UNIVERSITY OF SASKATCHEWAN

Agenda for University Senate
9:30 a.m., Saturday, October 19,
2013 Exeter Room, Marquis Hall

1. Opening remarks

2. Adoption of the agenda

3. Minutes of the meeting of April 20, 2013 - pp. 3-27

4. Business from the minutes

5. President's report - pp. 28-43

6. Report on Undergraduate Student Activities – Max FineDay, President, USSU

7. Report on Graduate Student Activities – Ehimai Ohiozebau, President, GSA - pp. 44-46

8. Report on Non-academic Student Discipline Cases for 2012/2013 - p. 47

9. Senate committee reports

   9.1 For Approval: Executive Committee (Ilene Busch-Vishniac) -pp. 48-52
   - Nomination procedures for Senate committee members

   9.2 For Confirmation: Executive Committee (Ilene Busch-Vishniac) - pp. 52-76
   - Confirmation of approval of Bylaw amendments

   9.3 Notice of Motion: Executive Committee (Ilene Busch-Vishniac) - pp. 77-79
   - Recommendation for Amendment to Senate District Boundaries for Districts 10 and 11

   9.4 For Approval: Nominations Committee Report: (Ann March) - pp. 80-81
   - Education Committee Membership
   - Senate member on Review Committee for VP Research

10. Items from University Council

   10.1 For Confirmation: Disestablishment of Open Studies (Gordon DesBrisay, Associate Dean of Students, College of Arts and Science & Designated Dean of Open Studies) - pp. 82-93

   10.2 For Confirmation: Revised Admission Requirements for Post-Degree Bachelor of Science in Nursing (Hope Bilinski, Associate Dean, College of Nursing) - pp. 94-115

11. Presentations

    11.1 Distributed Learning Strategy Action Plan – Patti McDougall, Vice-Provost Teaching and Learning

    11.2 Operating Budget Adjustments and TransformUS - Greg Fowler, Vice-President Finance and Resources

    11.3 Aboriginal Engagement Activity – Candace Wasacase-Lafferty, Director First Nations and Metis Engagement, and Joan Greyeyes, Special Advisor on Aboriginal Initiatives

12. Discussion on Vision 2025: *From Spirit to Action* - pp. 116-123

13. Other Business

14. Question Period

15. Dates of Convocations and Future Senate Meetings

    Fall Convocation 2013: Saturday, October 26, 2013
    Chancellor Installation at morning ceremony
    Honorary degrees awarded at afternoon ceremony
    - Anne Doig, Doctor of Laws
    - Edith Wiens, Doctor of Letters

    Spring Senate meeting 2014: Saturday, April 26, 2014

    Spring Convocation 2014: June 3 – 6, 2014

MINUTES OF A MEETING OF THE UNIVERSITY OF SASKATCHEWAN SENATE SATURDAY, APRIL 20, 2013 8:30 AM – 2:30 PM – EXETER ROOM, MARQUIS HALL

Present: Vera Pezer (chair), W. Albritton, J. Alexander, S. Anand, L. Ashley, J. MacMillan (for B. Banda), E. Barber, A. Baxter-Jones, R. Dergousoff (for R. Bhargava), E. Bourassa, D. Boyko, M. Buhr, I. Busch-Vishniac, L. Butler, L. Calvert, K. Chad, B. Cram, J. Crawford, A. Danyliw, M. Derdall, D. Dutchak, L. Ebel, S. Finley, P. Flaten, R. Forbes, G. Fowler, D. Freeman, R. Fyfe, K. Gerwing, T. Girardin, N. Glover, S. Haines, M. Hande, D. Hannah, S. Harpell, D. Hill, J. Huyghebaert, L. Isinger, R. Isinger, T. Isnana, J. Jensen, J. Jonsson, G. Keith (for L. King), R. Krismer, L. Lacoursiere, A. Lavoie, M. Loewen, H. Magotiaux, A. March, P. McDougall, P. McKercher, R. McPherson, D. Mihalicz, J. Miller, F. Myers, E. Ohiozebau, E. Olfert, O. Panchuk, N. Prokopchuk, F. Puckett, J. Pulfer, C. Rodgers, L. Schmidt, R. Schriml, Rodney Wiens (for D. Senecal), D. Spitzig, G. Stevens, G. Stewart, P. Stroh, M. Stumborg, L. Swystun, D. Taras, D. Taylor, L. Thibodeau, M. Lawton (for P. Vaidyanathan), J. Wells, B. MacDougall (for A. Whittles), J. Wood, B. Zimmer, Elizabeth Williamson (secretary).

Regrets: D. Agema, F. Anderson, S. Bird, H. Christensen, D. Docken, T. Downey, M. Emde, B. Fairbairn, S. Fortugno, L. Greenberg, J. Halmo, R. Harasymchuk, J. Jacobs, J. Jonsson, A. Kopp-McKay, E. Korsberg, G. McCaffrey, T. Molloy, D. Morgan, E. Nelson, K. Ogilvie, L. Qualtiere, R. Regnier, N. Robertson, K. Rooney, P. Stoicheff, T. Turner, D. Uglem, G. Uswak, J. Walters, T. Wiebe, V. Williamson.

Also present: J. Brown, S. Calver, J. Demkiw, H. Franklin, D. Hande, M. Huynh, J. Kalra, D. LeBlanc, L. Leonhardt, C. MacPherson, J. Mainland, P. Martin, P. Melis, A. Rees, D. Richardson, C. Tennant, M. Weiner, B. Ziola.

1. Opening remarks

The chair called the meeting to order at 8:33 am and introduced Peggy McKercher, chancellor emeritus, and Elizabeth Williamson, new university secretary. Introductions were made by all others in attendance.

2. Adoption of the agenda

The chair asked for a motion to adopt the agenda.

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

CARRIED

3. Confidential reports (Senate members only)

In accordance with the Senate bylaws, the confidential reports regarding the following items were circulated to only Senate members prior to the meeting, and non-members left the meeting room for discussion of the reports.

3.1 Honorary degrees committee report

In accordance with the Senate bylaws, the confidential reports regarding the following items were circulated to only Senate members prior to the meeting, and non-members left the meeting room for discussion of the reports.

3.1 Honorary degrees committee report

Senate approved a confidential motion to award honorary degrees to eight individuals.

3.2 Joint nomination committee for Chancellor

After receiving a confidential report, Senate appointed Blaine Favel as Chancellor of the university effective July 1, 2013.

Non-members returned to the meeting.

Chancellor-designate Blaine Favel joined the meeting and provided a few comments, thanking Senate for his appointment and pledging to do the best he could to represent the university and be worthy of the confidence shown in his appointment today. He also noted he hoped to meet all of the senators individually.

4. Minutes of the meeting of October 20, 2012

The chair invited consideration of the revised minutes of the October 20, 2012 meeting, having noted that a revised copy of the minutes had been circulated to all in attendance. The university secretary explained that the amended set of minutes included changes requested by a member of Senate; these appear in italics on pages 2, 3, 6 and 8 of the revised minutes.

> CHAD/BOYKO: That the minutes of the meeting of October 20, 2012 be approved as amended.
>
> CARRIED

5. Business from the minutes

5.1 Report of the Task Force to Review Senate Bylaws

Donna Taylor presented her report on behalf of the task force to review Senate bylaws. She noted that a summary of the proposed amendments to the bylaws were included in the meeting materials and that the proposed amendments provide clarification to the bylaws and are generally of a housekeeping nature.

Ms. Taylor explained that the task force determined that a requirement for the members of the Board of Governors elected by Senate to be sitting members of Senate at the time of their election would be contrary to *The University of Saskatchewan Act*, which indicates that Senate elects members to the Board, rather than elects representatives to the Board. This distinction is now made clear through the amendments to the bylaws. Ms. Taylor also noted that after review of the bylaws, the task force concluded that

nominations from the floor are clearly permitted so the proposed amendments clarify that all elections by Senate allow for nominations from the floor.

Ms. Taylor explained that the task force spent much time discussing other issues, including the role of Senate, senators and the purpose of Senate meetings. She advised that the task force determined that senators' desire to have discussions on topics of interest to Senate regarding the university, and the amendments clarify this role. Ms. Taylor advised that the task force deemed that Senate would be well served by the formation of an education committee, which, together with the executive committee, could bring forward for discussion matters of interest to senators, and the proposed amendments set out the terms of reference for an education committee.

Regarding senators' academic dress, Ms. Taylor explained that the task force proposed deleting the section of the bylaws dealing with academic costume, and that senators not be allowed to wear PhD gowns when appearing at convocation.

Ms. Taylor noted that the task force has recommended deleting most of the provisions relating to the board for student discipline and appeal board except the election of the roster of six Senate members to serve on such boards and appeals, as these matters are better dealt with in the policy and procedures for non-academic student discipline and appeals.

Ms. Taylor advised that the other proposed amendments are housecleaning matters. Ms. Taylor thanked the other members of the committee, Lorne Calvert, Lori Isinger, Fay Puckett and Jim Pulfer, for their contributions.

5.2 Changes to Senate Bylaws

President Busch-Vishniac advised Senate that although the chancellor is the chair of the executive committee, she had been asked by the chancellor to speak to the amendments to the Senate bylaws on the chancellor's behalf. She reported that the executive committee strongly supports the recommendations of the task force to review Senate bylaws. However, currently there is no procedure by which nominations from the floor can be implemented so the executive committee is recommending a vote to approve the proposed amendments in principle, but wait to vote on the specific wording of the bylaws until October when a procedure to accept nominations from the floor will be presented to Senate.

MCPHERSON/PULFER: That the revisions to the Bylaws of Senate be approved in principle and come into effect upon the development and approval by Senate of procedures to implement the bylaws changes.

CARRIED

6. President's report

President Busch-Vishniac presented her report noting that she was happy to take questions about her written report but would present additional information today, that being the same presentation that was presented to the General Academic Assembly on

the state of the university. This presentation included information about where the university is now, the president's perceptions of where we are going, a draft vision statement and some challenges of what we need to overcome to meet that vision. (*See attached presentation slides in Appendix A.)*

The president then invited questions.

A senator thanked the president for her engagement and the opportunities to meet with her. The senator noted that she believes rigorous debates, although difficult to have, could be held in the university community and was pleased with the addition of an education committee where that debate can occur. Regarding the university comparing itself to the U15, the senator expressed her view that comparison to others was foreign to her and being from rural Saskatchewan, she preferred collaboration as her model. Thirdly, the senator noted that she believed research funding in the College of Medicine was coming from pharmaceutical companies that are responsible for seriously poisoning the land and human development; and that the problem with commercialization of the university is that it removes the ability to remove the cause of the problem, so there is no potential to address health concerns.

President Busch-Vishniac advised that the vast majority of research dollars in the College of Medicine come from the tri-agencies. Also, she explained that when the university receives research funding, there are well-established policies that ensure integrity of the research we do and provide arms-length distance between the funder and the results. The university ensures it is supporting the researchers who are doing the work so academic integrity is ensured.

A senator asked about the Global Institute for Food Security (GIFS), noting that his understanding was that food security involves varied issues such as climate change and sustainable consumption, and asked whether there would be outreach to those in social science and health research and other areas when determining the research themes. He also asked that given involvement of industry with GIFS, whether there were guidelines to ensure the independence of the research and the relevance of the research to optimize the benefit to those most vulnerable to food security.

Karen Chad, vice-president research responded to this question by noting that she would be giving a presentation on the university's centres and suggested that she answer the questions about GIFS in her presentation.

A senator noted watching with concern and interest the reworking of governance and crafting of a new vision at the College of Medicine, and that the community had likewise been exposed to a number of opinions and information. He invited the president to respond to the opinion that suggested purchasing seats at other colleges of medicine in other provinces, and asked whether this was being considered.

The president advised that the university is not considering cutting back on the college at all, and is in fact under pressure from the provincial government to increase the number of seats. She noted that when seats are purchased outside of the province, the students do not tend to come back, so it is not a good way to grow the medical

profession in Saskatchewan. The President explained that her intention, and that of the health region and the province, is to fix what we have and fix it long term.

A senator noted that she was happy with the development of the Global Institute for Food Security, but encouraged the university to remember that at the foundation of food security is water, and water on this planet is under attack and being poisoned from all types of industry. The President responded that water security and quality is one of the university's signature areas, and that the university also has a Global Institute for Water Security.

7. Report of the Vice-president Research: Centres and Institutes at the University of Saskatchewan

Karen Chad, vice-president research, presented her report on the university's centres and institutes. She distributed a list of web links to the centres and institutions advising that more detailed information can be found on their websites, including information about leadership, engagement of faculty and students, partnerships, governance and structures of the centres and institutes.

In response to the question asked earlier about the Global Institute for Food Security, Dr. Chad advised that it is a multi-disciplinary organization, involving a number of social science and public policy areas in its development. The university now has GIFS and the Global Institute for Water Security, and both institutes work together.

Dr. Chad invited further questions.

A senator asked what research would be done in northern Saskatchewan to determine the impact of almost 300,000 tonnes of mine tailings at Key Lake lying exposed to the health of northern people, and how will this research take into account that a baseline was never done. Dr. Chad noted that she would take these questions to the executive directors of the centres as these are the sorts of questions we can provide to our research community to explore.

A senator quoted a portion of the GIFS website about the institute conducting independent and relevant research, and creating measurement tools to ensure the research is targeted to areas of greatest need, adequately resourced and demonstrating impact on global food security, and then asked if there was any more information on this. Dr. Chad reported that the GIFS strategic research plan was currently being created and that part of what will inform that plan is the consultations of faculty, staff, students, and external advisors. In addition, the governance structure is establishing an international science panel that will help inform the type of research within these thematic areas. Dr. Chad invited the senator to contact her or Dr. Ernie Barber, deputy executive director and chief operating officer for the GIFS, directly.

A senator noted that he did not see the Lockheed-Martin Centre website in the list of web links, and asked if the university had an ethics committee through which collaborations are vetted and why the largest war-related company would require a Saskatchewan university to assist them. Dr. Chad advised that she was not aware of the

centre to which the senator referred. She reported that the university did have an ethics unit that is responsible to ensure all research conducted adheres to ethics for treatment of humans and animals and is guided by policy at the national level. Any research done from an ethics aspect has to go through this committee. She offered to provide the senator with more information during the break.

A senator asked about the current status of the software developed for research purposes for analyzing what is in water, called THREATS. Dr. Chad noted that she was unable to provide this level of specific detail, but noted she would follow-up and send information to the senator.

A senator asked how the centres communicated with each other and addressed conflicting areas. Dr. Chad reported that there was now a centres forum where all of the executive directors of the centres discuss governance, leadership and opportunities for synergies on a regular basis. Also, the university is starting to have clusters of centres that have obvious synergies to enable them to have breakout discussions.

8. Report on undergraduate student activities

Jared Brown, president of the USSU, reported on what he believed to be the most significant accomplishments of the USSU over the past year. These include: clarifying that the USSU is part of the university community, but is autonomous from the university, and amending its structure and bylaws to reflect this relationship; requiring the members of Student Council to liaise with different colleges and student groups and provide biweekly reports to the Student Council leading to better communications; lobbied to have students as part of the TransformUS initiative; renovations of the USSU's coffee shop in the MUB to amalgamate it with Louis's Pub and rename it as Louis' Loft; the referenda that resulted in the summer UPass at a rate of $36.75 as compared to the normal rate of $75; implemented an earlier internal review of executive members to allow for reflection and improvement; began dialogue for pass/fail grading for undergraduate colleges especially in non-professional colleges to move to a better learning element; and helped organize the very successful Aboriginal Achievement Week.

Mr. Brown named the new USSU executive members noting that the voter turn-out had improved from 8% three years ago to 22% this year illustrating what he believed to be better student engagement.

A senator asked whether the UPass will apply to graduate students this summer and had the USSU heard good feedback on academic advising. Mr. Brown noted that he would leave the first question to members of the Graduate Students' Association to answer when giving their report. Regarding academic advising, Mr. Brown noted that his personal experience was good, but it was hit and miss as to whether it was working for individual students and it may need more work.

Patti McDougall, vice-provost teaching and learning, also responded to the second question reporting that over the last two years, since the review, academic advising had mobilized considerable effort and the university now has an advising council of

representatives across campus engaged in on-going professional development. Students can now track their own progress on their development. Ms. McDougall explained the shift to see advising as teaching and that an advising charter is being developed to bring to University Council. The College of Arts and Science played a critical role in the review and reform that has taken place, and made phenomenal changes.

9. Report on graduate student activities

Maily Huynh, vice-president operations and administration of the Graduate Students' Association presented the report on behalf of the association. Ms. Huynh reported on the GSA's activities over the past year, including: providing $20,000 in bursaries which the College of Graduate Studies and Research matched for a total of $40,000; increased usage of the Graduate Commons on the corner of Wiggins Avenue and College Drive through extended hours and more bookings; after receiving a petition from students wanting the UPass, negotiated a $110 per term price with Saskatoon Transit and through a referendum with 38% voter turnout, 66% voted to have the UPass for a 12-month trial period of 12 months and another referendum in February 2014; provided a $10,000 travel fund for graduate students; conducted a well-attended session on employment opportunities and where to look for employment; working with the university and other partners to increase funding to graduate students through such things as improved living facilities; looking for increased funding from the Ministry of Advanced Education through a graduate retention program; improved GSA monthly council meetings with more attendance; attended events in Ottawa and Vancouver looking for collaborations and how to improve services to graduate students; and represented graduate students through committee and event attendance.

Ms. Huynh described a number of events hosted by the GSA, including: orientation for 1800 students; Halloween party; an awards gala to show the GSA's appreciation of faculty and the university community, and to showcase the accomplishments of graduate students. She noted that the GSA's Aboriginal liaison was also very busy at such events as: meet and greet with Aboriginal students; potluck in the Graduate Commons; Aboriginal graduate students panel; end-of-year steak night and other events. Ms. Huyh concluded her comments by naming the new GSA executive members for 2013/14.

The chair commended the leadership of both the USSU and the GSA, noting that events outside of classes take on a very important role for students, and thanked them for their important work in supporting the students of the university.

10. Items from University Council

Jay Kalra, chair of university Council explained that Council was responsible for academic governance of the university and described Council's role.

Dr. Kalra explained that items approved by University Council over the past five months regarding admission requirements of colleges were being brought to Senate for confirmation in accordance with requirement of the Act.

10.1 College of Graduate Studies and Research Admission Qualifications

Dr. Kalra advised Council is seeking Senate's confirmation to permit applicants with bachelor degrees directly into PhD programs. Dr. Kalra noted that a number of universities already allow this. There were no questions or comments.

KRISMER/BOURASSA: That Senate confirm the revision of the College of Graduate Studies and Research admission qualifications to permit students to directly enter a PhD program from a bachelor's degree.

CARRIED

10.2 College of Dentistry Admission Qualifications

Dr. Kalra advised that Council is seeking confirmation of the removal of the manual dexterity test as a requirement in the application for admission to the dental program. There were no questions or comments.

KRISMER/BOURASSA: That Senate confirm the revision of the College of Dentistry admission qualifications to delete the carving portion (manual dexterity) of the Dental School Admission (DAT) test as a requirement for application for admission to the dental program, effective the 2014/15 admissions cycle.

CARRIED

10.3 College of Medicine Admission Qualifications

Dr. Kalra advised that Council was seeking confirmation to amend the admission qualifications for the College of Medicine, and introduced Dr. Barry Ziola, director of admissions for the college.

Dr. Ziola advised that this is the first major change to application requirements at the College of Medicine in the last 25 years. He provided comparative information that most medical schools require applicants to have an undergraduate degree, but the University of Saskatchewan is the least stringent requiring only the marks for a student's best two years. Dr. Ziola explained that students being able to use their two best years has driven up the minimum averages of students receiving interviews from 78% in 2007 to 84% in 2012; although the incoming average in the class has not changed much. Also, over the last five years, the college has experienced increasing pressure to grant interviews to students with two years from two different colleges, even though the applicants should be working towards a degree.

Dr. Ziola reported that the admissions committee, consisting of 20 members with broad representation, has discussed this change extensively with colleagues across campus and at the University of Regina. This change was approved unanimously by the college's admissions committee, the College of Medicine Faculty Council and University Council. It has also been discussed in the media. The changes will take effect for students applying to be admitted in September 2015, so those students currently completing their second year will be allowed to apply under the old system,

but if they do not gain admission, they would have to wait an extra year to apply in the final year of their degree program.

Dr. Ziola indicated the recommended change for out-of-province students was as outlined in the materials.

There were no questions or comments.

KRISMER/BOURASSA: That Senate confirm the revision of College of Medicine admission qualifications to require a four-year baccalaureate degree by Saskatchewan residents at entrance to medicine, according to the framework described by the college, effective for students applying to be admitted in September, 2015.

That Senate confirm the revision of College of Medicine admission qualifications for out-of-province (OP) applicants that all university courses taken prior to and after application will be considered in calculation of their average, effective for students applying to be admitted in September, 2014.

CARRIED

10.4 Report on Council activities for 2012-13

Dr. Kalra referred to his report on the activities of Council over the past year, provided in the meeting materials. There were no questions or comments.

11. Senate Committee Reports

11.1 Executive Committee Report

President Busch-Vishniac, member of the executive committee, presented the committee's recommendation for appointments to the nominations committee for 2013/14.

BUSCH-VISHNIAC/PUCKETT: That Mairin Loewen and a student member selected by the USSU once the student elections for Senate are complete be appointed to the nominations committee for 2013/14, and that Joy Crawford and Ann March be re-appointed, and that Ann March be re-appointed as chair.

CARRIED

11.2 Nominations Committee Report

The report was presented by Ann March, chair of the nominations committee.

A senator raised a point of order that the report was incomplete as it should have included a nomination for a second Senate appointee to the Board of Governors and that by not making the appointment the Senate was effectively extending the term of Susan Milburn beyond three years which was *ultra vires* to the Act. The senator called for the procurement of nominations for the board appointee to begin.

The chair advised that the report from the committee would be heard and then the issue raised by the senator would be discussed.

Ms. March drew Senate's attention to the written report noting a correction in the "Background and Summary" that there was one vacancy remaining, not two. She then advised that subsequent to distribution of the meeting materials, the committee received Simon Bird's consent so the committee was nominating Simon Bird as a member of the executive committee. Ms. March listed the nominees for each committee, as provided in the materials.

MARCH/ABEL: That Senate approve the appointments to Senate committees for 2013/14 as outlined on the attached report with the addition of Simon Bird as a member of the Senate executive committee.

CARRIED

The floor was opened for the discussion on the senator's call for a point of order.

President Busch-Vishniac noted that the provincial government was asked to amend the Act in 2009 to allow the Senate appointee to sit for three terms but this was not put to the legislative assembly at that time. A year ago Senate passed a motion not to name a replacement for Susan Milburn. The president advised that she has received confirmation from the deputy minister of advanced education that the amendment to the Act to increase the number of terms to three will be put forward at the fall sitting of the legislative assembly. Also, the university has received a legal opinion that two things must occur before a Board member is required to leave the Board – they must have completed their three-year term, which Ms. Milburn has done, and Senate must have named a successor. By Senate choosing not to name a successor the Board member's period on the Board is extended. The president noted that there is precedence for this as order-in-council appointees' terms have expired and they have continued to serve until either re-appointed or replaced. The president advised that this is the first time a Senate appointee has been the chair of the board for a very long time. She also pointed out that the majority of people currently on the Board have less than one year experience as a Board member, and it would help her greatly not to have more new members.

A senator noted that the press release stated that Ms. Milburn would be chair of the Board until 2016. Ms. Milburn joined the Board in 2006 so that will be ten years, and nobody is allowed to be on the Board that long. The rule of law is above everyone and applies to everyone so no one is exempt from the law, and no one can exempt others or themselves from the law. Senate should have received a report from the nominations committee and according to legal advice she had received, Senate is operating outside the law. The senator asked that the appropriate nominees be nominated and put forward for election at the fall meeting.

The chair advised that an order-in-council appointee had served on the Board for 11 years, which supports the legal opinion that the University received and that she was relying on.

A senator stated that her understanding was that nominations come forward typically at the April meeting so Senate should have received a report from the nominations committee including a nomination for the Board appointee and according to legal counsel, the university was acting outside the law. The senator asked that the question of Ms. Milburn's appointment as a Board member be put to Senate for a decision.

The chair called a recess at 11:15 am to consider the request and reconvened the meeting at 11:35 am.

The secretary explained the process that would be followed. She advised that a motion could be entered into the proceedings and that she required a written copy of the motion. The motion would then be projected on the screen and Senate would first vote on the procedural motion to add the motion as an agenda item. If there was a majority vote to add it to the agenda, then it would be added under "Other Business". The Chair clarified that Kerr and King's *Rules of Procedure* requires unanimous approval to add an agenda item later in a meeting, but Senate's bylaws say an item can be added by a majority of the body, and the bylaws take precedence over Kerr and King.

The secretary advised that the nominations committee was not at fault because they were acting in accordance with the motion passed by Senate not to name Ms. Milburn's replacement.

The senator commented that a point of order is not subject to a vote, and when acting outside of the law you cannot continue to do so.

The chair noted that there appeared to be two differing legal opinions on the matter, and that she accepted the legal opinion received from the university's solicitor.

11.3 Membership Committee Report

This report was presented by Bob Krismer, chair of the membership committee. Mr. Krismer advised that the committee received an application for membership to Senate from the Saskatchewan Career Work Education Association, a special subject council of the Saskatchewan Teachers' Federation (STF). The committee is not recommending their membership on Senate. In item 3 of the criteria for membership, educational institutions are not themselves eligible but may be represented by associations. As the Saskatchewan Career Work Education Association is one of 32 special subject councils of the STF, the association is already represented on Senate by the STF itself.

12. Items for information

12.1 Update on Senate Elections

The u secretary provided the report on the Senate elections noting the positions to be filled, when voting would open and close, who was eligible to vote and how the voting would be conducted.

12.2 Update on Enrolment

Russell Isinger, university registrar and director of student services, reported on student enrolment based on measurements taken five weeks into each term. Including both the fall 2012 and winter 2013 terms, overall enrolment increased 2.3% for the year, to the highest enrolment level ever. Over the past five years, there has been a trend of moderate growth. Spring and summer enrolment for 2012 was 4% over the previous year. Mr. Isinger advised that the university has a heavier marketing campaign regarding spring and summer courses, particularly directed to grade 12 students, and that colleges are receiving financial incentives to provide more course offerings during the spring and summer months. He indicated he would report on the success of this campaign next year.

Mr. Isinger illustrated the make-up of the student body between graduate students (14%) undergrads (81%), and others. For undergrads, enrolment was up 3.8% in the fall, and 2.6% in the winter. There has been almost 10% growth for the fall term since 2008, and 7% for the winter term. A significant portion (approx. 50%) can be attributed to enrolment in nursing due to changes in the program. In the direct entry programs, new first time out-of-province enrolment is up 20% and first time international enrolment is up, with the bulk of students coming from China.

Mr. Isinger presented information on undergraduate and graduate enrolment by origin. For undergraduates in the fall and winter terms 80% are from Saskatchewan, approx. 10% out-of-province, 7% international and 3% unknown. The international undergraduates are largely from China, then Nigeria, then India and Saudi Arabia. For graduate students, 1/3rd are from Canada and 2/3rds are international. This represents the highest proportion of international graduate students the university has ever had. China remains the biggest provider of graduate students, with India and Iran coming a close second and third. In general there is more diversity of origins in the international graduate student population than in the international undergraduate student population. .

Enrolment of graduate students in thesis-based masters programs is up 16% since 2008, and enrolment in course-based masters programs is up over 300%. Enrolment of project-based students is slightly down. Some of the reasons for increased enrolment in graduate programs are: growth in course based programs; investment in scholarships; international student growth; growth in new graduate schools; attractive new programs attract students; research strength of faculty attracts students here to work with faculty.

Mr. Isinger provided information on the international enrolment and Aboriginal enrolment. International enrolment was up almost 10% in the fall term, compared to the previous year, and almost 7% in the winter term. Aboriginal enrolment was down almost 9% in the fall, but increased almost 11% in the winter.

Regarding Aboriginal enrolment, Mr. Isinger noted the university continues its efforts to recruit and retain Aboriginal students, and has also turned its attention to trying to ascertain more accurately how many Aboriginal students are on campus as there is evidence that suggests that we have many more Aboriginal students then our numbers show as self-declaration is voluntary. Student and Enrolment Services is working on an Aboriginal self-declaration project, noting the benefits to students of self-declaration and

using marketing tactics to promote self-declaration. In addition, through data analysis, some data errors have been discovered.

Graduation numbers for Aboriginal students have taken a drop over the past few years, but are recovering. Regarding retention, he noted there are two ways to measure retention – from first to second terms (i.e. did students return after Christmas), and from first to second year. The university's rate for retention between first and second term, for the five direct entry colleges, open studies and education, is between 93% and 95% for all students. When broken out by student groups (i.e. international students, Aboriginal students and others) retention rates are relatively stable and similar, being between 90% and 93%. When looking at retention between first and second year, again for the five direct entry colleges, open studies and education, the overall rate for the past five years is between 75% and 79%. However, when broken down by groups, international retention is 85%, Aboriginal retention is 58% and retention of others is 80%. The Aboriginal retention rate has been below 65% since 2007, so there is definitely more work to be done in this area.

Mr. Isinger noted that more teaching activity indicates more registration in classes and also more tuition revenue. Fall term three credit unit activity for all student groups is up almost 5% over 2011 and winter term is up over 3%. The five-year trend line has been steadily increasing for both fall and winter terms. Off campus education is also up by around 13% over 2011. If considered as a college, off campus learners would constitute the university's second biggest college.

Mr. Isinger advised that due to data problems, there has been a move to term-based reporting and away from session-based reporting. This is more accurate and more in keeping with other universities' practices. Student enrolment is reported in the in fall and winter terms to University Council and annually to Senate in April. Detailed enrolment data is now provided through the self-service website, through uView (www.usask.ca/isa), with further functionality being added. Mr. Isinger reported that a strategic enrolment management plan was being finalized. Mr. Isinger thanked his staff and asked for questions.

A senator asked whether there were other factors that might explain the experience of First Nations peoples at the University. The exercise of encouraging self-declaration may drive the numbers, but she suggested there is a broader base to launch an effort to be inclusive of First Nations peoples at the university.

Mr. Isinger agreed and explained that there is a great effort to make the campus welcoming for First Nations students, staff and visitors, and that self-declaration is just a small part of the student experience. Mr. Isinger noted a number of the initiatives that have been launched and that the administration and all of the colleges are looking for ways to encourage Aboriginal students.

The Chair recessed the meeting at 12:07 pm for lunch and reconvened at 1:05 pm.

13. Presentations

13.1 Operating Budget Adjustments and TransformUS

Greg Fowler, acting vice-president, finance and resources, presented the report on the operating budget adjustments. Mr. Fowler explained that the university has a strategy to remain sustainable into the future. The university predicted a budget deficit for 2012/13 and asked the government for a 5.8% increase but received a 2.1% increase. Based on our planning process, in May 2012 the university was able to project a $6 million budget deficit this year and $44.5 million annual deficit by 2016 and identify an action plan to address this challenge.

Mr. Fowler explained the deficit relates to our operating budget and operating fund, which accounts for half of our activity at the university and includes the primary academic activities. Approximately 75% of the operating fund is attributed to salaries and benefits, and 25% to non-salary expenses. The university has been well-funded by the Saskatchewan government and has a tuition rate policy not to use tuition to fill our operating budget deficit. For the 2012-13 budget, $1.1 billion is projected in consolidated revenues.

Mr. Fowler indicated that eight areas have been identified for further assessment, including: total compensation and rewards; workforce planning; maximize value of university spend; process enhancement/continuous improvement; TransformUS; revenue generation and diversification; reduce institutional footprint; and organizational design.

Mr. Fowler explained that through what has been named, TransformUS, the university is undergoing a prioritization exercise. Two taskforces are working to prioritize all programs based on information submitted by all of the programs, which will be reported to the president by November 30. This will be followed by a formal process of review by the Board and University Council, and then administration will prepare an action plan and timetable. Mr. Fowler advised that no one measure or project by itself will make the university sustainable.

Pauline Melis, assistant provost, institutional planning and assessment, presented the report on TransformUS. Ms. Melis advised that other U15 institutions are facing tight budgets due to reductions in provincial funding, targeted federal funding changes, decreased endowment revenues, increased operating expenses and declining revenues, and in comparison the University of Saskatchewan is in a relatively favourable position.

Ms. Melis showed the provincial operating grant per FTE student from 2006 – 2011 compared to others and the provincial budget highlights, illustrating that the university is well-funded compared to other U15 universities. Ms. Melis noted what other U15 universities are doing to address their budget shortfalls, such as: increasing tuition fees, increasing enrolment, budget cuts, wage freezes, workforce reductions, new budgeting models and systems.

Ms. Melis explained that the prioritization that the university is doing is far more strategic than these other approaches, and more directed and deliberate because our planning process has projected a shortfall, and is taking means to address it in advance.. Ultimately, through this process, the university will become a more financially sustainable institute.

Mr. Fowler concluded noting a balanced budget is projected for 2012-13, with a year-end of April 30, 2013. He invited the senators to attend the session at Convocation Hall on June 13 to receive a complete update on the budget projections.

A senator noted that the provincial ministry of economy is cataloguing the public resources and some are being sold, and asked if the sale of Kenderdine Campus at Emma Lake is part of the plan. She also noted that former president, Peter MacKinnon, and former VP finance and resources, Richard Florizone, have been paid $1.3 million over what they would have normally been paid and asked what the responses have been to the questions in Letters to the Editor in the *Star Phoenix* about their salaries.

Mr. Fowler advised that he was unable to answer the question about the compensation to the president and VP finance and resources as that was in the purview of the Board of Governors and not his. Regarding the first question, Mr. Fowler explained that the university has a lot of land, including core land in the city. In principle, the university does not generally sell its lands as they are endowments for the future of the university. Income generated from university lands is used to support the operating budget of the institution. Regarding the Kenderdine campus, the program has been placed on hold for a period of three years. Mr. Fowler assured the senator that there are currently no plans to sell or start-up the campus, and the university is generating a plan as to the academic vision for the campus and how to move forward.

A senator commended and thanked the administration for the aggressive plans that have been developed for the future to address the budget shortfall.

Ms. Melis advised that the university has a positive message for the rest of the province, and wants representatives to speak throughout the province, as one of the Board members did recently in Swift Current. She asked any interested senators to speak to her.

A senator noted he appreciated that Senate was being informed of the work being done to get back on course, but asked how the Board of Governors managed to let this get away from them. He also asked why administration wanted to continue the appointment of someone who was previously on the Board who could not see this coming.

The chair responded advising that the university has a history of fiscal responsibility, but two things happened: over the last decade the university was in growth mode and had the means to do so, and the economic downturn in 2008 and 2009 greatly affected revenue return from investments. The chair advised that the university has a problem but it was caught sooner than many other universities and is being addressed; this is not bad management on anyone's part.

Mr. Fowler added that the university was definitely affected in 2008, and is now setting aside more funds for our pensions, but we are not in a crisis. The university's budget is balanced for this year, and is looking solid, although not yet balanced, for next year.

A senator asked about the lands owned by the university, and whether the opportunity to lease out more of that land will have a significant impact on the budget. Mr. Fowler

replied that it will have an impact, but not significantly in this time frame. There are 1000 acres of endowment lands, north of Innovation Place and as part of the College Quarter. He directed senators to the Vision 2057 document on the University's website (www.usask.ca/corporate_admin/real_estate/) for a detailed explanation of the plan of how to use that land. This plan shows significant income will be provided in eight to ten years.
Ms. Melis explained that the university is also looking at ways to maximize its revenues. An example is reviewing the vendors used for different services, and determining if savings can be had by negotiating volume rates.

A senator noted that there have been conversations in the province about the lands in public trust, and asked whether conversations were had with the government about whether the university could acquire the land for future use and future generations. The senator also asked about the Provincial Archives and how the university can be keepers of this legacy into the future. Mr. Fowler replied that he would raise the question about the public pastures with the provincial government. Regarding the archives, he advised that the university has proposed charging Provincial Archives for space use starting in 2015, and meetings are ongoing about this. Mr. Fowler advised that he knew the importance of the Provincial Archives to the university, but that it was important to at least re-coup the operating costs of the space on campus that they occupy.

Ms. Melis introduced Ivan Muzychka, director of communications, and advised that he is working on a communications strategy. She also asked the senators how they would like university administration to help them explain to their communities what is happening at the university, and suggested that a toolkit similar to what was provided previously on the strategic plan could be provided.

14. Other business

President Busch-Vishniac provided words of commendation and thanks to Chancellor Vera Pezer at the last Senate meeting of Chancellor Pezer's term. She noted that it is the people that make this province and the university so wonderful and that Ms. Pezer was one of the university's proudest supporters and most valued ambassadors. The president provided a brief history of Chancellor Pezer's involvement with the university, noting that she started working for the university in 1966, later earning her masters and PhD degrees at the university, and prior to her retirement in 2001 was one of the university's longest servicing employees. Under her leadership roles at the university, many student programs were established, and that Chancellor Pezer's career at the university was always about the students. In 2007, Vera Pezer was elected chancellor for the university and has made relationship building one of her priorities.

The president noted the events that Chancellor Pezer had hosted, such as tours to Europe with alumni, and provided highlights of her sports fame. She noted that the chancellor was always lending a helping hand, and credited her prairie upbringing in helping others, which she attributed to something special in the prairies that ingrains helping your neighbours as a core value. The president advised that as she has come to know this institution and this province, she has come to know that the university is the university *for* Saskatchewan that individuals like Chancellor Pezer make that statement

true. She thanked the Chancellor and predicted that this would not be the last time the university will be thanking her for her dedication to volunteering.

The chancellor responded noting that as her term comes to an end she had been thinking what this position has meant to her, and she is enormously grateful. When she became chancellor she knew what the duties would be, but she did not realize the impact it would have on her. As chancellor, she was able to touch the past, present and future. She awarded honourary degrees to wonderfully successful people, had the pleasure to preside over Senate, and at each Convocation watched our future as the students crossed the stage. The chancellor thanked senators for the privilege of working with them.

15. Question Period

A senator noted that he did not want to rehash the administrative retirement package, but wanted to comment that with the new metric of the U15, the university must not forget that it is to be competitive in Saskatchewan, and such a compensation offer has not been made to University of Regina staff. He also hoped that it does not set a precedent for other universities and particularly our own universities in Saskatchewan.

A senator indicated that regarding increasing the number of terms of the Senate appointee to the Board, he has heard that the president needs the continuity on the Board, and he thought it absolutely critical to do whatever it takes to ensure that it happens. He suggested that Senate's motion passed last April regarding not appointing a Board member to replace Susan Milburn be reconfirmed by Senate so it is kept open and no timeframe put on it. He also encouraged the provincial government to amend the Act as soon as possible. The senator raised a point of order, calling on the chair to make a ruling to do this with outmost speed. The chair replied that she would encourage all speed.

A senator asked that the correspondence that President Busch-Vishniac referred to regarding amendments to the Act be provided to Senate. The president responded that she believed the correspondence could be provided.

The senator also noted that when she had presented her point of order earlier in the meeting, the ruling was that the vote took place a year ago, and that vote was that the Senate not put forward a replacement and no deadline was provided for that position. The senator asked that because there was no deadline, does this indicate that the Senate would not need an election to fill this position and whether this prevented an election.

The university secretary replied that the university is waiting for the legislature to open the Act and consider the proposed amendments, but if Senate would like to name a Board appointee before the Act has been amended, the process is to bring this for discussion at the next meeting, either by motion to the executive committee or by motion from the floor. Regarding the resolution passed last April, there is no new information to imply a new position of Senate, other than the passage of time. University administration believes in good faith that the Act will be opened in the fall, but has no control over this event. She indicated she would review the correspondence received from the ministry to make sure it does not have other confidential

information that should be redacted, but that otherwise she believed the correspondence could be provided to Senate.

The secretary also advised that once the Act is amended, then Senate will have the opportunity to determine whether Susan Milburn will be appointed to the Board for an additional term. The senator asked whether there would be an opportunity for the election at the fall Senate meeting. The secretary replied that there will not be an election at the October meeting. There is a process for nominations to come forward. What can happen before the October meeting is that a senator can ask to have the motion placed on the agenda so that nominations can be collected and presented at the April 2014 meeting, and this can be debated at the October Senate meeting.

The president noted that as amending the Act requires three readings, even if the proposed changes are on the fall legislative agenda, the university will not know before April 2014 whether or not the changes have passed.

The senator asked that since the election would have been deferred for two April meetings, if the incumbent member is put forward for a third term, would it be for a full three years, or will the two years of service prior be part of the third term. The secretary advised that the precedent set is that it would be for another three years from the time of reappointment as the term starts at the point when the decision is made.

16. Dates of convocations and future Senate meetings

The chair noted the dates of upcoming convocations and Senate meetings:

Spring Convocation 2013: Monday-Thursday, June 3-6, 2013
Fall Senate meeting 2013: Saturday, October 19, 2013
Fall Convocation 2013: Saturday, October 26, 2013
Spring Senate meeting 2014: Saturday, April 26, 2014

17. Adjournment

In closing the chair read the names of members concluding their term this year and asked members of Senate to join her in recognizing these individuals.

The meeting adjourned at 2:15 p.m.

University of Saskatchewan

President's Address
Senate*

April 2013

* Previously given at GAA annual meeting

www.usask.ca/President

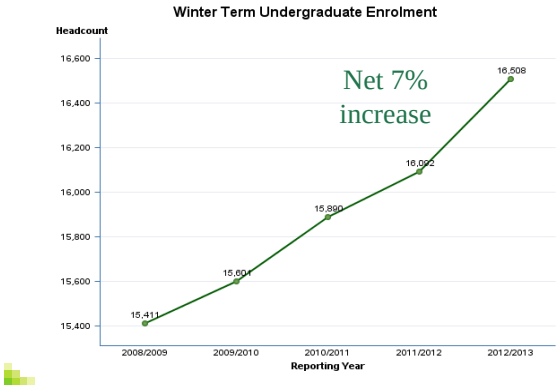
Contents

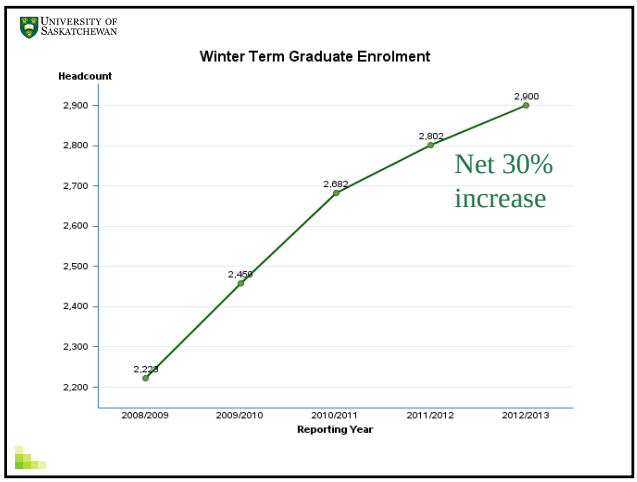
- Snapshot – Where are we now?
- Goals – Where are we going?
- Challenges – What prevents us from easily achieving our goals?

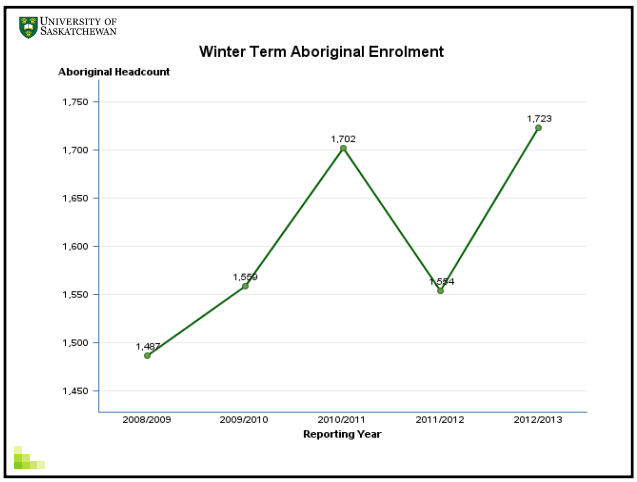
Unique Attributes

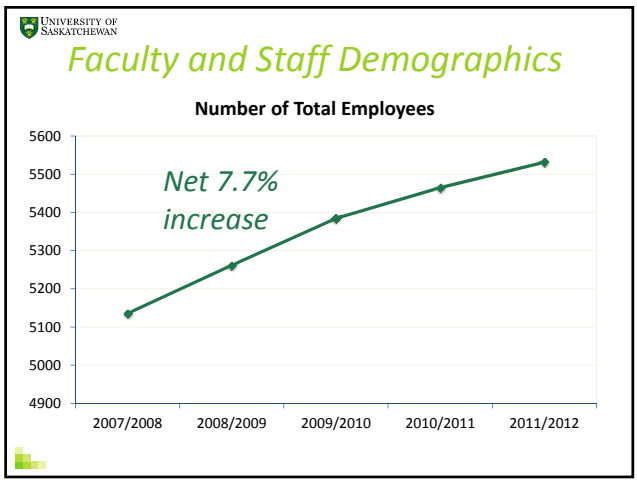
- Very diverse disciplinary coverage.
- We are known for integrated planning.
- We tend to be applications focused.
- We are land rich – 1865 acres on our main campus, of which 874 are core.
- We enjoy a good relationship with government.
- We have a beautiful campus.

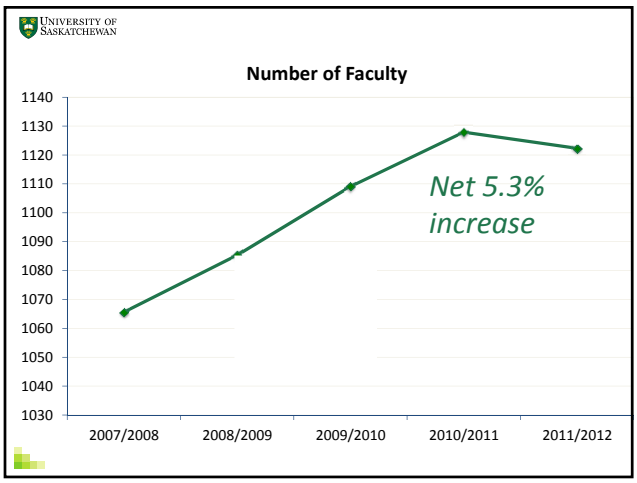
Student Demographics

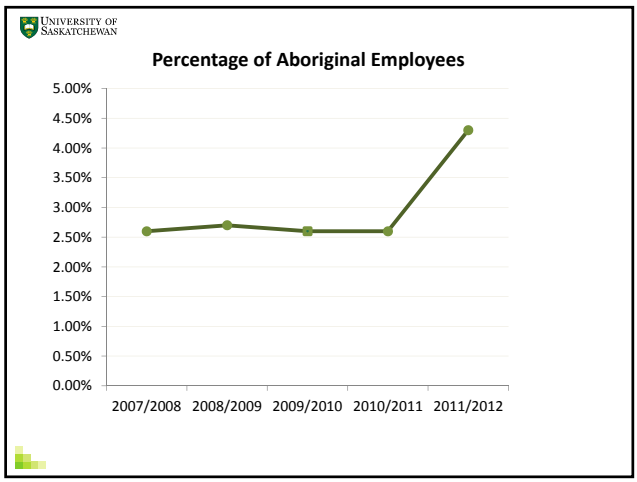


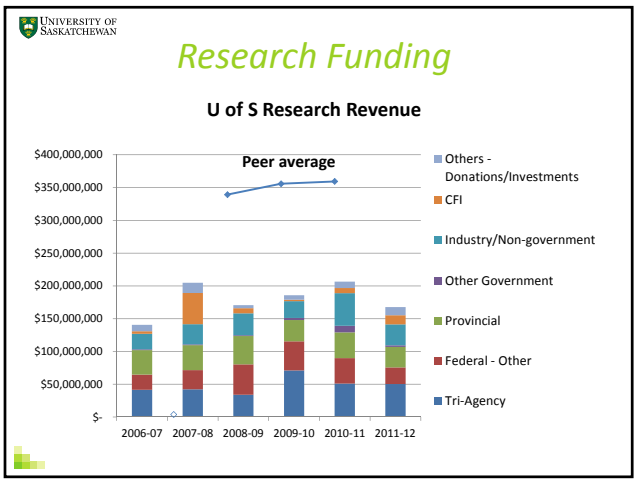

University of Saskatchewan
Winter Term Graduate Enrolment
Headcount
2,900
2,800
2,700
2,600
2,500
2,400
2,300
2,200
2,223
2,459
2,682
2,802
2,900
2008/2009
2009/2010
2010/2011
2011/2012
2012/2013
Reporting Year
Net 30% increase

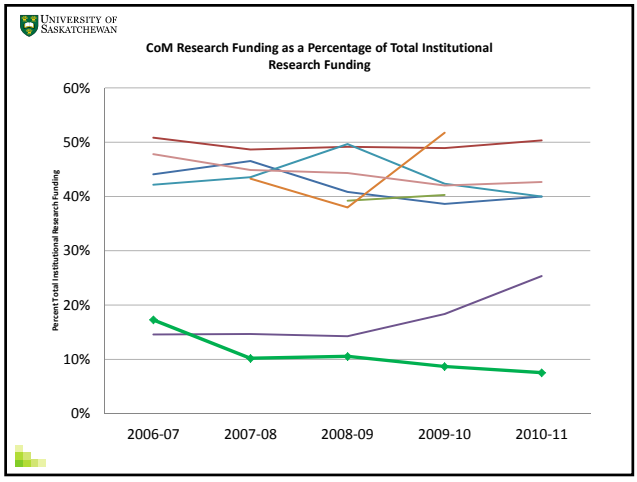

University of Saskatchewan
Winter Term Aboriginal Enrolment
Aboriginal Headcount
1,750
1,700
1,650
1,600
1,550
1,500
1,450
1,487
1,559
1,702
1,554
1,723
2008/2009
2009/2010
2010/2011
2011/2012
2012/2013
Reporting Year

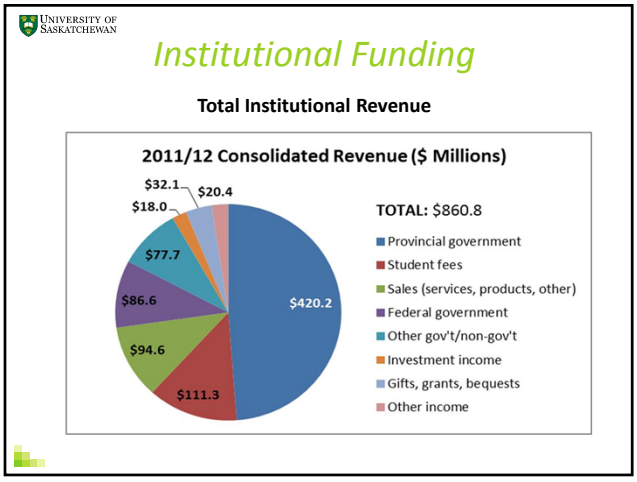

University of Saskatchewan
Faculty and Staff Demographics
Number of Total Employees
5600
5500
5400
5300
5200
5100
5000
4900
2007/2008
2008/2009
2009/2010
2010/2011
2011/2012
Net 7.7% increase


University of Saskatchewan
Number of Faculty
1140
1130
1120
1110
1100
1090
1080
1070
1060
1050
1040
1030
2007/2008
2008/2009
2009/2010
2010/2011
2011/2012
Net 5.3% increase


University of Saskatchewan
Percentage of Aboriginal Employees
5.00%
4.50%
4.00%
3.50%
3.00%
2.50%
2.00%
1.50%
1.00%
0.50%
0.00%
2007/2008
2008/2009
2009/2010
2010/2011
2011/2012

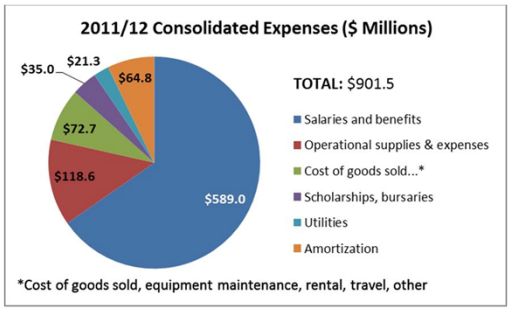

University of Saskatchewan
Research Funding
U of S Research Revenue
Peer average
$400,000,000
$350,000,000
$300,000,000
$250,000,000
$200,000,000
$150,000,000
$100,000,000
$50,000,000
$-
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
Others - Donations/Investments
CFI
Industry/Non-government
Other Government
Provincial
Federal - Other
Tri-Agency


University of Saskatchewan
CoM Research Funding as a Percentage of Total Institutional Research Funding
Percent Total Institutional Research Funding
60%
50%
40%
30%
20%
10%
0%
2006-07
2007-08
2008-09
2009-10
2010-11


University of Saskatchewan
Institutional Funding
Total Institutional Revenue
2011/12 Consolidated Revenue ($ Millions)
$32.1
$20.4
$18.0
$77.7
$86.6
$420.2
$94.6
$111.3
TOTAL: $860.8
Provincial government
Student fees
Sales (services, products, other)
Federal government
Other gov't/non-gov't
Investment income
Gifts, grants, bequests
Other income

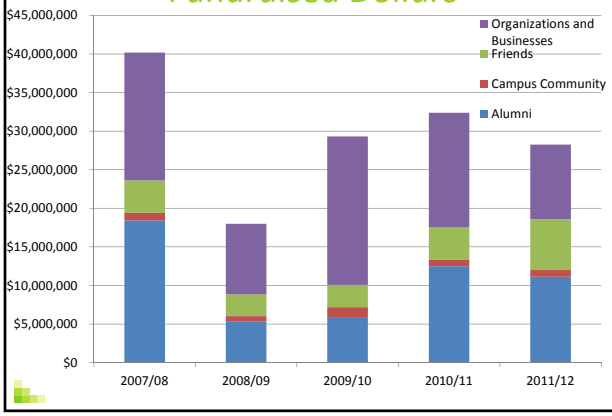
University of Saskatchewan

Total Institutional Expenses



University of Saskatchewan

Fundraised Dollars



University of Saskatchewan

University Graduates

- 138,000 living alumni
  - 30% live in Saskatoon
  - 61% live in Saskatchewan
  - 95% live in Canada
- Five most populous areas with U of S Alumni
  - Saskatoon
  - Calgary
  - Regina
  - Edmonton
  - Prince Albert

University of Saskatchewan

Vision

The University of Saskatchewan is recognized as among the eminent research-intensive universities of North America; we lead the world in education and research on important themes that have an impact on our region, our nation and our world.

U15 – *We Have Arrived!*

- The U of S joined the U15 in March, 2011
  - That recognizes us as one of the most research-intensive universities in Canada
- U15 membership matters to
  - Government – makes us more visible and adds to our value as an economic driver.
  - Students – increases the value of their degree.
  - U of S – tells us who we should benchmark against.

Necessary Ingredients

- College of Medicine restructuring
- Expansion of First Nations, Métis and Inuit initiatives
- Financial sustainability
- Benchmarking vs. U15 peers

College of Medicine

- Many problems in CoM relate to governance issues

  These require partnership of health regions, UofS and government to resolve long term
- We are making good progress on the plan the CoM developed and University Council approved.
- We have lots of room for improvement in education quality and in research intensity.

First Nations, Métis and Inuit Initiatives

- Gordon Oakes Red Bear Center moving forward.
- New tab on our front page website; working to add visible symbols as well.
- Part 1 of our two-part conference re Aboriginal initiatives went very well; Part 2 in summer.
- Interactive map of our educational relationships is available online.
- Working to expand our programs in the north:

  Nursing, TEP, Arts and Sci., ICNGD, Ag., DME
- Self Declaration Campaign.

University of Saskatchewan

Financial Sustainability

- This is a challenging time for universities
  - *We've done well relative to our peers*
  - *We are fine this year, but have identified a structural, growing problem.*
- Workforce Planning – focus is on efficiencies we can achieve quickly
- TransformUS – review of all of our programs and services.
  - *Result will be prioritization into categories*

University of Saskatchewan

Selected Successes of Note

Research

- Global Institute for Food Security
- CERC in infectious disease prevention

Students

- Victoria Cowan named a 3M student fellow
- First annual graduate student banquet

Others of Note

- Anniversary celebrations in Agriculture and Bioresources, Engineering, Law, Dentistry

APPENDIX B

SENATE NOMINATIONS COMMITTEE REPORT
March 2013

New members nominated are highlighted.

Executive Committee
Chancellor (Chair): TBD
President or designate: Ilene Busch-Vishniac
Two ex officio members: **Daphne Taras** and Russell Isinger
Three appointed members: Avon Whittles, **Shirley Haines, and one member to be determined**
Three elected members: Joanna Alexander, Joyce Wells, **Joy Crawford**
One student member: to be deteremined
Secretary: Elizabeth Williamson

Honorary Degrees Committee
President (Chair): Ilene Busch-Vishniac
Chancellor (Vice Chair): to be determined
Provost and Vice President (Academic): Brett Fairbairn
Two ex officio members: Lorne Calvert and **Peter Stoicheff**
Two appointed members: Helen Christensen and **Mairin Loewen**
Two elected members: Peter Stroh and Mark Stumborg
One student member: to be determined
Secretary (non-voting): Elizabeth Williamson

Membership Committee
Chair of committee: Bob Krismer
Chair of executive committee or designate: to be determined
Four elected members of Senate: Joy Crawford, **Lenore Swystun,** Bob Krismer, Ron Schriml

Round Table on Outreach and Engagement
Four district Senators: **Adelle Kopp-McKay**, **Corinna Stevenson, Janice Jonsson,** Mark Stumborg
Secretary: Nola Woods

University Council
Ron Schriml and Bob Krismer

Senate Hearing Board for Non-academic Student Discipline and Appeals
Six members of Senate: Linda Ashley, Michele Derdall**,** Armand Lavoie**, Ernest Olfert, Nadia Prokopchuk**, and **one member to be determined**

AGENDA ITEM NO: 5.0

President's Report to University Senate
October 2013

Ilene Busch-Vishniac

President, University of Saskatchewan

HIGH LEVEL VISION PROCESS

During my first year I purposefully connected with faculty, staff, and students from all colleges learning about what makes us great and hearing ideas about how to make us even greater. Based on those discussions and observations, I've spent a majority of my summer working with senior campus leaders to craft a discussion paper that articulates the broad directions in which the University of Saskatchewan should head over the next 10-20 years. I am presenting a concise draft-for-discussion to all three of our governing bodies in October. Presentation to these bodies will mark the start of a wider consultation period where I am seeking feedback from the campus community and beyond about:

- The mission, vision, and values of the University of Saskatchewan;
- Principles guiding what the university of the future will look like;
- Where the university will leave its mark;
- Defining our sense of place as an institution and how that will guide the vision;
- Outlining what is needed to create an environment of success.

The outcome of these consultations will be a document that serves as the primary foundational document of the institution, feeding formally into other foundational documents which will in turn guide the university's planning processes.

OPERATING BUDGET ADJUSTMENTS

We are determined to make our university financially sustainable as we focus our resources to 2016 and beyond. Currently the university is facing an operating deficit that is projected to grow to $44.5 million by 2016. The operating budget adjustments (OBA) process provides a strategic framework to eliminate this financial burden and transform the university into a sustainable and more focused and efficient institution, working toward a common vision—to be among the most distinguished universities in Canada and the world.

The OBA encompasses seven specific initiatives:

MAXIMIZE THE VALUE OF UNIVERSITY SPEND:

This encompasses a series of projects ensuring the university uses its spending power to generate savings and discounts.

TOTAL COMPENSATION AND REWARDS

The current compensation models were introduced between 2004 and 2006 and it now makes sense to review these principles. It is important to note that assessment of the efficiency and efficacy of our total compensation and reward models is an ongoing practice.

REVENUE GENERATION AND DIVERSIFICATION

Revenue generation and diversification will involve a series of projects that will aim to expand our revenue base to bring it closer in line with the rate at which our expenses are increasing.

REDUCE INSTITUTIONAL FOOTPRINT

This initiative will focus on initiatives that will reduce the university's financial and environmental footprint, including decreasing our overall space use, lease costs and supplies usage.

ORGANIZATIONAL DESIGN

The goal of this strategy is to redesign the university's organizational systems, structures, governance, policies and processes to increase efficiency, effectiveness, improve implementation of the strategic directions, and reduce duplication and operating expenses by 2015-16.

A focus will be placed on organizational structure, roles, coordinating mechanisms, cross-university process, policies, leadership and accountabilities, in consideration of both administrative and academic functions.

TRANSFORMUS: REALLOCATING RESOURCES FOR FUTURE SUCCESS

In 2013, the University of Saskatchewan, at the direction of the president, is undertaking a program prioritization initiative entitled TransformUS as part of the operating budget adjustments initiative. Strategic decisions regarding our programs will better position the university to reach our vision to become one of the most distinguished universities in Canada and the world.

WORKFORCE PLANNING: BUILDING A SUSTAINABLE WORKFORCE

We know we will have to reduce our workforce and improve our organizational structures to help address a projected $44.5 million deficit by 2016. With salaries and benefits being one of our largest

expenses at 75 per cent of our operating budget, we know jobs will be lost as a part of operating budget adjustments.

Strategic decisions regarding our workforce will better position the university to reach our vision to become one of the most distinguished universities in Canada and the world.

The most active initiatives in the last six months have been Workforce Planning and TransformUS.

WORKFORCE PLANNING STRATEGY UPDATE

Workforce planning at our institution was focused initially, by necessity, on reductions and implementing efficiencies. However, the university's workforce planning model is not just about reductions. Over the past year, administrative and academic leaders engaged in workforce planning to identify strategies to reduce or change the workforce in their colleges, schools and units. The goal of this work has been to create both immediate and long-term savings. An update was provided to the campus community in early August to acknowledge that decisions by the colleges, schools and units have been made, and that the resulting workforce adjustments have been completed.

While the university's senior leaders and the Board of Governors agree this work was necessary to ensure the university's long-term financial sustainability, we also felt it was important to signal to the campus community the end of this workforce adjustment process. Since November 2012, approximately 248 positions were eliminated, some through attrition, resulting in an estimated total permanent budget savings of $8.5 million to date.

In the longer term, workforce planning will lead to other aspects of people strategies such as the recruitment and development of our workforce to meet our changing needs. The College of Medicine, for example, will work through the workforce planning model in support of the college's renewal and restructuring efforts. In the long-term, this will help us remain sustainable, while ensuring the right people with the right knowledge, skills and experience are in the right positions to focus on the university's goals. Workforce planning, in these respects, will become an element of our integrated planning process, and the development of a U of S "people plan" is anticipated for the fourth planning cycle.

TRANSFORMUS STRATEGY UPDATE

Two task forces, the academic program transformation task force and the support service transformation task force, have been established to establish criteria and prioritize over 900 programs and services at the University of Saskatchewan. Work progressed over the summer with the release of online templates to collect information from university staff and faculty regarding these programs. Information sessions were held by both task forces with additional support from members of the data support team. The data support team fielded a significant number of email inquiries to assist with questions regarding the data provided and access to templates throughout the summer period.

The entire senior administration and I sincerely appreciate the hard work undertaken by the campus community over the summer months when many people were away on holidays and striving to meet a number of other deadlines. The support service deadline, August 16, was met with almost 85 per cent of the templates submitted for review with the remainder submitted shortly thereafter. The academic deadline, August 30, was met in a similar fashion with 84 per cent of templates submitted by the deadline. Soon we will move into the next phase of the project which is the prioritization of all programs and support services by the task forces, culminating in reports of their recommendations that will be submitted to my office by November 30, 2013.

The task forces will **recommend** placement of every program into one of five categories: recommend increased investment, no changes, reduce funding, restructure/reorganization, or elimination.

My executive team is working with key staff to establish a comprehensive consultation and implementation process. Recommendations from the task forces will be analyzed and discussed extensively with those affected to ensure the outcome results in a stronger, more stable University of Saskatchewan.

Throughout the implementation process, all governance processes will be followed and respected including Senate's authority "*to consider and recommend to the board and the council whether or not any college, school, department or institute should be disestablished or any affiliation or federation of the university with another educational institution should be dissolved because of lack of relevance to the province*"[1].

[1] *University Act (1995)* – Section 23 (l)

Consultations are taking place throughout December and January with analysis and planning occurring between February and April. Implementation is planned for May and beyond; we know there will be some decisions we can implement immediately, while full implementation of others may take until the end of the planning cycle (April 2016) or beyond.

INSTITUTIONAL PLANNING

It is important to note that despite any processes we've established to react to potential future deficits, the University of Saskatchewan is still committed to our integrated planning processes and to investing in initiatives to help us achieve those plans.

The Provost's Committee on Integrated Planning (PCIP) is the senior administrative committee for planning and budgeting. This term, PCIP will focus on:

- developing processes and procedures to be ready to receive and act on the TransformUS recommendations;
- reviewing, in batch format, any proposal received from planning units in the fall period;
- the continued effort to balance the budget during the second planning cycle;
- planning parameters meetings with colleges, schools and units;
- consultations regarding the development of a participatory annual budget process with colleges, schools and units; and continued communication on PCIP's role, activities and decisions.

PCIP recently conducted its second batch review of funding proposals. The following initiatives received funding in May 2013:

- **Incorporating Indigenous Knowledge in Undergraduate Programming** – addition of one permanent faculty position in social sciences in the area of Cree language.
- **Resource Plan for the School of Environment and Sustainability** – term funding to SENS for a period of three years to promote innovation in programs and our graduate education goals.
- **One Health Signature Research Area Initiative** – one-time funding to be matched by the Council of Health Sciences Deans, and further supported by NSERC funding, connected to the Knowledge Creation area of focus.
- **Transforming Student Advising, Phase 2** – three years of funding to support advising with expected outcomes in student retention.
- **Transformational Strategies for Sustainability** – Campus Sustainability Revolving Fund and governance established to support sustainability in alignment with academic priorities.

PCIP was pleased by the extent to which the proposals aligned with *Promise and Potential: The Third Integrated Plan* and contributed both to academic innovation and financial sustainability. The primary source of funding to enable a transition to permanent funding for these initiatives was the Academic Priorities Fund (APF).

FALL PLANNING PARAMETER MEETINGS – NEW BUDGET PROCESS FOR 2014/15

Meetings with all of the colleges, schools and units have been set for September through November to discuss their planning parameters as established by PCIP. The planning parameters documents, distributed following the review of college/school/unit plans, identify initiatives which PCIP anticipates the colleges, schools and administrative units will achieve or make great progress toward achieving over the planning cycle (2012-2016) and which align with the goals articulated in the university's approved plan. The planning parameters, along with the institutional-level implementation plan, represent the implementation process for *Promise and Potential: The Third Integrated Plan* and together they exemplify one of the strengths of the university's integrated planning process: its emphasis on proactive planning and plan implementation.

This series of meetings will take place with academic and administrative unit leaders to discuss the proposed principles outlined below, as well as a high-level overview of current resources, plans for these resources, areas for development and/or growth, and, finally, achievements towards college/school/unit plans in the context of the planning parameters documents.

We envision this new participatory budget process to be based on a set of principles, tentatively described as:

- **Activity and priority-driven budgeting** – there will be an annual format for identifying potential strategic initiatives with resource implications and increased clarity of the PCIP decision-making process in allocating resources through the utilization of TABBS (the Transparent Activity-Based Budget System that was developed during the second planning cycle).
- **Financial sustainability** – units will be more aware of and accountable for their resources and the utilization of these resources.
- **Collaboration** – unit leaders will be directly involved in the discussion of resources and accountabilities.

- **Efficiency** – some restrictions and check points will be removed for unit leaders, and operational requests to PCIP will be minimized.
- **Transparency** – there will be a clear understanding between PCIP and unit leaders of priorities, the impact on resourcing needs and the reasons behind budgeting decisions.
- **Predictability** – increased awareness will enable units to plan in a multi-year time frame.
- **Comprehensiveness** – looking at all of the resources available to support unit and university priorities.

As part of these consultations, PCIP will also discuss the intent to develop a more participatory budgeting process at the university with either annual or biannual budget meetings taking place with the colleges, schools and units to ensure their active involvement in the budget process. Following these consultations, we propose to establish the new process for budget development in 2014/15. This new process will also contribute to the future development of the annual Operations Forecast and the Multi-Year Budget Framework associated with each integrated plan.

COLLEGE OF MEDICINE IMPLEMENTATION PLAN

The College of Medicine is vital to the University of Saskatchewan; we define ourselves as a medical-doctoral university, and the College of Medicine is central to our identity. In a medical-doctoral university holding membership in the U15, the medical school is an academic powerhouse making a significant contribution to the success of the entire institution. The College of Medicine is also important to the province; as the only medical school in Saskatchewan, we have a responsibility to train the next generation of physicians to serve the current and future healthcare needs of the people of the province and to produce research that contributes to improved patient outcomes.

A New Vision for the College of Medicine (http://www.medicine.usask.ca/renewal.html) highlights several significant challenges within the College of Medicine. First, its undergraduate medical education program is on warning of probation and may well become the first medical college in Canada to be placed on probation twice. Second, student performance in national exams is at the bottom of all Canadian medical schools, and our graduates now fall below the mean score for all applicants. Third, the College of Medicine lags far behind its peers in research productivity despite significant investments in world-class facilities. Approval, in principle, of the new vision by faculty council and university council confirms a compelling case was made for a significant restructuring and a paradigmatic cultural shift.

The root cause of these challenges is a structural flaw – underlying structures place priority on clinical service delivery to the detriment of the teaching and research missions of the college. This has created a culture that pits clinical service delivery against teaching and research and which is perpetuated by a misalignment in the amount of resources and the time devoted to these activities.

Without changes to the underlying structures that align resources and priorities, combined with a reformed and robust governance structure, the college will not advance.

On September 4, *The Way Forward*, the implementation plan for the College of Medicine, was released to the college faculty and the community in general. Following 18 months of broad consultations, this plan will support the significant change required to address critical issues of accreditation, teaching and research.

Over the last several months, the dean's advisory committee in the college conducted extensive consultations with college stakeholders about the restructuring and renewal process. The view of the institution is for a renewed and revitalized college that trains excellent doctors, recruits and retains outstanding faculty, and generates innovative research.

As per the motion of the December 20, 2012, meeting of University Council, the plan will be brought forward to that body on October 24.

I want to make special note of the considerable work of Lou Qualtiere, acting dean of the college, Martin Phillipson, vice-provost College of Medicine organizational restructuring, and Kelly McInnes, director, human resources, in facilitating the creation of this plan.

ABORIGINAL INITIATIVES

GORDON OAKES – RED BEAR STUDENT CENTRE

As mentioned in my last report, we are moving forward with the next phase of the Gordon Oakes – Red Bear Student Centre project. Costs were reduced, a letter of intent was sent to engage builders, a tender was accepted, and construction has begun. I had the pleasure of participating in a number of ceremonial activities relating to this stage of the project, including a sweat and a horse dance organized by the Oakes family themselves. I was particularly pleased with the number of members of the campus community who attended the ceremonies.

Planning will now begin in earnest for the programming within the Gordon Oakes – Red Bear Student Centre. The building will certainly be the home for the Aboriginal Student Centre and the Indigenous Student Council. It will provide a lovely atrium permitting the display of art work and historically and culturally significant materials. Below ground, the Gordon Oakes – Red Bear Building will connect the Health Sciences Building and the Arts Tower via a tunnel.

NAISA

The fifth annual Native American and Indigenous Studies Association (NAISA) conference, hosted by our own Department of Native Studies, took place June 13 to 15. The conference brought in 800 scholars from around the world representing many Indigenous nations who specialize in, but are not limited to; Indigenous studies, environmental studies, linguistics, geography, literature, psychology, education, health and social justice.

We are proud to be the first Canadian city to host this important international conference and congratulate all those involved in its coordination in particular the chair of the conference Dr. Robert Innes, Assistant Professor, Department of Native Studies.

INDIGENOUS VOICES DEVELOMENT PROGRAM

The staff and faculty development program in Aboriginal Education, Indigenous Voices, has gone through its development and pilot phases and is now being offered to the entire campus. In response to the university directive to improve Aboriginal engagement, this program was designed to better equip faculty and staff to work with Indigenous (and non-Indigenous) students and peers. The core program, based on several needs assessments, environmental scans, and consultations with Elders, Knowledge Keepers, and community members, focuses on safe, active, transformative, culturally-

grounded, holistic learning environments that meet the needs from the new learner to the more confident learner. Aboriginal cultures, world views, ways of knowing, treaties and land agreements, whiteness and privilege, anti-oppressive practices, etc. are some of the topics explored. As well, the Waskamisiwin speakers' series, the conversation circles, and extra learning and ceremonial experiences are provided. The program is designed to honour the knowledge and experiences brought in by each participant, and they are invited to enter into the program in the places that they feel best suits their needs. These two initiatives reached over 200 participants including faculty, staff, Elders and a variety of community resources.

ABORIGINAL SYMPOSIA

As part of the commitment **Aboriginal Engagement: Relationships, Scholarship, Programs,** the provost's office is taking a leadership role in ensuring that the campus community is fully aware of our past and current accomplishments so that we may collectively celebrate our successes and turn our attention toward the next priorities in Aboriginal education for the University of Saskatchewan.

A series of symposia are being organized to achieve this goal, beginning with ***Part I: Taking stock*** on March 15, 2013. *Taking stock* celebrated concrete achievements related to the Aboriginal framework and raised awareness of current Aboriginal initiatives.

More recently, ***Part II: Moving forward - Building knowledge*** was held on June 12, 2013, and engaged on-campus stakeholders in discussions with invited local and international experts on Aboriginal education, in an effort to build a foundation of knowledge as we determine the next stages of focus for the University of Saskatchewan to 2025. This work is intended to support the development of a refreshed Aboriginal foundational document.

ITEP GRADUATION IN ONION LAKE

It was my pleasure to attend the graduation ceremonies put on by the ITEP students in Onion Lake. These were the first students who have graduated from the ITEP program but have not attended any courses on the University of Saskatchewan campus in Saskatoon. The graduation ceremony was organized and run by the students who were surrounded by family members and leaders of the Onion Lake reserve, including Chief Wallace Fox. The ceremony emphasized the importance of having the support of their community as these students pursued their studies. It allowed their families to remain together and for students and their families to thrive while pursuing their degree. All of the graduates have obtained teaching jobs in their home area.

SASKATOON TRIBAL COUNCIL PARTNERSHIP

The College of Arts and Science and the Office of First Nation and Métis Engagement collaborated with the Saskatoon Tribal Council to create a unique learning experience for students in the Department of Art and Art History. Driven by the need to create an artistic expression in honour of residential school survivors, the Saskatoon Tribal Council brought forward this project and with the hopes of finding a partner while providing a great educational experience for both Aboriginal and non-Aboriginal students. The project was led by faculty within Art and Art History in collaboration with local Elders and Knowledge Keepers. Installation of the piece will take place this fall in a prominent Saskatoon location.

ORGANIZATIONAL STRUCTURE TO SUPPORT ABORIGINAL INITIATIVES

Since my arrival at the University of Saskatchewan I have witnessed many wonderful initiatives across our university aimed at ensuring we fulfill the mission set forth in our foundational documents and in the third integrated plan. However, I have also witnessed a lack of coordination of these efforts. Gathering together some of the functions dedicated toward the success of our First Nations, Métis and Inuit faculty, staff, students and communities will allow us to better showcase the work already being done, provide a forum for collaboration across units, identify gaps and propose solutions, and measure progress toward our goals. The Office of First Nations and Métis Engagement is located within Advancement and Community Engagement, and again, given the mandate of this unit, it makes sense to build the central capacity under this umbrella. With this change, Special Advisor on Aboriginal Initiatives Joan Greyeyes will now report to Vice-President Magotiaux as part of this expanded mandate. I look forward to seeing this coordinating capacity continue to grow in collaboration with others across our campus.

These changes took effect May 1. Over the coming months, the portfolio will work with colleagues across the University to ensure we have the reputation, relationships, and resources necessary to achieve our collective goals. Vice-President Magotiaux and her senior team will undertake a review of current initiatives to ensure alignment with these new functions

RESEARCH UPDATE

REPUTATIONAL SUCCESSES

The University has enjoyed several key research successes over the past few months:

- The technologies licensed by the ILO have generated over **$2.1 billion** in marketplace sales since the 2007-2008 fiscal year, with over $650 million within the last year. The main contributor to this has been the Circovac® vaccine to treat circovirus in swine.
- In the last fiscal year, the ILO processed over 290 commercially-based agreements. The ILO Legal Team provides consultations on a significant number of additional agreements and issues (e.g. human resource, research, intellectual property).
- Ajay Dalai was elected a Fellow of the American Institute of Chemical Engineering.
- Lee Barbour was elected a Fellow of the Canadian Academy of Engineering.
- Marie Battiste and Sakej Henderson were elected as Fellows of the Royal Society of Canada.
- John Giesy was awarded the Miroslaw Romanowski Medal from the Royal Society of Canada.

FUNDING SUCCESSES (SELECTED)

Four U of S researchers were successful in Canadian Institutes for Health Research (CIHR) Open Operating Grants (March 2013), securing a total of **$2,142,279** in funding. The U of S competition success rate was 15% (Nationally the success rate was 20.1%). Successful researchers are:

- **David Blackburn** (Pharmacy) with co-applicant **Jeff Taylor** (Pharmacy) was awarded **$300,934** over four years for *Major Determinants of Non-Adherence in Saskatchewan (MD-NAS)*.
- **Philip Chilibeck** (Kinesiology) with co-investigator **Gordon Zello** (Nutrition & Dietetics) and a co-principal investigator from the University of Regina, are awarded $578,455 over five years for *Long-Term Effects of Creatine Supplementation and Exercise Training on Bone Mineral Density and Bone Strength in Postmenopausal Women*.
- **John Gordon** (Medicine) was awarded $660,626 over five years for *Regulatory Dendritic Cell Induction of Immune Tolerance*.
- **Suraj Unniappan** (Veterinary Biomedical Sciences) was awarded $602,264 over five years for the project *Nesfatin-1 Regulation of Glucose and Energy Homeostasis*.

Nine U of S researchers received Saskatchewan Health Research Foundation (SHRF) Establishment Grants (March 2013) resulting in **$1,045,254** funding. The U of S success rate was 29%. Successful applicants were each awarded a 3-year grant:

- **Brenna Bath** (Physical Therapy) with co-investigators Megan O'Connell, Stephan Milosavljevic, Nazmi Sari were awarded **$119,934** for *Advancing inter-professional primary health care services in rural settings for people with chronic low back disorders: Investigation of a physiotherapist and nurse practitioner intervention delivered through telehealth*.
- **Michael Kelly** (Surgery) was awarded **$120,000** for *Synchrotron-based imaging to analyze cerebral calcium and biochemical markers of oxidative stress in a mouse photothrombotic stroke model*.
- **Marko Kryworuchko** (Veterinary Microbiology) was awarded **$119,967** for *Regulation of programmed cell death in monocytic cells via autophagy and its impact on HIV pathogenesis*.
- **Jennifer Kryworuchko** (Nursing) with co-investigators Donna Goodridge, John Reid, Karen Levesque, Petrina McGrath, and Steven Lewis were awarded **$115,931** for *Mixed methods study of the web-based life support decision aid (eLSDA*).
- **Stephanie Madill** (Physical Therapy) with co-investigators Tom Mainprize, Roger Pierson, Gordon Sarty were awarded **$90,130** for *A telemetered device to assess continence function and predict therapeutic outcomes in women with urinary incontinence*.
- **Francois Meurens** (VIDO) with co-investigators Jo-Anne Dillon and Rajinder Parti were awarded **$120,000** for *Establishment of a porcine model to study human genital gonorrhoea and chlamydia*.
- **Kelly Penz** (Nursing) with co-investigators Donna Goodridge and Laurie-ann Hellsten-Bzovey were awarded **$119,859** for *Healthy health care workforces: Testing a model of work engagement and burnout among palliative care nurses in rural and urban practice settings*.
- **Thomas Rotter** (Pharmacy) with co-investigators Leigh Kinsman, Shannon Scott, Ilze Duncan were awarded **$120,000** for *The Implementation and Evaluation of Clinical Pathways in Saskatchewan*.
- **Sonia Udod** (Nursing) with co-investigators Greta Cummings and W. Dean Care were awarded **$119,433** *for Role stressors and coping strategies of nurse managers in acute care facilities in Saskatchewan and Alberta*.

PARTNERSHIP SUCCESS

- In June, letters of intent advancing our Flagship Partnership strategy in China were signed with Xi'an Jiaotong University, Xi'an and Huazhong Agricultural University, Wuhan, China.
- The U of S hosted the conference *Social Issues & Policy Challenges in Western China: Lessons Learned and Lessons Borrowed* on August 29 and 30. Funded by the International Development

Research Centre (IDRC), the conference brought together scholars and key government decision-makers from China with their counterparts from the U of S and other Canadian institutions.

- Development of the **CIHR Strategy for Patient-Oriented Research SUPPORT Unit** is progressing and will be submitted this fall. The Office of the Associate Vice-President Research – Health, together with the Saskatchewan Health Research Foundation and external stakeholders, is leading the proposal. The proposed Saskatchewan unit will support patient-oriented health research that *integrates* across disciplines, ministries, agencies, and communities. It will facilitate better alignment of research with patient needs, and drive better health, better care, better value, and better teams.

GOVERNMENT RELATIONS

As mentioned in previous reports and through public comments, we enjoy a good working relationship with the Government and particularly with the Ministry of Advanced Education. A recent cabinet shuffle has resulted in a change of Ministers for the University and other post-secondary institutions. I would like to publicly thank Don Morgan for his efforts and keen interest in post-secondary education issues and welcome back Rob Norris to the portfolio of Advanced Education.

Recent changes to the organizational structure of the Government Relations portfolio at the University have moved the reporting relationship from my office to the office of the vice-president advancement and community engagement. I believe this will provide not only greater accountability for the portfolio but a well-connected team of communicators and community-focused individuals upon which the government relations staff can more easily connect. Elissa Aitken, the Senior Advisor for Government Relations, has also been conducting research over the summer to determine the institutions government relations needs and ultimate mandate of that unit.

It will be a busy fall with regular meetings with officials on the College of Medicine, our Operations Forecast and budgeting, and a presentation to Treasury Board. I will continue to meet regularly with many elected and non-elected government officials, including a trip to Regina on October 8th and to Ottawa on October 22nd.

SEARCHES AND REVIEWS

Search, Dean, College of Medicine: The search committee for the dean, College of Medicine, will meet in mid-September.

Search, Dean, College of Education: The search committee for the dean, College of Education, will meet in early October.

Search, Dean, College of Pharmacy and Nutrition: The search committee for the dean, College of Pharmacy and Nutrition, will meet in early October.

Search, Chief Information Officer and Associate Vice-President, Information and Communication Technology: The search committee for the chief information officer and associate vice-president, Information and Communication Technology will meet in early October.

Search, Associate Dean, University Library: Dr. Marwin Britto has been appointed as associate dean, University Library. This is a five-year renewable term, commencing on September 23, 2013.

Review, Vice-President Research: Karen Chad is in her penultimate year as vice-president research, and a review committee is being struck as per the university's search and review procedures.

Search, Vice-President Finance and Resources: Greg Fowler was appointed vice-president finance and resources as of June 1, 2013.

AGENDA ITEM NO: 7.0

GSA Report, Fall 2013

Events

GSA Congress: The GSA is working on a GSA Congress to be held on March 6, 7 and 8. The purpose of the congress is to provide a forum for graduate students at the University of Saskatchewan and across Canada & North America to present their art, scholarship, and research in a peer-reviewed, juried academic setting. In addition the Congress will offer an opportunity for professional skills development (job search, capitalizing on research, scholarly writing) through a "Next Steps" Session. The congress will provide venues for each area of graduate student scholarship including, Social Sciences, Arts & Humanities, the Natural and Applied Sciences & Engineering. Next Steps will offer graduate students the opportunity to attend sessions for topics related to life after graduate school – job search, capitalizing on your research, interviewing skills, publishing, etc. The goal of the congress is to evolve into an event that graduate students want to attend in order to discuss and exhibit research and scholarship while building skills and networking.

Sponsorships

Gold Sponsorship $4000

Silver Sponsorship $2500

Bronze Sponsorship $1000

Contributing Sponsorship (any amount)

GSA Awards Gala: We will have our second Annual Graduate Awards Gala on the 8th of March, 2014. The purpose of the Gala is to recognize and reward Graduate students for their research, scholarly and artistic pursuits. We hope that the graduate students who receive the recognitions will motivate and serve as valuable role models for the entire Graduate student population across campus.

Orientation: About 1,600 people attended our summer orientation. For the first time, the event was held on the Main Bowl.

Services

GSA Bursary: The GSA provides a need based bursary to its members. The fund is $20,000 and we receive a matching fund from the College of Graduate Studies and Research making a total of $40,000. Forty graduate students per year receive the bursary. Most beneficiaries are members in their last year of studies.

Health and Dental Plan: We kept Health and Dental fees stable in the past year. A survey was conducted to determine what additional benefit to provide for graduate students. From the feedback, we have increase claims by 50%.

U-Pass: This year we began the implementation of a universal bus pass for graduate students. The GSA had a referendum on Wednesday, February 27, 2013. The results showed that the majority of the students decided to collectively buy into the Saskatoon Transit reduced transport scheme. Members were charged $97.44 per term for a 1 year trial period that began in September 2013. Students in certain categories were eligible to opt-out. So far, about 69% of eligible graduate students have collected their U-Pass stickers. This is a trial period and the GSA will have another referendum in February 2014 to determine if the students are interested in continuing the service.

Travel Grant: We introduced $10,000 travel fund to our members. Graduate students presenting at conferences applied for a GSA travel grant. Successful applicants received $150 for domestic travel and $350 for international travel.

IndustryTalks: Last year, the GSA partnered with the Student Employment and Career Centre to hold monthly career and industry talks. The interactive session gave graduate students the opportunity to learn about career options and how to find jobs in several industries. The sessions also provided students the opportunity to get an inside view on the realities of working in a particular industry. We continued the partnership this year as well and the first session was very well attended.

GSA Legacy Fund: This fall brings new opportunity for graduate students at the University of Saskatchewan who are interested in starting their own business. The Graduate Students'

Association (GSA) has partnered with the Wilson Centre for Entrepreneurial Excellence and the Industry Liaison Office to create a “GSA Legacy Fund”. This fund was created as an ongoing way to give back to students, by supporting graduate student entrepreneurs. Through this GSA Legacy fund, two low interest loans, of $10,000 each, will be granted to graduate students each year through two University of Saskatchewan based business planning competitions. One loan will be awarded through the Wilson Centre’s i3 Idea Challenge, and the other through the Industry Liaison Office’s Tech Venture Challenge. The specific repayment terms of these loans will be negotiable, depending on the needs of the start-up. Graduate students will be able to apply for the loans by entering either the i3 Idea Challenge, or the Tech Venture Challenge. The recipients will be chosen by the judges of each respective business planning competition.

Campaigns

We have the following campaigns for this year:

1. Establishment of an Ombudsperson position.
2. To improve university residence conditions.
3. The inclusion of graduates with advance degrees in the Graduate Retention Program (GRP)

1.**Student Representation/Governance**

2.**Improved GSA Council:** Most academic units across campus are represented in the GSA Council, and we are working to involve even more. Up to $8000 is available to finance the GSA Council activities and up to $5000 to finance student clubs.

AGENDA ITEM NO: 8.0

UNIVERSITY SENATE

FOR INFORMATION ONLY

PRESENTED BY: Elizabeth Williamson, University Secretary

DATE OF MEETING: October 19, 2013

SUBJECT: **Report on non-academic student discipline for 2012/13**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

Senate approved the new *Standard for Student Conduct in October, 2008.* The procedures provide for resolution of complaints using an alternative dispute resolution process if this seemed more appropriate than a formal hearing. The following is a report on the number and disposition of complaints dealt with from June 30, 2012 to June 30, 2013.

OUTCOMES:

A total of ten formal complaints were lodged with the university secretary (compared to eight cases the previous year).

One complaint was sent to an alternative dispute resolution team (ADR) and was successfully resolved. One resulted in a Presidential Suspension which was not appealed.

Eight cases went to formal hearings of the Senate Hearing Board. All of these students were found to have violated the standard for student conduct. The outcomes included: letters of apology to complainants and fellow students; sensitivity/anger management training; reimbursement; writing essays relating to the problem behaviour; conduct probation; and bans from specific university facilities and campus locations.

AGENDA ITEM NO: 9.1

UNIVERSITY SENATE

SENATE NOMINATIONS COMMITTEE

ITEM FOR APPROVAL

PRESENTED BY: Ilene Busch-Vishniac, President
Senate Executive Committee Member

DATE OF MEETING: October 19, 2013

SUBJECT: Procedures for nominations to Senate standing committees

DECISION REQUESTED:

That Senate approve the procedures for nominations to Senate standing committees as provided by Senate Executive Committee for the Senate meeting of October 19, 2013.

BACKGROUND AND SUMMARY:

Senate bylaws amendments were presented to Senate at its meeting of April 20, 2013 by the *Task Force to Review Senate Bylaws*. Senate approved the amendments to the Senate bylaws in principle at the Senate meeting of April 20, 2013 subject to development and approval by Senate of procedures to implement the bylaws changes. The necessary procedures to implement the bylaws changes are procedures for nominations to Senate standing committees.

Executive Committee has reviewed the attached procedures for nominations to Senate standing committees which will address both nominations proposed by the Nominations Committee and nominations received from the floor. These procedures are in accordance with Kerr & King's *Procedures for Meetings and Organizations*, the rules of procedure followed by Senate.

In some situations Kerr & King advise that there are optional procedures that could be followed, and in such cases the committee believes the approach presented in the attached procedures are appropriate for Senate's needs. An example is that Kerr & King provide that following receipt of nominations from the floor it would be possible to either hold the elections by ballot during the meeting or hold an election following the meeting. It was felt that the best course of action for Senate would be to hold an election following the meeting as this would allow all Senators to vote as some Senators may not be in attendance at the meeting.

Where Kerr & King was silent on a process, the attached procedures were drafted in accordance with current practice at Senate or a process that would best serve Senate.

The election process is already addressed in the bylaws, and elections for committee positions in which there are more nominees than positions available would be held in the same manner as elections for members-at-large, but within four weeks following the Senate meeting.

ATTACHMENT:

1. Nominations procedures for Senate committees

University Senate

Nominations Procedures for Senate Committees

According to Senate Bylaws IV.1(c), for procedural matters not addressed by the bylaws, the meetings of the Senate are to be conducted in accordance with the rules of order contained in the most recent edition of *Procedures for Meetings and Organizations* by Kerr and King.

Paragraph 131 of Kerr and King states that it is important for an organization to adopt nomination procedures which are both appropriate to its needs and acceptable to its members. The following procedures are in accordance with the Senate bylaws, terms of reference of the Nominations Committee and Executive Committee, and various methods listed in Kerr and King.

1. The Executive Committee, regarding nominating members of the Nominations Committee, and the Nominations Committee, regarding nominating members of the other standing committees, will follow the "Selection Method" as described in § 131 (c) of Kerr and King, by receiving suggestions, seeking out candidates, and making recommendations. The Nominations Committee may present this list to the Executive Committee before circulation to the general membership, but is not required to do so.

2. The names put forward by the Executive Committee and the Nominations Committee, as the case may be, are circulated in advance of the meeting at which the elections are to take place and otherwise as required when vacancies occur. It is the responsibility of the Nominations Committee to present a slate of candidates for all committee positions except the Nominations Committee itself. It is the responsibility of the Executive Committee to present a slate of candidates for Nominations Committee. These committees will present their respective slates to Senate with sufficient names to fill the available positions.

3. The chair will provide an opportunity for members to put forward further nominations by calling three times for nominations from the floor, thereafter nominations will close.

4. If additional nominations are received at the meeting, the chair is responsible to confirm that each person concerned is eligible and willing to serve. This is done by the nominated individual standing and declaring at the meeting that they are willing to serve or by the Chair receiving a written statement signed by the nominated individual stating that they are willing to serve; and the secretary of the meeting confirming that the individual is eligible to serve given the membership requirements of such committee and the number of years the individual has already served as a committee member.

5. If the number of nominations is the same as the number of available positions on a committee, and no further nominations are received after the chair has called three times for nominations, the slate will be elected.

6. When there are more candidates than positions available on a committee, an election will be held within four weeks of the meeting. The election will be held only for those committees that have received nominations exceeding the available positions, and only for the specific positions on these committees for which there are more eligible nominees than positions. The ballot will be prepared and distributed by the University Secretary. The ballots will include the names of the slate presented by the Nominations Committee or the Executive Committee, as the case may be, and the nominations from the floor. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of positions available. Eligible candidates with the greatest number of votes will be declared elected. In the event that two or more nominees with the most votes receive the same number of votes, the Secretary will select the committee member from among those nominees by lot.

AGENDA ITEM NO: 9.2

UNIVERSITY SENATE

SENATE EXECUTIVE COMMITTEE

ITEM FOR CONFIRMATION

PRESENTED BY: Ilene Busch-Vishniac, President
Senate Executive Committee Member

DATE OF MEETING: October 19, 2013

SUBJECT: Confirmation of Bylaw amendments approved in principle at April 2013 Senate meeting

DECISION REQUESTED:

That as Senate has now approved the *Procedures for Nominations to Senate Standing Committees,* Senate confirms approval of the Senate Bylaws amendments approved in principle at the Senate meeting of April 20, 2013.

BACKGROUND AND SUMMARY:

At the April 20, 2013 Senate meeting, Executive Committee recommended that the Bylaws changes come into effect once procedures to implement the bylaws changes were developed. Of concern was that the procedure for nominations from the floor and any subsequent elections be fair and transparent.

Motion passed by Senate on April 20, 2013:

> MCPHERSON/PULFER: That the revisions to the Bylaws of Senate be approved in principle and come into effect upon the development and approval by Senate of procedures to implement the bylaws changes.

Procedures for nominations to Senate standing committees that address nominations from the floor and subsequent elections will be presented to Senate at the October 19th meeting and Executive Committee's expectation is that they will be approved. If this is the case, then the revisions to the Bylaws of Senate should come into effect. Executive Committee is seeking confirmation from Senate that this is in fact the case. The Bylaws are attached.

ATTACHMENT:

1. Senate Bylaws approved in principle by Senate on April 20, 2013 with amendments indicated

SENATE BYLAWS

(April 28, 2001 with revisions April 2002, April 2003;
October 2008, October 2009, April 2010, April 2012, October 2013)

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PREAMBLE

As one of the university's three governing bodies under the *University of Saskatchewan Act, 1995,* the Senate has both statutory authority and a role in providing advice to the university's administration, Council and Board of Governors (see Appendix D).

The Senate comprises appointed, elected and ex officio members who are broadly representative of graduates from across the geographic regions of the province; professional, educational and cultural organizations with an interest in the university; students; and members of the university's administration. Whether elected, appointed, or ex officio, the members of Senate have the following responsibilities:

- to attend Senate meetings;
- to participate diligently and use fair and independent judgement in discussions, decisions, and planning activities;
- to take an active role in fostering openness and trust among members of Senate, the administration, the faculty, the staff, the students, all levels of government, and the public;
- to contribute to the effectiveness and orderly functioning of the Senate.

Senate members also share with members of the university's other governing bodies the following responsibilities:

- to abide by the policies of the university;
- to seek to be fully informed about the university, its mission, its strategic plan, its culture, and its role in the province and in higher education;
- to help the university be responsive to the changing environment that affects it;
- to promote and defend the autonomy of the university;
- to find opportunities to communicate the university's role and mission to the external community.

The Senate serves as the university's window on the province and the province's window on the university.

I. DEFINITIONS

1. “Act” means the *University of Saskatchewan Act, 1995;*

2. "Board" means The Board of Governors of the University of Saskatchewan;

3. “Bylaws” means the bylaws of the university and includes, the bylaws of the Senate, the bylaws of the Board and the bylaws of the Council;

4. “Chancellor” means the Chancellor of the University;

5. “Convocation" means the Convocation of the University of Saskatchewan with membership, pursuant to section 10 of the University Act, to include the Chancellor, the Senate, and all graduates of the University;

6. “Convocation list” means the names and addresses of all members of Convocation;

7. "Council" means The University of Saskatchewan Council;

8. “Executive” means the Executive Committee of the Senate;

9. “Ex officio” means a person who holds office because of his/her position;

10. “Minister” means the member of the Executive Council of the Provincial Government to whom for the time being the administration of the University of Saskatchewan Act is assigned;

11. “President” means the University of Saskatchewan President;

12. “Secretary” means the University of Saskatchewan Secretary;

13. “Senate" means the University of Saskatchewan Senate;

14. “University” means the University of Saskatchewan.

II MEMBERSHIP OF SENATE

1. The following persons are members of Senate by reason of their office:

   (a) The present and former Chancellors;

   (b) The President and the Vice-President or Vice-Presidents of the University;

   (c) The Minister;

   (d) The Deputy Minister of the department over which the Minister presides;

   (e) The Chairperson of the Education Council continued pursuant to *The Education Act;*

   (f) The principals of federated or affiliated colleges of the University;

   (g) The deans or acting deans of colleges that are established by the University;

   (h) Any other deans of academic and students affairs and directors who are nominated by the President and approved by the Senate.

2. 14 members elected by the Convocation to represent electoral districts established by the Senate;

3. 14 members-at-large elected by the Convocation;

4. Six students who are registered in colleges other than the College of Graduate Studies and Research and who are elected by students registered in those colleges;

5. One student who is registered in the College of Graduate Studies and Research and who is elected by students registered in that college; and

6. One representative from each professional society or other organizations admitted in accordance with the provisions of Section XIII of the Bylaws.

III. ELECTIONS AND MEMBERS OF SENATE

1. With the exceptions of students, ex officio and appointed members, election of members of Senate and appointment or reappointment of the Chancellor shall be completed by June 30 in every year in which an election is required to be held. Where this part provides for a second call for nominations, the timing of the deadline for nomination and election of the members shall be at the discretion of the

Secretary. The following table summarizes dates for nominations, elections and start and length of terms for members of Senate:

	Chancellor	Elected Members Districts (14)	Elected Members At Large (14)	Students (6+1)	Appointed Members (Professional Societies & Organizations	Ex Officio
Deadline for nomination	January 15	March 1	March 1	N/A	N/A	N/A
Election/ appointment to be finalized by:	Spring meeting of Senate	June 30	June 30	N/A	N/A	N/A
Start of term	July 1	July 1	July 1	May 1	*July 1	Upon appointment
Length of term	3 years	3 years	3 years	1 year	3 years	Duration of appointment
One renewable term	Yes	Yes	Yes	Yes	Yes	N/A

*Or date of appointment.

The Secretary shall be responsible to distribute the necessary information for the election of members of the Senate, or as may be required by resolution of the Senate.

2. Appointment or reappointment of Chancellor

Eligibility

(a) Members of Senate are eligible to vote to appoint or reappoint the Chancellor.

Submission of Candidates for Nominations

(a) The names of candidates for nomination to the position of Chancellor must be proposed in writing, endorsed by 7 members of Convocation, and submitted to the Secretary. The submission must include the written consent of the person being proposed.

(b) Only persons who have been members of the Convocation for at least 10 years prior to the date for filing submissions are eligible to be appointed or reappointed as Chancellor.

Appointment or reappointment

(a) The Chancellor shall be appointed or reappointed by a majority vote at a duly constituted meeting of Senate, on the recommendation of the joint nominations committee, in accordance with Section 17 of the Act.

(b) If the nomination is not approved by a majority of those voting, then the joint nominations committee will be asked to put forward an alternative nomination at the next meeting of the Senate.

3. Election of Members of Districts

(a) The boundaries of the 14 electoral districts are as set forth in Appendix A, and may from time to time be amended by Senate**.**

(b) Only one member of Senate is to be elected from each electoral district pursuant to section 24 (2) of the Act.

Eligibility
Only members of Convocation residing in the electoral district are eligible to vote for the member of Senate to represent the electoral district.

Nominations
(a) To be valid, a nomination for a District Member of Senate must be in writing and endorsed by 3 members of Convocation. The nomination must include the written consent of the person being nominated.

(b) The nominee must be a resident of that District.

Election
If only one person is nominated from an electoral district, the Secretary shall declare that person elected.

Second Call for Nominations
If there is no person nominated from one or more electoral district(s), the Secretary shall make a second call for nominations.

4. Election of Members-at-Large

Eligibility
All members of Convocation are eligible to vote for Members-at-Large.

Nominations
To be valid, a nomination for a member of Senate must be in writing and endorsed by three members of Convocation. The nomination must include the written consent of the person being nominated.

Election
If the number of persons nominated is equal to the number of members to be elected, the Secretary shall declare those persons elected.

Second Call for Nominations

If the number of persons nominated is less than the number of members to be elected, the Secretary shall make a second call for nominations for the remaining positions.

5. Election ~~of~~by Senate of Members ~~Representative~~ to the Board of Governors

~~Senate representatives to the Board of Governors, who may or may not be members of Senate, must be nominated by two senators and elected by Senate.~~The process for electing members to the Board of Governors shall be as follows:

(a) Candidates may or may not be members of Senate.

(b) The nominations committee shall present nominees for election pursuant to Section V(1)(d)(vi) of the Bylaws along with a biography of each nominee.

(c) Nominations from the floor of the meeting must include the consent of the nominee along with a biography of the nominee.

6. Equality of Votes

In the case of equality of votes for a member of Senate, and the Senate representative to the Board of Governors, the Secretary, in the presence of scrutineers, shall determine by lot the person(s) to be declared elected.

7. Students

(a) Six students shall be elected by students registered in Colleges other than the College of Graduate Studies and Research. The election procedures shall be determined by the students.

(b) One student registered in the College of Graduate Studies and Research shall be elected by students registered in that College. The election procedures shall be determined by the students in the College of Graduate Studies and Research.

8. Appointed Members

One representative appointed by each professional society or other organization which has been granted membership.

9. Ex Officio

Persons who are members of the Senate by virtue of their office pursuant to Section 24(1) (a) of the Act, and those nominated by the President as provided in Section II 1.(h) of the Bylaws and approved by Senate.

10. Appeals and Complaints

(a) All appeals and complaints respecting the election of members of the Senate of the University shall be in writing, and shall be filed with the Secretary within thirty days after the declaration of election provided for in Section 38 of the Act.

(b) Every appeal or complaint shall be signed by at least three members of Convocation and shall in each case set out the reasons for appeal or the grounds of complaint.

(c) Every such appeal or complaint shall be heard and finally determined by a committee of the Senate to be called the Membership Committee.

(d) The Committee may make such rules and regulations as it may deem necessary for carrying out the provisions of the complaints and appeals.

IV. MEETINGS OF THE SENATE

1. There shall be a meeting of the Senate in the spring and in the fall**,** at a time and place to be indicated in a public notice sent by the Secretary to each member at least ten days prior to the date of the meeting.

(a) The spring meeting shall be no later than Spring Convocation. The fall meeting shall be no later than Fall Convocation.

(b) The Senate Executive Committee shall meet as necessary at a time and place to be determined by the Chair.

(c) For procedural matters not addressed by these bylaws, the meetings of the Senate will be conducted in accordance with the rue~~o~~les of order contained in the most recent edition of *Procedures for Meetings and Organizations* by Kerr and King.

2. There shall be public notice of each regular meeting and meetings will be open to members of the University community, the general public and the news media as visitors and without voice. Confidential items, as determined by the Senate, will be considered during a closed part of the meeting. The Secretary will be responsible for release of the public notice of the meetings.

3. (a) The Chair may, and shall, whenever so requested in writing by at least twenty-five members, call a special meeting of the Senate. Such request shall state the purpose of the meeting called.

(b) Notice in writing stating the purpose of such special meeting shall be sent by the Secretary to each member at least ten days before the date thereof.

4. Fifty members shall constitute a quorum for any meeting of the Senate.

5. With the notice of any meeting a copy of the agenda and the agenda papers to be considered at the meeting, shall be sent to each member.

6. Notice of any motion to be submitted at a meeting by a member of Senate, other than a motion arising out of the business of the meeting, shall be given to the Secretary 30 days prior to that meeting to enable the Executive Committee to determine whether said motion shall be added to the agenda of the meeting. If the Executive Committee refuses to place the motion on the agenda, at the request of the member, the motion and supporting materials shall be made available to Senate prior to the meeting.

7. Any member of Senate may request that a motion be placed on the agenda at that meeting of Senate. The motion will be added to the agenda if passed by a simple majority of the votes cast by the members entitled to vote.

8. Normally, voting shall be by show of hands at the meeting unless a ballot vote is requested by ~~at~~ a simple majority of the votes cast by the members entitled to vote.

9. In lieu of a meeting, a vote may be taken by mail or electronically on the initiative of the Executive Committee**.**

   (a) A decision by mail or electronic vote shall require a 60% return of ballots and a 2/3 majority of those voting is required to constitute a majority**.**

   (b) Fifteen days from date of mailing shall be allowed to complete a vote by mail.

   (c) Seven days from date of notice of the electronic vote shall be allowed to complete an electronic vote.

V. COMMITTEES OF THE SENATE

50% of the members of any Committee constitute quorum for a meeting of the Committee. A member joining a committee meeting, with the consent of the Chair, by teleconference or other electronic media which permit all persons participating to hear one another, shall be considered to be present. A call for Nominations from the floor of each Committee shall be made prior to election by the Senate.

1. Nominations Committee

   The members of the Nominations Committee shall be nominated by the Executive Committee and elected annually by Senate.

   (a) Membership

   The Committee shall be composed of:

(i) The Chair of the Executive Committee or a designate from the Executive Committee;
(ii) Four members of Senate; and
(iii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is one year, renewable annually for up to two additional years, for a maximum of three years. The term of the Chairperson will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chairperson shall be appointed on the recommendation of the Executive Committee.

(d) Duties and Powers

(i) To recommend annually to the spring meeting of the Senate individuals for membership on the Executive Committee.
(ii) To recommend annually at the spring meeting of Senate individuals for membership on, and chairs of other standing committees of Senate, and Senate representatives on other committees.
(iii) 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.
(iv) In the ~~year before the~~ final year of the Chancellor's term, to recommend to the fall meeting of the Senate individuals for appointment to a joint nominations committee for Chancellor.
(v) In the event of a vacancy in the office of the Chancellor or if it is known there will be a vacancy within the academic year, to recommend to the next meeting of the Senate individuals for appointment to the joint nominations committee for Chancellor.
(vi) To receive nominations from the Executive Committee for Senate representatives on the Board of Governors, and to present the nominees for election by the Senate, and to establish procedures for presenting background information on the nominees to Senators prior to the election.
(vii) To nominate a roster of six (6) members of Senate to serve for three years, from which members may be selected to serve on Boards for Student Discipline and Appeal Boards.
(viii) To nominate two (2) members of Senate to serve on University Council pursuant to section 54(j) of the *University of Saskatchewan Act, 1995* as non-voting members for a one year term, renewable annually for up to two additional years to a maximum of three years.

2. Executive Committee

The Senate members of the Executive Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

The Committee shall be composed of:

(i) The Chancellor;
(ii) The President or a designate;
(iii) Two ex officio members of Senate;
(iv) Three appointed members of Senate;
(v) Three elected members of Senate;
(vi) One student member selected annually by the student members of Senate; and
(vii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is one year, renewable annually for up to two additional years, for a maximum of three years**.** The Chancellor and President are members for the duration of their terms.

(c) Chair

The Chancellor shall serve as Chair and the President shall serve as Vice-Chair.

(d) Duties and Powers

(i) To determine the agenda for all meetings of Senate.
   a. In determining whether to add to the agenda a motion proposed by a member of Senate pursuant to Section IV 6 of these bylaws, the Executive Committee shall consider the powers of Senate as set out in Section 23 of *The University of Saskatchewan Act, 1995*, as may be amended from time to time.
   b. The Executive Committee may refuse to place said motion on the agenda if it clearly appears that the motion submitted is primarily for the purpose of enforcing a personal claim or redressing a personal grievance against the University, any employee, officer or director of the University, or any body of the University, or primarily for the purpose of promoting ~~general economic, political, racial, religious, social or similar~~ causes unrelated to the activities of the University.
(ii) To appoint task forces or special committees composed of members of Senate with power to investigate and report on matters of interest and concern to Senate.
(iii) To consider all major reports being submitted to Senate.

(iv) To consider and report on policy matters relating to the Senate.
(v) To perform other duties as the Senate may from time to time direct.
(vi) To recommend to Senate individuals for membership on the various Boards of Examiners for Professional Examinations; and to recommend to Senate on matters of policy with respect to Boards of Examiners, and on the establishment of new Boards of Examiners, when necessary.
(vii) To act on behalf of Senate in special circumstances to provide approval of honorary degrees.
(viii) To consult, through the Chancellor and the President with the Chair of the Board of Governors to ascertain the qualifications and qualities most needed by the Board when a vacancy arises, and to consider the name and backgrounds of potential candidates and present nominations to the Nominations Committee.

3. The Membership Committee

The Senate members of the Membership Committee shall be nominated by the Nominations Committee and elected annually be Senate.

(a) Membership

The Committee shall be composed of:

(i) Chair of the Executive Committee or a designate from the Executive Committee;
(ii) Four elected members of Senate who shall be nominated by the Nominations Committee and elected annually by Senate; and~~; and~~
(iii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is for one year, renewable annually for up to two additional years, for a maximum of three years. The term of the Chair will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chair shall be appointed on the recommendation of the Nominations Committee.

(d) Duties and Powers

(i) To consider applications for membership from associations on the Senate and make recommendations thereon to the Senate and to recommend the removal of associations from Senate.

(ii) To hear appeals and complaints respecting the election of members of Senate as shall be appropriately filed with the Secretary, pursuant to Section III of these Bylaws.
(iii) To review and update, as necessary, the Senate Bylaws respecting affiliation and federation, and make recommendations thereon to the Senate.
(iv) To receive proposals respecting the affiliation or federation of any educational institutions with the University and make recommendations thereon to the Senate.

4. Honorary Degrees Committee

The Senate members of the Honorary Degrees Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

Membership on the Committee shall be composed of:

(i) The Chancellor;
(ii) The President;
(iii) The Provost and Vice-President (Academic);
(iv) Two ex officio members;
(v) Two appointed members of Senate;
(vi) Two elected members of Senate;
(vii) One student member of Senate; and
(viii) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is one year, renewable annually for up to two additional years for a maximum of three years. The Chancellor, President and Provost are members for the duration of their terms as long as they hold office.

(c) Chair

The President will serve as Chair and the Chancellor as Vice-Chair.

(d) Duties and Powers

(i) To encourage nominations and recommend nominees for honorary degrees.
(ii) To submit names to the Senate for consideration at its next meeting or in special circumstances to the Executive Committee for consideration between Senate meetings.

5. Board for Student Discipline and Appeal Board

~~(a) Student appeals in non-academic matters shall be in the form as prescribed in the *Non-Academic Student Discipline and Appeals* regulations.~~

~~(b) Membership of the Board for Student Discipline and Appeal Board shall be drawn from:~~

~~(i)~~ A roster of six (6) members of Senate shall be nominated by the Nominations Committee and elected by Senate to serve for three years on the Board for Student Discipline and Appeal Board.~~.~~

~~(ii) A student member of Senate selected by the Secretary to serve as required.~~

6. Round Table on Outreach and Engagement

(a) Membership

Membership on the Committee shall be composed of:

(i) The President
(ii) Four District Senators (Regional Advisory Council Chairs) nominated by the Nominations Committee and elected by Senate;
iii) Four members of the General Academic Assembly appointed by Council
(iv) Four staff members involved in Outreach and Engagement appointed by the President
(v) Four Community Leaders appointed by the President
(vi) One Undergraduate student appointed by the USSU
(vii) Vice-President University Advancement or designate to serve as Secretary (non-voting member)

(b) Term

The term of a Senate member on the Committee is for one year, renewable annually for an additional two years up to a maximum of three years.

(c) Chair

The President will serve as Chair. The Committee will choose a Vice-Chair.

(d) Duties and Powers

(i) Nurture and support the University's outreach and engagement efforts.
(ii) Convene a university-community symposium on engagement, with broad participation from many communities and parts of campus.
(iii) Honour and celebrate existing initiatives.
(iv) Build awareness and understanding of the concept of engagement.

(v) Begin the process of identifying future areas of need and priority.
(vi) Invite leading public scholars to share their experiences in Outreach and Engagement with the Round Table.
(vii) Sponsor community lectures and/or workshops.
(viii) Sponsor clinics to support the work of faculty involved in Outreach and Engagement activities.
(ix) Submit regular reports to Council.
(x) Submit regular reports to Senate.

7. Joint Nomination Committee for Chancellor

(a) Membership

In accordance with Section 17 of the *University of Saskatchewan Act 1995,* the committee shall be composed of three members of the Senate and two members of the Board. The Board shall be invited to nominate two persons. The members of the Senate shall be nominated by the Nominations Committee as follows:

(i) The President, in his/her capacity as vice-chancellor and vice-chair of the Senate.
(ii) Two members of the Senate who have been elected under Section 24(1)(b) or 24(1)(c) of the *Act*.(i.e. elected Senators) nominated by the Nominations Committee and elected annually by Senate.

(b) Term

The Joint Nomination Committee for Chancellor will be struck in the fall of the third year of the chancellor's term, or in the event of a vacancy in the office of Chancellor, or if it is known there will be a vacancy in the academic year. Members' terms will coincide with the selection process for the Chancellor.

(c) Chair

The joint committee shall determine its own procedures and shall select its chair from among the five members of the committee.

(d) Duties and Powers

(i) To invite submissions for candidates for nomination for the position of Chancellor from members of Convocation.
(ii) To review the submissions and select one name for presentation to Senate at the spring meeting prior to the expiry of the incumbent Chancellor's term.
(iii) If the name of the proposed candidate in (ii) above is not accepted by the Senate, to put forward an alternative nomination no later than the next meeting of the Senate.

8. ~~Attendance at Committee meetings~~

~~A member joining a committee meeting, with the consent of the Chair, by teleconference or other electronic media which permit all persons participating to hear one another, shall be considered to be present.~~

Education Committee

The members of the Education Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

Membership on the Committee shall be composed of:
(i) 2 ex-officio members of Senate;
(ii) 2 appointed members of Senate;
(iii) 2 elected members of Senate;
(iv) 1 student member selected annually by the Student Members of Senate;
(v) The Secretary (non-voting member).

(b) Term

The term of a Senate member on the Committee is for one year, renewable annualy for up to two additional years, for a maximum of three years. The term of the Chair will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chair shall be selected by the members of the Committee.

(d) Duties and Powers

(i) To consult with the Executive Committee respecting formation of the agenda.

(ii) To provide at each meeting of Senate an opportunity for education/exploration of issues relating to the University of Saskatchewan.

(iii) To poll Senators regarding their interests in issues relating to (ii) above.

VI. HONORARY DEGREES

1. The following Honorary Degrees may be granted by the University:

Doctor of Civil Law, honoris causa – D.C.L.

Doctor of Laws, honoris causa – LL.D
Doctor of Science, honoris causa – D.Sc.
Doctor of Letters, honoris causa – D.Litt

2. Degrees *honoris causa* may be conferred at any Convocation provided that the names of such persons shall have been considered and approved by the Committee on Honorary Degrees, and shall have been recommended by the Senate.

3. The Senate may revoke an honorary degree and all the rights and privileges connected therewith.

VII. DISESTABLISHMENT

Decisions of the University Council to authorize the disestablishment of any college, school, department, chair, institute or endowed chair are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

VIII. ADMISSION AND CLASSIFICATION OF STUDENTS

1. Decisions of the University Council to change the number of students who may be admitted to any college or program of study are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

2. Decisions of University Council to change academic and other qualifications required for admission as a student are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

~~IX. ACADEMIC COSTUMES OF MEMBERS OF SENATE~~

~~Members of Senate shall be entitled to wear the gown of the Doctor's degree, together with the hood appropriate to the degree which they may have severally received.~~

IX. AFFILIATION

1. Proposals respecting the affiliation of any educational institution with the University will be referred to the Membership Committee for consideration and recommendation to the Senate, which will upon resolution advise the Board and the Council whether or not the proposed affiliation should be accepted.

2. The Senate may consider and recommend to the Board and the Council whether or not any affiliation of the University with another educational institution should be dissolved.

3. Decisions of the University Council to authorize the dissolution of any affiliation are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

XI~~I~~. FEDERATION

1. Proposals respecting the federation of any educational institution with the University will be referred to the Membership Committee for consideration and recommendation to the Senate, which will upon resolution advise the Board and the Council whether or not the proposed federation should be accepted.

2. The Senate may consider and recommend to the Board and the Council whether or not any federation of the university with another educational institution should be dissolved.

3. Decisions of the University Council to authorize the dissolution of any federation are to be reported to the Senate at its next meeting. Such decisions are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

XII~~I~~. REPRESENTATION OF PROFESSIONAL ENTITIES AND ORGANIZATIONS

1. Pursuant to Section 24 (3) of the Act, Senate may consider for membership professional societies groups, or other organizations that:

   (a) contribute in a significant way to the social, economic and cultural welfare of Saskatchewan; and

   (b) have a demonstrated interest in furthering the goals of higher education and research at the university.

2. Each of the professional societies, groups organizations and entities granted membership shall in any year in which a representative is to be appointed or in which a vacancy arises, appoint such a representative.

3. Such appointment shall be certified to by the President or Secretary of the professional society, group, organization or entity and a notice of appointment shall be forwarded to the Secretary.

4. Membership on Senate shall be as set out in Appendix B and reviewed at regular intervals by the Membership Committee in accordance with Section 24 (4) of the Act.

XII~~I~~. PROFESSIONAL EXAMINATIONS

1. Appointments of examiners for professional societies or other bodies as required by any Act, shall be for at least one year and until their successors are appointed. Examiners shall be eligible for reappointment unless there is express provision to the contrary.

2. The Registrar of the University or an assigned deputy shall be the Secretary of each Board of Examiners.

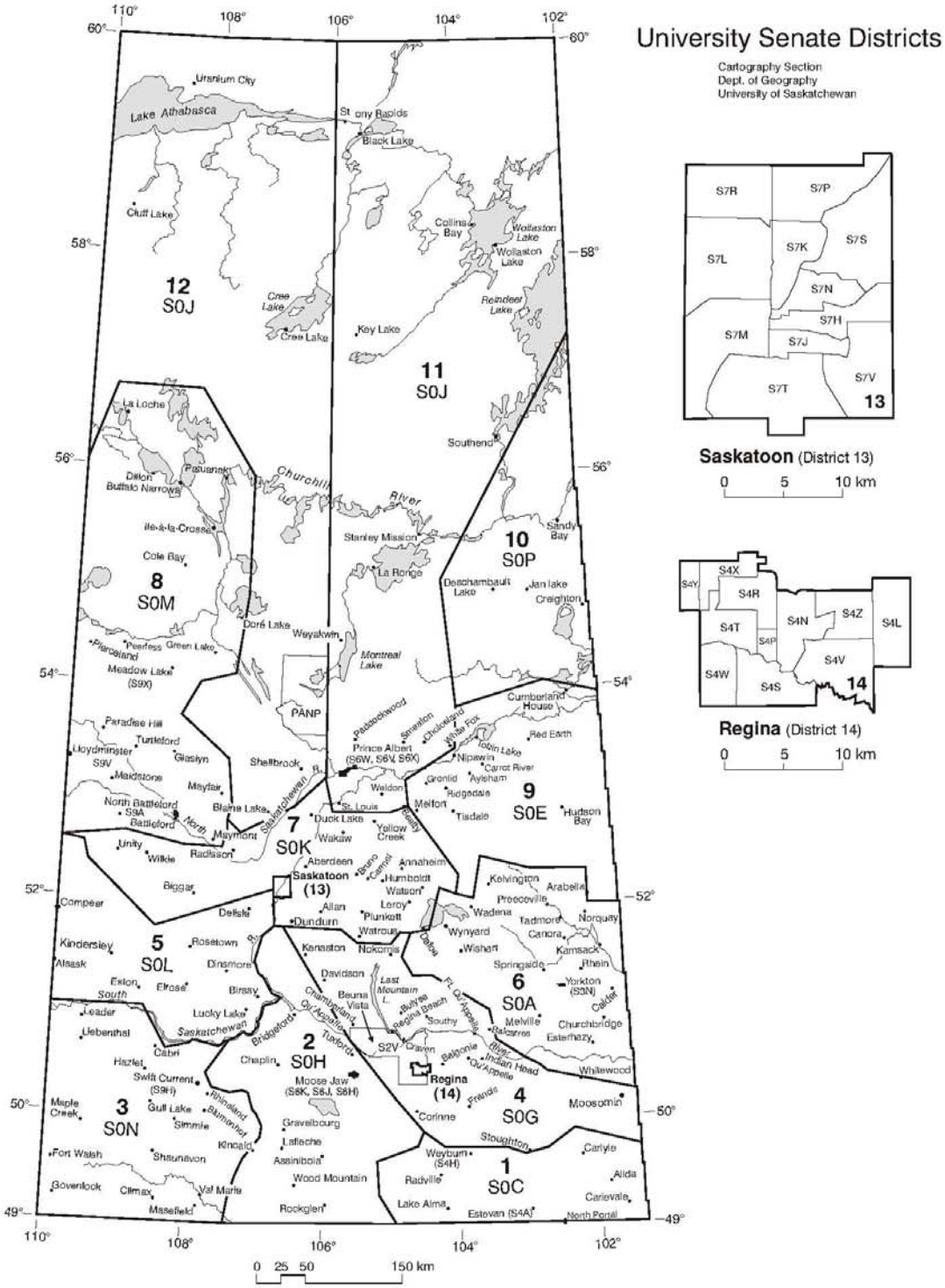
XI~~V~~II. ADVISORY COUNCILS

1. The Senate may authorize the establishment of an advisory council for any college, school or department and determine the composition, duties and powers of an advisory council.

2. The Senate may discontinue an advisory council for any college, school or department.

APPENDIX A

Map of Boundaries of the 14 Senate Districts



APPENDIX B

Organizations represented on Senate

Each of the following professional societies, groups, organizations and entities shall be entitled to one representative on the Senate:

1. The Institute of Chartered Accountants of Saskatchewan
2. The Saskatchewan Association of Architects
3. The College of Dental Surgeons of Saskatchewan
4. The Association of Professional Engineers & Geoscientists of Saskatchewan
5. The Saskatchewan College of Pharmacists
6. The College of Physicians and Surgeons of Saskatchewan
7. The Saskatchewan Institute of Agrologists
8. The Saskatchewan Association of Rural Municipalities
9. The Saskatchewan School Trustees Association
10. The Saskatchewan Registered Nurses Association
11. The Saskatchewan Veterinary Medical Association
12. The Saskatchewan Registered Music Teachers' Association
13. The Saskatchewan Association of Optometrists
14. The University of Saskatchewan Alumni Association
15. The Saskatchewan Dietetic Association
16. The Association of Saskatchewan Home Economists
17. The Saskatchewan Chamber of Commerce
18. The Chiropractors' Association of Saskatchewan
19. The Society of Management Accountants of Saskatchewan
20. The Saskatchewan College of Psychologists
21. The Provincial Council of Women of Saskatchewan
22. Saskatchewan Physiotherapy Association
23. The Federation of Saskatchewan Indian Nations
24. The Association of Professional Community Planners of Saskatchewan
25. The Ukrainian Canadian Congress (Saskatchewan Provincial Council)
26. The University of Regina Alumni Association
27. Saskatchewan League of Educational Administrators, Directors and Superintendents (LEADS)
28. Saskatchewan Women's Institutes
29. Association of Saskatchewan Regional Colleges
30. Saskatchewan Association of School Councils
31. Interior Designers Association of Saskatchewan
32. Saskatchewan Society of Occupational Therapists
33. Saskatchewan Association of Recreation Professionals
34. Saskatchewan Library Trustees' Association
35. The Law Society of Saskatchewan
36. Canadian Federation of University Women (Sask. Council)
37. Saskatchewan Teachers' Federation
38. Registered Psychiatric Nurses' Association of Saskatchewan
39. Saskatchewan Association of Speech-Language Pathologists and Audiologists
40. Certified General Accountants Association
41. Assemblée Communantaire Fransakoise

APPENDIX C

Affiliated, Federated and Junior Colleges

The following colleges are affiliated with the University:

1. College of Emmanuel and St. Chad
2. Lutheran Theological Seminary
3. St. Andrew's College
4. Horizon College and Seminary
5. Gabriel Dumont College of Metis Studies and Applied Research
6. Briercrest College and Seminary

The following college is federated with the University:

1. St. Thomas More College

The following college is a Junior College affiliated with the University:

1. St. Peter's College

APPENDIX D

Appendix D - Section 23 of the *University of Saskatchewan Act, 1995*

Powers of senate
23 The senate may:

(a) regulate the conduct of its meetings and proceedings;
(b) determine the quorum necessary to transact business;
(c) hear any reports that may be provided for by this Act and the bylaws of the senate;
(d) consider and take action on all matters reported to it by the board, council or assembly;
(e) appoint scrutineers for the counting of the votes for the election of the elected members of the senate;
(f) make bylaws respecting the discipline of students for any reason other than academic dishonesty, including bylaws providing for the admonishing, dismissing, suspending or expelling of students or the imposition of fines on students;
(g) appoint examiners for, and make bylaws respecting, the conduct of examinations for professional societies or other bodies if the university or any of its agencies is required or authorized by any Act to do so;
(h) establish any committees of its members that it considers necessary;
(i) provide for the granting of honorary degrees;
(j) receive proposals respecting the establishment of any college, school, department or institute and recommend to the board and the council whether or not the proposed college, school, department or institute should be established;
(k) receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the board and the council whether or not the proposed affiliation or federation should be made;
(l) consider and recommend to the board and the council whether or not any college, school, department or institute should be disestablished or any affiliation or federation of the university with another educational institution should be dissolved because of lack of relevance to the province;
(m) authorize the establishment of an advisory council for any college, school or department and prescribe or alter the composition, duties and powers of an advisory council, whether established before or after the coming into force of this Act;
(n) discontinue an advisory council for any college, school or department;
(o) recommend to the board or the council any matters or things that the senate considers necessary to promote the interests of the university or to carry out the purposes of this Act;
(p) request the board or the council to report to it on any matter over which the senate has authority;
(q) appoint members to committees composed of members of the senate and members of all or any of the board, council and assembly;
(r) subject to sections 24 to 28, make bylaws governing the election of members of the senate;
(r.1) subject to section 17, make bylaws governing the nomination and appointment of the chancellor;
(s) make bylaws respecting any matter over which it has responsibility; and
(t) do any other thing that the senate considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act.

AGENDA ITEM NO: 9.3

UNIVERSITY SENATE

SENATE EXECUTIVE COMMITTEE

NOTICE OF MOTION

PRESENTED BY: Ilene Busch-Vishniac, President
Senate Executive Committee Member

DATE OF MEETING: October 19, 2013

SUBJECT: Proposed amendments to electoral district boundaries 10 and 11

NOTICE OF MOTION:

That Senate approve the proposed amendments to Senate electoral district boundaries 10 and 11.

POLICY:

The University of Saskatchewan Act, 1995 permits the Senate to make bylaws respecting amending the boundaries of electoral districts [s25(b)(ii)]. The Senate's bylaws provide that the boundaries of the electoral districts may from time to time be amended by Senate [Bylaw III.3(a)].

BACKGROUND AND SUMMARY:

Currently electoral district 11 includes Prince Albert, the surrounding area, and a large area north of Prince Albert to the Saskatchewan border. There are approximately 3,350 alumni who live in this area. It has been recommended that Prince Albert and surrounding area be separated from the rural portion of this district, as they have different concerns between the urban and rural areas.

Executive committee is proposing that a new district 11 include Prince Albert (defined as addresses with postal codes beginning with S6W, S6V, and S6X), Albertville, Beatty, Birch Hills, Choiceland, Christopher Lake, Foxford, Garrick, Hagen, Henribourg, Hoey, Kinistino, Love, Meath Park, Muskoday, Paddockwood, Shipman, Smeaton, Snowden, Spruce Home, St. Louis, Weirdon, Weldon and White Fox. This new senate district (New District 11) in its current state would have 2,920 alumni residing in it.

Executive committee is also proposing that district 10 and the remainder of old district 11 be combined to form a new district 10 (New District 10). In its current state New District 10 would have approximately 540 alumni residing in it.

Attached is a map of the electoral districts with the proposed boundary of New District 10 indicated in red, and the proposed boundary for New District 11 indicated in purple.

For comparison purposes the numbers of alumni residing in the electoral districts are as follows:

District 1 – Weyburn – Estevan - Carlyle – 1,217
District 2 – Chaplin - Moose Jaw - Rockglen – 1,995
District 3 – Leader – Climax – Swift Current – 1,688
District 4 – Kenaston – Indian Head – Moosomin – 2,210
District 5 – Kindersley – Delisle – Lucky Lake – 1,903
District 6 – Wynyard – Esterhazy – 2,135
District 7 – Unity – Duck Lake – Watrous - 4,543
District 8 – LaLoche – Green Lake – Battleford – 1,414
District 9 - Nipawin – Melfort – Hudson Bay – 1,717
District 10 (new) – Sandy Bay – Creighton – Stony Rapids - 538
District 11 (new) – Prince Albert – 2,921
District 12 – Blaine Lake – Uranium City - 788
District 13 – Saskatoon - 33,149
District 14 – Regina - 7,332

The incumbent Senator from district 10, Janice Jonsson, continues to reside in New District 10, and the incumbent Senator from district 11, Jerri Hoback, continues to reside in New District 11.

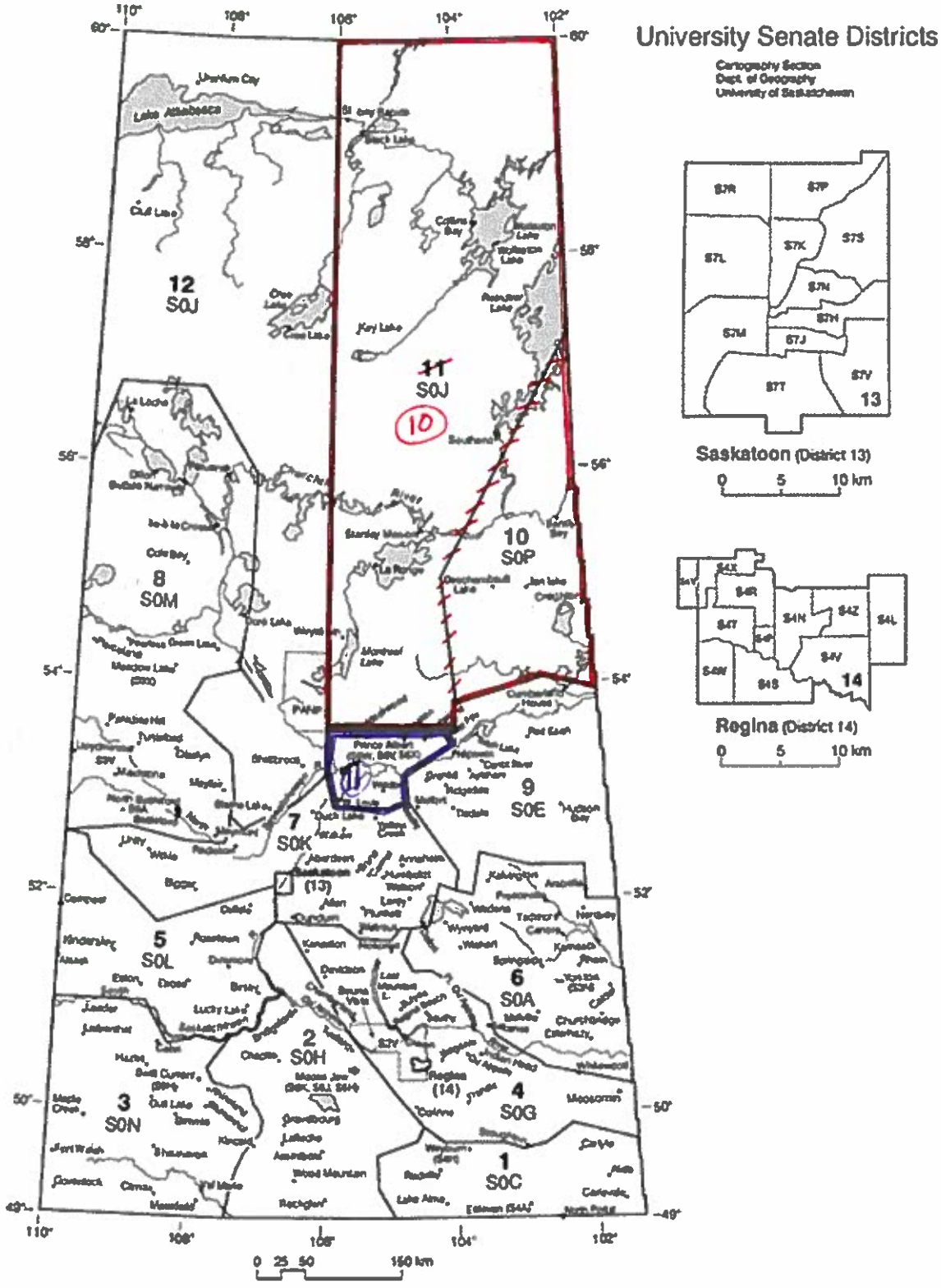
If approved by Senate, the new boundaries will take effect as of the next elections that occur in electoral districts 10 and 11. So if both incumbents remain for their full terms, the next election in New District 10 will be in 2015 and in New District 11 will be in 2016.

REQUESTED ACTION:

This is being brought to Senate as a notice of motion, to allow for a period of consideration and feedback. Please provide any comments or concerns regarding this proposal to the University Secretary before the end of February 2014. It is expected that the request for decision will come to Senate at the Spring Senate meeting in April 2014.

ATTACHMENT:

1. Map of Senate's 14 electoral districts with proposed New District 10 outlined in red and proposed new District 11 outlined in purple.


University Senate Districts
Cartography Section
Dept. of Geography
University of Saskatchewan
12
S0J
11
S0J
10
10
S0P
8
S0M
9
S0E
7
S0K
(13)
5
S0L
6
S0A
2
S0H
Regina
(14)
4
S0G
3
S0N
1
S0C
0 25 50 150 km
Saskatoon (District 13)
0 5 10 km
Regina (District 14)
0 5 10 km

AGENDA ITEM NO: 9.4

UNIVERSITY SENATE

SENATE NOMINATIONS COMMITTEE

ITEM FOR APPROVAL

PRESENTED BY: Ann March
Chair, Nominations Committee

DATE OF MEETING: October 19, 2013

SUBJECT: Initial appointments to the Senate Education Committee and appointment to review committee for Vice-President Research

DECISION REQUESTED:

That Senate approve the appointments to the Senate Education Committee (for terms ending April 2014) and the appointment to the review committee for Vice-President Research, as recommended by the Senate Nominations Committee.

EXISTING POLICY:
The Senate Nominations Committee is responsible to recommend to Senate, individuals for membership to standing and other committees of Senate.

BACKGROUND AND SUMMARY:
Senate's Education Committee will be created through amendments to the Senate Bylaws that are expected to be finalized at this October Senate meeting. Assuming this will be done, the Nominations Committee is proposing a slate of committee members so the Education Committee can begin immediately. However, appointments to the standing Senate committees are made at the Spring sitting of Senate so to align the future appointments to the Education Committee with this schedule, those Senators appointed to the Education Committee will sit a shortened first term period from the date of their appointment until the Spring Senate meeting in 2014. This first term will be treated as a full year term for purposes of determining the number of years a Senator may sit on the Committee.

The Nominations Committee approved the resolution on October 8, 2013 to recommend to Senate the appointment of a Senator to the review committee for the Vice-President Research and initial appointments to the Senate Education Committee and is now asking for Senate approval of these appointments.

ATTACHMENT:
1. Senate Nominations Committee report of October 2013

SENATE NOMINATIONS COMMITTEE REPORT
October 2013

Senate Nominations Committee recommends the following Senators be appointed by Senate to the following committees:

Education Committee
Two ex officio members: Blaine Favel and Sanjeev Anand
Two appointed members: Deborah Agema and David Dutchak
Two elected members: Lenore Swystun and Russ McPherson
One student member: Adam Duke

Review Committee for Vice-President Research
Vera Pezer

AGENDA ITEM NO: 10.1

UNIVERSITY OF SASKATCHEWAN

UNIVERSITY SENATE

REQUEST FOR DECISION

PRESENTED BY: Gordon DesBrisay, Associate Dean of Students, College of Arts and Science & Designated Dean of Open Studies

DATE OF MEETING: October 19, 2013

SUBJECT: Disestablishment of Open Studies

DECISION REQUESTED:

It is recommended:

That Senate confirm Council's decision that the existing model for Open Studies be discontinued, effective January 1, 2014, and that the Open Studies Faculty Council be dissolved as of May 1, 2014.

PURPOSE:

On June 20, 2013, Council carried a motion to approve that the existing model for Open Studies be discontinued, effective January 1, 2014, and that the Open Studies Faculty Council be dissolved as of May 1, 2014. Dissolution of the Open Studies Faculty Council is a consequence of the disestablishment of Open Studies, as the Open Studies Faculty Council functions as the college for students registered in Open Studies.

As the dissolution of the Open Studies Faculty Council is in effect the disestablishment of a college, this item is submitted to Senate in accordance with section 62(c) of the *University of Saskatchewan Act,* which requires that a decision to authorize the disestablishment of a college "*be reported to the Senate at its next meeting,*" and that the decision not be implemented until *"either Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier."* On December 13, the Board of Governors will be asked to authorize the disestablishment of Open Studies as the final step in the dissolution process.

CONTEXT AND BACKGROUND:

Students in Open Studies are allowed to register for selected, degree-level, undergraduate courses. Students in Open Studies comprise two distinct cohorts, those required to discontinue from colleges for academic reasons, who have been able to register automatically through Open Studies and remain at the University, and those who wish to take university classes on a casual basis.

CONSULTATION:

There has been substantial consultation regarding the disestablishment of Open Studies with colleges most likely to be affected by the action, and with the Office of the Registrar and Student and Enrolment Services (SESD). Letters of support were received from the Colleges of Education, Engineering, Agriculture and Bioresources, and Arts and Science.

SUMMARY:

The Open Studies Faculty Council believes that students at the University will be better served through the disestablishment of Open Studies and the implementation of a new model to serve students who wish to register as casual learners. These students will be registered in the college of their choice and thereby have access to the academic advising and dedicated support services provided by the college, rather than through an administrative unit in SESD.

As the majority of students required to discontinue (RTD) continue to experience academic difficulty while registered in Open Studies, these students have not been well served by the present model. In the future, those colleges with the majority of RTD students have committed to proactively identifying those students in academic difficulty to provide earlier intervention and support.

The May 1, 2014 date for the dissolution of the Open Studies Faculty Council was chosen to ensure that the Faculty Council remains constituted and is available to address any unforeseen issues related to the discontinuation of Open Studies. The Designated Dean of Open Studies has confirmed his support for this approach.

An analysis of the necessary transition steps required by SESD has been completed and a communications plan has been developed. Notice of the pending changes has been posted on the University website at http://students.usask.ca/current/academics/openstudies/

ATTACHMENTS:

1. Proposal: *Reforming Open Studies*

Attachment

Reforming Open Studies:

A Proposal Submitted by the Open Studies Faculty Council

April 7, 2013

The Case for Change: Introduction

Open Studies as we now know it at the University of Saskatchewan evolved from a long and honourable history (mainly under the title of "Unclassified Studies" in the old Extension Division) and a series of entirely defensible decisions that have, nevertheless, yielded a structure unlike any other at a Canadian university.[1] That in itself might not be problematic, but the plain fact is that Open Studies as currently construed does not and probably cannot best serve the needs of either of the two disparate categories of students admitted under its umbrella; nor can it fulfill its potential within the emerging strategic enrolment management goals of the university. The good news is that the necessary reform of Open Studies can: a) be implemented promptly and in ways that promise to better serve both student constituencies; b) effect administrative efficiencies that will benefit students and save them and the institution money; and c) enhance rather than limit this university's historic commitment to making a university education accessible to as many Saskatchewan people as possible.

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Background

Open Studies at the U of S is, in many ways, an anomaly. It is neither fish nor fowl: it functions somewhat like a college, including being overseen by a designated dean appointed by the provost and an Open Studies Faculty Council drawn from across campus and modeled closely on college faculty councils; but it grants no degrees, has no faculty or classes of its own. The daily operations of Open Studies are administered by a Student Enrolment Services Division (SESD) unit consisting of one full-time Coordinator and a clerical assistant shared with other SESD units, both of whom are supervised by the Manager and Assistant Registrar of the Student Central Support Services division of SESD.

Open Studies came under the SESD administrative umbrella through an accident of institutional history, following the devolution of the old Extension Division. After considerable study of student outcomes over many years, SESD recently came to the conclusion that the current administrative structure is not providing and cannot provide Open Studies students with the support and services they require. The Coordinator's heroic efforts to assist students, for example, are limited, most notably with regard to academic advising, by the non-degree-granting status of the unit. SESD also concluded, in conjunction with its workforce planning and budget adjustments exercise, that managing an academic unit is not part of its core mission. In consultation with the Open Studies Faculty Council and the colleges directly concerned, SESD has proposed that the dedicated Coordinator position be eliminated along with SESD's role in managing Open Studies. These proposed changes are fully in line with the reforms we are

[1] Refer to OS staff survey of sister institutions

proposing here. It cannot be stressed enough that economic factors are secondary and that academic priorities and the best interests of students are the prime movers of reform.

Open Studies currently serves about 500 students, down from a peak of 2,017 in 2002-03. The decline in enrolment since then is due to a concerted effort on the part of SESD and the colleges to remove administrative or admissions-related barriers that delayed, deterred, or prevented qualified degree-seekers from enrolling in a degree-granting college rather than lingering in Open Studies. The gradual shifting of hundreds of degree-seeking students from Open Studies to the colleges occurred so smoothly and with so little push-back or controversy as to have passed almost unnoticed. That smooth transition, in turn, would seem to validate the underlying principle that students pursuing a degree are best served by being enrolled as soon as possible in a degree-granting college that can offer them the full array of academic supports and services. The reforms proposed here are founded on an extension of that principle, to the effect that any student enrolled in a college's classes would benefit from having access to the services of that college.[2]

The Current Situation

Today, two quite distinct cohorts of students remain in Open Studies. Aside from the fact that neither group is currently enrolled in a degree program, they share little in common. The proposed reforms would introduce different solutions for each group, based on different rationales. In both cases, our proposal is founded on years of experience and data.

- *Explorer or "casual" students*. These are relatively low-maintenance part-time learners, often mature and including alumni and other returning degree-holders, who wish to take some classes without (or before) committing to a degree program. In the fall of 2012 this cohort currently represented 333 of 492 Open Studies students, or two-thirds of the total.[3]

The case for change regarding Explorer students rests less on whether or not we are meeting the needs of current students in the category (though we believe that we are), than on the conviction that the great potential for growing this highly desirable cohort of students is unlikely to be unleashed by Open Studies as we now know it.

The draft report of the Strategic Enrolment Management survey undertaken by SEMWorks stresses that Explorer, returning, and mature learners constitute a large and largely untapped pool of prospective students for this university.[4] Open Studies as an administrative unit of SESD, however, has no material incentive to attract more students, whereas colleges have (or will have as TABBS-based financial reforms come into effect) both the financial incentive and the support services in place to serve this cohort well. Further, the Open Studies "brand" is, if not exactly muddied, certainly clouded by having Explorer learners who make a positive choice to enrol in Open Studies share the label with students in academic

[2] Relatively few students in Open Studies take classes in more than one college. Once enrolled in one college, an Open Studies student, like any other, could take classes in other colleges if they met the requirements.
[3] In the fall of 2012, 333 of 492 Open Studies students (67.7%) were in this category.
[4] *University of Saskatchewan Enrolment Goals Analysis Report: Final Draft for Discussion,* SEMWorks, 2012: 5, 9, 40, 46, 57, 71.

peril who are essentially banished to Open Studies as their last option. Disentangling these two cohorts will help to clarify the Open Studies brand and better enable colleges and SESD recruiters to focus on attracting and accommodating more students in the Explorer learner category.

- *College RTD students*. These are relatively high-maintenance (for many and varied reasons), academically at-risk full-time students who, having already been on academic probation, have subsequently been Required to Discontinue (RTD) from a U of S college and degree program. Rather than accept "rustication" and withdraw from the university for a year, they have taken the option of enrolling in Open Studies, where they can take up to 24 cus in the regular session with a view to improving their grades and returning or transferring to a degree-granting program. This cohort currently represents 159 Open Studies Students, or one-third of the total.

This second category of Open Studies students presents an even more compelling case for change, because a great deal of data collected over many years reveals that the academic needs of these students are not being met as things currently stand.

With regard to this College RTD cohort, it is important to note what admission to Open Studies does and does not entail. Open Studies does not currently offer any academic programming of its own. Over the years, attempts to provide remedial and skill-building courses targeted to this cohort have attracted few students, and failed to help those who did enrol to overcome what turn out to be a very wide range of difficulties, by no means all of them academic in origin. Students in Open Studies are restricted to a total of 24 credits in the fall and winter session, but otherwise they can enrol in almost any courses for which they qualify.[7] A majority (61%) of College RTD students in Open Studies come from Arts & Science, but regardless of their college of origin the vast majority of RTD students take Arts & Science classes while in Open Studies.

The Open Studies staff work hard on behalf of all these students, helping them develop plans for academic success, monitoring their academic progress, offering general academic advice, and directing them to whatever more specialized campus services they need. Definitive academic advising is (rightly) the prerogative of the colleges, however, and Open Studies students can find themselves caught in a confusing and inefficient shuffle among support services, with the attendant risk of receiving partial or conflicting advice (despite the cooperative ties forged among Open Studies and other support staff). The advising piece is further complicated by the fact that the new DegreeWorks software is college-based, and Open Studies students do not have access to it. And because they are by definition not enrolled in any particular college, Open Studies students have last priority when choosing classes. This makes some sense in so far as Explorer learners are concerned, but it is deleterious for full-time academically at-risk students who are often unable to register in popular classes best suited to their aptitudes, needs, or schedules.

[7] A few Arts & Science courses have been designated as off-limits to Open Studies students on the not-always-correct assumptions that such students a) are in the RTD cohort and b) are therefore likely to struggle in the class. One consequence of detaching the College RTD cohort from Open Studies would be to render such restrictions, to the extent that they are justified at all, unnecessary and subject to elimination – thereby opening such classes to qualified students in the Explorer cohort.

The College RTD cohort is broadly representative of the student body as a whole: Aboriginal students (15%) are somewhat over-represented, but international students (10%) are not. Students registered with DSS are statistically over-represented in the overall Open Studies cohort; the changes we propose are designed to ensure that their academic needs are not compromised. This would be achieved primarily by ensuring that each college concerned has a clear avenue for student appeals against RTD status and rustication orders. (See Risks and Concerns, below, for further discussion of these groups of students in relation to the proposed reforms.)

Limited Success

Academic success for students in the College RTD cohort in Open Studies is measured by whether or not they manage to earn grades sufficient to transfer or return to a U of S college. At the direction of the Open Studies Faculty Council, the Open Studies staff collected and analysed data on these students extending back over a decade. The story that emerges from the data is not encouraging.

For example, between 2007 and 2011 a total of 694 College RTDs opted to enroll in Open Studies rather than to accept "rustication" and voluntarily withdraw from the university for a year.

- Of those 694 students, only 164 (23.6%) succeeded within a year in raising their cumulative average sufficient to be readmitted to a college.
- About the same proportion (26.7%) did just well enough to be allowed to continue in Open Studies limbo.
- Fully half, 345 of 694 students (49.7%), failed to meet the Open Studies progression standard and were therefore RTD from Open Studies within a year of being RTD from a college.
    - Having opted against a one-year College rustication for what turned out to be an academically unsuccessful year in Open Studies, these students face two years of mandatory rustication, after which they would return to Open Studies, still at least one additional year away from returning to a college.

That basic pattern of 50/50 success and failure also pertained to the previous five year period, but over the past two years the statistics have taken a turn for the worse: in 2011-12, the failure rate was 59%. The downward trend is hard to explain, but even at the former rate of 50% failure the results disappoint in light of the variety of supports provided and the direct interventions and outreach efforts undertaken by the Coordinator of Open Studies over many years.

In and of themselves, these results might be acceptable if Open Studies clearly constituted the best chance these students had for returning to the path of academic success. But that is not necessarily the case. Evidence provided by the College of Arts & Science, for example, suggests that every year about one-third as many RTD students opt for a year of rustication ("1Yr Stop Out", in registration-speak) as choose to continue their studies without interruption in Open Studies. When those rusticated students return to the college a year later, their academic performance is almost indistinguishable statistically (number of credits, average grade, class average, etc.) from that of students who managed to earn their way back to

the college from Open Studies.[8] This finding is all the starker when it is remembered that less than one-quarter of College RTD students in Open Studies do succeed in returning to a college within that year.

- RTD students who withdraw from the university for a year, in other words, have the same academic success rate as the *best* RTD students who stayed on and continued in Open Studies.
- *All* of the College RTD students who accepted rustication were eligible to return to their college in a year, whereas three-quarters of those who opted for Open Studies were *not* eligible to return after one year.
- The half or more of College RTDs who are subsequently RTD from Open Studies itself face (subject to appeals on medical grounds) a mandatory two-year period away from the university, and *three* years away from the college to which they hope to return, given that they would most likely return to Open Studies rather than the college.

It is, therefore, not just that a year in Open Studies might do little or nothing to improve the academic success rates even of students who manage to return to a college, but that a College RTD is, statistically speaking, better off accepting a one-year rustication rather than returning to Open Studies, where the chance of subsequent success is no better and the cost of failure (for the student and the institution) is much higher.

What We Propose:

We propose different solutions for the two different cohorts of students who currently populate Open Studies.

With regard to the Explorer cohort, we propose that:

- Open Studies as a descriptor should be associated exclusively with part-time, Explorer learners, with a view to energizing and expanding that cohort.
- Open Studies should continue as an admission category, a "brand", an ethos, and vital element of this university's ongoing and historic mission to serve the people of Saskatchewan; but not as a stand-alone administrative unit.
- Administrative responsibility for Explorer students would devolve to the colleges (with possibly some admission/reactivation-related aspects devolved to the SESD Admissions Office.)
- Under the Open Studies label, Explorer students would be admitted to the college offering the class(es) they take. (Like any other student, they could take classes in other colleges upon attaining permissions/overrides from the department concerned.)
- "Under the hood" of the Open Studies label, Explorer students would be admitted to the college concerned under one of two already existing admission categories:
    - The Non-degree category of admission would accommodate most Explorer learners in most colleges. Explorer students in this category would be eligible to take any course for which they have the prerequisites, but would normally have low priority registration status relative to students enrolled in degree programs.

[8] Data provided by the Director of Student Academic Services, College of Arts & Science.

    - The Provisional category of admission would, at the discretion of a college, accommodate students who do not (or, in the case of high school students enrolled in the Early Start program of Arts & Science, do not yet) meet regular entrance standards. Explorer students in this category would usually be limited in the range of courses available to them, and would have low priority registration status relative to students in degree programs.
- Explorer students, whether admitted under the non-degree or provisional category, would have access to the full array of college support services.
- Explorer students as a category would be factored out of college metrics (for example, student retention and graduation rates) in cases where their inclusion would unduly distort data intended to capture outcomes for degree-bound students. (Explorer students were never included in these college metrics under the current Open Studies regime and its predecessors.)

With regard to the College RTD cohort, we propose that:

- College RTD students would no longer be offered the option of continuing full-time study in Open Studies. Instead, colleges would accept full responsibility for identifying students in academic peril and providing them with the assistance they need to succeed academically, or withdraw from the university in an orderly fashion and with a plan for returning.
- Arts & Science, as the college responsible for the majority of College RTD students devolved from Open Studies, would be provided with one additional advising position so as to better address all students at risk. (As proposed in the recent *Transforming Student Advising* application to PCIP.) Discussions with other colleges have revealed that, due to the smaller numbers of students involved, existing support services will suffice to support transferred Open Studies students.
- The Open Studies Faculty Council would be wound down and, along with the post of designated dean, decommissioned once these changes are fully implemented. With Open Studies as an admission category appended to colleges, rather than a stand-alone administrative unit, oversight responsibilities will pass to the colleges concerned.

<u>Benefits & Advantages</u>

We believe that the changes we propose will better serve our students, our institution, and the people of this province. As noted above, re-positioning Open Studies as the exclusive preserve of Explorer learners accords with the goals and principles of strategic enrolment management. It should serve to clarify the Open Studies brand and identity, and it should make it easier for colleges and the university to promote Open Studies as a distinct and attractive option for a large and growing cohort of prospective and returning students. These changes promise to enhance, not limit, access to higher education in Saskatchewan.

Removing the Open Studies option for full-time College RTD students accords with our evidence that rustication is a better option for many of these students. It aligns with the SEM and IP3 priorities of attracting and retaining a diverse student body primed for academic success. It addresses ethical and moral concerns raised many times by members of the Open Studies Faculty Council, and others, as to the

propriety of accepting tuition from, and devoting resources to, students with demonstrably poor prospects for academic success. Experience shows that as such students continue to struggle, failing more courses and taking out more student loans, they dig themselves deeper into an academic and economic quagmire. It also addresses the uneasy sense that, too often, when College RTD students shifted to Open Studies the effect was simply to delay the day of academic reckoning. We are convinced that these students will be better served by colleges that accept the responsibility to intervene more decisively early on to help them avoid being RTD in the first place, or to help them leave the university in an orderly fashion with a plan for returning.

All of the colleges concerned are represented on the Open Studies Faculty Council. Each college -- Agriculture & Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Nursing – has expressed its support for these reforms and confirmed its willingness and capacity to meet the needs of their share of the College RTD and the Explorer cohorts. (See the attached letters of support from deans.)

Risks & Concerns:

We are very concerned to ensure that students not be disadvantaged by the changes we propose. At every stage of consultation, the Open Studies Faculty Council has asked, and been asked, about the impact these reforms would likely have on three particular cohorts of students:

- Aboriginal students,
- International students
- Students with disabilities.

The concerns most often raised centre on what might become of students in these cohorts (and others) who are RTD by a college, but who have pressing and legitimate reasons for remaining at university? What becomes of them if they no longer have the Open Studies option? The questions regarding these three groups of students are largely the same, and so too are the answers.

- RTD students will be able to appeal to their colleges to be allowed to remain. This is already the case, but not all students who are RTD know that they have the right to appeal, or know how to go about exercising that right. That will change.
- Each of the colleges concerned has committed to ensuring that their academic appeals procedures are made known to all students, especially those who have been or are in danger of being RTD.
- College advisors and other staff will be proactive in reaching out to academically at-risk students, and to explaining what their appeal options are, what the likely outcome might be, and what consequences might follow.

Like physicians, we have founded our reforms on the principle of “first, do no harm”. An initial RTD ruling by a college is made strictly according to grades, but in the appeal process the college can and should take a more holistic view of a student’s circumstances and any mitigating factors.

- As noted above, appeals boards may find that rustication is indeed in a particular student's best interest, just as it might make sense for another student to be allowed to remain at the university for reasons that extend beyond the grades themselves.

Here, it is important to remember that RTD rulings apply to matters of academic progression, not to admission or graduation. We believe it is appropriate for colleges to exercise more discretion when applying progression standards to students "in process" than might be appropriate at the admission or graduation points of their academic journeys.

It is also important to note that no other Canadian university extends to RTD students the automatic option we currently offer of remaining in Open Studies or its equivalent. They all, however, maintain some sort of appeal process for RTD students petitioning to remain, and most of the institutions we surveyed made a point of reporting that they prefer to err on the side of lenience in such appeals. (See the appended document*, Looking Backward - Looking Forward: A Longitudinal Assessment of the Open Studies Student Bod*y, Appendix C.)

- We foresee a more robust appeals process emerging in our colleges, as well, but we are also convinced of the need for students to make their own case for staying, rather than be extended an automatic option to stay, as is now the case.

At present, SESD staff attend to the administrative needs of Open Studies students. Are the colleges sufficiently resourced to take on this work? For the most part, they are -- as the attached letters from deans and associate deans will attest. As noted above, the non-college nature of Open Studies as currently construed limits the extent of support that the staff can provide, and requires the students to shuttle between college academic advisors and the coordinator in Open Studies. By providing one-stop advising service in colleges, considerable efficiencies will be introduced. That, and economies of scale, should enable Arts & Science to manage the great majority of both cohorts of Open Studies with the addition of one additional college advisor. The college has applied to PCIP for support in this regard. In other colleges, the number of students in either cohort should be fairly small and therefore manageable with existing staff and resources.

In Nursing, for example, very few College RTD students ever took the Open Studies option, preferring to accept rustication and save money for courses in their carefully prescribed program. For Nursing, then, little should change. Over-subscribed colleges with long waiting lists are sometimes less inclined to make heroic efforts to salvage students in severe academic difficulty even as they turn away others who might succeed. That said, Edwards School of Business is already, like Arts and Science, working to intervene earlier with academically at-risk student to give them the best chance to avoid the RTD/rustication fate. It is also the case that students RTD from colleges other than Arts & Science, most notably from Engineering, can often still meet A&S admission requirements. They transfer over and settle seamlessly, often thriving in new fields of study.

One of the justifications for the current Open Studies system was out of concern that rusticated students would attend other institutions in their year off, and either choose not to return, or return only to run into complex and convoluted transfer credit entanglements. The transfer credit conundrum is being addressed by SESD and the College of Arts and Science (the college most concerned). As for the fear of losing students, this should be set against a concern over retaining students, often at considerable cost to

themselves in terms of tuition and the institution in terms of support services, who will struggle to succeed academically. Under the principles of strategic enrolment management, it is important to identify not only those students we wish to attract and retain, but also those for whom a parting of the ways might be best for all concerned.

Managing the Change:

The staff of Open Studies, representatives from other sectors of SESD, and representatives of the colleges concerned, most notably Arts & Science, have held numerous meetings to ensure that the changes recommended here are viable and can be implemented efficiently and with minimum disruption for students and all parties concerned. We are far enough along in this planning to believe that we can offer such assurances.

[For a more detailed overview of the administrative processes, changes, and tweaks involved in the reforms proposed here, see the attached document,*Technical Analysis of Administrative Processes Associated With The Proposed Reform of Open Studies*.]

With regard to the Explorer cohort, admission to a desired course will continue to depend in the first instance upon whether the student is deemed to have met existing college standards for admission to its classes; with regard to the College RTD cohort, it is not admission but progression that is at issue.

- **The reforms we propose, therefore, will not entail changes to university admission standards, nor will they impede access to the University of Saskatchewan.**

University Council will however, be asked to approve changes to admission processes so that Explorer students can be admitted directly to a particular college under the Open Studies label via either of two existing admission categories, Non-degree and Provisional.

- The colleges concerned have signalled their willingness to accommodate Explorer students, and SESD has agreed to modify existing admission processes and the Banner software on which they run.

With regard to the College RTD cohort, the anomalous nature of Open Studies means that it can be eliminated as an option for these students with relatively little change or disruption to existing standards. Currently, a student RTD from a college and facing rustication, assuming they do not meet the qualification for transferring to another college (most often Arts & Science) need only inform the Open Studies staff of their intention to continue full-time studies under the Open Studies banner.

- **Eliminating the Open Studies option will have no bearing on the college progression standards on which the original RTD ruling was made.[9]**

[9] Open Studies currently has its own set of progression standards applicable to the College RTD cohort. These progression standards will be redundant when College RTD students cease to be admitted to Open Studies, and will be eliminated when Open Studies as an administrative unit ceases to exist.

What will change with regard to the College RTD cohort is that the colleges have agreed to take more responsibility and provide more support for these students. These changes reflect a renewed focus on these students as much or more than any change in policy. As noted above under "Risks and Concerns":

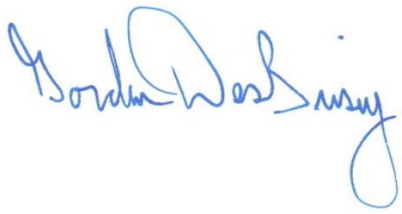
- The colleges agree to put more emphasis on identifying and reaching out to academically at-risk students so as to give them the best chance of avoiding being RTD. Colleges may also choose to develop academic support programs specifically for these students.
- Students who still face being RTD will be offered advising designed to help them plan their year away with a view to making the best use of their right to return to the college the following year.
- The colleges will be proactive about alerting academically at-risk students to the existence of enhanced appeals processes.

In terms of timing, our preference is that these reforms will be reviewed by the Academic Priorities Committee of University Council in April, and brought forward by that committee to Council later this spring. Ideally, the reforms will have been adopted prior to this year's College RTD determinations.

At its April 4, 2013 meeting, the Open Studies Faculty Council approved two resolutions:

- That the reforms set forth in this document be accepted in principle.
- Should the reforms not be in effect prior to the 2012-13 College RTD determinations, in that case Open Studies would not accept any first-time College RTDs for the 2013-14 academic year unless they have completed a faculty action appeal process in their College.

There will inevitably be a period of transition as the outgoing Open Studies standards and protocols give way to the new. The Open Studies team and the colleges concerned have worked hard and will continue to strive to ensure that the necessary principles, processes, and, not least, communications align and are made as clear as possible so as to minimize confusion and redundancies, and to make the period of transition as brief as possible.



Gordon DesBrisay
Designated Dean, Open Studies
Associate Dean, Arts & Science

AGENDA ITEM NO: 10.2

UNIVERSITY OF SASKATCHEWAN

UNIVERSITY SENATE

REQUEST FOR DECISION

PRESENTED BY: Hope Bilinski, Associate Dean, College of Nursing

DATE OF MEETING: October 19, 2013

SUBJECT: **College of Nursing: change to admission qualifications for the Post-Degree Bachelor of Science in Nursing**

DECISION REQUESTED:

It is recommended:
That Senate confirm Council's decision that the admission requirements for the Post-Degree Bachelor of Nursing program be revised to require that courses in microbiology, anatomy, physiology and Native Studies be completed before entrance.

PURPOSE:
The University of Saskatchewan Act states that a decision to change academic and other qualifications required for admission as a student are to be reported to the Senate at its next meeting and are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

SUMMARY:
The Post-Degree Bachelor of Science in Nursing (PDBSN) option program is the nursing degree program designed for students who already have another degree. This proposal brings this program into line with the Nursing degree program which was approved in 2010 and is currently being implemented. It reduces the number of credit units and reconfigures the sequence of courses so that the Nursing degree can be completed in two calendar years for students who have a previous degree.

Admission qualifications for the PDBSN option program are being revised to require that courses in microbiology, anatomy, physiology and Native Studies be completed before entrance. At its meeting on June 20, 2013, University Council approved the revisions to this program including the revised admission requirements.

ATTACHMENTS:
Academic programs committee report to University Council of June 2013 and proposal documentation from the College of Nursing

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Academic Programs Committee of Council

DATE OF MEETING: June 20, 2013

SUBJECT: **Replacement program for Post-Degree Bachelor of Science in Nursing**

DECISION REQUESTED:

It is recommended:
That Council approve the proposal from the College of Nursing for a replacement program in the Post-Degree Bachelor of Science in Nursing (PDBSN)

PURPOSE:
The proposal is for a replacement academic program at the University of Saskatchewan. Replacement programs require approval by University Council. Changes to admission qualifications also require confirmation by University Senate.

SUMMARY:
The Post Degree Bachelor of Science in Nursing option program is the nursing degree program designed for students who already have another degree.

This proposal brings this program into line with the Nursing degree program which was approved in 2010 and is currently being implemented. It reduces the number of credit units and reconfigures the sequence of courses so that the Nursing degree can be completed in two calendar years for students who have a previous degree.

Admission qualifications for the PDBSN option program are being revised to require that courses in microbiology, anatomy, physiology and Native Studies be completed before entrance.

New course:
NURS 328.3 - Therapeutic Interventions for Individuals and Groups (PDBSN)

REVIEW:
The Academic Programs Committee discussed this proposal with Associate Dean Hope Bilinski at its meeting on May 22, 2013. The Committee agreed that the changes were straightforward and reflected the previous changes to the BSN degree. It is recommend that Council approve this program.

ATTACHMENTS:
Proposal for replacement program in Post-Degree Bachelor of Science in Nursing option

Proposal for Curriculum Change
University of Saskatchewan

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1. PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): **Bachelor of Science in Nursing (BSN)**

Field(s) of Specialization: **Nursing**

Level(s) of Concentration: Undergraduate

Option(s):

Degree College: Nursing

Home College: Nursing

Contact person(s) (name, telephone, fax, e-mail):
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Associate Dean, Central Saskatchewan Saskatoon Campus and Academic Health Sciences, College of Nursing
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Date: May 10, 2013

Approved by the degree college and/or home college: on May 9, 2013 at College of Nursing Faculty Council

Proposed date of implementation: May 1, 2014

2. TYPE OF CHANGE

replacement program and revised admission requirements

3. RATIONALE

The College of Nursing is proposing a redesigned Post-degree Bachelor of Science in Nursing (PDBSN) option for undergraduate nursing students.

Currently, there are 345 funded seats for undergraduate students at the College of Nursing. This number includes 50 seats for students enrolled in the PDBSN option offered only at the Saskatoon campus. The redesigned PDBSN would be based on the new four year, non-direct entry Bachelor of Nursing (BSN) program currently being implemented at the College of Nursing. The new BSN was approved by the Academic Programs Committee and University Council in June 2010.

The redesigned PDBSN would replace the current PDBSN option. The number of students and location of the proposed PDBSN option would remain the same (i.e., 50 seats in Saskatoon).

Changes required to implement the proposed PDBSN option based on the new BSN curriculum involve:

1. Reconfiguring the sequence of courses developed for the new four year, non-direct entry BSN curriculum to fit within two calendar years for the proposed PDBSN. A redesigned schedule would allow students to complete 28 courses (i.e., 27 nursing and one non-nursing course) in two calendar years. Experience with our current PDBSN program indicates that students are able to manage an academic load of 28 courses over two calendar years. The proposed schedule and sequencing of courses is outlined on the grid on page 5.

2. Reducing the total number of credits required for the proposed post-degree option of the new BSN degree to 93 credit units (compared to the 132 credit units required by students completing the new four year, non-direct entry BSN). Students applying for the proposed PDBSN will be required to have completed a baccalaureate degree of at least 90 credit units from a post-secondary institution recognized by the University of Saskatchewan OR have made significant progress towards a degree (completed 90 credit units of recognized post-secondary study by April 30th of the year of their expected entrance date, with at least 36 credit units at the senior level).

3. Making Microbiology (3 cu), Anatomy and Physiology (6 cu) and Native Studies (3 cu) prerequisites for the proposed PDBSN option. Moving Microbiology, and Anatomy and Physiology to pre-requisites decreases the number of required courses to be scheduled in the two calendar year timeframe of the PDBSN option to 28, which is a manageable load for students. It should be noted that six credit units in Anatomy and Physiology are already prerequisites for the existing PDBSN option. Three credit units in Native Studies is required during the pre-professional year of the new BSN and is consistent with the focus on Aboriginal views of health and healing threaded throughout the new BSN curriculum.

4. Reducing the number of hours in *NURS 321.3 Therapeutic Interventions for Individuals and Groups* from 52 to 36 hours. This is the only change that needs to be made to the nursing courses to enable the scheduling of the required 28 courses over two calendar years in the proposed PDBSN option. This course will be retitled *NURS 328: Therapeutic Interventions for Individuals and Groups (PDBSN)* and be restricted to PDBSN students

only. There is precedent for offering this course content in 36 hours as the course equivalent in the current PDBSN option has been successfully delivered in 36 hours (i.e., *NEPS 354.3 Counselling for Individuals and Groups*).

There has been strong demand for the existing PDBSN option from prospective students due to recognition of students' previous learning and the ability to complete studies within a shortened time frame. The number of applicants to the previous second-degree entry option (SDEO) program (offered collaboratively by SIAST and the University of Saskatchewan from 2005-2010) and the existing PDBSN program (offered solely by the University of Saskatchewan since 2011) has demonstrated a high level of interest in this program option.

Table 1: Capacity, and Numbers of Applications and Admissions, PDBSN Option, 2005-2011

Year	Capacity	Applications	Admissions
2012	50	160	56
2011	50	168	58
2010	78	146	78
2009	60	81	52
2008	50	88	55
2007	50	111	47
2006	50	77	50
2005	50	29	33

The redesigned PDBSN will address the projected need for more registered nurses in Canada by 2022 (CNA, 2009). The current PDBSN option also attracts students from outside the province and internationally as a "fast track" option of the BSN degree is not available at every Canadian school/college of nursing. A joint report by the Canadian Association of Schools of Nursing (CASN) and the CNA (2012) regarding national registered nurse education in Canada noted that less than half (47.8%) of Canadian nursing education programs offer a "fast track" option such as the PDBSN. Provincially, this program option is unique as the University of Saskatchewan's College of Nursing is the sole provider of a PDBSN option within Saskatchewan.

Attrition from baccalaureate nursing programs contributes to the nursing shortage and wastes valuable nursing education program resources. College faculty and staff working with students enrolled in the compressed program option have observed low attrition rates and high levels of academic success among students; both learning outcomes that ensure full and effective use of program resources.

The PDBSN student intake is in May which has contributed to initial attrition as students have also applied to other health professional colleges that require an undergraduate degree such as Medicine and Physiotherapy. Enrolling students in excess of the 50 seats in the current PDBSN has resolved the issue of enrollment numbers dropping below capacity due to students withdrawing in the first term if they are accepted to other health professional colleges. Overall, the attrition rate in the current PDBSN has been low.

The graduates will meet the entry-level competencies of the provincial nursing regulatory body, the Saskatchewan Registered Nurses Association (SRNA). These entry-to-practice competencies are outlined in the SRNA (2007) document, *Standards and Foundation Competencies for the Practice of Registered Nurses.* A letter from the SRNA to proceed with developing a self-evaluation report as part of the provincial nursing education approval process for September 1, 2013 is attached to this proposal.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

The redesigned PDBSN option will be based on the same curriculum framework, conceptual model and program intents as the new four year, non-direct entry BSN currently being implemented at the College of Nursing. The nursing curriculum is designed for students to progress from basic understanding of nursing approaches to the ability to show adaptation and innovation and from simple to complex skills. Nursing practice in every term will solidify learning and increase confidence in the students.

The proposed PDBSN would have one entry point (May) and one exit point (April). In the redesigned PDBSN, there will be 27 nursing courses and PHAR 250.3 Pharmacology for Nursing, for a total of 93 credits, taken over two calendar years. Course credits and sequencing of the proposed PDBSN are detailed in Table 2 on page 5.

Table 3 on page 6 illustrates the changes that would need to be made to Years 2 to 4 of the four year BSN program to design the proposed PDBSN option. These changes are illustrated in RED in Table 3 by comparing courses in the non-direct entry BSN and the proposed PDBSN. The changes will require making physiology, microbiology and native studies pre-requisites, and replacing *NURS 321.3* in the new BSN with *NURS 328.3* in the proposed PDBSN.

Table 2: Post-Degree BSN Option Curriculum Grid (May 2014)

	Spring 2014	Summer 2014	Summer 2014	Term 1 2014	Term 1 2014	Term 2 2015	Term 2 2015	Spring 2015	Summer 2015	Term 1 2015	Term 2 2016
	NURS 200.3	PHAR 250.3	NURS 220.3	NURS 221.3	NURS 201.3	NURS 332.3	NURS 333.3	NURS 304.3	NURS 331.3	NURS 430.3	NURS 450.9
	NURS 202.3	NURS 203.3			NURS 305.6	NURS 307.3	NURS 308.3	NURS 322.3		NURS 431.6	NURS 452.0
	NURS 204.3	NURS 205.3			NURS 306.3	NURS 321.3		NURS 330.3		NURS 422.3	NURS 434.3
										NURS 414.3	
						Nursing Elective .3					
TOTAL CREDIT UNITS PER TERM	9	9	3	3	12	9	6	9	3	15	12
Key	NURS 200.3 Nursing Foundations Perspectives and Influences NURS 201.3 Perspectives on Health, Wellness, and Diversity in a Global Context NURS 202.3 Assessment and Components of Care I NURS 203.3 Assessment and Components of Care II NURS 204.3 Communication and Professional Relationships NURS 205.3 Research for Evidence-Informed Practice NURS 220.3 Concepts of Patient and Family Centered Care NURS 221.3 Patient and Family Centered Care in Clinical Practice PHAR 250.3 Pharmacology for Nursing					NURS 304.3 Family Nursing NURS 305.6 Core Competencies for the Management of Complex Patient Care NURS 306.3 Exploring Chronicity and Aging NURS 307.3 Integrating Mental Health into Nursing NURS 308.3 Integrating Mental Health Nursing within Practice NURS 328.3 Therapeutic Interventions for Individuals and Groups (PDBSN) NURS 322.3 Leadership in Education and Care I NURS 330.3 Maternal Child and Adolescent Family Centered Nursing NURS 331.3 Maternal Child and Adolescent Family Centered Nursing Practice NURS 332.3 Exploring Complexity and Acuity NURS 333.3 Complex Nursing Care Practice				NURS 414.3 Policy Development and Knowledge Utilization for Quality and Safety NURS 422.3 Issues in Leadership and Management - Transformative Practice in Health Care Organizations NURS 430.3 Community Health Nursing - Building Partnerships NURS 431.6 Community Nursing Practice NURS 434.3 Health Systems Global and Interprofessional Perspectives NURS 450.9 Practice Integration NURS 452.0 Transition to Professional Practice	

* Students will choose from one of the following when available: (University of Saskatchewan offerings unless stated otherwise)

- NURS 476.3 – Health & Aging
- NURS 478.3 – Rural Nursing
- NURS 483.3 – Cultural Diversity & Aboriginal Health
- NURS 486.3 – Forensic Nursing in Secure Environments
- NURS 332.3 – Introduction to Nursing Informatics (Athabasca University offering)
- GERO 301.2 – Interprofessional Perspectives on Aging
- NURS 322 (Athabasca) – Nursing Informatics
- NURS 442 (Athabasca) – Gerontological Nursing

Table 3: Comparison of Changes from Non-direct Entry BSN and to the Post-degree BSN

Four Year, Non-direct Entry BSN		Post-degree BSN
Year 1: Pre-professional Year		**Pre-requisites** Students need a minimum of 90 CU or a completed degree and/or the courses below:
English	Social Science	Humanities (3 cu)
Indigenous Studies	Statistics	Social Sciences (9 cu) **– 3 cu must be in Native Studies**
Chemistry 112.3	Nutrition 120.3	Statistics (3 cu)
Biology 120.3	Elective	Nutrition (3 cu)
Psychology	Elective	**Physiology (6 cu) Note: is already a pre-requisite for the existing PDBSN option**
		Microbiology (3 cu)
Year 2: 200 Level		**200 Level**
NURS 200.3 – Nursing Foundations: Perspectives and Influences		NURS 200.3 – no change
NURS 201.3 – Perspectives on Health, Wellness and Diversity in a Global Context		NURS 201.3 – no change
NURS 202.3 – Assessments and Components of Care I		NURS 202.3 – no change
NURS 203.3 – Assessments and Components of Care II		NURS 203.3 – no change
NURS 204.3 – Communication and Professional Relationships		NURS 204.3 – no change
NURS 205.3 – Research for Evidence Informed Practice		NURS 205.3 – no change
NURS 220.3 – Concepts of Patient and Family Centered Care		NURS 220.3 – no change
NURS 221.3 – Patient and Family Centered Care in Clinical Practice		NURS 221.3 – no change
PHAR 250.3 – Pharmacology for Nurses		PHAR 250.3 – no change
PHSI 208.6 – Human Body Systems		**PHSI 208.6 (or equivalent) – changed to pre-requisite**
MCIM 224.3 – Microbiology for Pharmacists and Nutritionists		**BMSC 210.3 Microbiology (MCIM 224.3 course equivalent) – will be pre-requisite**
Year 3: 300 Level		**300 Level**
NURS 304.3 – Family Nursing		NURS 304.3 – no change
NURS 305.6 – Core Competencies for the Management of Complex Patient Care		NURS 305.6 – no change
NURS 306.3 – Exploring Chronicity and Aging		NURS 306.3 – no change
NURS 307.3 – Integrating Mental Health into Nursing		NURS 307.3 – no change
NURS 308.3 – Integrating Mental Health Nursing within Practice		NURS 308.3 – no change
NURS 321.3 – Therapeutic Interventions for Individuals and Groups		**NURS 328.3 – Therapeutic Interventions for Individuals and Groups (PDBSN)**
NURS 322.3 – Leadership in Education and Care		NURS 322.3 – no change
NURS 330.3 – Maternal Child, and Adolescent Family Centered Nursing		NURS 330.3 – no change
NURS 331.3 – Maternal Child, and Adolescent Family Centered Nursing Practice		NURS 331.3 – no change
NURS 332.3 – Exploring Complexity and Acuity		NURS 332.3 – no change
NURS 333.3 – Complex Nursing Care Practice		NURS 333.3 – no change
Year 4: 400 Level		**400 Level**
NURS 414.3 – Policy Development and Knowledge Utilization for Quality and Safety		NURS 414.3 – no change
NURS 422.3 – Issues in Leadership and Management: Transformative Practice in Health Care Organizations		NURS 422.3 – no change
NURS 434.3 – Health Systems: Global and Interprofessional Perspectives		NURS 434.3 – no change
NURS 430.3 – Community Health Nursing: Building Partnerships		NURS 430.3 – no change
NURS 431.6 – Community Nursing Practice		NURS 431.6 – no change
NURS 450.9 – Practice Integration		NURS 450.9 – no change
NURS 452.0 – Transition to Practice		NURS 452.0 – no change
		300 or 400 Level
NURS XXX.3 – Nursing Elective		NURS XXX.3 – Nursing Elective - no change

Calendar Entry

Proposed changes to the existing calendar entry are highlighted in red and/or bolded.

Post-Degree B.S.N. Option

The Post-Degree B.S.N. ~~O~~option (NEPS) is not a separate program, but rather an option within the existing undergraduate program at the College of Nursing. The purpose of the Post-Degree B.S.N. ~~O~~option is to recognize previous university achievements of qualified students and provide them with the opportunity to receive a B.S.N. in a shortened period of time. It is available to students who have completed a baccalaureate degree, or have made significant progress toward a degree in another field. The option provides an opportunity for full-time intensive study with program completion in two calendar years. Students graduate with a Bachelor of Science in Nursing from the University of Saskatchewan. In order to be eligible for licensure with the Saskatchewan Registered Nurses' Association (SRNA) graduates must pass a national licensure examination administered by the SRNA and pay the required fees.

Admission Requirements

For more information please visit the College of Nursing Website.

Bachelor of Science in Nursing (B.S.N.)

Year 1 (36 credit units)

- **NURS 200.3**
- **NURS 201.3**
- **NURS 202.3**
- **NURS 203.3**
- **NURS 204.3**
- **NURS 205.3**
- **NURS 220.3***
- **NURS 221.3**
- **PHAR 250.3**
- **NURS 305.6**
- **NURS 306.3***

(Students are expected to have at least one clinical experience outside of Saskatoon)

Year 2 (57 credit units)

- **NURS 304.3**
- **NURS 307.3**
- **NURS 308.3***
- **NURS 328.3**
- **NURS 322.3**
- **NURS 330.3**
- **NURS 331.3***
- **NURS 332.3**

- **NURS 333.3***
- **NURS 414.3**
- **NURS 422.3**
- **NURS 430.3**
- **NURS 431.6***
- **NURS 434.3**
- **NURS 450.9***
- **NURS 452.0**
- **Nursing elective (3 credit units)**

* (Students are expected to have at least one clinical experience outside of Saskatoon)

Students will choose one of the eligible nursing electives offered in that particular academic year.

Requirements for Completion of Degree and Additional Information

Requirements for Completion of the Degree

Students with prior university credit(s) are advised to contact the College of Nursing to ensure proper sequencing and granting of transfer credit(s).

All courses must be completed within three years of commencing the first nursing course.

Withdrawals

Before withdrawing from a course, students are encouraged to seek advisement from their academic advisor.

Supplemental Final Examinations (Post Degree BSN ~~O~~ption)

- Supplemental examinations are not granted for clinical nursing courses.
- ~~No s~~ Supplemental examinations will not be granted in a course that does not have ~~has not had~~ a final examination.
- To be eligible to apply for a supplemental final examination, a student must have obtained a final mark of 40-49% in the course. In addition, the student must have a weighted overall average and weighted nursing average of at least 60% for the academic term.*
- Supplemental examinations must be applied for within three (3) weeks of the end of the examination period.
  Note: Applications for the supplemental examinations for the Post-Degree BSN Option courses have a shorter time frame. Please contact **an academic advisor** at the College of Nursing **for further information**.
- University level policies related to supplemental examinations are outlined in the University Council Regulations on Examinations (1.4.6).

*Within the Post-Degree BSN ~~O~~option each term has varying lengths of time.

Also, the web page: Information for Students: Post-Degree BSN Option Admission Requirements from the College of Nursing website will be updated. The webpage provides students with information on admission requirements and pre-requisites. Proposed changes to the webpage are highlighted in red and **bolded.**

Acceptable Pre-requisites
All courses counted towards admission must be completed by May 1st of the year of their expected entrance date.

If you are attending a post-secondary institution outside of Saskatchewan, please visit the University of Saskatchewan Transfer Equivalents website for course equivalency information.

The College of Nursing does not pre-evaluate courses prior to receiving an application and application fee.

The following courses are pre-requisites for the Post-Degree BSN option:

Course	U of S	Athabasca	SIAST	U of R
Statistics - 3 credits from the following list of courses:	STAT 244.3 STAT 245.3 STAT 246.3 PLSC 214.3 (formerly PLSC 314.3)	Math 215 Math 216	STATS 120	STATS 160
Nutrition -3* credits from the following list of courses:	NUTR 120.3	NUTR 331		KIN 275 or KIN 475
Anatomy & Physiology* - 6 credits from the following list of courses:**	HSC 208.6 or PHSI 208.6** or PHPY 302.3 and PHPY 303.3 or ACB 221.3 and KIN 225.3 and KIN 226.3 or BIOL 317.3 and BIOL 318.3 or BMSC224 + PHPY302 (OR PHPY303) + ACB310	BIO 235.6		PAS 268 plus PAS 269 (prior to 2001) or KHS 267 plus KHS 268 (between 2001-2010) or KHS 168 plus KHS 267 (between 2001-2010) plus KHS 269 or KIN 267 plus KIN 268 (Effective 2010) BIOL 110 plus BIOL 111
Microbiology -3* credits from the following list of courses:	**MCIM 224.3** **BMSC 210.3**	**BIOL 325.3**		**BIOL 220.3**

*Pre-existing Nutrition and **Microbiology** credits must have been obtained within the past 10 years.

** Registration in PHSI 208.6 is normally limited to students in the Colleges of Nursing and Pharmacy and Nutrition. Permission to register for PHSI 208.6 will be on a case by case basis. Complete the "Class Override and/or Late Enrolment in a Class" form found at this link and **submit to the academic advisor for Physiology and Pharmacology, Division of Biomedical Sciences, College of Medicine in Room 2D01 Health Sciences building.**

1. Students may not take both BMSC/BIOL 224 and PHSI 208 for credit.
2. Students should consult an undergraduate program advisor to ensure they meet both the A&P requirement for admission to Nursing and the requirement of their undergraduate program of studies.

*** Pre-existing Anatomy & Physiology credits must have been obtained within the past 10 years.

Humanities - 3 credits from the following subject areas:	Classics (*Please see the course calendar for a specific list of courses) Classical, Mediaeval and Renaissance Studies Chinese Cree Philosophy Greek Religious Studies English Russian French Spanish German Hebrew Latin Literature Sanskrit Ukrainian History Women's and Gender Studies (*Please see the course calendar for a specific list of courses)
Social Sciences - 9 credits from the following subject areas (3 credits must be taken from Native Studies):	Anthropology Archaeology Economics Geography (Human) Linguistics Native Studies Political Studies Psychology Sociology Women's and Gender Studies

Deficiency Information:

Pre-requisite	Deficiency Allowed? *	Deficiency must be cleared by:
Humanities 3 cu	No	
Social Science 9 cu **(3 cu must be Native Studies)**	Yes, 3 cu only	Proof of completion by January 15 of the year following admission
Statistics 3 cu	Yes	Proof of completion by January 15 of the year following admission
Nutrition 3 cu	Yes	Proof of completion by January 15 of the year following admission
Anatomy and Physiology 6 cu	No	
Microbiology 3 cu	**No**	

* only one deficiency is allowed

5. RESOURCES

As with the existing PDBSN option, academic leadership for the revised PDBSN will continue to be provided by the Associate Dean, Central Saskatchewan Saskatoon Campus and Academic Health Sciences. The current human resources for the proposed PDBSN option include adequate numbers of faculty members and clinical instructors to support this program change as faculty, staff and clinical instructors in the current PDBSN would be available.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

6.1 Impact on the College of Nursing

The impact on faculty and staff of implementing the redesigned PDBSN will be manageable as they will be implementing courses that have already been developed for the new four year, non-direct entry BSN. Faculty members currently teaching within the current PDBSN were consulted regarding the proposed redesign. The proposal for the new PDBSN was approved by the College of Nursing's Undergraduate Education Committee on March 26, 2013. The only course needing redesign will be *NURS 321.3 Therapeutic Interventions for Individuals and Groups* to reduce hours from 52 to 36; therefore, the course development demands are limited. The administrative and clinical coordination resources currently in place for the existing PDBSN will be available for the redesigned PDBSN.

There is a potential impact on current PDBSN students in the event their degree completion is delayed. Since students entering the PDBSN have three years to complete the program and the last intake into the existing PDBSN would be May 2013, any currently enrolled PDBSN student who has not completed their studies by May 2015 will need to be accommodated. The College of Nursing will establish an individual plan of studies for any PDBSN students by enrolling them in course equivalents in the new BSN/ PDBSN. It must be noted that to date very few students in the existing PDBSN have required extension and there is a very high graduation rate.

6.2 Impact on Other Departments or Colleges

There will be limited additional demands on other departments and colleges from the planned redesign of the PDBSN. *NEPS 251.3* (the equivalent to PHAR 250.3 in the redesigned PDBSN program) has been taught by the College of Pharmacology and Nutrition to current PDBSN students since 2011 so there will not be an increased demand for course development or teaching resources. The timing of the class will change as *PHAR 250.3* will move from term 1 to the summer term. The College of Pharmacy and Nutrition has indicated their support for this proposal and their ability to offer *PHAR 250.3* during summer months. A memo from Dr. Y. Shevchuk, Associate Dean Academic, College of Pharmacy and Nutrition is appended.

It is not anticipated that there will be any increased demand on the Physiology Department, College of Medicine as Anatomy and Physiology is currently a pre-requisite for the existing PDBSN option.

In this redesign, Microbiology will become a pre-requisite rather than being taught within the program. The Department of Microbiology and Immunology at the College of Medicine is willing to offer *BMSC 210.3 Microbiology* for students planning to apply to the proposed PDBSN option. *BMSC 201.3* is a core course for students majoring in four of the division's programs, and is offered three times each academic year. The Department of Microbiology and Immunology does not anticipate any difficulties in providing this course as a pre-requisite for prospective PDBSN students, nor do they require additional resources to support this request. Generally, there are also a number of students who enter the current PDBSN having taken a microbiology course with their previous degree. A memo from Dr. Roesler, Acting Head, Department of Microbiology and Immunology at the College of Medicine is attached.

There was a consultation with the Department of Native Studies to discuss making 3 credit units of native studies a pre-requisite. Dr. Bilinski, Associate Dean at the College of Nursing, discussed the impact of this change with Dr. W Wheeler, from the Department of Native Studies. Dr. Wheeler identified there are five sections of face to face courses with 650 seats offered over term1, term 2, and the summer. In addition to the face-to-face classes, there are four sections of on-line courses in term 1, term 2, and term 3. Thus, there are no anticipated difficulties or additional resources required by the Department of Native Studies to support this additional pre-requisite.

7. BUDGET

There are no new capital or start-up costs required for implementing this program. Also, as the existing PDBSN option is presently funded and operational with a capacity of 50 students; there are no additional operating funds required to administer and deliver the proposed PDBSN; nor are there any changes in tuition-related income.

Requiring Microbiology and Native Studies as pre-requisites may increase enrollment in these departments due to the demand for the PDBSN program. The average number of applicants in the last three years has ranged from 146 to 168 individuals; however, a definite impact on enrollment levels and tuition associated with these changes cannot be determined at this time and these departments have indicated they will be able to accommodate increased enrollment without need for additional resources.

8. COLLEGE STATEMENT

1. Recommendation from the College regarding the program

On May 9, 2013, the College of Nursing Faculty Council passed the following motion that the proposed PDBSN based on the new BSN curriculum be approved for implementation for the 2014 intake of students into the College of Nursing's PDBSN option.

2. Description of the College process used to arrive at that recommendation

The College of Nursing stated its' intention to develop a new PDBSN option in several documents including the proposals for the new BSN curriculum that were submitted to the Academic Programs Committee, the University Council and the SRNA in 2010, as well as the College's Third Integrated Planning Cycle report. In December 2012, the Dean and Associate Deans requested the Undergraduate Education Committee (UEC) to proceed with planning a new PDBSN option for implementation in May 2014. UEC members requested a small working group to develop a plan for course sequencing that would allow students interested in a PDBSN option to take the requisite courses within two calendar years. This plan was developed and presented to the PDBSN committee of faculty members teaching in the current PDBSN program and minor revisions were made. Following the March 2013 UEC meeting, a motion was forwarded to Faculty Council recommending that the proposed PDBSN be developed and implemented with first intake of students in May 2014. Consultations were held with those departments and colleges that teach the non-nursing courses and could potentially be impacted by the proposed changes (i.e., Department of Microbiology and Immunology; College of Pharmacy and Nutrition, and the Department of Native Studies). The proposed PDBSN was introduced at the April 13th Faculty Council meeting. A follow-up Faculty Forum was held on May 1, 2013 to discuss potential issues with implementing the new PDBSN and to answer questions. The motion to support the implementation of a new PDBSN option in May 2014 was passed by Faculty Council on May 9, 2013.

3. Summary of issues that the College discussed and how they were resolved

Issue Identified	Resolution
How do the numbers of credits required for the proposed PDBSN compare with the numbers of credits required for admission to post-degree options at colleges/schools of nursing at other U15 universities?	A survey of the colleges and schools of nursing at the U15 universities found that numbers of credits for "fast track" programs ranged from 48 to 106. This information was shared with faculty.
Need to recognize and give more credit to students' previous degrees and experience.	PDBSN students can receive credit through transfer credits. The post-degree option contains 27 nursing courses. Most degrees would not provide prospective PDBSN students with this knowledge.
Inadequate time to address gaps and issues identified in new BSN program course and make revisions for the new PDBSN.	All courses in the new BSN will have been taught 1-2 times prior to being offered in the proposed PDBSN. Revisions can be made based on previous experience.
How have course and program evaluations from current PDBSN students been considered in the plan for the proposed PDBSN?	The number and sequencing of courses in the proposed PDBSN has been based on experience and evaluation of the current PDBSN option.

Securing clinical placements in pediatrics and obstetrics in Terms 4 may be problematic.	Discussions identified that timetables are based on availability of clinical spaces, Year 3 clinical placement needs and competing demands from other programs. The College of Nursing is participating on the provincial Clinical Practice Education Strategy Committee which is planning strategic use of clinical resources for all nursing education programs.
Securing optimal placement of international clinical experiences.	Timetabling of international student placements for students in both the new BSN and the proposed PDBSN is being addressed by the Year 4 committee.
Sections will be large if PDBSN students taking 400-level nursing courses are merged with fourth year students in the four year BSN program (175 students).	Classes will be offered in both terms, so sections will be 85-90 students. As class sizes are determined, decisions will be made to support larger classes or section the classes.

9. RELATED DOCUMENTATION

The following documents are attached:

9.1 Course Description for New Course: NURS 328.3 Therapeutic Interventions for Individuals and Groups (PDBSN**)**
9.2 Consultation with the Registrar Form
9.3 Consultation with the Department of Microbiology and Immunology, College of Medicine
9.4 Consultation with College of Pharmacy and Nutrition
9.5 Email from Department of Native Studies
9.6 Letter from the SRNA

References

Canadian Nurses Association (CNA). (2009). *Testing solutions for eliminating Canada's registered nurse shortage.* Ottawa, ON: Author. Retrieved from http://www2.cna-aiic.ca/cna/documents/pdf/publications/RN_Highlights_e.pdf

Canadian Nurses Association (CNA) &Canadian Association of Schools of Nursing (CASN). (2012). *Registered nurses education on Canada statistics, 2010-2011. Registered nurses workforce, Canadian production: Potential new supply*. Ottawa, ON: Author. Retrieved from http://www.casn.ca/en/Surveys_112/items/13.html.

Course Description for New Course: NURS 328.3 Therapeutic Interventions for Individuals and Groups (PDBSN)

NURS 328.3 - Therapeutic Interventions for Individuals and Groups (PDBSN)

Total Hours: 36	Lecture 20	Seminar/Lab 16	Tutorial	Other
Weekly Hours: Lecture 4	Seminar	Lab 3	Tutorial	Other

Term in which it will be offered: 2

Pre-requisite(s) or Co-requisite(s): NURS 304.3 Family Nursing

Calendar description

Focuses on therapeutic nursing interventions with individuals and groups. Participants will explore an array of evidence informed concepts, theories, and interventions related to nursing in a variety of clinical settings, within the context of community and society. Ethically competent and culturally safe care will be explored through various nursing roles including counseling, advocating, teaching, leading, and supporting. Experiences in individual counseling and group facilitation will be provided through case simulation, labs, and course assignments.

UNIVERSITY OF SASKATCHEWAN

Department of Microbiology and Immunology

107 Wiggins Road
Saskatoon SK S7N 5E5
Telephone: (306) 966-4306
Facsimile: (306) 966-4298

MEMORANDUM

TO: Dr. Hope Bilinski, Associate Dean Central Saskatchewan Saskatoon Campus and Academic Health Sciences

FROM: Bill Roesler, Acting Head, Department of Microbiology and Immunology

DATE: April 18, 2013

RE: Microbiology Pre-requisite for Redesigned Post-Degree Bachelor of Science in Nursing (B.S.N)

This memo confirms the details of our discussion regarding the College of Nursing's plan to redesign the current BSN program to create a post-degree BSN option for students with a completed baccalaureate degree, or with significant progress towards a degree, in another field. Our department understands that in order to sequence the 27 nursing courses in the current regular entry BSN program (one year Pre-professional year and three years of nursing studies) into two calendar years for the post-degree option, BMSC 210.3 needs to become a pre-requisite for the post-degree BSN option. This course is currently one of six, second year core courses for students majoring in one of the four programs offered by the departments in the Division of Biomedical Sciences,

It is our understanding that the College of Nursing's enrollment in the post-degree BSN option is 50 students. Annually, there are 140 to 160 applicants for the post-degree BSN option. Our department does not anticipate any difficulties in accommodating this potential increased number of students registering in BMSC 210.3. The increased enrollment of BMSC 210.3 will be accommodated, if necessary, by a lecture room adjustment rather than by the offering of an additional section of BMSC 210.3.

We are pleased to support this request and do not anticipate any difficulties or need for additional resources in accommodating students registering for this course as part of the pre-requisites for the post-degree BSN option.

Sincerely,

Bill Roesler

Acting Head, Microbiology and Immunology

From: Winona Wheeler [mailto:winona.wheeler@usask.ca]
Sent: Friday, March 29, 2013 6:47 AM
To: Bilinski, Hope; Innes, Robert; McMullen, Linda
Cc: Jarvin, Michelle
Subject: Re: College of Nursing

Tansi Hope,
Thank you for this. Congratulations on the development of your new PDBSN program, we are happy to support and accommodate your students.
How many students do you think you will be admitting in this new program per term? This information is useful to us for planning purposes. We have been offering five sections of NS 107.3 face-to-face per academic year (T1 300 seats, T2 300 seats, Summer Q1 50, Q2 50, & Q3 50 seats), and 4 sections per year of NS 107.3 on-line (one in T1, one in T2, and 2 in T3).
If you think these offerings may not be enough to meet your students' needs it would be a good idea to discuss options.
Please let me know if you want to meet to discuss this further.
I am happy to write a letter on behalf of your new program and ask that you send a summary of your proposal and the appropriate contact information for the letter of support.
respectfully,
winona

Native Studies Department
127 Kirk Hall, 117 Science Place
University of Saskatchewan
Sasatoon, SK S7N-5C8
ph: 306-966-6210

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

TO: Dr. Hope Bilinski, Associate Dean Central Saskatchewan Saskatoon Campus and Academic Health Sciences

FROM: Yvonne Shevchuk, Associate Dean Academic, College of Pharmacy and Nutrition

DATE: April 25, 2013

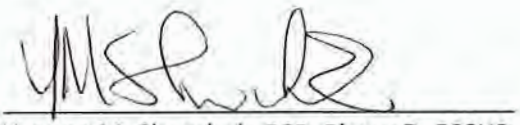
RE: **Pharmacy 250.3 Pharmacology for Nursing Required for Redesigned Post-Degree Bachelor of Science in Nursing (BSN)**

This memo confirms the details of our discussion regarding the College of Nursing's plan to redesign the current BSN program to create a post-degree BSN option for students with a completed baccalaureate degree, or with significant progress towards a degree, in another field.

The College of Pharmacy and Nutrition understands that in order to sequence the 27 nursing courses in the current regular-entry BSN program (one year Pre-professional year and three years of nursing studies) into two calendar years for the post-degree option, PHAR 250.3 will need to be scheduled during the Spring/Summer period. We note from our communications with you that the first offering of PHAR 250.3 for the redesigned program will take place from June 16 to July 18, 2014. In future years, the course will be scheduled sometime during the period May to mid-July. We understand that enrolment in the course is anticipated to be between 50-60 students.

We are pleased to support this request and do not anticipate any unmanageable difficulties or need for additional resources in accommodating students registering for this course as part of the post-degree BSN option. All the best as you go forward with the changes to your PDBSN program, and please let us know if you need any further information from us at this time

Sincerely,



Yvonne M. Shevchuk, BSP, PharmD, FCSHP
Professor and Associate Dean Academic

CC Dr. David Hill, Dean of Pharmacy and Nutrition

SASKATCHEWAN RN ASSOCIATION
2066 Retallack Street
Regina, Saskatchewan
S4T 7X5

Saskatchewan Registered Nurses' Association

March 11, 2013

Lorna Butler, Dean of Nursing
College of Nursing
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK
S7N 5E5

Dear Dr. Butler:

On behalf of the SRNA Nursing Education Approval Committee, I wish to thank your faculty for the excellent presentations made to the committee at our meeting on February 28, 2013. Both the Robot and the Post-Degree BSN presentation were well done and very informative.

Following the presentation by Wilda Watts and Hope Bilinski, the committee reviewed the *Nursing Education Program Approval Process Administrative Document*. We have determined that the Post Degree BSN program meets the criteria of a substantive change to an existing program (the existing BSN). As such, a program approval process will be required.

Given the information provided by faculty, a self-evaluation report (as outlined on page 20 of the Administrative Manual) will be required. The committee does not believe it is necessary to engage the services of an external assessment team to review the self-evaluation report. As per the information provided by Ms. Bilinski, the conceptual model, intents, and curriculum content of the Post Degree program will mirror those of the existing BSN program. Notation of similarities/differences between the two programs within the self-evaluation report should stream-line the documentation required.

At the time of the presentation, Ms. Bilinski and Ms. Watts felt that a submission date of September 1st was reasonable.

If you have concerns about the submission date, or if you have any questions or desire to meet with the SRNA Nursing Education Program Approval Committee to seek further clarification, feel free to contact Cheryl Hamilton, SRNA Deputy Registrar, Regulatory Services, at 1-800-667-9945 extension 225.

Regards,

Rhonda L Clark RN

Rhonda Clark, RN
Chair, Nursing Education Program Approval Committee

cc Karen Eisler, Executive Director, SRNA

UNIVERSITY OF SASKATCHEWAN
The President
107 Administration Place Saskatoon SK S7N 5A2 Canada
Telephone: (306) 966-6612 Facsimile: (306) 966-4530

AGENDA ITEM NO: 12.0

October 4, 2013

Dear University Senators,

During my first year as president, I made a point of connecting with university stakeholders to learn what we are doing well, what we are not doing so well and where they think we should be headed. I took what I heard and worked with senior leaders over the summer on developing a discussion document that would be used to elicit your comments about the future of our institution – **Vision 2025:** ***From Spirit to Action.***

I will be presenting this document at the University Senate meeting on October 19 where we have scheduled facilitated discussion to garner your feedback and initial impressions.

October is also an ideal time to present the draft document to our two other governing bodies, the Board of Governors and University Council. In anticipation of these meetings, I am publicly releasing the draft document to the campus community on October 9. It is critical to state explicitly that the vision document we are sharing at this point is very much a work in progress—internal and external input is being sought and valued.

I do not anticipate creating a document that reflects all interests and all perspectives, but I do expect to have the benefit of considering all those who wish to be heard. Ultimately, our vision will reflect a deliberate and focused path for our university.

Following presentation of the draft to the governing bodies, we will be seeking input online, through town halls and other public meetings, and through targeted external interactions. These consultations will continue in earnest over the next few months with the goal of having a document to take to our three governing bodies for endorsement in the spring.

I look forward to your feedback and our discussion.

Sincerely yours,

Ilene Busch-Vishniac

Ilene Busch-Vishniac
President

University of Saskatchewan

Vision 2025: *From Spirit to Action*

Our Mission

Our mission is to excel in the scholarly activities of teaching, learning, thinking, and discovering, as well as in preserving, integrating, and applying knowledge. These endeavours enable students to become active and responsible global citizens, help drive the provincial economy, and promote social, health and policy innovation.

Our Vision

We will be recognized as being among the eminent research-intensive universities of North America and world-leading in areas of education and research that have a significant impact on our region, our nation and our globe. We will lead the nation in working with Aboriginal communities to identify their unique post-secondary education needs and to partner with them in meeting their goals.

Our Values

- Creativity, innovation, critical thinking and courage
- Appreciation of communities and a desire to work together with a sense of shared purpose
- A deep understanding of the land and place
- Prairie resourcefulness and respect for a history of achievement through perseverance and vision
- Diversity with equity built through relationships, reciprocity, respect and relevance
- Academic freedom, institutional autonomy and ambition

Our place in the post-secondary landscape:

The University of Saskatchewan is a member of the Canada's leading research-intensive universities, the U15, and our research has very broad disciplinary coverage, particularly in the health disciplines. Founded as Saskatchewan's first university, the U of S has always valued applied research leading to important gains for Saskatchewan farmers and businesses and has partnered well with external stakeholders to achieve these gains. We enjoy an unusually good relationship with the Saskatchewan government, in part because we excel in integrated planning and following through on our plans. Our original campus is located in Treaty 6 territory, and we are proud of our partnerships with Aboriginal communities that have led us to be a leader in Aboriginal student enrolment in Canada. We enjoy a close relationship with our federated college, St. Thomas More. We have the most beautiful campus in Canada and are endowed with significant land holdings. Uniquely among the Canadian universities, we are host to two national laboratories – the Canadian Light Source and VIDO-InterVac. These distinctive and enduring characteristics of our university will not change in the foreseeable future.

The University of Saskatchewan expects its graduates and employees to exhibit the following attributes: intelligence, curiosity, resilience, creativity, social responsibility, resourcefulness, confidence, dynamism, a respectful attitude, an ability to work as part of a team, and ambition.

Key principles that will guide our future:

- We recognize the importance of learning and discovery. We believe that each is best accomplished in the presence of the other, i.e. through experiential or problem-based education and research engaging students at all levels.
- We accept that career preparation is part of our mandate, but rather than training individuals for particular job opportunities or to work for specific companies, our role is to help students succeed in a field of endeavour and to equip them for the future with the ability to keep learning.
- We should not gratuitously duplicate research or educational programs that may be found elsewhere within the province.
- We value and reward both individual and team research efforts on some of the world's most vexing problems. We value both application-driven and curiosity-driven research.
- We partner where it is clear that such a partnership is in the best interest of all involved and preferable to competition. Partnerships are especially valued when they link to both our discovery and learning missions.

- We grow our academic programs and our student numbers only when we can do so while maintaining or improving upon our learning and discovery standards and the quality of our student experience.
- We serve Saskatchewan best by being a world-leading authority on globally significant issues with particular importance to our province.
- We honour a culture of planning, implementing plans, and evidence-based decision-making.
- We seek to position ourselves as a trusted and valued global partner on important matters of discovery and on teaching and learning innovation.
- We value entrepreneurial thinking, but we will only run businesses that are directly related to our learning and discovery missions.
- We seek to be as accessible as possible to qualified students in all locations of the province. We value diversity and actively promote equity in learning and discovery opportunities.
- We seek to be transparent and accountable.
- We will ensure that our resources are spread appropriately – neither massed in a narrow portion of our mission, nor spread so thinly that we are incapable of excelling in any part of our mandate.
- We must retain our autonomy so that decisions are based not on expediency but on our best judgments tempered by public discussion with interested parties.

Where do we want to leave our mark?

The University of Saskatchewan has unique, special and distinguishing attributes that create opportunities for us to leave a lasting legacy. Among them:

- *Two national science facilities that support team research and learning:* We are the only Canadian university to support two national science facilities and our external funding patterns reflect that our strengths are in our team efforts more than in individual research programs. In the future, we will choose to emphasize team research and learning experiences.

- *Multidisciplinary approaches to global challenges:* We are also the Canadian university with the broadest disciplinary coverage, particularly in the health sciences and in our College of Arts and Science, thus enabling us to consider the world's difficult challenges from many perspectives simultaneously. We will capitalize on the synergies that our unique breadth offers in both our learning and discovery missions.

- *Model for addressing Aboriginal needs:* We are the research-intensive university of Canada with the highest percentage of self-identified Aboriginal students. We will be the role model in successfully integrating the needs of Aboriginal peoples into the goals of our institution.

- *Commercialization impact:* We rank high in revenue from intellectual property given our size. This demonstrates our continuing commitment to research that powers innovation. We seek to continue to lead in management of intellectual property.

- *Areas of pre-eminence*: We have areas in which our research and academic programs are pre-eminent. We will continue to lead in these distinguishing areas of focus and expand our areas of academic world leadership by building on our strengths.

We value leadership and will be deliberate in assessing, developing, and rewarding leadership skills across the board. We could and should be doing more to groom people for leadership at all levels of the university. We will describe the characteristics needed to support innovation, creativity, nimbleness and responsiveness, and then create the opportunities that allow people to grow and exercise skills in these areas.

We will increase our efforts to ensure that people throughout the world are aware of our accomplishments. We will publish our results and we will publicize those accomplishments of particular importance to our local, provincial, national, or global community.

We seek to be distinguished as a leader in community-based scholarship and education, building strong partnerships with community-based organizations in order to achieve lasting improvements and involving our discovery mission as well as our learning mission. Our efforts must specifically address the social dilemma of educational access and success for Aboriginal peoples.

A particularly important domain in which the university interacts strongly with the public is through our health disciplines. A key goal for the coming decades is to improve the performance of our health colleges in education and research, particularly our medical and dental colleges. Once it is clear that our health fields have an appropriate governance structure to ensure a strong partnership with the health regions, we will

distribute high quality education, research and clinical service in the health fields throughout the province.

Saskatchewan under-performs relative to its Canadian peers in terms of participation in post-secondary education. It is incumbent upon us to address this issue, particularly in the Northern Saskatchewan Administration District, by making it possible for Saskatchewan people to pursue degrees without leaving their homes and family support structures. We have an opportunity to lead in this area.

What is our sense of place?

In a province with a fast-growing economy and a huge demand for highly trained personnel, we play a key role in attracting new talent to the province and in enabling Saskatchewan students to find employment in their home province. When students from outside the province attend university, a significant percentage choose to remain once graduated, thus serving as a means of attracting new, highly qualified citizens who contribute to the province.

We will be strategic in our student recruitment, seeking to raise our admission standards and be more attractive to Saskatchewan's top students and to high-performing students from outside the province. This approach serves the province, not only through attracting new highly educated personnel, but also by raising the degree completion rates across the board and by enhancing our visibility nationally and internationally.

We have a special role to play in partnership with Aboriginal communities in the province. Current approaches to the challenges faced by Aboriginal peoples often prompt us to create special programs for Aboriginal learners or employees. In the long run, we would strongly prefer to create an atmosphere in which, rather than two programs to achieve each goal – one for non-Aboriginal peoples and one for Aboriginal peoples – we are able to create a single program that allows everyone to flourish.

Our key partners will include: other U15 institutions and similar universities outside Canada; post-secondary institutions in the province; the Government of Saskatchewan and other provincial governments; the federal government; funding organizations, alumni and donors that support our mission; and prominent businesses and social agencies. Given our relationships outside Canada, partnerships with governments of our international partners are also important. It is critical that these partnerships reflect advantages to all parties so that the relationships are balanced. It is also crucial that the university retain its autonomy and integrity.

Our peers are the 14 other research-intensive universities of Canada. Our benchmarking will routinely be against this group of peers.

We expect our faculty, staff and students to participate in professional and social societies. In particular, we expect our employees to play leading roles in professional societies linked to their work.

How do we create and maintain the environment that enables us to reach our goals?

We choose to continually refer to our mission, vision and values in making hard decisions at all levels. We are prepared to take some difficult actions in the future to preserve integrity of mission.

Institutionally, we need to have a set of key performance indicators that provide a snapshot of performance and are regularly presented to the public and our governing bodies. For the future, we will ensure that measures reflect our vision and are used effectively as a tool for charting progress.

There has been a rising obsession by government and university administrators with funding at universities, complete with deleterious side effects such as directed funding that disproportionately determines strategic directions. We will resist the temptation to see funding as more than it is – a constraint rather than a driver of what we, as a public institution, should be doing.

It is essential that we address the issue of long-term financial, social and environmental sustainability of the university. We seek to model how a university achieves financial sustainability in the long term, through planning and attention to mission and priorities. A key challenge for us relates to provincial funding, which is debated and determined annually rather than being set for multiple years. We will work with government to seek multi-year funding agreements. Expanded external revenue sources are also important for financial sustainability.

A challenge is to identify mechanisms that would help us determine which opportunities (financial and otherwise) we should view as appealing and to respond to these in a timely fashion. We seek to craft such mechanisms.

As we move forward, we must change how we view technology – seeing technology as a means of changing the nature of our work and study. Of course, this will require us to train employees and students to welcome and be proficient in quickly changing technological skills.

We will identify areas in which risk-taking should be valued (as in conducting research which rejects old paradigms in favour of a new approach) but also be clear about areas in which we should be risk-averse (as in expansion of defined benefit pension plans).

We must consider how best to address the university workforce in an age of instantaneous information and rapid change. Our employees reflect the values of the university, and it is our responsibility to ensure that we embed sufficient professional development in our operations so that our personnel can grow their skills and expand their knowledge.

We must also ensure that our staffing structures do not ossify, that we have sufficient flexibility to respond to change and be nimble. In particular, the role of faculty members is evolving as pedagogies change and we seek to distribute programs geographically to provide greater access for learners.

Achieving this vision will require innovative thinking, a willingness to challenge established processes and governance structures, and commitment. This vision will need to speak to all facets of our institution and to all people associated with us. Our actions in the years to come must reflect the goals outlined in this vision. Our success will be judged by how well we mirror our vision in the coming decades.