed for a three-year term commencing July 1, 2015.

Receipt required by March 10, 2015 at:
 Senate Nominations Committee
 c/o Office of the University Secretary
 University of Saskatchewan
 212 Peter MacKinnon Building, 107 Administration Place
 Saskatoon, SK S7N 5A2
 Or by email: university.secretary@usask.ca or fax to 306-966-4530

Daphne J. Arnason

Daphne Arnason recently retired from PotashCorp on December 31, 2014. Ms. Arnason served in the new position of Vice President, Global Risk Management from July 1, 2013, to December 31, 2014, heading a team directing the strategic risk management program.

Ms. Arnason joined PotashCorp in 1988 and held various positions in the tax department, rising to Senior Director, Taxation and then to Vice President, Internal Audit, with responsibility for developing, coordinating and delivering the company's worldwide internal audit program.

She earned a Bachelor of Commerce degree at the University of Saskatchewan and is a Fellow Chartered Accountant (FCA) of the Institute of Chartered Accountants of Saskatchewan. She has served on several of its committees.

Ms. Arnason is on the board of directors of the United Way of Saskatoon and Area. Ms. Arnason served on the board of directors of the Saskatoon Airport Authority from 2005 to 2014.



CURRICULUM VITAE – DAPHNE J. ARNASON

Personal Information: Daphne Arnason was born in Esterhazy, Saskatchewan, and grew up on a farm near Tantallon, Saskatchewan. Upon graduating from high school, she moved to Saskatoon to attend the University of Saskatchewan. She has lived in Saskatoon since that time. Daphne is married to Leo Bourassa, and they have four adult children; all are U of S graduates, and all currently live in Saskatchewan.

Education:
1973 Grade 12 Graduate, Esterhazy High School
1977 Bachelor of Commerce Degree, University of Saskatchewan

Professional Qualifications:
1979 Received Chartered Accountant designation, “CA”
2005 Admitted as “FCA” by the Institute of Chartered Accountants of Saskatchewan

Employment History:
1977 – 1988 Employed in Saskatoon by predecessor chartered accounting firms of the firm Deloitte. There, her career progressed from articling student to Manager. While in public practice, she worked in the areas of audit, small business, and taxation.

1988 – 2014 Employed by PotashCorp in the Saskatoon Corporate office. From 1988-2003 she was responsible for developing the taxation department, and rose to the position of Senior Director, Taxation. From 2003-2013 she served as Vice President, Internal Audit. In this capacity, she developed, coordinated and delivered PotashCorp’s worldwide internal audit program. From 2013-2014 she served as Vice President, Global Risk Management, with responsibilities for development of the risk management program, until her retirement in December 2014.

Professional Involvement:
1996 – 2000 Council member of the Saskatchewan Institute of Chartered Accountants

1980 – Present Served on numerous institute committees over the years. She served two terms as the Saskatchewan Institute’s representative on the University of Saskatchewan Senate.

Community Involvement: Over the years, Daphne has been actively involved in a number of community associations and service groups. For many years, she served as an Area Leader and canvasser for the Canadian Cancer Society. While her children were school age, she was actively involved in their school and sporting activities. She served on Parent Council and acted as treasurer and manager for numerous minor hockey and ball teams.

Board Activity:
2005 - 2014 Board member, Saskatoon Airport Authority. She chaired the Audit and Finance Committee for a number of years, and also was a member of the Governance Committee.

2011 - Present Board member, Saskatoon and Area, United Way



Nomination for Senate-elected member of the University of Saskatchewan Board of Governors

Name of individual being nominated: Lorne H. Hepworth (Does not need to be a Senate member)

Contact information of nominee: (address, phone, email address)

15 - 50 Northumberland Road
London, Ontario M6H 5J2
res: 519-473-0166 cell: 519-902-1373
email: lorne.hepworth@gmail.com

Nominated by (must be three Senators):

Please attach relevant biographical information on the candidate - (such as curriculum vitae, resumé, references, etc.)

Please check applicable boxes:

- [X] This individual has indicated a willingness to be nominated as a member of the Board of Governors.
[X] The individual being nominated has never declared bankruptcy.

Nomination for Senate-elected member of the Board of Governors

Page 2

The Board of Governors have identified those skills and experiences, set out in the chart below, as those which they would like to have on the Board overall. Governance experience is essential given the complex nature of the organization. Given the current complement of Board members, it has been identified that the Board would benefit most by the addition of a member with knowledge and experience in areas of the arts, professional accounting and/or accessing funding sources. The Board would also be strengthened by having more geographic diversity with another member residing outside of Saskatoon or outside of the province.

Please identify the skills and experiences of the nominee in the chart below:

Skills & Experience	Nominee
University Administration	
Investment and Finance	✓
Corporate/Business	✓
Governance	✓
Policy	✓
Accounting	
Legal	
Government Relations	✓
Philanthropy	✓
Access to funding sources	✓ (Some)
Human Resources/Pensions	
Oversight and financing of large capital projects	
Community Involvement	
Teaching	
Research	
Cross-cultural experience	
Arts	
Aboriginal community experience	

Please provide copies of the following documents to the individual being nominated for their information:

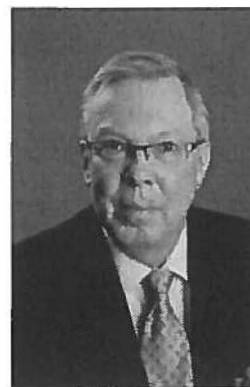
- Guidelines Governing Board Member Responsibilities
- Conflict of Interest Form

All Board members are required to comply with the Guidelines Governing Board Member Responsibilities and submit a Conflict of Interest form annually.

The successful candidate would be appointed for a three-year term commencing July 1, 2015.

Receipt required by March 10, 2015 at:
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 c/o Office of the University Secretary
 University of Saskatchewan
 212 Peter MacKinnon Building, 107 Administration Place
 Saskatoon, SK S7N 5A2
 Or by email: university.secretary@usask.ca or fax to 306-966-4530

L.H. Hepworth
15-50 Northumberland Road
London, Ontario N6H 5J2
519-473-0166 res
519-902-1373 cell
lorne.hepworth@gmail.com



Lorne Hepworth is now retired, after serving for over 16 years as President and CEO of CropLife Canada, the trade association representing developers, manufacturers and distributors of plant science innovations for use in agriculture, urban and public health settings.

Dr. Hepworth is currently the Chair of the Board of Genome Canada; a member of the Board of CARE Canada; a member of the board of the Global Institute for Food Security; a member of the board of Input Capital Corp; and, on the Canadian International Food Security Research Fund Governance Committee.

He recently served on the Canadian Council of Academies Expert Panel on Sustainable Management of Water in the Agriculture Landscapes of Canada. He has served as a member of the Advisory Board of the National Research Council of Canada, Plant Biotechnology Institute; the Canadian Agri-Food Research Council; the federal government's Pest Management Advisory Committee and National Biotechnology Advisory Committee.

A graduate of the Western College of Veterinary Medicine at the University of Saskatchewan (1971), Dr. Hepworth was a veterinarian in Alberta and Saskatchewan until 1982, when he was elected to Saskatchewan's Legislative Assembly. He subsequently served nine years in Cabinet, during which he was minister of Agriculture, Education, Finance, and Energy and Mines. From 1993 to 1997, he held several executive positions with the Canadian Agra group of companies specializing in agri-food/feed production, processing and marketing.

In 2012 he was awarded the Queen Elizabeth II Diamond Jubilee Medal and in 2014 was inducted into the Canadian Agricultural Hall of Fame.

He was raised on a farm near Assiniboia, Saskatchewan and continues to have an interest in farming there, including the original homestead quarter established by his grandfather in 1907. He is married to Fern and they have two adult children (Graeme and Alana).

Lorne H. Hepworth
15-50 Northumberland Road
London, ON N6H 5J2
Res: 519-473-0166
Cell: 519-902-1373
Email: lorne.hepworth@gmail.com

WORK HISTORY **President and CEO** **August 1997 to February 2014**
CROPLIFE CANADA (formerly Crop Protection Institute of Canada) Ottawa, Ontario

Responsible for overall management of this trade association representing manufacturers, developers and distributors of the Plant Science – pest control products and plant biotechnology - industry. Responsibilities include strategic management of government relations, media relations, communication and stewardship.

CANADIAN AGRA GROUP OF COMPANIES **1994 to 1997**
Various positions Kincardine, Ontario

President **June 1996 to June 1997**
CANADIAN AGRA GROUP

Executive Vice President **December 1996 to June 1997**
CANADIAN AGRA FOODS INC.

A publicly traded agri-food and agri-feed company. Primary responsibilities are investor and public relations, corporate financing and human resources.

President **June 1996 to December 1996**
CANADIAN AGRA INTERNATIONAL CORP

Responsible for project development in China

Chief Executive Officer and President **January 1995 to May 1996**
CANADIAN AGRA CORPORATION

Responsible for all facets of Canadian Agra's activities, related to the production, processing and marketing of its agricultural products. Provide overall strategic management in co-ordination with the various operating divisions.

President **January 1994 to January 1995**
CANADIAN AGRA CORPORATION

Vice President **January 1992 to December 1993**
CROP PROTECTION INSTITUTE

Chief spokesperson for the pesticide industry in Western Canada. Liaison with member companies, federal and provincial governments, farm organizations, universities and the media on public safety, environmental and regulatory issues relating to crop protection technology

Member of the Saskatchewan Legislature (Weyburn, P.C.) **April 1982 to October 1991**
Member of Executive Council

1989 - 1991 Minister of Finance Regina, Saskatchewan
Chairman of Treasury Board
Minister Responsible, Crown Investment Corporation

1986 - 1989 Minister of Education
Minister of Advanced Education and Manpower

1985 - 1986 Minister of Energy and Mines

1983 - 1985 Minister of Agriculture

Partner 1978 to 1983
HEPWORTH – PULFER VETERINARY CLINIC Weyburn, Saskatchewan

Owner 1973 to 1978
HEPWORTH VETERINARY CLINIC Weyburn, Saskatchewan

Owner 1976 to present
L.H. HEPWORTH FARM Assiniboia, Saskatchewan

EDUCATION **Doctor of Veterinary Medicine** Saskatoon, Saskatchewan
University of Saskatchewan
Western College of Veterinary Medicine
Harvard Business School Executive Education Boston, MA
Agribusiness/Agricetual Seminar

OTHER

1979 - 1982 Member, Saskatchewan Veterinary Medical Association Council

1979 - 1982 Member, Canadian Veterinary Medical Association Council

1992 - 1996 Member, National Biotechnology Advisory Committee to Government of Canada

1993 - 1996 Board of Directors Veterinary Infectious Diseases Organization, University of Saskatchewan, Saskatoon

1998 - 2006 Member, Canadian Agri-Food Research Council

1999 - 2004 Member, Pest Management Advisory Committee to the Minister of Health for Canada

2001 - 2003 Member, Executive Committee, CropLife International and Chair, Stewardship and Sustainable Agriculture Committee, Brussels

2007 - present Member, Independent Review Committee, Assiniboia Farmland Limited Partnership

2009 - 2012 Member of the Advisory Board, National Research Council of Canada, Plant Biotechnology Institute

2009 - present Member, CARE Canada Board of Directors

2009 - 2013 Member, Canadian International Food Security Research Fund (CIFSRF) Scientific Advisory Committee

2010 - present Member and Chair, Genome Canada Board of Directors

2012 - 2013 Member of the Council of Canadian Academies – Expert Panel on Sustainable Management of Water in the Agricultural Landscapes of Canada

2013 Member of the Canadian International Food Security Research Fund (CIFSRF) Scientific Advisory Committee

2013 to present Member of the Canadian International Food Security Research Fund (CIFSRF) Governance Committee

2013 to present Member of the Board of the Global Institute of Food Security

2013 to present Member of the Board of Input Capital Corporation

2014 to present Member of the Advisory Board of Assiniboia Farmland Holdings L.P.

**AWARDS
AND HONORS**

2012 Life Member Saskatchewan Veterinary Medical Association
2012 The Queen Elizabeth II Diamond Jubilee Medal
2013 Honorary Lifetime Membership Award, CropLife America
2014 CropLife Canada Life Member
2014 Wheat Grower's "Shovel of Gratitude"
2014 Inducted into Canadian Agricultural Hall of Fame

PUBLICATIONS

Hepworth, L.H., *Crop Protection Technology and Sustainable Agriculture – An Industry View*, p. 595, Agricultural Health and Safety: Workplace, Environment, Sustainability, CRC Press Inc., 1995

Hepworth, L.H., *Public Interest and Political Leadership*, [Speaking notes for address delivered to the New Ideas Seminar – Leadership and Vision in the Public Sector, Regina, October 25], reprinted from Canadian Speeches, December 1988.

Hepworth, Lorne H., *Mistrust of science, industry and government yields bad biotechnology policies*. [Speech to Crop Protection Institute of Canada, annual conference, September 17, 2001], reprinted Canadian Speeches, Vol. 15, Issue January/February 2002

Hepworth, Lorne H., *Governing Food, Science, Safety and Trade*, p.63, Industry Stewardship as a Response to Food Safety Concern, McGill-Queen's University Press, 2001.

Hepworth, L.H., *Water and Agriculture in Canada: Towards Sustainable Management of Water Resources*. *The Expert Panel on Sustainability Management of Water in Agricultural Landscapes of Canada*, Council of Canadian Academies 2013

PERSONAL

Married (Fern); two children (Graeme and Alana)



Board Nomination

Name of individual being nominated: MR LARRY KOWALCHUK
(Does not need to be a Senate member)

Contact information of nominee: (address, phone, email address)

MR LARRY KOWALCHUK

40 KOWALCHUK LAW OFFICE

200 B - 2121 AIRPORT DRIVE (email Larrykowalchuk@
kowalchuk.ca)

SASKATOON, SK S7L 6W5 Ph 306 522-2606

Fx 306 522-2608

Nominated by (must be three Senators):

Please attach relevant biographical information on the candidate -
(such as curriculum vitae, resumé, references, etc.)

Please check applicable boxes:

This individual has indicated a willingness to be nominated as a member of the Board of Governors.

The individual being nominated has never declared bankruptcy.

The Board of Governors have identified those skills and experiences, set out in the chart below, as those which they would like to have on the Board overall. Governance experience is essential given the complex nature of the organization. Given the current complement of Board members, it has been identified that the Board would benefit most by the addition of a member with knowledge and experience in areas of the arts, professional accounting and/or accessing funding sources. The Board would also be strengthened by having more geographic diversity with another member residing outside of Saskatoon or outside of the province.

Please identify the skills and experiences of the nominee in the chart below:

Skills & Experience	Nominee
University Administration	
Investment and Finance	
Corporate/Business	✓
Governance	✓
Policy	✓
Accounting	
Legal	✓
Government Relations	✓
Philanthropy	✓
Access to funding sources	
Human Resources/Pensions	✓
Oversight and financing of large capital projects	
Community Involvement	✓
Teaching	✓
Research	✓
Cross-cultural experience	✓
Arts	✓
Aboriginal community experience	✓

Please provide copies of the following documents to the individual being nominated for their information:

- [Guidelines Governing Board Member Responsibilities](#) ✓
- [Conflict of Interest Form](#) ✓

All Board members are required to comply with the Guidelines Governing Board Member Responsibilities and submit a Conflict of Interest form annually.

The successful candidate would be appointed for a three-year term commencing July 1, 2015.

Receipt required by March 10, 2015 at:
 Senate Nominations Committee
 c/o Office of the University Secretary
 University of Saskatchewan
 212 Peter MacKinnon Building, 107 Administration Place
 Saskatoon, SK S7N 5A2
 Or by email: university.secretary@usask.ca or fax to 306-966-4530

Larry William Kowalchuk, BA, LLB

ADDRESS: 18 Patton Street Regina Saskatchewan S4R 3N9

CONTACT: email – larrykowalchuk@sasktel.net; phone – 306 529 3001

EDUCATION:

Grade 12 – 1967 Yorkton Regional High School

Bachelor of Arts – 1976 University of Regina

Bachelor of Laws – 1986 University of Saskatchewan (Academic Prize in Advanced Constitutional Law)

EMPLOYMENT:

Lawyer (Senior Counsel/Owner) – Kowalchuk Law Office, Regina and Saskatoon, 2012 – Present

Major areas of practice: Labour, Human Rights, Charter of Rights, Environment, Aboriginal Justice

In-house Counsel – Saskatchewan Joint Board, Retail, Wholesale and Department Store Union, 2005-2012

Major areas of practice: Labour, Human Rights, Charter of Rights

Lawyer – Kowalchuk Law office, Saskatoon and Regina, 1986-2005

Major areas of practice: Labour, Human Rights, Charter of Rights

Agreement Administration Advisor – Saskatchewan Government Employees Union, 1976-1983

Areas of work: collective bargaining, organizing, research and collective agreement servicing

SKILLS AND EXPERIENCE:

Larry Kowalchuk brings a strong set of skills and experiences to serve on the Board of Governors. He is particularly knowledgeable in the fields of law, governance, corporate and government relations, research and teaching. Most recently he has offered his expertise in representing indigenous peoples struggling with incursions on First Nations and other aboriginal traditional territory in Alberta, Saskatchewan and New Brunswick. In the process, he has developed strong community ties and a great appreciation for the culture and governance traditions of indigenous peoples. He has also served on many community organizations, including Equal Justice for All, Amnesty International, L.A.W. (Lawyers Against War), the Canadian Charter Committee on Charter issues, the Steering Committee to establish the Equality Network, and the Court Challenges Program.

Larry has distinguished himself as a lawyer championing human rights, social justice, and the rights of indigenous people across Canada since his graduation from the University of Saskatchewan College of Laws in 1986. His reputation has grown provincially and nationally, and his accomplishments have reflected eminently on his alma mater and the less privileged clients he has had the privilege to represent over the intervening years. All the while, he has maintained an avid interest in the University and its development. Besides serving as a sessional lecturer in law at U of S, he has continued to follow the struggles and the achievements that the institution has faced in recent years.

General Legal Experience:

- Appearances at all levels of tribunals and courts including the Supreme Court of Canada
- Significant cases include: representing the GLBT community on The Marriage Commissioners Reference at Saskatchewan Court of Appeal on same sex marriage rights; representing single employable welfare recipients at Saskatchewan Court of Appeal on discrimination in rates of social assistance based upon family status; representing Equal Justice For All on electoral boundaries case at Supreme Court of Canada on the issue of discrimination in setting electoral boundaries and the right to vote; lead counsel in RWDSU v. Pepsi on freedom of expression and secondary picketing at the Supreme Court of Canada; lead counsel at Queen's Bench on the Essential Services case representing labour unions; representing union and women on pay equity case at Saskatchewan Court of Appeal; representing women on several sexual harassment case before Human Rights Tribunals

Teaching Experience:

- Sessional lecturer at College of Commerce University of Saskatchewan in the Labour Studies Certificate Program for two semesters
- Sessional lecturer on Children and the Law at University of Regina Human Justice certificate program Saskatoon Campus for one semester
- Co-facilitator for week long Labour Law course (eight years) offered through the Canadian Labour Congress (CLC) and the Saskatchewan Federation of Labour (SFL) that was also recognized as course credit for the College Of Commerce Labour Studies Certificate and for the Canadian Labour Congress Labour Studies Program
- Co-facilitator for week long Spring School offered by the CLC/SFL on courses including collective bargaining and sexual harassment.
- Guest Lecturer at College of Commerce on unions and seniority
- Guest Lecturer at University of Regina Business Administration Department to: grad students on the Charter of Rights and picketing , bachelor studies students on Human Rights and on Collective Bargaining
- Guest lecturer at University of Regina Women Studies Department on sexual harassment and violence against women
- Guest Lecturer at University of Regina Political Science Department on: the Charter and unions; collective bargaining; international law and the ILO; Essential Services and the law, sexual harassment and human rights
- Guest speaker for Continuing Education Law Society of Saskatchewan to elementary and high school students
- Camp Counsellor (eight years) for SFL week long Summer Camp for youth aged 12 – 16 on issues involving learning about human rights and collective bargaining and unions

Speaking Engagements:

Regularly am invited as a guest speaker at various community events and conferences around many of the issues related to my work and community involvement.

Student union experience:

External Vice- President - University of Regina Students Union 1972 -3

President - Saskatchewan Association of Students 1972-3

Treasurer and member of founding Central Committee of the National Union of Students (predecessor to CFS) 1972 - 3

Community Involvement:

- Level Two National Certified Coach – youth soccer
- Coach – many years for youth soccer competitive teams varying in ages from 4-6 to 12- 13 age categories including city and provincial playdowns
- Assistant coach – Hockey – various youth age groups in competitive hockey leagues in Saskatchewan for several seasons and Calgary one season
- An organizer and facilitator/educator in founding Equal Justice For All, a self-run advocacy organization in Saskatoon for people in poverty
- Member of Advisory Committee for the federal Court Challenges Program for two years
- Founding member of the Canadian Charter Committee on Charter Issues which represents people in poverty in Canada on Charter issues
- Member of Steering Committee to establish the Equality Network bringing together over fifty national organizations representing disadvantaged groups in Canada to co-ordinate litigation issues and strategies on Charter litigation and funding for the Court Challenges Program
- Was member of collective of groups and individuals to set up a free community health clinic in Regina to offer health services to people in poverty
- Assisted in setting up tenants rights groups in Regina
- Was Member of L.A.W. (Lawyers Against War), an international group of lawyers from around the world seeking to stop illegal wars
- Member of Amnesty International

Family History

My father was in the air force and we travelled and live in various locations across Canada. He was also the General Manager of the Legion in Calgary until his death a few years ago. My mother has worked her whole life and raised five children of whom I am the oldest. My family and relatives grew up in the Foam Lake/Sheho area originally coming from the Ukraine in 1896. One of my uncles was a professor of agriculture at the University of Saskatchewan until his health left him recently. I grew up playing many sports at the elite levels and spent a lot of time babysitting and delivering newspapers. Various summer jobs included as a garbage porter at a hospital and nursing home; highways construction lab; general construction labourer; painter apprentice; and printer/lay-out designer and lifeguarding.

Since 1969, have lived primarily in Saskatchewan in Yorkton, Saskatoon and Regina. My oldest son is a graduate from the College of Commerce University of Saskatchewan (Dean's list) and recently the College of Law (distinction) University of Saskatchewan and lives with his partner (a nurse) and children in Saskatoon, presently completing his final month of articles with our firm. My younger son is 19 and works on the pipeline in Saskatchewan. My daughter, age 16, currently lives in Kelowna attending an elite hockey program for young women while going to school.

UNIVERSITY SENATE
SENATE EXECUTIVE COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Gordon Barnhart
DATE OF MEETING: April 25, 2015
SUBJECT: Work of the Senate Executive Committee
SENATE ACTION: For information only

CONTEXT AND BACKGROUND:

The following information is a report on the work of the Senate Executive Committee.

DISCUSSION SUMMARY:

Senate Engagement

At the October meeting of Senate Executive, the committee agreed to consider ways of engaging Senate. Suggestions included tours of various areas of campus, and the inclusion of a presentation at Spring Senate by a Dean or Executive Director of one of the Schools, offering information about the initiatives their students and faculty are participating in, updates on important events, research, etc.

The committee polled senators to see what type of tour senators might be interested in attending, prior to the Senate Reception being held on Friday, April 24. Three tours were offered for consideration by Senators:

- Campus buildings around the bowl
- Academic Health Sciences Building
- Canadian Light Source (CLS)

Based on the majority of responses, a tour of the Academic Health Sciences Building and the CLS will be organized.

Dr. Rob Lamb, Chief Executive Officer of the CLS has been invited to provide a presentation to Senate.

Nomination for Senate-elected Board Member:

One of the Senate Executive Committee's responsibilities is to nominate one or more individuals for the senate-elected board member. This responsibility has been fulfilled.

Requests Received by Senate Executive:

The committee received and considered a request by a senate member to invite Kirsten Scansen to provide a presentation to Spring Senate on Promotion, Support and Celebration of Aboriginal Culture. Kirsten is from Treaty 6 Territory, Lac la Ronge First Nation, and holds an MA Indigenous Governance, BA Sociology and Political Science. The committee recommended that further information about Ms. Scansen's presentation, such as a copy of her presentation slides, be provided to the Senate Education Committee. The education committee will consider whether the impact of corporations that the University of Saskatchewan partners with, on First Nation and Métis peoples, will be a topic for discussion at a future Senate meeting, and if so, the format that the discussion will take and whether Ms. Scansen will be invited to speak on the matter.

The committee received a request from a senator to add an item to the agenda to ask Senate to recommend to the Board of Governors or University Council to terminate university relationships with Lockheed Martin Corporation. Concerns regarding the university's relationship with Lockheed Martin have been raised and addressed at several past meetings of Senate including April 21, 2012, October 29, 2012 and April 27, 2013. The relationship with Lockheed Martin remains as has previously been explained. Lockheed Martin at one time had offered to provide resource materials for use by the College of Engineering, but with no requirement for the College to actually use the materials. Scholarship resources were also offered by Lockheed Martin and an agreement was signed, which expires in December 2017. The Senate Executive Committee carefully considered this request and based on the various times that the relationship between the university and Lockheed Martin has been presented to and discussed by Senate, the committee has declined the request.

Review and Approval of Senate Agenda:

The committee reviewed and approved the Senate agenda for the April 25, 2015 Senate meeting.

UNIVERSITY SENATE
SENATE EXECUTIVE COMMITTEE
ITEM FOR APPROVAL

PRESENTED BY: Gordon Barnhart
DATE OF MEETING: April 25, 2015
SUBJECT: Two ex-officio members of Senate
DECISION REQUESTED:

Upon the recommendation from the president, it is recommended that:

The associate vice-president academic and the associate vice-president student affairs be replaced by the vice-provost faculty relations and the vice-provost teaching and learning as ex-officio voting members of Senate.

BACKGROUND:

In October 1993, at the request of the president, the Senate approved the associate vice-president academic and associate vice-president student affairs as ex-officio voting members of Senate pursuant to Section 24 (1) (a) (viii) of *The University of Saskatchewan Act, 1995*. Those two positions have been removed and replaced by the vice-provost faculty relations and vice-provost teaching and learning. The president is asking Senate to approve replacing the associate vice-president academic and the associate vice-president student affairs with the vice-provost faculty relations and the vice-provost teaching and learning as ex-officio voting members of Senate. The relevant section of the Act is as follows:

24(1) The Senate is composed of:

(a) the following persons who are members of the senate by reason of their office:

....

(viii) any other deans of academic and student affairs and directors who are nominated by the president and approved by the senate;

UNIVERSITY SENATE
SENATE NOMINATIONS COMMITTEE
ITEM FOR APPROVAL

PRESENTED BY: Mairin Lowen
Chair, Nominations Committee

DATE OF MEETING: April 25, 2015

SUBJECT: Appointments to Senate committees for 2015/16

DECISION REQUESTED: **That Senate approve the appointments to Senate committees and positions as indicated in the attached schedule for 2015/16, effective July 1, 2015.**

BACKGROUND AND SUMMARY:

The Senate Nominations Committee is responsible for recommending to Senate individuals for membership to standing and other committees of Senate.

The Senate Nominations Committee met on February 24, 2015, to appoint a member to fill a vacancy on the Senate Executive Committee and the Senate Education Committee. Pursuant to Senate Bylaws Section V.1.(d)(iii), the Senate Nominations Committee's duties include: "to make appointments to standing committees of Senate and for Senate representation on other committees when vacancies arise between meetings of the Senate, and to report these to Senate at its next meeting." The committee appointed Mary Buhr as an ex-officio member to the Executive Committee to replace a vacancy created by the resignation of Peggy McKercher. The committee also appointed Michelle Prytula to the Senate Education Committee to replace a vacancy created by the resignation of Sanjeev Anand. Appointments made between meetings of Senate do not require Senate approval and therefore this item is for information.

The Senate Nominations Committee also met March 6, 2015 to recommend individuals to standing Senate committees. The recommendations made are shown in the attached senate committee membership list for 2015/16.

ATTACHMENT:

1. Senate Committee Membership List 2015/16

SENATE COMMITTEE MEMBERSHIP 2015/16

New members are indicated in bold type.

Re-appointed members are in italic type.

Executive Committee

Chancellor (Chair): Blaine Favel

President or designate: Gordon Barnhart

Two ex officio members: *Daphne Taras, Mary Buhr*

Three appointed members: *Charles Olfert, Lee Braaten, Karen Prisciak*

Three elected members: *Jim Nicol, Bob Krismer, Mark Stumborg*

One student member: TBA

Secretary (non-voting): Elizabeth Williamson

Honorary Degrees Committee

President (Chair): Gordon Barnhart

Chancellor (Vice Chair): Blaine Favel

Provost and Vice President (Academic): Ernie Barber

Two ex officio members: *Lorne Calvert, Peter Stoicheff*

Two appointed members: **Nadia Prokopchuk**, *Mairin Loewen*

Two elected members: *Tenielle McLeod, Richard Michalenko*

One student member: TBA

Secretary (non-voting): Elizabeth Williamson

Membership Committee

Chair of committee: *Jerri Hoback*

Chair of executive committee or designate: Blaine Favel

Four elected members of Senate: **Davida Bentham**, *Jerri Hoback*, **Joyce Wells**, TBD

Secretary (non-voting): Elizabeth Williamson

Education Committee

Two ex-officio members: *Blaine Favel, Michelle Prytula*

Two appointed members: **Pat Flaten**, *David Dutchak*

Two elected members: *Lenore Swystun, Richard Remple*

One student elected by student members of Senate: TBA

Secretary (non-voting): Elizabeth Williamson

Round Table on Outreach and Engagement

Four district Senators: **Ron Schriml, Mark Stumborg**, TBD, TBD

University Council

Sarah Binnie and Jim Pulfer

Senate Hearing Board for Non-academic Student Discipline and Appeals (3-year terms)

Six members of Senate: Armand Lavoie, Ernest Olfert, Nadia Prokopchuk, Jerri Hoback, Lenore Swystun, Valerie Mushinski

UNIVERSITY SENATE
SENATE MEMBERSHIP COMMITTEE
FOR INFORMATION

PRESENTED BY: Bob Krismer
 Chair, Membership Committee

DATE OF MEETING: April 25, 2015

SUBJECT: **Work of the Senate Membership Committee**

BACKGROUND AND SUMMARY:

Senate Organization member update

The Senate Membership Committee last reported on October 18, 2014 on Senate organization membership. The committee noted at that time that the Certified General Accountants, the Institute of Chartered Accountants and the Society of Management Accountants will be replaced by a new organization, the Institute of Chartered Professional Accountants of Saskatchewan (ICPAS). This amalgamation is now complete and as part of this, the new organization was asked to choose a Senate representative from its new membership. The ICPAS has notified the university secretary's office that Mr. Lee Braaten, formerly a representative of the Institute of Chartered Accountants of Saskatchewan, will be their representative on the University of Saskatchewan Senate. Mr. Doug Frondall, a representative on Senate from the Society of Management Accountants of Saskatchewan, has stepped down to facilitate this change. The Certified General Accountants did not name a new representative last year due to the amalgamation process.

Senate election concerns

The Senate Membership Committee met on April 1, 2015, to consider three formal complaints received by the University Secretary's office regarding the Senate nomination process pursuant to Section V.3.(d) (ii) of the Senate Bylaws.

The Senate Membership Committee approved a motion to restart the 2015 Senate nominations due to concerns raised regarding the process and inadequate notice provided with respect to nomination of Senators. As a result, member-at-large acclamations were nullified, the nomination period has been extended to May 8, 2015, and all member-at-large nominations received before April 1st were treated as validly nominated for the new call for nominations. District 13, which had been previously closed after the first call, re-opened to further nominations, and the nomination period has been extended to May 8, 2015. For Districts 1, 5, 6, 10 and 13, all district nominations received before April 1st were treated as validly nominated for the new call for nominations, and the nomination period has been extended to May 8, 2015.

The attached Senate membership list indicates which Senator's terms expire June 30, 2015. Please note that all elected District Senators and members-at-large except Stefania Fortugno are eligible to serve another term.

ATTACHMENT:
 Senate membership list

**UNIVERSITY OF SASKATCHEWAN SENATE
2014/2015**

APPOINTED MEMBERS

Name	Representing	Term expires June 30:
Pamella Acton	Saskatchewan Arts Board	2017
William Albritton	College of Physicians and Surgeons of Saskatchewan	2016
Jeanne Alexander*	Saskatchewan Writers' Guild	2017
Linda Ashley	Association of Saskatchewan Home Economists	2016
Carey Baker*	Saskatchewan Professional Planners Institutes	2017
Lee Braaten	The Institute of Chartered Professional Accountants of Saskatchewan	2016
Arlene Brandt*	Saskatchewan Physiotherapy Association	2017
Helen Christensen	Interior Designers Association of Saskatchewan	2017
Adrienne Danyliw	The Saskatchewan Dieticians Association	2017
Michele Derald	Saskatchewan Society of Occupational Therapists	2016
Dave Dutchak	Saskatchewan Chamber	2016
Simon Enoch*	Canadian Centre for Policy Alternatives – Saskatchewan	2017
Patricia Flaten	Saskatchewan Institute of Agrologists	2016
Richard Forbes	Association of Professional Engineers & Geoscientists of SK	2017
Ryan Fyfe	The Chiropractors' Association of Saskatchewan	2015
Karen Gerwing	Saskatchewan Women's Institutes	2016
Branimir Gjetvaj*	Nature Saskatchewan	2017
Toby Greschner*	Association of Saskatchewan Regional Colleges	2017
Barry Hollick	Saskatchewan School Boards Association	2016
Larry Hubich	Saskatchewan Federation of Labour	2017
Crandall Hrynkiw*	Saskatchewan League of Educational Administrators	2017
Lori Isinger	The Provincial Council of Women of Saskatchewan	2015
Richard Kies	The University of Regina Alumni Association	2016
Shelly Lamontagne	Saskatchewan Teachers' Federation	2015
Armond Lavoie	Assemblée Communautaire Fransakoise	2017
Dennis Lanigan	College of Dental Surgeons of Saskatchewan	2016
Bryan Lee (interim)*	Metis Nation-Saskatchewan	2017
Mairin Loewen	Saskatchewan Library Trustees' Association	2015
Kathleen Lohrenz	Sask. Registered Music Teachers' Association	2017
Sandra MacArthur*	Saskatchewan Urban Municipalities Association (SUMA)	2017
Judy MacMillan	University of Saskatchewan Alumni Association	2017
Stephanie Martin	Saskatchewan College of Psychologists	2016
Margaret McKechney*	Saskatchewan Environmental Society	2017
Craig Menzies*	The Saskatchewan Association of Optometrists	2017
Valerie Mushinski	Registered Psychiatric Nurses' Assoc. of Saskatchewan	2017
Victoria Neufeldt*	Canadian Federation of University Women (Regional Council)	2017
Charles Olfert	Saskatchewan Association of Architects	2017
Ernest Olfert	Saskatchewan Veterinary Medical Association	2017
Karen Prisciak	The Law Society of Saskatchewan	2016
Nadia Prokopchuk	Ukrainian Canadian Congress (Saskatchewan Provincial Council)	2015
Doug Spitzig	Saskatchewan College of Pharmacists	2016
Lisa Thibodeau	Saskatchewan Association of Recreation Professionals	2017
Colleen Toye	Saskatchewan Registered Nurses' Association	2016
Rod Wiens	Saskatchewan Association of Rural Municipalities	2016
Colleen Young*	Saskatchewan Association of School Councils	2017
TBA	Canadian Arts Representation (CARFAC SASK)	2017
TBA	Federation of Saskatchewan Indian Nations	2015

* New member

DISTRICT MEMBERSHIP

Name	District Representing	Term expires June 30:
Theresa Girardin	1. Weyburn – Estevan - Carlyle	2015
Tenielle McLeod	2. Chaplin – Moose Jaw - Rockglen	2016
Mark A. Stumborg, P.Eng.	3. Leader – Climax – Swift Current	2016
Sarah Binnie	4. Kenaston – Indian Head – Moosomin	2016
Russ McPherson	5. Kindersley – Delisle – Lucky Lake	2015
Adelle Kopp-McKay	6. Wynyard – Esterhazy	2015
Ron Schriml	7. Unity – Duck Lake – Watrous	2016
Robert G. Krismer	8. LaLoche–Green Lake– Battleford	2016
Corinna Stevenson	9. Nipawin - Melfort – Hudson Bay	2016
Janice Jonsson	10. Sandy Bay – Creighton – Stony Rapids	2015
Jerri Hoback	11. Prince Albert	2016
Richard Michalenko	12. Blaine Lake – Uranium City	2016
Jim Pulfer	13. Saskatoon	2015
Jim Nicol	14. Regina	2016

ELECTED MEMBERS-AT-LARGE

Name	Term Expires June 30:
Davida Bentham	2017
Doreen Docken	2015
Evan Cole	2016
Jenalene Antony	2017
Sandra Finley	2016
Stefania Fortugno	2015
Mary Jean Hande	2016
Deborah Mihalicz	2015
Richard Rempel	2017
Karen Rooney	2015
Michelle Thompson	2017
Lenore Swystun	2015
Joyce Wells	2017
Joe Wickenhauser	2016

STUDENT MEMBERSHIP

Jaylynn Arcand*	2015
Heather Franklin	2015
Monica Iron*	2015
Daniel LeBlanc	2015
Kate Wilson*	2015
Gabe Senecal*	2015
Izabela Vlahu - GSA	2015

* New member

EX OFFICIO MEMBERSHIP

Name	Address
Ernie Barber	Provost & Vice-President Academic
Gordon Barnhart	Acting President
Adam Baxter-Jones	Dean of Graduate Studies & Research
Beth Bilson	Interim Dean, College of Law
Mary Buhr	Dean of Agriculture & Bioresources
Lorna Butler	Dean, College of Nursing
Lorne Calvert	Principal, St. Andrew's College
Karen Chad	Vice-President (Research)
The Hon. Kevin Doherty	Minister of Advanced Education
Terrence Downey	President, St. Thomas More College
Blaine Favel (Chair)	Chancellor
Greg Fowler	Vice-President Finance and Resources
Douglas Freeman	Dean of the Western College of Veterinary Medicine
Louise Greenberg	Deputy Minister of Advanced Education
Robert Harasmychuk	President, St. Peter's College
Russell Isinger	Director, Academic Services and Registrar
Georges Kirpouros	Dean of Engineering
Heather Magotiaux	Vice-President University Advancement
Jeromey Martini	President, Horizon College & Seminary
Diane Martz	Director, International Office
Geordy McCaffrey	Executive Director, Gabriel Dumont College
Peggy McKercher	Past Chancellor
Tom Molloy	Past Chancellor
Rev. Kevin Ogilvie	President, Lutheran Theological Seminary
Michael Pawelke	President, Briercrest College & Seminary
Vera Pezer	Past Chancellor
Michelle Prytula	Dean of Education
Carol Rodgers	Dean, College of Kinesiology
Preston Smith	Dean of Medicine
Peter Stoicheff	Dean, College of Arts and Science,
Daphne Taras	Dean of Edwards School of Business
E.K. (Ted) Turner	Past Chancellor
Gerry Uswak	Dean, College of Dentistry
Kishor Wasan	Dean, Pharmacy & Nutrition
Vicki Williamson	Dean, University Library
TBA	Principal, College of Emmanuel & St. Chad

NON-VOTING PARTICIPANTS

Jim Germida	Vice-Provost Faculty Relations
Patti McDougall	Vice-Provost Teaching and Learning
Elizabeth Williamson	University Secretary

UNIVERSITY OF SASKATCHEWAN
UNIVERSITY SENATE
SENATE EDUCATION COMMITTEE REPORT

PRESENTED BY: Lenore Swystun, Chair
Senate Education Committee

DATE OF MEETING: April 25, 2015

SUBJECT: Education Topic for Spring Senate Meeting

BACKGROUND:

By amendment to the Senate's bylaws in October 2013, the education committee was added as a standing committee of Senate. The education committee is to provide at each Senate meeting an opportunity for education or exploration of issues relating to the University. This is to be done by first polling Senators and then consulting with the executive committee respecting formation of the agenda.

The committee polled Senators and received nine responses, and reviewed the new responses along with those received from the two previous polls. A request for a discussion around tuition fees came up several times. The topic and format were communicated to Senate Executive Committee, who then added this item to the agenda for Senate's meeting.

SUMMARY REPORT:

Following is the recommended education topic and format for our upcoming Spring Senate meeting:

Topic: Tuition Fees at the University of Saskatchewan

Format of discussion:

- Statement on foundations for a successful discussion provided by Lenore Swystun, education committee chair
- Ernie Barber, Interim Provost & VP Academic will present and address the following questions:
 - How do we compare with other universities across the country?
 - When and how are tuition fees decided?
 - What are the projected increases for tuition fees?
- USSU VP Academic – Desirée Steele – Students' Input in Tuition Process
- An opportunity for senators to ask additional questions related to tuition fees
- Open discussion by Senate

REPORT TO SENATE ON UNIVERSITY COUNCIL ACTIVITIES 2014/2015

Jay Kalra, Chair, University Council

The University of Saskatchewan Act 1995 established a representative University Council for the University of Saskatchewan, conferring on the Council responsibility and authority “for overseeing and directing the university’s academic affairs.”

The 2014-15 academic year marks the 20th year of the representative University Council. It is my firm belief that academic governance at the University of Saskatchewan has matured over the past 19 years as our institution has become more complex; however, Council has always worked, and continues to work under three **major** principles:

- First, Council has always enjoyed **academic freedom** in the past, and we continue to value it;
- Second, Council is a **collegial self-governing body** and we have responsibilities to govern ourselves accordingly;
- Third, Council is the **university’s academic governance body** where academic matters are considered and decisions are made.

I am pleased to report on the activities of the Council from April 1, 2014 to March 30, 2015. Council agendas and minutes are posted at: <http://www.usask.ca/secretariat/governing-bodies/council/agendas.php>

The following is a summary of the major Council items over the last year:

University Council approvals

University

- The approval of and later rescinding of the *Vision 2025: From Spirit to Action* document as the new institutional vision document of the University of Saskatchewan

Arts and Science

New programs:

- Certificate in Aboriginal Theatre
- Certificate in Classical and Medieval Latin
- Renaming of the Department of Religion and Culture to the Department of Linguistics and Religious Studies

Program terminations:

- Bachelor of Science (B.Sc.) four-year and honours degree programs in Biology and Biotechnology
- Bachelor of Science (B.Sc.) four-year and honours degree programs in Biomolecular Structure Studies
- General Honours Degree

Engineering

- Termination of the Bachelor of Biological Engineering program

Education

New programs:

- Certificate in Practical and Applied Arts
- Certificate in Indigenous Languages

Graduate Studies & Research

New programs:

- Graduate Certificate in One Health
- Graduate Certificate in Social Economy and Co-operatives
- Master of Arts in Applied Linguistics
- Master of Science in Marketing
- Change to admissions qualifications of the Master of Physical Therapy (*confirmed by Senate, October 2014*)
- Termination of the Post-graduate diploma in Computer Science

Policy approvals

The *Academic Courses Policy* was revised in response to concerns regarding invigilation of exams, scheduling of midterm examinations and alternative accommodation, and course outlines. A new *Articulation and Transfer Credit Policy* was approved to clarify authorities and determine common procedures so that the work of evaluating and assigning transfer credit centrally and within departments will become more consistent and streamlined.

Council Bylaws Amendments

The following Bylaws amendments were approved:

- The inclusion of a statement to allow the university secretary to name a designate to serve as secretary at Council meetings;
- The removal of the statement requiring the president to present honorary degree recipients for admission;
- Amendments to the bylaws related to the election of faculty members to Council to ensure the language used is consistent with *The University of Saskatchewan Act 1995* with respect to effective date of appointment and filling of vacancies;
- Revisions to the College of Law Faculty Council membership to include a graduate student;
- Amendments to the composition of Council committees to require a one-year break in service after two consecutive terms on a Council committee as a member, and after three years of service as chair;
- Approval of revised terms of reference for the international activities committee

New Chairs and Professorships

The joint committee on chairs and professorships requested approval from the Council and from the Board of Governors to establish the following new professorships:

- Saskatchewan Research Chair in Multiple Sclerosis Clinical Research
- Co-operative Retailing System (CRS) Chair in Co-operative Governance
- Canadian Canola Growers Association Agricultural Policy Chair

Reports

As well as its regular monthly reports from the president and the provost and from the University of Saskatchewan Students Union (USS) and from the Graduate Students' Association (GSA), Council also received the fall and winter term enrolment reports, a report on the university's finance presented by the vice-president finance and resources, and reports from the vice-president research.

The following reports were provided to the Council from its committees:

Academic Programs Committee (Chair: Roy Dobson, Pharmacy and Nutrition): As well as reviewing the program proposals and admission qualification changes listed above, the committee updated the Academic Courses policy, reviewed the Articulation and Transfer Credit Policy document and procedures, and requested input on changes to the committee's program evaluation and approval processes of new programs. The committee also reported to Council on those changes in admission selection criteria approved by colleges.

Governance Committee (Chairs: Carol Rodgers, Kinesiology and Louise Racine, Nursing): In accordance with its role relative to University Council bylaws, regulations, rules and procedures, the committee has focused on revisions to Council's *Regulations on Student Academic Misconduct*, several bylaws changes to clarify committee member terms, elections to Council, and submitted revisions to the terms of reference for a number of Council committees. In addition, the committee recommended the inclusion of a statement in the *Procedures for Student Appeals in Academic Matters* to permit a student's activities in a practicum, clinical setting, or other work environment to be modified when there is a concern about the safety or wellbeing of others in relation to the student, until the appeal can be heard.

Coordinating Committee (Chair: Jay Kalra, Pathology): The committee met regularly to set the agenda for Council meetings and determine the disposition of motions from individual members of the Council.

International Activities Committee (Chair: Gap Soo Chang, Physics and Engineering Physics): The committee focused on international university rankings and metrics, international enrolment and recruitment activities, and a project to review international initiatives of colleges. The committee also received reports from several colleges highlighting their international activities. At the request of the coordinating committee, the committee also considered and reported to Council on university partnerships with international institutes, and specifically the Confucius Institute.

Nominations Committee (Chairs: Ed Krol, Pharmacy and Nutrition): The committee made nominations to Council for membership on Council committees, and other university committees, such as search and review committees for senior administrators, and committees mandated under the collective agreement related to collegial review processes.

Research, Scholarly and Artistic Work Committee (Chair: Caroline Tait, Psychiatry): The committee presented a report on *Undergraduate Research*, and submitted the university research ethics boards' annual reports and a report on policy breaches under the *Responsible Conduct of Research Policy*.

Planning and Priorities Committee (Chairs: Fran Walley, Soil Science and Lisa Kalynchuk, Medicine-Neurology): The committee reviewed several notices of intent to create new

degree programs. Relative to its role to report on the main elements of the university's operating and capital budgets, the committee provided advice and reported to Council on the annual Operations Forecast submission to the province, and the Annual Capital Plan. The committee also provided the TransformUS Action Plan to Council for information and provided templates for the disestablishment or merger of departments. As part of its mandate related to strategic planning, the committee received reports from the priority leaders of the eight institutional priorities named by the president to advance the third integrated plan this year and reported on these to Council.

Scholarships and Awards Committee (Chair: Gordon DesBrisay, History and Ravi Chibbar, Plant Sciences): In accordance with its mandate, the committee has reviewed and authorized fund allocations for a variety of student awards. In addition, the committee received information on and discussed the graduate student funding report submitted relative to the third integrated plan commitment on student funding.

Teaching, Learning and Academic Resources Committee (Chairs: Aaron Phoenix, Engineering and Jay Wilson, Curriculum Studies): The teaching, learning and academic resources committee determined four primary areas for its activity last year: evaluation of teaching, the teaching-research nexus, Aboriginal engagement, and implementation of the *Learning Charter*. This year, the committee continued its focus on the evaluation of teaching and on Aboriginal engagement renamed as indigenizing the curriculum, and added two new areas: experiential learning, and future teaching technology.

The work of the experiential learning group has focused on implementation of the experiential learning concept paper submitted to Council last year. One project is to "tag" experiential learning courses in the registration system. The teaching evaluation group has written a draft policy and procedures to support the teaching/course evaluation instrument supported centrally by the university. The indigenizing the curriculum group is meeting with stakeholders to outline a process for consultation to recognize that the university is on Treaty 6 land. The future teaching technology group is setting out its goals through a project charter to consult with several departments regarding teaching technologies.

Council engagement

During the course of the year, regular meetings of the chair of the Council, and the chairs of the academic programs, planning and priorities, and research, scholarly and artistic work committees were scheduled with the provost's committee on integrated planning (PCIP). Members of the coordinating committee, comprised of the chair, vice-chair and committee chairs, also had monthly breakfast meetings with the president and vice-presidents to discuss common topics of interest.

Respectfully submitted,



Jay Kalra, Chair

UNIVERSITY OF SASKATCHEWAN
UNIVERSITY SENATE
ITEM FOR CONFIRMATION

PRESENTED BY: Roy Dobson, chair, academic programs committee of
University Council

DATE OF MEETING: April 25, 2015

SUBJECT: College of Education Direct Admission

DECISION REQUESTED:

It is recommended

That Senate confirm* the change to make the College of Education a direct-entry college, effective for those students applying for direct admission and entry to the college in September 2016.

**the proposal and motion is being presented to Council for approval at its meeting on April 16, 2015*

CONTEXT AND BACKGROUND:

Through its Bachelor of Education Program the College of Education at the University of Saskatchewan plays a central role in the province's education sector. In 1997-98, a decision was made to downsize the College of Education by deleting the direct-entry program and reducing the student quota from 450 students to 300 students. As a result of the downsizing, most College of Education students are now admitted to the college following completion of 60 credit units of pre-education coursework outside the college. Students then complete 66 credit units of education classes within the college to achieve their Bachelor of Education (B.Ed.).

The current Sequential" program requires that students acquire 60 credit units of pre-education coursework as students in another college (primarily Arts and Science) prior to the 66 credit units of Education courses. At this time, the Indian Teacher Education Program and The Saskatchewan Urban Teacher Education Program (TEP programs) are the only College of Education programs that offer a direct-entry route.

This "Direct-Admission" initiative supports a deep understanding of teacher education as an opportunity to impact prospective teachers' thoughts about teaching practice, and

Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in terms of teaching pedagogy than students engaged in teacher education over a two-year period. Creating student cohorts and early field experiences of varying forms would support reflectivity throughout the initial two years of non-Education coursework and support a developmental journey

At this time, the labour market for teachers in the province is best described as “balanced;” there are pockets where demand is higher (in the North, on reserve, and in certain specialties) including a need for teachers with particular subject area expertise. The College of Education is working to fill these gaps with high-quality teachers who are committed to serving the schools and communities in which they work. Being able to influence pre-service teachers’ choices related to areas of teaching specialization prior to their two professional years in the College would be one way to support teacher demand in some subject areas. .

DISCUSSION SUMMARY:

Support for direct admission into the College of Education has been provided by the College of Arts and Science; by school divisions throughout the province; and by the Teacher Education, Certification and Classification Board.

A move to direct admission allows students to identify as teacher candidates earlier in their four years while at the university. . This provides an opportunity for the College of Education to encourage uptake of the perceived difficult subject areas that are currently underserved in the province and allows the college to stay competitive with the University of Regina, which offers a direct admission entry education program. The change will also encourage a deeper association with the College of Education, which in term should improve alumni engagement.

Teacher candidates in their first two years will still take courses taught by the College of Arts and Science, but they will be encouraged to participate in the regular and important professional development programming which will be offered by the College of Education on a regular basis. This non-credit programming addresses teacher identity and professionalism, as well as other aspects of the profession. The move to direct entry will also allow students more time to engage and interact with students currently enrolled in the two direct-entry programs offered by the College of Education – ITEP and SUNTEP.

ATTACHMENTS:

College of Education Direct Entry Proposal



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Direct-Admission College of Education

Degree(s): B.Ed.

Field(s) of Specialization: As currently acceptable.

Level(s) of Concentration: As currently acceptable.

Option(s): Admission Routes:

- Direct (for students new to the College; not currently operating, this is the route described in this proposal for Direct Admission)
- Upper Year Transfer (currently operating, and will continue)
- Post-Degree (for students who attain another degree prior to the 60 credit units in Education; currently operating, and will continue)

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Bev Brenna; 966 7563;
bev.brenna@usask.ca;

Proposed date of implementation: September, 2016

Proposal Document

3. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

Current Program

Through its Bachelor of Education Program the College of Education at the University of Saskatchewan has a central role in the province's education sector. The College works together with its partners in the school divisions,

the Ministry of Education, the University of Regina, the Saskatchewan Teachers Federation and others to provide the province with the excellent teachers it requires. The College is a leader in the province in advancing educational outcomes for First Nations, Métis, and Inuit (FNMI) students, and has graduated over 2500 teachers of FNMI descent.

The current “Sequential” program requires that students acquire 60 credit units of pre-education coursework as students in another College (primarily Arts and Science) prior to the 60 credit units of Education courses. At this time, the Indian Teacher Education Program and The Saskatchewan Urban Teacher Education Program (TEP programs) are the only College of Education programs that offer a direct-entry route.

Proposed Changes

The change proposed here constitutes an admissions change. That is, we propose creating a Direct-Admission process whereby students can be admitted to the College of Education directly from high school. Rather than being termed a 2+2 year program, students would be admitted to the College of Education at the commencement of their courses. This type of admission aligns with current ITEP and SUNTEP admission frameworks, and changes the current entry requirements associated with the Sequential Program. This change does not alter academic course content or change the current practice whereby students take non-Education courses in their first two years, prior to Education courses in their final two years. Students would still be required to obtain 60 credit units of non-Education courses, followed by 60 credit units of Education courses; however, rather than being admitted to the College of Education only after the completion of the pre-education courses, students would be enrolled in the College of Education for the entire 4 year degree program.

This “Direct-Admission” initiative supports a deep understanding of teacher education as an opportunity to impact prospective teachers’ thoughts about practice, and actual teaching practices, through sustained coursework and attention in a developmental journey that is neither linear nor simple. While available research in this area is contextualized and, as a body of work, incomplete, numerous studies report that short-term interventions have a limited impact on enabling prospective teachers to rethink their assumptions about teaching, learning, and students (Clift & Brady, 2005). Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in terms of teaching pedagogy than students engaged in teacher education over a two-year period, especially when cohort systems and early field experiences of varying forms could be designed to support reflectivity throughout the initial two years of non-Education coursework.

In addition to a goal of developing reflective pedagogy over a significant period of time, this Direct-Admission initiative is designed to address current challenges including:

- Entrance numbers: the College anticipates being unable to meet its quota in the near future and could attract more students through Direct-Admissions rather than conceding students interested in Direct-Admission to the U of R or U of L
- Student quality at admissions: Students have shared that they prefer a Direct-Admission option over the sequential option, thus many local students apply to the U of R (direct-entry) first, and the U of S as a second option
- Public perception: the College is contacted frequently with requests for a Direct-Admission program
- Student engagement/College climate: in a four year program all students would have the opportunity to engage in student leadership groups that support student initiatives within the College and beyond, as well as connect student groups together; students have commented that very little time can be spent in College leadership positions within a two-year sequential program, with related lack of influence over the College due to timelines

At this time, the labour market for teachers in the province is best described as “balanced;” there are pockets where demand is higher (in the North, on reserve, and in certain specialties) including a need for teachers with particular subject area expertise, and the College of Education is working to fill these gaps with high quality teachers who are committed to serving the schools and communities in which they work. Being able to influence pre-service teachers’

choices related to areas of specialization prior to their two professional years in the College would be one way to support current needs related to subject area teaching.

History

Program '98 was developed in 1997-98 in response to President Ivany's action to downsize the College of Education by deleting the direct-entry program. As a result of the downsizing, most College of Education students could be admitted to the College of Education following completion of 60 credit units of pre-education coursework. Students would then complete 66 credit units of education classes. The President's action also reduced the quota from 450 students to 300 students. Minor changes (shifting credit units, development of new courses, and an increase in the extended practicum credit units) also took place. The philosophy and rationale for the program remained constant. Although the impetus for the change was the President's action, the College anticipated saving resources. A second anticipated benefit was being able to more quickly respond to a teacher shortage due to the two-year versus a four-year program.

Rationale

At this time, challenges with admissions quotas as well as considerations of effective program delivery related to Teacher Education have prompted an examination of a Direct-Admission model. The following chart (from Feb, 2015) demonstrates how our enrollment numbers have changed over time.

Program	2008	2009	2010	2011	2012	2013	2014	2015
EDEL	155	151	156	174	204	185	145	128
EDSE	104	113	134	131	155	173	155	123
EDKI	22	32	22	32	25	17	21	13

Target numbers for the programs above are:

EDEL – 120

EDSE – 120

EDKI – 25

Relationship to the College Plan and University Priority Areas

A clear connection between the Direct Admissions proposal and the **College of Education Third Integrated Plan (IP3)** occurs in terms of achieving the enrolment goals as outlined in the College's IP3. Section D of the IP3 identifies performance indicators involving specific student counts for 2015-16 and 2019-20. Within the College plan, discussion also occurs regarding goals to enhance and enrich Undergraduate Programs in the College. This proposal aligns with related outcomes. In addition, the positive response from School Divisions to the Direct Admissions proposal is connected to another indicator from the IP3 related to how community/stakeholders view the impact of our work. A third performance indicator from the IP3 has a connection to the Direct Admissions proposal related to exit survey data from undergraduate students and the anticipated upward trend with respect to aspects of professionalism, satisfaction of achievement goals, and time in program.

Student interest has been confirmed by Education Student Society (ESS) leadership through discussions with students. Further feedback has been provided for inclusion here (see details in Appendix A).

Student and Enrolment Services Division (SESD) conducts an Acceptance Declined Survey, through Academica Group, every two or three years in the fall. The survey is sent to everyone who applied and was accepted to the university in the spring and summer of that year, but then did not register for classes for the fall term. SESD last conducted the survey in October, 2013. Survey invitations were sent to 1, 039 students on Oct. 3, 2013 to admitted students who declined the U of S's offer of admission or did not register. A total of 155 people responded and of

those, 101 participants indicated that they were attending another post-secondary institution that term. While this is a small sample and caution is needed with regard to interpretation, the students who were identified that chose the U of R for Education indicated that they would have chosen the U of S if we'd had a Direct-Entry program. This suggests that offering a non-Direct-Admission program in Education is a barrier for some students.

The College of Education also has evidence related to ITEP direct-entry that supports this proposed change. Direct-entry for ITEP allows our students to grow together as a supportive cohort, and gives them a sense of belonging to the ITEP family. In conversations with students the “belonging” and “family” aspect of the 4 year direct-entry Indian Teacher Education Program encourages success and exceeds the student supports available compared to those in the sequential program. If all of our students were aware of their acceptance into the College of Education in their first year, they, like ITEP students, could establish cohort type relationships that enhance their growth as teacher candidates and these cohorts could be designed to expand on current Arts & Science Learning-Community successes. Although the students in our proposed Direct-Admission model would primarily take Arts & Science classes the first 2 years of their B.Ed., student conversations within their Education Cohorts could be centered on teaching pedagogy.

Evident connection to the **University’s Third Integrated Plan** appears in the area of focus: Culture and Community: Our Local and Global Sense of Place, as the Direct Admissions intent is to build earlier and stronger connections to teacher candidate cohort support systems. This addresses one of the goals within Culture and Community as it relates to reflective teacher identity as an outcome of enhanced community connections. In addition, another area of focus: Aboriginal Engagement, Relationships, Scholarship, Programs, is supported in terms of alignment between our highly successful Indian Teacher Education Program (ITEP) and Saskatchewan Urban Native Teacher Education Program (SUNTEP), both direct-entry, as the Direct Admissions proposal will offer long-term collaborative opportunities for other students with ITEP and SUNTEP students.

Program alignment between our general program with ITEP and SUNTEP, demonstrating **commitment to Aboriginal content and worldview**, can better occur when all programs are four years in length. A Direct Admission model also has the potential to **advance the profile of the College of Education as a professional College**, placing us on the same playing field as our competitors at the U of R. In addition, demonstrating commitment to Teacher Education over a four-year period is anticipated to increase our credibility in the eyes of the public as this extended time frame can be construed as greater commitment to Teacher Education. Over a four-year period, the College will have more opportunity to enrich student programs through diverse field experiences and practicum volunteer work that broadens definitions of educational contexts, **offering increased capacity for supporting diversity along with stronger support plans for teacher candidates who require accommodations.**

Collaborative research possibilities could be increased across faculties, offering, for example, advanced partnership opportunities with Arts & Science as well as chances to influence teaching pedagogies across disciplinary lines. **Expansion of undergraduate student research activity could more substantively be facilitated within the four-year time frame**, supporting College-wide undergraduate research goals.

The College of Education supports **ongoing program revision** as part of the tenets of Program 2012. The Undergraduate Program Committee (UPC) is tasked with considering ongoing changes to the program, and the motion to forward this proposal to Faculty Council was passed unanimously by UPC on February 24, 2015. The proposal was initially developed by a sub-committee of UPC, comprised by members of each department and unit following a call by UPC to Department and Unit Heads for representation. Similarly, UPC is comprised of members of each department and unit, and members of both committees were responsible for communicating topics related to the proposal to and from their respective units.

Outcomes

Through a “Direct-Admission” program we anticipate **increasing the potential to develop reflective teachers** through bridging experiences into the profession, offered early in the program; by supporting induction into teaching through diverse field experiences offered prior to internship; and with an Education cohort system created to frame coursework in the first and second year as well as the final two years. Involvement through cohort systems and learning communities has been connected to higher levels of student persistence, better engagement in

programming, and improvement of retention rates. Professionalism in terms of teacher identity could be enhanced over four years instead of the current two years. Developing the outcome of reflectivity in teacher candidates aligns with the **University of Saskatchewan Learning Charter** in terms of institutional commitments around building environment and supporting learning, as well as in relation to the student commitment around active learning in an experiential and collaborative manner.

We also suggest that a Direct-Admission model would have the potential to enhance **the development of necessary subject area knowledge**, through encouraging subject area selection, responding to needs of the field, and supporting dialogue with Arts & Science in connected areas as well as offering certificate programs alongside other courses in the four year period. Similarly, we anticipate enhanced **opportunities for developing student engagement**, aligning this general Direct-Admissions group with ITEP and SUNTEP cohorts and offering mentorship through Education-oriented professional learning communities in the first two years as well as a four-year membership in Education Students' Society leadership groups. Increases in engagement could strengthen alumni relationships and donor-potential/scholarships. Another benefit of a Direct-Admissions model relates to **effective positioning of the College of Education in the province**: supporting us in receiving applications from the strongest candidates and increasing our ability to select excellent students from the application pool. In addition to increasing admissions numbers, Direct-Admission can be linked to **increased support for recruitment**, heightening partnership opportunities with school divisions and offering families more certainty in terms of entrance to Education, respecting candidates' choices through a direct career path.

While there are regional differences in opportunities for employment for teachers throughout the province, there is no evidence to suggest that the province has an oversupply of teachers. While other provinces are seeing a decline in demand for teachers, statistics released by Educator Services in the Ministry of Education show that at least 854.6 new FTE teaching positions have been added since 2008.¹ These positions are new and do not account for the retirements of in-service teachers. Labour market descriptions for the province describe the labour market for teachers as “balanced” or “fair.” There are some areas of the province—the North, many reserves, and the Francophone school division—where the need for qualified teachers is consistently not being met. Certain specialties too, like Practical and Applied Arts, Special Education, Math Education, and Science Education, are high areas of need within the province, and the College, through its B.Ed and its certificate programs, is moving to fill those gaps to train the teachers the province needs.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry. In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program. When existing courses are listed, please include the course title as well as the course number.

Attached are the course requirements for the Elementary/Middle and Secondary Education programs in the College of Education, along with a summary of the current admission procedure to the college. The College will research and reconfigure our current admission practices so that the first two years of the program begin to develop the students' ability to reflect on the meaning of becoming a teacher, integrate professional and experiential components related to teaching and learning, and align these outcomes with academic program requirements. Faculty will be invited to develop pre-Education coursework that will begin to shape reflective learners, build a professional community, and support the development of individual and collective teacher identity. Current professional development opportunities will be expanded to involve students in their first two years of study. In addition, the College of Education will also be charged with creating an engaged student body over the four year degree period, where for the majority of current Education students only two-year leadership opportunities have been available.

¹ Educator Services, Ministry of Education, Government of Saskatchewan, *Education Sector Staffing Profile (2008-9 to 2012-2013)*. Accessed September 13, 2014. Educator Services, Ministry of Education, Government of Saskatchewan, *Education Sector Staffing Profile (2010-11 – 2014-14)*, <http://www.education.gov.sk.ca/education-sector-staffing-profile-2014-15>. Accessed December 20, 2014.

5. RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc) or whether additional resources from the college or from PCIP will be required. Include any required memos from the Dean or department heads regarding resources, on the online portal.

In terms of the Programs' Office, an increase in admissions work and advisement work is anticipated. It is expected that an additional advisement position, or position and a half, will be required. The College will explore resources for a first year transition engagement and retention position within the Programs' Office. Related to Admissions, this change will result in students entering the program in three different ways over the three years following its implementation:

- Direct (for students new to the College)
- Transfer (for those students in years one and two of Arts)
- Post-degree (for students who attain another degree prior to the 60 credit units in Education).

The approximate costs of hiring 1.5 FTE entry-level Academic Advisors for the new College of Education Direct Admissions program is \$90, 300 (see Appendix A for letter from College of Education Human Resources and Relations Officer). Over the initial two-year period, while resources balance between Arts & Science and the College of Education related to advisory needs, the College has contingency funds that may be applied.

In summary, the implementation of Direct Admission will increase the need for Advisor and Support Services related to the volume of work associated with student support. The Direct Admissions framework may also invite minor expansion of the role of the Field Experience team should practica be scheduled into the first two years of study, or should the Field Experience team be able to assist in supportive cohort offerings during the first two years of study. Considerations related to attrition will be required so that admissions numbers will successfully support the necessary graduation numbers. Potential increase of Field Experience team involvement is not expected to increase the numbers of Field Experience staff positions but would be folded into current roles. This proposed change to Direct Admissions should not increase faculty workload, as the same requirements for Arts & Science credits will remain as are required currently.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program. Include any memos received, or have them attached to the online portal.

Prior to this proposal, consultations have taken place with the College of Arts & Science in order to assess impact, and the proposal is generally supported by Arts & Science with a letter from Dr Peter Stoicheff (See Appendix A) in this regard. The concern from Arts & Science involves the change in dollar allocation from students currently considered as Arts and Science students in the first two years now being Education students. Arts & Science is interested in maintaining without layoffs current advisory staff. This concern will be addressed through a sharing of an agreed upon percentage of dollars in the first year, a percentage in the second, and a percentage in the third, so that Arts & Science can make adjustments without impacting staff positions. A move that increases program applicants can be predicted to subsequently increase quality of candidates selected. This would increase the quality of students in Arts & Science courses as well as in Education courses.

The College of Education will gain on the tuition side, with related opportunities to increase College resources (i.e. staff). In terms of faculty involvement, most faculty won't experience a change unless involved in cohort support or Field Experience initiatives. Workload will not be affected.

7. BUDGET

Please indicate if budget allocations within the department or the college will change due to this program. (See Appendix A for budget sheet)

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

** Dean Prytula's letter is attached

- Description of the College process used to arrive at that recommendation

College Statement

The College process for approval of the new Direct-Admission model involved the initial work of a sub-committee of the Undergraduate Program Committee (UPC), followed by UPC's discussion and approval of the written proposal. Once approved by UPC the proposal moved on to Faculty Council for final in-College approval:



- Summary of issues that the College discussed and how they were resolved
- **Potential issues related to faculty workload and scheduling issues caused by moving Arts & Science courses into years other than 1 and 2 were discussed by the Direct-Admission Sub-Committee and resolved in that workload increases, or changes to the courses required in the first two years, are not anticipated as part of this proposal**

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 TBA
- Letters of support

Letters from partner school divisions and Arts & Science (Appendix A)

- Memos of consultation
TBA Ministry of Education

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

Required for all new courses:

Course proposal forms

OR 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

From: [Brenna, Beverley](#)
To: [Kalynchuk, Lisa](#)
Cc: [Prytula, Michelle](#); [Pederson, Sherry](#); [Calver, Sandra](#)
Subject: FW: Revenue implications of changing to direct admission to B.Ed. program
Date: Wednesday, March 18, 2015 8:51:09 AM

Hi Lisa,

I am forwarding here the letter from Ernie Barber that further discusses budgetary issues, as it is not already part of the proposal or related appendix documentation on the portal. Looking forward to our discussion with the committee today.

Best,

Bev

Begin forwarded message:

From: Provost & VP Academic <provost.vpacademic@usask.ca>
Date: March 18, 2015 at 7:14:08 AM CST
To: "Prytula, Michelle" <michelle.prytula@usask.ca>, "Stoicheff, Peter" <peter.stoicheff@usask.ca>
Cc: "Rigby, John" <john.rigby@usask.ca>
Subject: Revenue implications of changing to direct admission to B.Ed. program

Dear Michelle and Peter,

Thank you for sharing with me the plans for transitioning to a system of direct admission for B.Ed. students. I understand that B.Ed. students will continue to take a significant number of courses from the College of Arts & Science in their first two years, but these students will be admitted directly to the College of Education. This change in the “program” home for the B.Ed students in the first two years has implications for the attribution of tuition paid by these students.

As you know, the university is committed to a transparent activity-based (and evidence-based) system for allocation of centrally collected revenue, most significantly the tuition and the government operating grant. We have made some progress toward developing a resource allocation model (TABBS) but that model is not yet sufficiently developed and tested to be used in a robust way to inform adjustments to historical allocations or ongoing activity-driven allocations. The tuition attribution portion of the model is the most advanced module and, taken on its own and applied to the change you are planning, would imply a significant reallocation of tuition revenue to the College of Education from the College of Arts & Science.

We have agreed and I will be recommending to PCIP for endorsement that (a) the operating fund envelope to the College of Arts & Science will not be adjusted as a consequence of the change to direct admission for B.Ed. students; and (b) the operating fund envelope to the College of Education will be increased to pay for the incremental costs in the college for student advising. Effectively, we are agreeing that the revenue and cost implications of the change in admissions will be embedded in baseline envelope calculations and will not be regarded as a

change in activity for purposes of the TABBS model.

Sincerely,

Ernie Barber
Interim Provost and Vice-President Academic

Appendix A Background Research

Student responses to the Education Student Society (ESS) Leadership Team regarding the potentialities of Direct Admission are included here in terms of a summary from ESS leadership based on a call to all students for feedback. Positives noted include the idea that early acceptance: removes anxiety; offers more time in Education; supports earlier field experience possibilities; allows for greater interaction between students on the same career path; supports people whose first choice is Education; speeds up the admission process and has the potential to increase course relevancy and content-specificity; increases collaborative possibilities within environment in addition to increasing possibility for professional development, conferences and other Education activities that increase relevance and knowledge; and heightens B.Ed. potential in terms of future avenues for practice. Students comparing direct admissions with the current sequential (two year) program indicated that direct admissions “will better prepare teacher candidates...two years is not enough time to become involved in the profession.” Concerns from students related to a difficulty if one rather than multiple entry routes were be provided (a concern easily addressed by the proposal’s clear statement on three routes into the B.Ed.) as well as ideas to improve related processes such as the admissions process (interviews were recommended), methods for receiving feedback, a comment about potential disadvantages of cohort systems, and a concern about over-saturation (a concern addressed by the Ministry of Education where we have been assured that our quota is reasonable for the province).

Student testimonials have increasingly caused the leadership team at the College of Education to consider a direct-admission program in place of our current two-year sequential program. The following is an example from Jayla Irvine, a practicing teacher in Saskatoon (personal communication, 2015):

"Making the decision to choose the U of R over the UofS was not easy. Saskatoon was home, and my husband and family were living/ attending school there. I had to find my own apartment, commute home on weekends, and sacrifice being with those I loved, all for a great program...I strongly feel that if the UofS offered a direct admission program, we would notice a difference in the confidence and skills of our new teachers."

Research and scholarly work regarding **entrance numbers and student quality related to direct-admissions**’ College frameworks is limited. There are available studies that suggest that by offering direct entry, Colleges open wider their gates, attracting more people and thus, in theory, do not lose students to competing universities (Lipley & Nick, 2002), as well as the suggestion that the education people receive in Arts & Science prior to their professional courses in Education may not be relevant to their future in teaching (Helton, 2002). “Changing teacher education models can be a way to help resolve the problem of teacher shortage or to boost the quality of the teachers” (Musset, 2010).

Public perception has been addressed by a few researchers in terms of how a teaching program within one College is seen as more effective and related to a common conception of end goal throughout the courses in a degree program (Ben-Peretz, Kleeman, Richenberg, Shomoni, Rowman & Littlefield, 2013). Colleges other than Education have been supported by similar research related to the benefits of direct entry (Leap, 1999).

Similarly, the little research available on **student engagement and teaching efficacy** identifies that a direct admissions program encourages a more integrated and purposeful learning experience (Musset, 2010). Earlier studies have found that teachers' sense of efficacy is related to perceptions about how well they were prepared (Hall et al., 1992; Raudenbush, Rowen, & Cheong, 1992) and there are studies supporting the necessity of time in program to connect subject matter and pedagogy (Beck & Kosnik, 2013; Ball, 2013) as well as the importance of purposeful learning (Beck & Kosnik, 2013). There is also some evidence that teachers' sense of efficacy increases when they receive learning opportunities that provide them with greater skills (Riggs et al., 1994; Ross, 1992). Tschanen-Moran et al. (1998) note that views of self-efficacy appear to form fairly early in the career and are relatively difficult to change thereafter. Thus, they argue, it is important to develop teachers' knowledge, skills, and sense of their ability to influence teaching outcomes early on. The earlier pre-service teachers are connected to Education as a professional field, the more advantageous (Darling-Hammond, Chung, Frelow, 2002).

The absence of comprehensive studies related to Education program design and direct admissions leads us to believe that the existing research is for now unable to resolve this issue with solid data (Musset, 2010). It is thus up to individual Colleges to identify contextualized rationales for program entry choice, and explore frameworks in the best interest of stated entry goals. A well-known, broadly drawn, edited book *Studying Teacher Education* (Cochran-Smith, Zeichner, 2005) fails to bring to light any conclusive research on the subject of direct admission vs. sequential admission, with multiple variables being cited as a rationale for lack of transferrable findings in this regard. "Certain program attributes represent manifestations of best practice and contribute to program coherence...some programs have strong cohort groups and benchmarks that contribute to student pride and collective sense of accomplishment (p. 718). Further exploration of exemplary teacher education programs identifies the importance of a common, clear vision of good teaching that permeates all course work...creating a coherent set of learning experiences (Darling-Hammond, in press). A framework provided by learning communities could support reflections on teaching effectiveness throughout all four years of a direct-admissions program, supported by evidence-based indicators of cohort potentialities (Hill & Woodward, 2013; Kuh, 2008; Lenning & Ebbers, 1999; Mastropieri, Morrison, Scruggs, Bowdey & Werner, 2008; Mather & Hanley, 1999; Tinto, 1998; Tinto, Goodsell, & Russo, 1993).

In terms of our **U-15 comparator universities**, four of the fifteen do not offer an Education Degree (Dalhousie, McMaster, and the University of Waterloo; University of Toronto is currently phasing out entirely its undergraduate Education program). Of the ten left, aside from the University of Saskatchewan, the following details appear: five of the ten offer a direct admission route. The following do have direct-entry programs of study: University of Alberta; University of Calgary; Universite de Montreal; McGill University; and Queens University—currently rolling out a new program that involves the addition of an extra summer term after a four-year program. Of the five remaining U-15 settings that offer B.Ed. programs, the University of British Columbia offers the option of beginning *secondary* teacher-education programming earlier while concurrently enrolled in specific Bachelor degree studies in particular subject areas; stats are currently unavailable for Laval. In terms of our U-15 comparators, the following three do not have direct admission: University of Manitoba; University of Ottawa; Western University.



**UNIVERSITY OF
SASKATCHEWAN**

College of Education

Dean's Office

28 Campus Drive Saskatoon SK S7N 0X1 Canada
Telephone: (306) 966-7647 Facsimile: (306) 966-7624

MEMORANDUM

TO: Dr. Lisa Kalynchuk

FROM: Michelle Prytula, Dean

DATE: February 17, 2015

I fully support the addition of the Direct Entry admission route for the College of Education Bachelor of Education degree.

In addition to a goal of developing reflective pedagogy over a significant period of time, this Direct-Admission initiative is designed to address current challenges including:

1. Reduced number of applications: the College anticipates being unable to meet its quota in the near future and could attract more students through Direct-Admissions rather than conceding students interested in Direct-Admission to institutions with such admission routes
2. Students have shared that they prefer a Direct-Admission option over the sequential option, thus many local students first apply to the U of R (direct-entry) first, and the U of S as a second option
3. Public perception: the College is contacted frequently with requests for a Direct-Admission program
4. Student engagement/College climate: in a four year program all students would have the opportunity to engage in student leadership groups that support student initiatives within the College and beyond, as well as connect student groups together; students have commented that very little time can be spent in College leadership positions within a two-year sequential program, with related lack of influence over the College due to timelines

As the College examines the direct entry option several outcomes have been identified that would enhance the existing program and its relationship to other education programs within the College, along with that create stronger ties with our graduates and alumni. The College will engage students immediately and begin to address the development of necessary subject area knowledge, develop significant student engagement, deepen on commitment to Aboriginal context and worldview and compete with our competitors for students with a level playing field.

Respectfully,

Dean Michelle Prytula
College of Education

February 23rd, 2015

Michelle Prytula
Dean, College of Education
University of Saskatchewan

Dean Prytula:

Re: Cost to of hiring Academic Advisors for the College of Education Direct Entry Program

The approximate cost of hiring **1.5 FTE** entry level Academic Advisors for the new College of Education Direct Entry Program is **\$90,300**. Please see detailed breakdown below.

Currently the College of Education has three full time Academic Advisors, and two additional employees performing advising as a portion of their job duties. Two of the full-time Advisors work with students in the current Education undergraduate program and the other advises for students in the Indian Teacher Education Program (ITEP). The salaries of these three employees range from approximately \$52,000 to \$66,000. The Advisor being paid \$52,000 is a new employee with approximately one year of experience and the employee being paid \$66,000 has over 10 years of experience. It is university standard for academic advisors to be hired under the Administrative and Supervisory Personnel Association (ASPA), as a Specialist in Phase 1 – a salary range of \$45,770 to \$71,517 per annum.

The cost of hiring one additional Advisor at an ASPA Specialist Phase 1 **entry-level** wage is as follows:

Gross Salary (per annum)	\$52,000.00
CPP, EI, Works Compensation (8.07%)	\$4,196.40
Vacation Pay (4 weeks, 7.69%)	\$3,998.80
Total Cost to College of Ed	\$60,195.20

The cost of meeting the needs of the new Direct Entry Education Program and hiring **1.5 FTE** Academic Advisors would be approximately **\$90,292.80** (\$60,195.20 + \$30,097.60). Hiring the equivalent of a 1.5 FTE Advisor with three to five years of experience would be approximately **\$107,656.80** (\$93,000 plus 15.76% benefits).

Please see the attached example Academic Advisor job profile for your reference.

Regards,

Melanie Nahachewsky
Human Resources and Relations Officer
Dean's Office, College of Education



Jobs



Academic Advisor

Department: College of Education

FTE: 1.0

Status: Term, leave replacement for up to June 30, 2015 with the possibility of extension.

Competition No.: 14281-M

Salary Information: The salary range is \$45,770 to \$71,517 per annum (Specialist/Professional, Phase 1). The starting salary will be commensurate with education and experience.

Primary Purpose: This is an administrative student support position in the College of Education reporting to the Associate Dean of Undergraduate Studies, Research and Partnerships or designate. This position is required to support undergraduate students, primarily in the Indian Teacher Education Program (ITEP) and to support academic and administrative matters in college including those in ITEP.

Nature of Work: The nature of this position is varied and eclectic with a broad range of duties that impact a number of areas and individuals. There are academic advising and administrative duties. The responsibilities of this position are diverse, complex and detail oriented. This position exercises professional judgment in applying academic policies and procedures to ensure student success. This position requires the development and maintenance of professional collaborative relationships with a range of personnel within the College and University as well as groups and agencies external to the University such as First Nations communities. This position works closely with the Programs Office staff in the College of Education, and at times takes direction from the Programs Director. The environment in which this position operates can be a politically sensitive arena; therefore, tact, diplomacy and cultural sensitivity are critical in this position. Working

conditions require flexibility and the ability to meet deadlines with accuracy in a fast-paced environment.

Accountabilities:

- responsible for academic programming support for assigned students in the College of Education and all students enrolled in ITEP in on campus and off campus programs
- ensure registration policies and procedures are adhered to, assist students with registration, ensure all ITEP students are registered
- ensure all policies and procedures are adhered to including those for registration as well as admissions through convocation
- ensure student programs are accurate and that all students meet the requirements of the Bachelor of Education program
- responsible for updating student academic profiles
- establish and maintain relationships with as well as corresponding with First Nations post-secondary counselors and directors
- establish and maintain close working relationships with College of Education staff
- provide information to prospective applicants regarding academic requirements, admissions and registration
- general office duties
- other related duties as assigned

Qualifications

Education: Bachelor of Education Degree and a Saskatchewan Professional Level "A" Certificate, as well as teaching or related experience with First Nations students. Knowledge of First Nations K-12 and Post-Secondary systems, as well as working knowledge of the school systems, schools and school curricula in the province Saskatchewan. Knowledge of academic policies and procedures and degree requirements at the University of Saskatchewan. Knowledge of the College of Education courses, policies and degree requirements.

Experience: At least 1 year experience in post-secondary program advising; demonstrated ability to work with students, faculty and staff on student related issues in a post-secondary setting; a thorough understanding of First Nations protocols; knowledge of First Nations policies and practices in First Nations educational jurisdictions; thorough understanding of the University environment and related policies, procedures and regulations; demonstrated ability to work with a wide variety of people in a complex environment; knowledge and sensitivity to First Nations and off campus communities is required; working knowledge of the University computer systems for students and programs including student and financial systems of the University (SIRIUS, Advisor Services, PAWS, UniFi as well as Microsoft office applications).

Skills: Effective interpersonal skills and demonstrated public relations skills including the ability to handle interactions with tact, discretion, courteously, confidentiality and with cultural sensitivity; ability to adapt to and work in a fast-paced changing environment; ability to establish and maintain positive partnership and working relationships with diverse teams of people inside and outside the College of Education; sound judgment, tact, discretion and professional integrity; attention to detail; effective communication skills, both written and verbal; ability to work effectively with students and faculty; self-motivated and organized with the ability to work independently and confidentially as well as part of a team; ability to set priorities and work within deadlines; time management skills; demonstrated effective organizational skills; proven ability to work on multiple projects with competing demands to meet deadlines; ability to solve problems in a proactive manner and deal with a variety of concrete variables in situations where only limited standardizations exist; attention to detail and demonstrated ability to organize events and projects.

This position is in scope of the Administrative and Supervisory Personnel Association.

Please apply no later than July 1, 2014 at 4:30pm.

Inquiries regarding this position can be directed to Jae-Anne Peace at 306-966-7651.

Be sure to apply online as emailed applications will not be accepted.

Jun 25, 2014 9:00 AM

The University of Saskatchewan is strongly committed to a diverse and inclusive workplace that empowers all employees to reach their full potential. All members of the university community share a responsibility for developing and maintaining an environment in which differences are valued and inclusiveness is practiced. The university welcomes applications from those who will contribute to the diversity of our community. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.





Government
of
Saskatchewan

Ministry of Education
2220 College Avenue
Regina, Canada S4P 4V9

March 2, 2015

Dr. Brenda Kalyn, Chairperson
Undergraduate Programs Committee
College of Education, University of Saskatchewan
28 Campus Drive
SASKATOON SK S7N 0X1

Re: Support for proposed changes to the Bachelor of Education program

Please accept this letter as acknowledgement of the support of the Teacher Education, Certification and Classification Board for the changes that the College of Education is proposing for its Bachelor of Education program.

We are pleased that prospective teachers will be able to gain direct-admission to the College of Education and that in doing so they will be afforded four years in which to develop as reflective teaching professionals.

Furthermore, the proposed changes will permit prospective teachers to benefit from programs enriched through diverse field experiences and practicum volunteer work that will broaden their understanding of educational contexts. These benefits will be further bolstered due to the alignment of this program with the Indian Teacher Education Program and the Saskatchewan Urban Native Teacher Education Program.

We thank the College of Education for its commitment to continued improvement of teacher education in Saskatchewan.

Sincerely,

Clint Repski
Chair, Teacher Education, Certification and Classification Board



Saskatoon Public Schools
Inspiring Learning

310 - 21st Street East, Saskatoon SK S7K 1M7
Tel: (306) 683.8200 Fax: (306) 657.3900
saskatoonpublicschools.ca
Avon Whittles, Director of Education

March 4, 2015

Dr. Brenda Kalyn
Chair of Undergraduate Program Committee
Department of Curriculum Studies
University of Saskatchewan

Dear Dr. Kalyn,

I am writing this letter of support on behalf of Saskatoon Public Schools for the proposed direct admissions program.

I have reviewed the details of the direct admissions model and we as a division, feel there are a number of benefits for teacher education and students. First, with three entrance routes into the College of Education, direct, transfer and post-degree students now have the ability to gain acceptance into the college directly from high school. Second, a four year program offers students a Bachelor of Education degree with increased time in dialogue and learning about the teaching profession. Moreover, research shows pre-service students who spend more time engaged in reflective practice demonstrate more growth in teaching pedagogy which in turn fosters a professional teacher identity during their professional training. Lastly, a four year program will allow students additional time to develop leadership skills through active participation in various aspects of the college including the education student society.

As we continue to find smooth transitions and pathways for students through the K to 12 education system, having the option to enter a professional college after they graduate Grade 12 is a definite benefit. We also depend on our post-secondary institutions through world-class programming to provide us with pre-service candidates that will have an opportunity through their four years to fully explore and interact with the pedagogy of the curriculum and the expectations of teaching and leadership within the education sector. We, at Saskatoon Public Schools, applaud the College of Education for putting forth this proposed initiative. We see benefits not only to our own K to 12 students but also see this as a significant step toward ensuring teacher candidates are fully prepared for the important job of educating our students.

Sincerely,

Mrs. Avon Whittles, Director of Education, Saskatoon Public Schools

tat



UNIVERSITY OF
SASKATCHEWAN

College of
Arts and Science

March 12, 2015

To: Sandra Calver, University Secretary's Office

Re: Letter of Support for Direct Admission to the College of Education

As a follow-up to my letter of March 9, I recently met with Provost Barber and Dean Prytula to further discuss details of the arrangement. As a result of that meeting, at which the financial aspects of Education's proposal were discussed to my satisfaction, I am pleased to confirm the College of Arts & Science's support of Education's proposal for direct admission. Our two colleges will continue to develop a number of collaborations intended to support and enhance Education students' degree work.

Sincerely,

Peter Stoicheff
Dean and Professor

cc. Dean of Education; Dean's Executive Committee; Director of Programs

MEMORANDUM

TO: Beverley Brenna, acting associate dean, undergraduate studies, research and partnerships

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

DATE: March 25, 2015

RE: **Planning and priorities committee response to the Notice of Intent for Direct Admission to the College of Education**

Bev, thank you again for attending the planning and priorities committee meeting March 18, 2015, to present the notice of intent for direct admission to the College of Education Bachelor of Education (B.Ed.) degree program.

The move from non-direct entry after completion of two years of university study to direct-entry admission, with students able to enter the B.Ed. program after graduation from high school was considered by the committee to be a significant change. The committee heard many of the advantages that such a change would provide to students, specifically in terms of additional leadership and professional development opportunities within the college, including the ability to work with students in the Saskatchewan Urban Native Teacher Education Program (SUNTEP) and Indian Teacher Education Program (ITEP) programs, which are presently direct entry. The move to direct-entry admission does not limit upper-year transfer or post-degree student opportunities for entry to the college, and the college is well within its student quota. The potential change has been discussed with the 16 partner school divisions, who are supportive of the move.

The change would imply a significant reallocation of tuition revenue to the College of Education from the College of Arts and Science. However, the provost has provided support in the form of a statement to the Provost's Committee on Integrated Planning (PCIP) that the operating fund envelopes for the two colleges not be adjusted as a result of the change. The only change would be an increase to the College of Education base budget to cover the cost of the additional 1.5 FTE student advisors required from year 1 of the change. As the curriculum changes, TABBS will at that time be able to track and allocate revenue among colleges.

The following observations and suggestions are provided for your consideration as you prepare to develop the full program proposal and plan for a successful transition. The committee observed the college had not yet undertaken consultation with other direct-entry colleges on campus, with respect to the challenges associated with admitting students with potentially no prior university experience, and the expected higher rate of attrition in the first year. Such consultation is strongly encouraged. In addition, direct-entry colleges employ a sophisticated enrolment management system to manage a student body with many more enrolment variables than non-direct entry colleges. Presently, the College of Arts and Science screens students for the College of Education in

.../2

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

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

Students will continue to be eligible to obtain a second Arts and Science degree, and as this credential means a higher salary on the compensation grid, students will likely pursue the second degree option. Attention was drawn to the fact that the proposal needs to address the differing credit unit requirements between the B.Ed. program and the B.Sc. degree requirements in terms of science courses, with the B.Sc. requiring additional science credit units.

Although the college envisions the change to direct admission as a means to increase its enrolment and to be more competitive with the Faculty of Education at the University of Regina, members emphasized that care must be taken to ensure the college quota is set at a level that will permit graduates to have a reasonable expectation of attaining a teaching position after graduation. Further discussion of career opportunities and evidence of the demand for teachers in the proposal was encouraged.

Overall, the committee was supportive of the change to direct entry for the Bachelor of Education program.

Please do not hesitate to contact me if you have any questions, and please feel free to share this response as you wish.

Regards,



Lisa Kalynchuk

- c Ernie Barber, interim provost and vice-president academic
- Michelle Prytula, dean, College of Education
- Peter Stoicheff, dean, College of Arts and Science
- Patti McDougall, vice-provost, teaching and learning
- Roy Dobson, chair, academic programs committee of Council
- Russell Isinger, registrar and director of student services

Appendix B

Response to Feedback from the Planning and Priorities Committee of Council

The College of Education very much appreciated the supportive feedback from the Planning and Priorities Committee in relation to our Direct Admission Proposal and under the headings below the College has addressed the committee's points.

We are pleased to note that the committee was supportive of the change to direct admission for the Bachelor of Education program and that the committee identified particular advantages of this change including the benefits of additional student leadership and professional development opportunities within the College as well as greater alignment and communication across all undergraduate programming contexts. Following initial informal discussions with our partner school divisions, from which some written support has been received, we have communicated more formally with directors of each of the 16 school divisions, a step that followed from the recent approval of this proposal by our Faculty Council (see attached memo). Responses from the school divisions has been positive.

1. Process for consultation with other direct-entry Colleges re challenges associated with admitting students who have no prior university experience and expected higher rate of attrition

- The College of Education currently admits students within a direct-entry framework through the Indian Teacher Education Program (ITEP) and the Saskatchewan Urban Native Teacher Education Program (SUNTEP); we have high retention and graduation rates in these programs and are able to consider alignment of the new admission route in terms of advising, team building activities, and other retention strategies
- The Academic Deans' Group on campus has included agenda items and circulated documents related to literature reviews and current and proposed first year U of S retention strategies; discussion in this regard have been very informative and provided information that will support the College in further considerations. In particular, a new proposal by the College of Engineering related to transition planning, orientations, social programming, and introductions to support services has been a particularly inspirational model.

2. Plan to demonstrate a sophisticated enrolment management system to manage a student body with more enrolment variables

The College of Education admits 240 students to their sequential Education program, a number divided evenly between the Elementary/Middle years program and the Secondary program. The College plans to continue the route for upper year transfer students.

The breakdown for admission goals will be:

	High School	Upper Year Transfer
EDEL	48	72
EDSE	48	72

The College of Education has experience with the direct admission of high school students through our Practical and Applied Arts Program, as we have supported Home Economics and Industrial Arts students in entering the College directly from grade 12. The direct-entry PAA program, similar to our sequential Elementary/Middle years and Secondary program, has experienced virtually no attrition. We therefore have experience working with direct entry admissions and the challenges that accompany those, although the Direct Admission proposal will operate on a larger scale than our current direct entry routes.

The College plans to use a similar admission process as the College of Kinesiology. Students will apply by February 15 and their applications will be ranked according to their grade point average. Admission spaces will be available for the top 65 high school applicants. Upper year transfer students will be ranked similarly on their transfer average with the College accepting the top 85 applicants. If either pool of applicants is lacking, it will be compensated for by the other pool. A deep pool of students will be wait-listed to ensure the College has adequate numbers for admission. The College will consider admitting those with a 90%+ average in grade 11 in December so applicants know where they stand with the University. The College will continue to have discussions with Arts & Science and the SEM experts in admissions to ensure the numbers above will ensure the College has complete enrolment.

Once the Direct Admission proposal has been approved, we will task our Admissions Committee with determining ongoing practice towards evaluating the various pieces of information that currently support decisions regarding College of Education applicants including the following: GPA, references; online interview.

3. How would we persuade TCs into lesser-sought fields (a benefit of Direct Admission if it gives us more flexibility to do this)...through recruitment with messages directly provided to high schools?

The direct admission route ensures that those admitted out of high school will be working with academic advisors in the College of Education as these students begin their career on campus. In the College we do emphasize that those with aptitude and ability should consider teaching in specializations sought after in the field: currently mathematics and the sciences. Teacher candidates will not be encouraged to choose teaching areas that do not appeal to them, but consideration of a second teaching area in a field that will increase their marketability, along with academic supports, may be beneficial.

The process for admission has been competitive for Arts and Science students in the past who hoped to enter Education. For this reason, students often gravitated towards subject areas they

were most comfortable with and those in which they predicted they would academically excel. Selecting introductory courses where more risk might be involved in terms of predicted final grades, with the confidence provided by acceptance into the College of Education, can be encouraged by the Direct Admission route. Success or failure in one or two courses in a student's first year will not have impact on acceptance, and students may find themselves able to explore a more diverse course selection.

The College will have access to students, and ability to support all first year students at the time of registration and beyond. The College will thus have potential to identify those students that may be struggling and assist them with academic decisions such as university level supports from organizations such as Disability Services, adjusting course selections for the next semester or re-thinking teaching areas. Our recently approved list of College of Education Essential Skills for Teaching and related support opportunities will be helpful in this endeavor (see last item in this document: *Teacher Candidates' Accommodations Planning for Disabilities*).

4. How could the proposal address differing credit units between B.Ed. and B.Sc?

From the Arts & Science Course Catalogue: Second Degree Requirements:

“ *Additional credit requirements:* Students pursuing a B.A., B.A.& Sc. or B.Sc. degree in addition to another different degree, must complete at least 30 Arts & Science credit units not used for the other degree. These additional Arts & Science credits are required regardless of the number of Arts & Science courses included in the program leading to the first degree. These courses must be allowable for credit in the College of Arts & Science.”

The 60 credit units of Arts and Science courses within the Bachelor of Education degree can be double counted to complete an additional Arts and Science degree (combined with either 30 or 60 additional distinct credits for a 3 or 4 year degree). This has always been the case and students work closely with both Colleges to ensure this happens.

5. 1st year course with multiple sections should be offered to Education Students

While the College of Education appreciates this suggestion, it does not fit within the parameters of this admissions proposal. In terms of scheduling, our challenge here is that if we offer a first year Education course, then one of the Arts & Science courses has to occur in years 3 or 4, and our highly successful Mon/Thurs coursework schedule prevents an easy mix of courses. Upper year students complete two consecutive days per week (Tues/Wed) in school practica situations to support connections between theory and practice, an experiential learning component that has been lauded by schools as well as our own faculty who are thus able to connect course assignments with classroom settings.

As we continue to explore possibilities, an elective field experience course offered in May/June might extend opportunities to students to explore northern or rural student teaching opportunities, and this would be part of the ongoing planning involved in future iterations of our program. In addition, we intend to structure the Learning Communities model as a time where

non-credit required aspects of teaching, including field experience opportunities, will be facilitated.

6. How might we provide evidence for career opportunities?

Education graduates are employed beyond full-time provincial pre-K-12 classroom teachers, including part-time teachers, substitute teachers, out-of-scope education and administrative staff, First Nation school teachers and administration, First Nation community employees, higher education teachers including ABE on- and off-reserve, affiliate school teachers, substitutes, and administration, and the B.Ed. is also a foundational degree/continuous learning for other careers, providing graduates with a better footing in the job market. Education degrees are also sought by public service personnel in a variety of fields. A job search in August 2014 for unfilled teaching positions (EducationCanada.com) revealed over 750 postings Canada-wide and 51 unfilled positions in Saskatchewan. The same site search this month (March 2015) found 22 unfilled teaching positions in the province, and 197 country-wide.

7. How might we provide evidence for demand for teachers in the province/relationship to college quota?

Over the past five years, Saskatchewan's population has grown by almost 80000 people, marking the greatest recorded growth in the province (Government of Saskatchewan, 2012) with 46% of the population requiring post-secondary education. The unemployment disparity between Aboriginal and Non-Aboriginal (14.7% versus 4.2% respectively) people of the province illustrates targets for education and employment (statistics Canada, 2010). Demands for post-secondary education are on the increase. It is estimated that by 2031, post-secondary education will be required for over 70% of the Canadian labour force (Miner, 2010; Council of Ministers of Education of Canada, 2008), which requires a larger investment in education (Usher, 2008).

Although there is a mismatch between graduating teachers and teacher demand in other provinces, Saskatchewan is currently experiencing demand for teachers in rural and northern areas, with Aboriginal people as the fastest-growing and youngest ethno-culture group living within Canada. A need to respect Treaty obligations of First Nations Teachers for First Nations children requires that not only must the province produce enough teachers for rural Saskatchewan, but that expansion and focus be maintained on Aboriginal teacher education programs to serve our fastest growing population in the north.

External demand for U of S College of Education teachers is continuous, and wide in scope. Demand is on the increase, evidenced by College application rate trends (since 2009). Letters of request/contracts from First Nations Bands are evidence of increasing community-based demand through the nationally-renowned Aboriginal Teacher Education Programs and the Aurora College partnership. Evidenced by a search (August 24th) for teaching jobs (EducationCanada.com) revealed 750 postings Canada-wide and 51 current openings in

Saskatchewan. Education degrees are also sought by public service personnel in a variety of fields.

Although undergraduate and graduate student enrollment numbers are increasing, over the past three years, the FTE number of faculty and staff members working within the College have remained relatively stagnant. Alumni numbers have been steadily increasing (approximately 525 per year), to a total of 33447 alumni, currently the second largest alumni group at the U of S.

MEMORANDUM

TO: Directors, Saskatchewan School Divisions
FROM: Bev Brenna, Acting Associate Dean, Undergraduate Programs, Partnerships and Research
DATE: March 25, 2015
RE: Information Regarding College of Education Direct Admissions Proposal

At this time, the College of Education is exploring a framework for Direct Admissions that would support a direct entry route from grade 12 into what would then entail a four-year B.Ed. program. While Arts & Science courses would still be required in the first two years of this program, the College team believes that there would be many benefits for students in identifying with the profession as teacher candidates for four years vs current opportunities for teacher candidates in the 2 year sequential route. Three entrance routes would thus be the result:

- Direct (for students new to the College)
- Transfer (for those students in years one and two of Arts)
- Post-degree (for students who attain another degree prior to the 60 credit units in Education).

Potential positives of this change to Direct-Admissions would be as follows:

- **increased potential to develop reflective teachers:** Students engaged in thinking of themselves as teacher candidates over a four-year period are predicted to demonstrate more growth in terms of teaching pedagogy than students engaged in teacher education over a two-year period, especially when cohort systems and early field experiences of varying forms could be designed to support reflectivity throughout the initial two years of non-Education coursework.
- increased potential for entrance numbers (including higher numbers of applications and the opportunity to select for quality thus **increased quality of admissions**)
- **increased positive student engagement** and College climate, with alignment of regular program, ITEP, and SUNTEP, as well as increased leadership opportunities for students who are currently only in the college for 2 years (with one term away for internship)
- **increased support for recruitment**

Our students' responses to this initiative have been very positive and included the following: the idea that early acceptance removes anxiety; offers more time in Education; supports earlier field experience possibilities; allows for greater interaction between students on the same career path; supports people whose first choice is Education; speeds up the admission process and has the potential to increase course relevancy and content-specificity; increases collaborative possibilities within environment in addition to increasing possibility for professional development, conferences and other Education activities that increase relevance and knowledge; and heightens B.Ed. potential in terms of future avenues for practice. Students indicated that direct admissions "will better prepare teacher candidates...two years is not enough time to become involved in the profession."

We are developing a proposal to open this Direct Admissions route in the fall of 2016, with related opportunities for recruitment, alongside upper-year transfer and post-degree routes which would still be in operation.

While there are university-level stages of approval yet to be involved, the College is interested in hearing feedback from its partner School Divisions in this regard. If you wish to communicate a response related to the provision of a Direct Admissions route into the College, please do not hesitate to send it my way.

Many thanks for your ongoing support for the College and for our teacher candidates.

Bev Brenna

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UNIVERSITY OF
SASKATCHEWAN

College of Education

Teacher Candidates' Accommodation Planning for Disabilities:

Field Experience Policies and Practices

Approved March 20, 2015

Teacher Candidates' Accommodation Planning for Disabilities

Teacher Education programs are responsible to society for providing courses of study that support Teacher Candidates (including student teachers and interns) in developing the professional, knowledge, instructional, and curricular competencies necessary for provincial teacher certification as well as to support best practices for teaching and learning in a changing world.

The College of Education welcomes diversity, as well as teamwork towards appropriate supports, in order that Teacher Candidates will demonstrate the necessary **Teaching Competencies** identified by Saskatchewan's Teacher Education, Classification and Certification Board (Appendix A). Competency standards for teachers are described further in the document *Teacher Professionalism: A Public Trust* (www.stf.sk.ca).

The College of Education has identified **Essential Skills** that are necessary in order for teacher candidates to demonstrate teaching-related competencies. Essential skills are professional abilities that exemplify necessary demonstrated behaviours related to particular competency standards. These skills include: cognitive, communication, emotional and physical health, language, research/information processing and social skills.

Teacher Candidates with Disabilities are encouraged to demonstrate:

- advocacy towards reasonable accommodation supporting academic standards and requirements;
- personal responsibility in needs' identification and timely communication about support requests;
- foundations of equity that underpins inclusive education in schools while at the same time upholds teacher competencies as required outcomes.

A request for accommodation for disability begins with communication from the student to Disability Student Services (DSS) and is subject to the applicable policies, regulations and procedures of both the University of Saskatchewan and the Faculty of Education. Students are strongly encouraged to seek out and review:

- University of Saskatchewan policy for accommodation at <http://policies.usask.ca/policies/student-affairs-and-activities/students-with-disabilities.php>
- Disability Services for Students' policy (www.students.usask.ca/disability/dss)
- Appendix B of this document (Accommodation Plan for Field Experiences) that outlines a framework for supports during College of Education practica experiences.

Teacher Candidates with Disabilities: Field Experience Policies and Practices

An Accommodation Planning Committee will be formed at the Teacher Candidate's request to develop an Accommodation Plan for field experiences (student teaching and/or internship). Membership of the committee will typically include: the Teacher Candidate, the Field Experience Coordinator, and a representative from DSS.

Requests including on-site accommodation associated with physical environment, devices/adaptive technology, time extensions, or other approved adaptations related to program completion are considered on a case-by-case basis according to the applicable policies, regulations, and procedures. Accommodation is intended to support teacher candidates' responsibilities in developing and demonstrating the related teacher competencies required of all students for convocation and certification in the profession (see attached College of Education Accountability Statement and Ministry of Education Certification Competencies for further information).

College of Education: Essential Skills for Teacher Candidates

A candidate for a B.Ed. degree must demonstrate the following:

1. Cognitive Skills

A teacher candidate must demonstrate the memory necessary to recall, integrate and synthesize information. In addition, the teacher candidate must display both critical and creative thinking skills, with the latter involving fluency, flexibility, originality and elaboration in terms of developing and adapting student programs.

2. Communication Skills

A teacher candidate must speak and hear (independently or through successful use of augmentative/alternative communication (AAC) and interact with students in order to effectively and efficiently deliver and assess lessons. In addition, clear oral and written communication skills are required related to family engagement as well as working relationships with colleagues.

3. Emotional and Physical Health

A teacher candidate must successfully navigate through the emotional and physical expectations of a school day related to practica experiences and demonstrate attendance and participation as required and/or negotiated in College and field settings.

4. Language Skills

A teacher candidate must demonstrate proficiency in the language of instruction (oral and written).

5. Research/Information Processing Skills

A teacher candidate must demonstrate the ability to initiate and complete the collection of data related to students and curricula, effectively demonstrating analysis, considering implications, keeping records, and displaying information.

6. Social Skills

A teacher candidate must be able to ethically and sensitively build working relationships with all members of a school team. Compassion, integrity, concern for others, interpersonal skills and internal motivation are all personal qualities that successful teachers demonstrate and are attributes expected of students in the College of Education.

Admission Information:

Regular Admission – High School (less than 18 Credit units of transferable postsecondary);
(Direct entry admission requirements would be the same as it currently is for ITEP & SUNTEP)

- Pre-requisite high school requirements: Biology 30* *or* Chemistry 30* *or* Physics 30* *or* Geology 30*; History 30 *or* Social Studies 30 *or* Native Studies 30; 30-level language* (other than English) *or* Fine Art*; 30-level English; Mathematics (Foundations of Mathematics 30* *or* Pre-Calculus 30*)
- Minimum average of 70% on 5 subject high school average (standard practice at the U of S)
- Competitive ranked admission (top down by average) is in place to manage enrolment in the College.
- Proficiency in English.

*One deficiency among indicated subjects is permitted but must be cleared prior to entering second year of study.

Regular Admission – Postsecondary (18 credit units or more of transferable postsecondary):

- Minimum average of 60% on 18 or more transferable credit units from a recognized and accredited post-secondary institution; average calculated on all attempted courses which are transferable to the College of Education.
- Competitive ranked admission (top down by average) is in place to manage enrolment in the College.
- Proficiency in English.

Note: Once the Direct Admission proposal has been fully approved, we will task our Admissions Committee with determining ongoing practice towards evaluating the various pieces of information that currently support decisions regarding College of Education applicants including the following: GPA, references, & online interview.

Retention Strategies:

The College of Education currently has an 8 year rule for completion of the Bachelor of Education Degree. Teacher candidates can choose to leave the program at any time and as long as they are a student in good standing when they leave they are welcome back to the College to complete their BED within the 8 year time frame.

Teacher candidates can be “*Required to Discontinue*” from the program but are welcome back after a 1 year hiatus from the all-academic programs. If a teacher candidate has a second RTD they will be removed from the College of Education on a permanent basis.

201207 – No sequential elementary (EDEL) or secondary (EDSE) program RTD’s

201307 – No sequential EDEL or EDSE program RTD's
201407 – No sequential EDEL or EDSE program RTD's

Teacher candidates can choose to withdraw from the courses EDEL & EDSE sequential program
(term and month – number of teacher candidates from the EDEL & EDSE programs):

201209 – 2
201309 – 2

201309 – 1
201401 – 1

201409 - 2
201501 – 1

Note: above are welcome back to complete their BED within the 8 year window.

Number of Degrees:

Teacher candidates that graduate with 2+ degrees (Bachelor of Education + ?):

2014 Spring:
EDEL= 20 with 2 degrees - 95 total graduates
EDSE = 26 with 2 degrees - 116 total graduates

ENROLMENT SNAPSHOT

October 8 2014

Each October, at the end of the fifth week of classes, a census of our enrolment is taken. This highlight provides an overview of trends in our recruitment and retention progress.

For more information, please visit usask.ca/isa.

TOTAL ENROLMENT

20,960
-0.4%

UNDERGRADUATE

16,852 -0.6%

NON-DEGREE

564 +2.4%

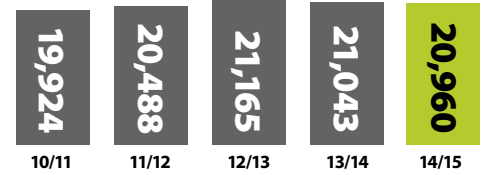
GRADUATE

3,113 -0.1%

POST-GRAD

431 +2.1%

OVERALL FIVE-YEAR TREND



7.3%
INTERNATIONAL

13.7%
OUT OF PROVINCE



79.0%

of our undergraduate direct-entry students originally come from Saskatchewan



The number of Aboriginal students enrolled is currently

2,121

a **10.2%** increase since last fall

UNDERGRADUATE, NON-DEGREE AND POST-GRADUATE CLINICAL

1,927

GRADUATE

194

The number of students that have international residency is



2,468

a **6.2%** increase since last fall

UNDERGRADUATE, NON-DEGREE AND POST-GRADUATE CLINICAL

1,385

GRADUATE

1,083

+22.2% in first-time direct-entry students from **Alberta** including

+77.9% in students from **Calgary**



FALL-TEACHING ACTIVITY



+0.4%

On-campus credit units

-4.1%

Off-campus credit units

RETENTION

76.4%

overall retention rate for first to second-year students in direct entry programs



59.5%

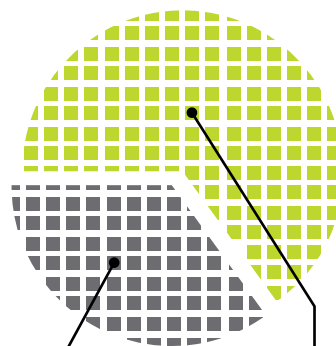
Aboriginal



80.6%

International

GRADUATE ENROLMENT



34.8%

International

65.2%

Domestic

TOP 5 COUNTRY OF ORIGIN



1. China **908** (640UG, 268G)
2. India **187** (46UG, 141G)
3. Nigeria **186** (101UG, 85G)
4. Iran **114** (114G)
5. Bangladesh **77** (19UG, 58G)

ENROLMENT SNAPSHOT

February 8, 2015

Each February, at the end of the fifth week of classes, a census of our enrolment is taken. This highlight provides an overview of trends in our recruitment and retention progress.

For more information, please visit usask.ca/isa.

TOTAL ENROLMENT

20,289
-0.1%

UNDERGRADUATE

16,392 -0.3%

NON-DEGREE

489 -2.8%

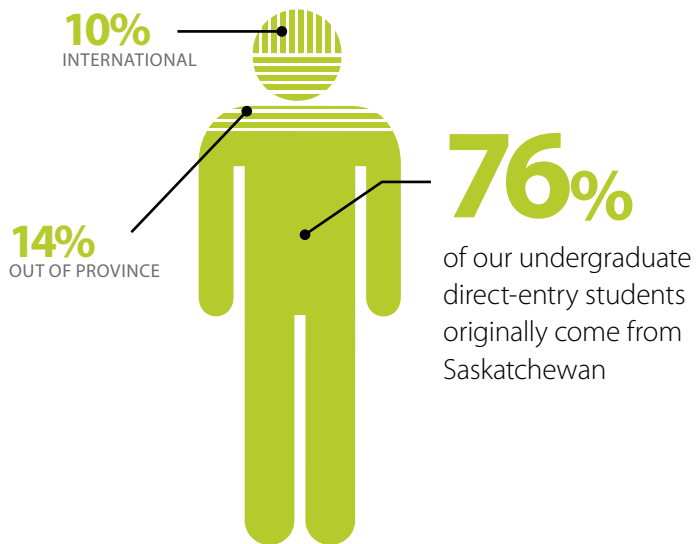
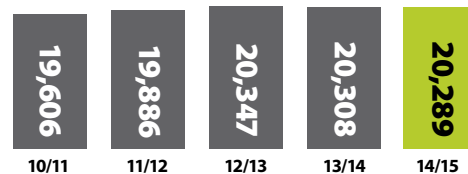
GRADUATE

2,984 +1.5%

POST-GRAD

424 +1.4%

OVERALL FIVE-YEAR TREND



The number of Aboriginal students enrolled is currently

2,155

a **7.8%** increase over last winter

UNDERGRADUATE, NON-DEGREE AND POST-GRADUATE CLINICAL

1,978

GRADUATE

177



The number of students that have international residency is

2,369

a **6.6%** increase over last winter

UNDERGRADUATE, NON-DEGREE AND POST-GRADUATE CLINICAL

1,312

GRADUATE

1,057

WINTER TEACHING ACTIVITY



+0.1%

On-campus credit units

-2.3%

Off-campus credit units

RETENTION

94.5%

Fall to winter term overall retention rate for new first-time undergraduate students in direct entry programs



93.6%
Aboriginal



95.4%
International

GRADUATE ENROLMENT



35.4%
International

64.6%
Domestic

TOP 5 COUNTRY OF ORIGIN



- China **940** (665UG, 275G)
- Nigeria **245** (151UG, 94G)
- India **210** (54UG, 156G)
- Iran **125** (9UG, 116G)
- Bangladesh **93** (29UG, 64G)